

8th Edition

TEACHERS, SCHOOLS, AND SOCIETY



David Miller Sadker • Myra Pollack Sadker • Karen R. Zittleman

TEACHERS, SCHOOLS, AND SOCIETY

EIGHTH EDITION



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TEACHERS, SCHOOLS, AND SOCIETY

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ABOUT THE AUTHORS

David Sadker

Dr. Sadker has taught in middle and senior high schools, as well as at the college level, and has been a professor at American University (Washington, DC) for more than three decades. He and his late wife Myra Sadker, gained a national reputation for research and publications concerning the impact of gender in schools. (To learn more about Myra's life and work, visit www.sadker.org.) Dr. Sadker has degrees from the City College of New York, Harvard University, and the University of Massachusetts. He has written several books and numerous articles in both professional and popular journals. He coauthored *Failing at Fairness: How Our Schools Cheat Girls*, published by Touchstone Press in 1995, and his research has been reported in hundreds of newspapers and magazines including *USA Today*, *USA Weekend*, *Parade Magazine*, *BusinessWeek*, *The Washington Post*, *The London Times*, *The New York Times*, *Time*, and *Newsweek*. He has appeared on local and national television and radio shows such as *The Today Show*, *Good Morning America*, *The Oprah Winfrey Show*, Phil Donahue's *The Human Animal*, National Public Radio's *All Things Considered* and *Talk of the Nation*, and twice on *Dateline: NBC* with Jane Pauley. The Sadkers received the American Educational Research Association's award for the best review of research published in the United States in 1991, their professional service award in 1995, and their Willystine Goodsell award in 2004. The Sadkers were recognized with the Eleanor Roosevelt Award from The American Association of University Women in 1995, and the Gender Architect Award from the American Association of Colleges of Teacher Education in 2001. David Sadker has received two honorary doctorates.



Myra Sadker

Myra Sadker was a professor and Dean of the School of Education at American University (Washington, DC). Her pioneering work in gender bias included one of the first books on the topic, *Sexism in School and Society* (Harper and Row, 1973), as well as a popular trade book, *Failing at Fairness* (Scribner, 1994), which documented gender bias from pre-school through professional school. She grew up in Maine (a state of endless beauty) and graduated from Boston University, Harvard University, and the University of Massachusetts. Her numerous publications appeared in both the professional and popular press. Myra's many awards testify to the power of her life as an educator, but the reward she most cherished was connecting with the lives of students. Myra coauthored many of the early editions of this book, and this text reflects her unwavering commitment to a student-friendly teacher education textbook. She remains the inspiration behind *Teachers, Schools, and Society*.

Myra died in 1995 while undergoing treatment for breast cancer. For more information on her life, visit www.sadker.org.





Karen R. Zittleman

Dr. Zittleman attended the University of Wisconsin for her bachelor's degree, and American University for her master's degree and doctorate. She teaches at American University's School of Education and has been a virtual teacher for several courses offered online through the Women's Educational Equity Act. Her articles about gender, Title IX, and teacher education appear in the *Journal of Teacher Education*, *Educational Leadership*, *Phi Delta Kappan*, *Principal*, and other professional journals. She is a contributing author to *Gender in the Classroom: Foundations, Skills, Methods and Strategies Across the Curriculum* published by Lawrence Erlbaum and has created several equity Web sites. Karen has also authored *Making Public Schools Great for Every Girl and Boy*, an instructional guide on promoting equity in math and science instruction published by the National Educational Association, and educational film guides for *A Hero for Daisy* and *Apple Pie: Raising Champions*. She is project manager for Myra Sadker Advocates. Karen's research interests have focused on educational equity, foundations of education, teacher preparation, and spirituality in education.

