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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,

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Vignette Thirteen: Which "A" Will Be? Acculturation, Assimilation, Americanization7. 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 EducationVignette 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

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.
