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Nota di contenuto	Cover; Half Title; Title Page; Copyright Page; Dedication; Table of Contents; List of Images; Foreword; Preface; Acknowledgments; 1. Introduction; Arts Artifact One: NWCLB (No White Child Left Behind); Arts Artifact Two: Buying Time; Vignette One: Through My Lens: A Child's Perspective; 2. Knowing Your Students: Becoming a Culturally and Linguistically Responsive Teacher; Arts Artifact Three: Pinewood Estates Trailer Park; Vignette Two: Documenting Dreams: Immigrant Girls' Aspirations through Shadow Portraiture; 3. Building Family-Community-School Partnerships; Arts Artifact Four: La Noche Vignette Three: A Matter Party: Celebrating Science and Deepening UnderstandingVignette Four: The Older Sister: Beyond ELL Pronunciation to Performance and Purpose; Vignette Five: Making an Edible School Garden with Multilingual Children: Engaging Linguistic, Cultural, and Community Resources; 4. Playing with Language, Playing through the Arts; Vignette Six: Acted and Enacted Lives: Language Play,

Theatre, and Language Development at the Border; Vignette Seven: Journey: Identity and Language Development through the Arts; Arts Artifact Five: Separated Families

5. Living Stories, Telling Stories Vignette Eight: Conceptual Translations from English Language Learners' Indigenous Storytelling; Vignette Nine: Working with Korean Newcomer Immigrant Adolescents in Community Art; Vignette Ten: ¿Y el Caballito de mar, donde vive? Exploring Science and Literacy through Bilingual Storytelling and Shadow Puppetry with Head Start Children; 6. Responding Critically to Literature; Vignette Eleven: Migrant Students Vignette Their Lives: Languages and Cultures Cross the Fields into the Classrooms; Vignette Twelve: Young Writers Program for Migrant Youth

Vignette Thirteen: Which "A" Will Be? Acculturation, Assimilation, Americanization

7. Responding Critically to World Events; Vignette Fourteen: Eastside High School: May Day Service Learning Project from Alumni to Future Alum; Vignette Fifteen: Youth Participatory Action Research in a Middle School ESOL Classroom: Voices for Immigrant Latino Communities; 8. Talking to the System through Youth Media; Vignette Sixteen: Youth Media: Making It in the World!; Vignette Seventeen: Having Our Say: English Language Learners Talk Back to Teachers; 9. Creating Counter-Narrative Practices at School

Vignette Eighteen: Ethnodrama: Transformative Learning in Multicultural Teacher Education Vignette Nineteen: Seeing Art, Seeing the World: Modern Art and Literacy Development with English Learners K-12; 10. Epilogue: Building Sustainability in/with Multilingual Communities; Arts Artifact Six: Inspecting Borders; Vignette Twenty: It Is NOT What It Is: A Multidisciplinary Approach to Critical Pedagogy, Cultural Production, and Youth Development in the Youth Roots Program; Arts Artifact Seven: Language Lessons I; Appendix A: A Process for Building Critical, Creative, Caring Experiences

Appendix B: Resources for Educators and Artists

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### Sommario/riassunto

The Arts and Emergent Bilingual Youth offers a critical sociopolitical perspective on working with emerging bilingual youth at the intersection of the arts and language learning. Utilizing research from both arts and language education to explore the ways they work in tandem to contribute to emergent bilingual students' language and academic development, the book analyzes model arts projects to raise questions about "best practices" for and with marginalized bilingual young people, in terms of relevance to their languages, cultures, and communities as they envision better worlds.

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