A GUIDED TOUR OF YOUR INTERACTIVE TEXT

If you think that *Teachers, Schools, and Society* was written to introduce you to the world of teaching, you are only half right. This book also reflects our excitement about a life in the classroom and is intended to spark your own fascination about working with children. The basic premise for this text has not changed through all the previous editions: write a book students want to read, not have to read. While we continue to work hard to provide you with information that is both current and concise, we work even harder to create an engaging book—one that will give you a sense of the wonderful possibilities found in a career in the classroom.

To help you determine if teaching is right for you, and to learn more about education in general, you will find reflection questions throughout the text. These questions will put you right into the center of these issues, a personal connection that encourages your thoughtful deliberation. While the text has been designed to engage you, we also devised an absorbing “electronic-option,” the Web site resources. The text’s Web resources are accessible through www.mhhe.com/sadker8e. Here you can choose to go into the Online Learning Center that houses the student study guide, and activities and resources to help you practice

with and further explore concepts introduced in the text. Throughout the text you will see links to the activities and study resources found on the Online Learning Center. Each link includes a brief explanation of what you will find online. Now it is time for your first reflection question: How can you discover this wonder trove of electronic treasures? Easy. We have blue “hot link” type whenever there is a Web site connection. Visit us in our cyber-classroom at www.mhhe.com/sadker8e.

To help you discover and use all of these new interactive opportunities, we have created a key of useful icons. Look for the following as you read this book:

REFLECTION: Wh
of these reasons fo

highlights reflection questions.



www.mhhe.com/sadker8e indicates that you should go to the **Online Learning Center** for more information or to do an activity.

Now, join us for a tour of the special features of the text.

Class Acts

Each of the four part openers includes a *Class Act*—a story from a current or future teacher about his or her involvement in education. You can find additional Class Acts submitted by your classmates nationwide on the [Online Learning Center](#). Have you had a teacher who made a difference in your life? We want to hear about that teacher, and perhaps include your story in the next edition of the text. Please submit your own story!

CLASS ACT

At this time of year, graduates may feel a little lost. We have been students for 50 long, and now suddenly things are changing. At such time of transition, we need a larger purpose to guide us—why have we chosen these careers as educators? It certainly wasn't for the money! I would like to share some words that I have turned to for a sense of purpose.

Over thirty years ago, W.E.B. DuBois, the great African American writer and activist, said from his death bed: "One thing alone I charge you: As you live, believe in life! Always human beings will live and progress to greater, broader, and fuller life. The only possible death is to lose belief in this truth..."

Despite all the injustice he experienced, DuBois died believing that the future will be ever brighter. In our line of work, it is not always easy to believe in progress. Apparently, DuBois never tried to get licensed at the New York City Board of Ed. I have had many discussions with other students, wondering how to tackle problems such as glaring educational inequity based on race and class, negative or indifferent attitudes toward bilingual and special education, international disparities in the quality of education, and a general lack of respect in this country for the work

that we do. What impact can I have as one individual educator? True, one person alone cannot change society. But each of us does have the power to change other people, and collectively we are an impressive force. For example, think of a teacher or family member who has passed on a legacy to you.

I am imagining two people up here with me: my mother's mother and my father's father. My grandmother, Mercy Oduro, was a West African woman who touched hundreds as a teacher and headmistress of an elementary school. It's a testament to her life's work that, although she died six years ago, I am still called "Teacher Mercy's granddaughter" when I go back to Ghana. To me, she has passed on a fair for celebration and an unshakable belief in her students, and I will pass these on to my own students.

My American grandfather, William Steel, 83 years old, is a retired teacher, but STILL tutoring daily at his local school. His legacy is so strong that on his eightieth birthday he got letters from people he taught over fifty years ago, acknowledging his influence on them. To me, he has passed on a fantastic curiosity about the world and a playful sense of humor, and I will pass these on when I teach.



Imagine now that all the people we will reach ARE crowded in this room today—hundreds, thousands of them. In each of these people there is a piece of one of us, continuing the legacy of those who came before. Look around. Can you see the ocean of possibility flowing from us here today? Together, how can we NOT create DuBois' vision of greater, broader, and fuller life? Let me tell you, we are powerful! We are educators.

