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Chapter Twenty-three: Reflection Questions for Part Three: Honoring Liberated Voices; Part Four: Teaching Against the Grain  
Chapter Twenty-four: Punk Has Always Been My School  
Chapter Twenty-five: Pickled; Chapter Twenty-six: They Are Me and I Am Them: A Memoir of a Social Justice Educator; Chapter Twenty-seven: Look;  
Chapter Twenty-eight: Teaching from the Margins; Chapter Twenty-nine: Peace; Chapter Thirty: You Gotta Be Ready for Some Serious Truth to Be Spoken; Chapter Thirty-one: Reflection Questions for Part Four: Teaching against the Grain; Part Five: Speaking Up and Talking Back;  
Chapter Thirty-two: Through My Eyes; Chapter Thirty-three: Playground Futurities  
Chapter Thirty-four: The Richest Country in the World: A Fable  
Chapter Thirty-five: Three Spaces of Exclusion: The 21st-Century High School Integration of That Girl; Chapter Thirty-six: They Said; Chapter Thirty-seven: Language as Weapon: Lessons from the Front Lines; Chapter Thirty-eight: Starfish (A Practical Exorcism); Chapter Thirty-nine: All the Ways We Learn; Chapter Forty: we pull the wool over this rainbow of eyes: the archeology of white people (pts. 1 and 2); Chapter Forty-one: Use your words!; Chapter Forty-two: Privileged and Under; Chapter Forty-three: The Goddess of Autumn  
Chapter Forty-four: Reflection Questions for Part Five: Speaking Up and Talking Back  
Part Six: Advocacy and Solidarity; Chapter Forty-five: Connecting with Carlos: Reframing Pain into a Model of Resiliency and Activism; Chapter Forty-six: Praise; Chapter Forty-seven: Three Portraits; Chapter Forty-eight: Willie Alexander; Chapter Forty-nine: Knowledge as a Function of Freedom; Chapter Fifty: School Talk; Chapter Fifty-one: letter to student; Chapter Fifty-two: Reflection Questions for Part Six: Advocacy and Solidarity; About the Contributors

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## Sommario/riassunto

The editors assembled this book in order to highlight the voices of those who do have an idea-of people who have experienced or witnessed the impact of educational injustice on the lives of marginalized youth and the educators who advocate for them. They set out to collect writing about people's experiences--their reflections on social justice and injustice, equity and inequity in and out of schools that influence educational access and opportunity. By sharing stories in poetry and prose and photography, telling truths either as people on the margins or as their partners in struggles for educa

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