Melina Steel
Teachers College Graduate Speech
Columbia University

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Read more Class Acts on the
Online Learning Center.

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Chapter Opener

The chapter opener page includes Focus Questions and a Chapter Preview to prime you for the content that will follow. At the end of the chapter, the summary will be framed by these very same focus questions. The page also includes an online *What Do You Think?* poll. Answer the questions and then, via the Internet, find out how your peers responded. It's an opportunity to participate in our national survey system and is only one of the activities that you will find on the [Online Learning Center](#).

Culturally Responsive Teaching

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CHAPTER

FOCUS QUESTIONS

1. In what ways are American schools failing culturally diverse students?
2. How do deficit, expectation, and cultural difference theories explain different academic performance among various racial, ethnic, and cultural groups?
3. How do metaphors like "melting pot" and "tossed salad" both capture and mask American identity?
4. What are the political and instructional issues surrounding bilingual education?
5. What are the purposes and approaches of multicultural education?
6. Why is culturally responsive teaching important?
7. How can teachers use culturally responsive teaching strategies?

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WHAT DO YOU THINK? Cultural diversity of students. Estimate the racial, ethnic, and social class backgrounds of today's students.

CHAPTER PREVIEW

America has just experienced the greatest immigration surge in its history. In the past few decades, newly minted Americans have arrived mainly from Latin America and Asia, but also from the Caribbean, the Middle East, Africa, and Eastern Europe. Today, about one in ten Americans is foreign born, and the native language of well over 30 million Americans is a language other than English. By 2030, half of all school children will be of color. These demographics create a remarkable and formidable challenge for the nation's schools.¹ Some advocate a multicultural approach to education that

recognizes and incorporates this growing student diversity into teaching and the curriculum. Others fret that disassembling our Eurocentric curriculum and traditional approaches to education may harm our American culture. For many teachers, the struggle is to teach students with backgrounds different from their own. How to best do this is a tough question, and one that this chapter addresses directly not only with breath-taking information and some astute (we hope) insights, but with practical suggestions as well.

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YOU BE THE JUDGE
STUDENTS WITH SPECIAL NEEDS

Should Be Mainstreamed Because . . .

WITHOUT INCLUSION, OUR DEMOCRATIC IDEAL IS HOLLOW
Segregating the disabled mirrors the historical segregation of African Americans and other groups, a segregation already rejected by the courts. Separate can never be equal, and all students quickly learn the stigma associated with those in "special" classrooms.

SOCIETY NEEDS THE TALENTS OF ALL ITS CITIZENS
Society needs the skills and economic productivity of all our citizens. Educating the disabled in a segregated setting decreases their opportunity for full and meaningful contributions later in life.

MAINSTREAMING IMPROVES THEIR ACADEMIC AND SOCIAL RELATIONS
Studies indicate that special needs students perform better academically when mainstreamed in regular classes. Not surprisingly, their social adjustment is also improved.

THOSE WITHOUT DISABILITIES GAIN WHEN SPECIAL NEEDS STUDENTS ARE PRESENT
In our increasingly stratified society, students can spend years in school with peers just like themselves. Inclusion provides an opportunity for children to appreciate and work with people who do not necessarily reflect their own experiences and viewpoints.

Should Not Be Mainstreamed Because . . .

MERELY SITTING IN REGULAR CLASSROOMS DOES NOT GUARANTEE A FITTING EDUCATION
A rallying cry like "democracy" sounds impressive, but we need to ensure that special needs students receive a quality education, and the best place for that is not necessarily in a mainstreamed classroom.

PULL-OUT PROGRAMS CAN OFFER SPECIAL NEEDS STUDENTS THE RESOURCES THEY NEED TO SUCCEED
Pull-out programs for special needs children can offer an adjusted curriculum, special instructional techniques, and smaller class size. Special needs students can soar in classrooms designed to meet their needs, but flounder when they are inappropriately placed in regular classes.

GIFTED AND TALENTED STUDENTS ARE AT PARTICULAR RISK
Gifted and talented students fall within the special needs category, and for them, mainstreaming is a disaster. If the gifted are not challenged, they will be turned off from school, and the gifts of our most able students will be lost to society.

WHEN SPECIAL NEEDS STUDENTS ARE MAINSTREAMED, STUDENTS WITHOUT DISABILITIES SUFFER
As teachers in regular classes adjust learning activities to accommodate the special needs students, other students lose out. The extra time, special curriculum, and attention given to special needs students amount to time and resources taken from others in the class.

SOURCE: Many of these arguments are found in greater detail in Jack L. Nelson, Stuart B. Palinsky, and Kenneth Carlson, *Critical Issues in Education: Dialogue and Dialogue* (New York: McGraw-Hill, 2004), pp. 441-47.

YOU DECIDE . . .

What training would help you meet the special needs of students mainstreamed into your classroom? Can "separate" ever be "equal"? Whose needs are of most worth, those of special needs students, or of "regular" students? Do their needs actually conflict? As a teacher, would you want special needs children mainstreamed or pulled out? Imagine yourself the parent of a special needs child. Would you want your child mainstreamed or pulled out?

You Be the Judge

You Be the Judge provides two sides of an argument so you can consider different points of view, and not just ours. Then we ask you to be the judge (law school not required), by responding to the reflection questions following the arguments. You can also do this on the [Online Learning Center](#) and either e-mail your response to your instructor, or save your response for your portfolio.

Profile in Education

Teaching is all about people—it's a very human connection. The people we profile are teachers, teacher educators, social activists working for children, and educational researchers. Each was chosen for an important contribution to education. And to follow up the text descriptions, you can visit the [Online Learning Center](#) to find out more about the profiled educator.

PROFILE IN EDUCATION



Jane Roland Martin

society may champion the greater earning power and talents of women, we are seeing a backlash against the more liberated roles of women. The trouble? The changes have cast as fiction the rosy Norman Rockwell portrait of the American family. More than half of all mothers work outside the home and single-parent homes number 1 in 5. These numbers stir concern that day care is bad, working mothers are neglectful and the well-being of the nation's children is threatened.

What society may see as problematic, Jane Roland Martin envisions as opportunity. Historically the physical, emotional, and social needs of children have been met by family, primarily mothers. Today, women are drawn by economic need and personal desire to enter the workforce. Martin sees these changes as a defining moment for schools, a chance to recreate within schools the nurturing tasks traditionally performed at home.

Martin's critics say no, schools should focus only on intellectual development. Not Martin. A social reconstructionist, she challenges schools to open their doors to what she calls the 3Cs—caring, concern, and connection. As more children are cared for outside the home, she fears the 3C curriculum is in danger of being lost. And American society has paid a heavy price for ignoring such domestic needs. Social inequalities continue and children are often the victims. Martin has an antidote: transform schoolhouses into "school-homes."

The schoolhouse is far different from traditional "factory-model schooling which views children as raw material, teachers as workers who process their students before sending them on to the next station on the assembly line, [and] curriculum as the machinery that forges America's young into marketable products."¹ Instead, Martin's school-home focuses on students' individual emotional and cognitive needs. It

embraces the experience of all learners and welcomes racial, cultural, and gender diversity. Martin's vision of schools reflects her vision of American society as everyone's home:

Instead of focusing our gaze on abstract norms, standardized tests, generalized rates of success and uniform outcomes, the ideas of the schoolhouse direct action to actual educational practice. Of course a schoolhouse will need the 3Cs, but it will give equal emphasis to the 3Cs—not by designating formal courses in these but by being a domestic environment characterized by safety, security, nurturance and love. In the schoolhouse, mind and body, thought and action, reason and emotion are all elevated.²

The schoolhouse will incorporate the 3Cs into our very definition of what it means for males and females to be educated. Creating such nurturing and equitable schools will require "acts of both great and small, strategic and utterly outrageous. The cause demands no less, not one wild leap."³

¹Jane Roland Martin, *The Schoolhouse: Remaking Schools for Changing Families* (Cambridge, MA: Harvard University Press, 1992), p. 41.
²Jane Roland Martin, "Women, School, and Cultural Wealth," in *Gender, Youth and Family* (Malden, MA: Blackwell, 1998), pp. 161-62.
³Jane Roland Martin, *Creating of Age in America: Rethinking Women's Roles and Redefining the Academy* (New York: Routledge, 2000), p. 182.

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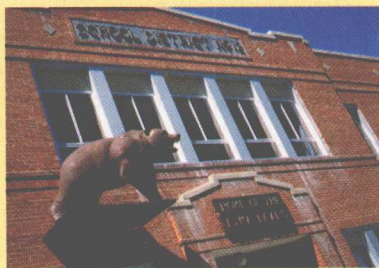
REFLECTION: Do you agree with Jane Roland Martin that the 3Cs should be an integral part of the curriculum? Explain. Describe what a 3C curriculum might look like in schools today.

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To learn more about Jane Roland Martin, click on Profiles in Education.

PHOTO-SYNTHESIS Signs of the Times

What does a school's name, mascot, message board, and presentation say about what's happening inside the classroom? What do these school signs tell you? Are there ways to identify a good school by its sign? How would your high school sign fit in the photo gallery?



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Photo-Synthesis

Most of us enjoy “seeing” theoretical concepts come to life. In fact, some people are more visual than verbal and greatly benefit from photographs and illustrations. That’s why we developed *Photo-Synthesis*—photo collages that encourage analysis. And if you need a thoughtful boost, one or more questions help you focus your inquiry.

IMAGINE . . .

New Teacher Pay Scale

Teachers work with children only a few hours a day, and some people, not very sympathetic to the demands on teachers, believe that they should be paid pretty much as babysitters. Surprisingly, some teachers see an advantage in that system. Babysitters get about \$6.00 an hour, so for a five-hour day, teachers would earn \$30 per child. For a class of 25, that would be \$750 a day. The school year is 187 days, so that would be \$140,250. Summers, weekends, and evenings off. Teachers as babysitters, an idea with some merit!

Imagine . . .

Throughout the chapters you will find brief overviews of education-related news items. We selected these items because we found them funny, poignant, or particularly relevant to the chapter content. The *Imagine . . .* items also provide a sense of currency to the issues and topics discussed in the text.

Frame of Reference

These boxes take a closer look at important topics. They provide research updates, further information about an issue, or even suggestions for classroom use.

Teachers provide variety in both content and process. In elementary level, content can involve moving from one subject area to another. In secondary instruction, the move might be in the same subject area, such as the move from memorizing vocabulary to analyzing symbols in a short story. A savvy teacher knows, student interest can be maintained by moving from one to another during a single lesson. For example, a 60-minute lesson on the evolution might begin with a 10-minute overview providing the structure, then move into a 15-minute question-and-answer session, then change to a 10-minute video, and conclude with a 10-minute discussion and closure. Another way to vary content and process in teaching is to accommodate different learning styles. Some students might miss what is said in a lecture (not being

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radio

INTERACTIVE ACTIVITY
Create a Course Schedule
What do you think your students' week should consist of?

FRAME OF REFERENCE Tips for Teaching English Language Learners

Some teachers wonder how they can effectively teach English language learners. Here are several strategies for turning frustration into success for your ELL students.

- **Get to know your students, and when possible, use their backgrounds to make connections to the material being learned.**
Creating a comfortable and safe classroom climate for your students despite the language and culture differences is an important first step. By connecting to their backgrounds, you will help ELL feel that their new classroom culture is less alien and distant.
- **Give explicit directions, emphasize key words, and offer concrete examples to enhance the understanding of ELL students.**
Simple strategies such as emphasizing key words, offering examples of your main points, and using visuals such as the chalkboard, flash cards, games, graphics and puzzles can increase the understanding of ELL students.
- **Plan for and expect the active involvement of ELL students.**
It is a good idea to call on all students to keep their attention and focus. ELL students are no exception. A preferred strategy is to ask a question before calling out a specific name so that all students have time to

consider their answer. Feel free to use a variety of questioning strategies, but avoid rhetorical questions since ELL students may not understand them. Waiting a bit longer for students to respond will give ELL students more time to process the question in their new language.

- **Do not depend simply on verbal, teacher-centered learning, but incorporate a variety of instructional strategies.**
Hands-on activities, cooperative learning groups, and other strategies will help ELL students develop their language skills and learn new information through avenues other than teacher talk.
- **Always provide time to check for understanding and be sure to provide precise and immediate feedback.**
Unlearning the wrong word or behavior is more difficult than learning it correctly the first time. Monitoring and offering clear feedback can eliminate the need to unlearn and relearn.

REFLECTION: How would incorporating these skills for ELL students enhance your teaching effectiveness for all students?

Interactive Activities

Interactive Activities are listed in the margin and can be found on the [Online Learning Center](#) under the corresponding chapter. The activities are designed to allow you to apply what you are learning in an interactive environment.

SUMMARY

CHAPTER REVIEW
Go to the Online Learning Center to take a chapter self-quiz, practice with key terms, and review concepts from the chapter.

1. How do cognitive, effective, and physiological factors impact learning?
Individuals exhibit diverse styles of learning that are affected by attitudes (such as motivation), reasoning (organization and retention of information), and physical needs (sleeping). Because students exhibit a wide range of individual differences, there is no single optimal educational climate.

2. How can teachers respond to different learning styles?
Teachers may need to adjust room temperature, lighting, and noise level, and plan a variety of activities to accommodate individual student needs. Teachers can work to complement various learning styles, such as visual, kinesthetic, or auditory.

3. Is gender a learning style?
The jury is still out on this question. For example, a number of boys seem to prefer competitive learning, while many girls opt for cooperative learning activities. Is this due to genetics or socialization or some combination of the two? Certainly, the continued emphasis by schools on gender differences, segregating students by sex in co-curricular, daily activities, and even in separate classrooms and schools does little to help cross-gender understanding or harmony.

4. What are the classroom implications of Howard Gardner's theory of multiple intelligences?
Just as some educators challenge the concept of a single appropriate learning style, others challenge the notion of a single type of intelligence. Gardner's theory of multiple intelligences suggests that teachers plan their lessons to incorporate and develop these different intelligences (e.g., ask students to research historical events through dance).

5. How does emotional intelligence influence teaching and learning?
Daniel Goleman advocates that teachers develop students' emotional (EQ) as well as intellectual (IQ) gifts by helping students understand their emotions, "read" the emotions of others, and learn how to manage relationships.

6. How are the needs of special learners met in today's classrooms?
The Individuals with Disabilities Education Act (IDEA) guarantees students with disabilities access to public education, and requires that individualized education programs document school efforts and student progress. Despite this law, there are no easy answers to identifying or educating special needs children, and there is much

KEY TERMS AND PEOPLE

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DISCUSSION QUESTIONS AND ACTIVITIES

WEB-TIVITIES
Go to the Online Learning Center to do the following activities:
1. Learning style inventory
2. Multiple Intelligences
3. Exceptional learners

1. How would you characterize your own learning style? Interview other students in your class to determine how they characterize their learning styles. Based on these interviews, what recommendations could you offer your course instructor about how to meet the needs of students in your class?

2. Interview people who graduated from single-sex schools and ask them about their experience. Did they find single-sex schools to be an advantage or not? In what ways? Do males and females have different assessments? What was lost by not attending a co-ed school? What was gained?

3. What steps can teachers take to create a safe classroom climate for GLBT students? How might the curriculum or school norms be made more inclusive?

4. Can you develop additional intelligences beyond the ones Gardner identifies? (This is often best accomplished in groups.)

5. Investigate a special education program at a local school. Describe its strengths. What suggestions do you have for improving it?

THE TEACHERS, SCHOOLS, AND SOCIETY READER WITH CLASSROOM OBSERVATION VIDEO CLIPS

Go to your Teachers, Schools, and Society Reader CD-ROM to:

READ CURRENT AND HISTORICAL ARTICLES

1.1 Metaphors of Hope. Mimi Brodsky Chensfeld, *My Days' Passions*, December 2004.

1.2 Keeping Good Teachers: Why It Matters. What Leaders Can Do, Linda Darling-Hammond, *Educational Leadership*, May 2003.

1.3 Improving Relationships with the Schoolhouse. Ronald S. Barth, *Educational Leadership*, March 2006.


ANALYZE CASE STUDIES

1.1 Megan Brumfield: A parent with her children's favorite elementary school teacher and is surprised to discover that the teacher does not encourage her to enter the teaching profession.

1.2 Jennifer Gordon: A mature woman beginning a second career as an elementary school teacher struggles during her student teaching experience with how to deal with her cooperating teacher who treats her very badly and corrects her in front of the class.

OBSERVE TEACHERS, STUDENTS, AND CLASSROOMS IN ACTION

Classroom Observation: The Pros and Cons of Teaching



Deciding whether to enter the teaching profession is an important decision. As you've read in this chapter, there are many things to take into consideration when exploring teaching as a career. In this observation you will observe experienced and new teachers as they discuss both the joys of teaching and their concerns with the profession, some of the surprises they discovered, and the advice they have for those considering a career in the classroom.

REEL TO REAL TEACHING

BEND IT LIKE BECKHAM (2002)
Run Time: 112 minutes

Synopsis: Jess Bhattria is an 18-year-old growing up in West London, where her family has taken every effort to stay in touch with its Indian heritage. Her father and mother want their daughter to go to law school, learn to cook a traditional Indian dinner, and settle down with a nice Indian boy. Much to her family's chagrin, however, Jess's talents and interests push her to pursue her love for soccer.

Reflections:

- In the film, gender, culture, sexual orientation, religion, and ethnicity clash. How is Jess's identity affected by each of these dimensions? How do Pinky, Jules, and Jules's parents serve as advocates of race in society? Which of these characters reflect views that you experienced as you grew and developed? How did you resolve these conflicting views of the world—or did you?
- Although Jess's family held to tradition in food, dress, and celebrations, identify times when they embraced new ideas. How did the greater British society influence them? How did they affect that British society? Can an individual pursue his or her dreams and passions without giving up cultural values and traditions? What is the cost of going up these traditional values? What is the cost of closely adhering to tradition? Can build these differences be bridged?
- In the United States in 2001, Ashley Martin became the first woman to score in a NCAA Division I football game. She kicked three extra points. Should women play football? Do you have limits for certain groups to participate in athletics, classrooms, and careers? What's "too far"?

Follow-up Activity: What barriers have you struggled through? Are you the only male or female in the stands, the only nonmajor in the hall, the only straight or gay person in the room? How does difference feel? What did you learn from such an experience? What can others learn? How might a difference in social class, religion, gender, ethnicity, or sexuality affect your life as a teacher or a student? Do you feel ready for the challenge and opportunity to teach students who are quite different from you? How can you prepare yourself for teaching in diverse classrooms?

How do you rate this film? Go to *Reel to Real Teaching* to review this film.

Chapter-Ending Spread

The material at the end of the chapter is designed to structure your review of the content and help you make sure you understand key ideas. Here's what you'll find there:

- A *Chapter Review* link reminds you to go to the [Online Learning Center](#) to take a quiz, practice with key terms, and review key ideas from the chapter.
- The *Summary* is organized by the Focus Questions at the start of the chapter.
- The *Teachers, Schools, and Society Reader* section lists the readings, case studies, and classroom observation video clips that accompany the chapter.
- Key Terms and People* will help you identify and remember the critical terminology and influential individuals discussed in the chapter. Page references next to each entry guide you to the place that each is discussed in the chapter.
- The *Discussion Questions and Activities* are designed to promote deeper analysis, further investigation, and even an evaluation of the controversial issues discussed in the chapter. Also included are the Internet-based *WEB-tivities* you can find on the [Online Learning Center](#).
- Reel to Real Teaching* summarizes a popular movie, usually available on videotape or DVD, that will add to your appreciation of the information included in this chapter. We believe that Hollywood can actually enhance your education, and movies can both deepen your understanding of the chapter and offer a richer educational context. The *Reel to Real* feature provides questions and follow-up activities that guide you through the movie and the issues described in the text. Go to the [Online Learning Center](#) to rate the movie.
- For Further Reading* includes an annotated list of recent and influential books related to the chapter.

Part III: Foundations

INTASC PRINCIPLE 1
Knowledge of
Subject Matter

3:1 Self-Fulfilling Prophecy

Purpose: Someday, at the end of your career in education, you will no doubt recall your early hopes and dreams. Will you have realized your goals? Project yourself into the future, and imagine you have accomplished all that you set out to do. An orientation toward the future can help you attain your goals.

Activity: Time flies: A new generation has decided to become teachers and they open *Teachers, Schools, and Society* (25th edition!), which they bought for only \$1,284 and wondered if it was really worth it. They turn to the history chapter and begin reading the profiles in the "Hall of Fame." And you are there. Why? Let's find out.

Artifact: "My Hall of Fame Entry." Write yourself into *The Education Hall of Fame* by following the format in Chapter 7. Provide a graphic image, a statement of significant contribution, and about 250 words that detail your accomplishments in education. Be sure to include your unique skills and expertise to describe your achievement.

Reflection: The activity should help you define your professional values. What actions might help you reach your long-time goals? What steps should you consider now? Are there mentors and professional relationships that might help support your success? Keep this *Hall of Fame* entry in your portfolio. You could even seal and date it in an envelope to be opened when you teach your first class of students, receive your doctorate in education, are named U.S. Secretary of Education, or attend your retirement dinner. Attach your reflection to the artifact and include in your portfolio.

3:2 Money Matters

Purpose: Most state offices of education work to equalize per-pupil expenditures. Still, children live with very different financial realities at home and at school. A family's income influences a student's physical, social, emotional, moral, and cognitive growth.

Activity: To better understand and meet the needs of your learners, consider how economics has impacted you and your education.

Artifact: "Finances and Me." Under each developmental area, list ways your education was helped and/or hindered by money. While we all realize to one degree or another that money matters, we rarely take the time to consider specifically how it has shaped our own lives.

Reflective Activities and Your Portfolio

Reflective Activities and Your Portfolio, what we like to refer to as *RAPs*, give you a chance to explore your role as an educator by carefully considering what you have just read, and tying it to your own experiences. *RAPs* are intended to help you decide if teaching is right for you. And if it is right, these very same *RAPs* will give you direction as you prepare for a career in teaching. For those of you who want to start a portfolio, the *RAPs* will be your first step.

RAPs follow and connect to each of the four sections of the textbook. Each *RAP* includes:

- **Purpose**—explains why this activity is useful, and what it is intended to accomplish.
- **Activity**—allows you to apply your readings through observations, interviews, teaching, and action research.
- **Artifact**—challenges you to collect and manage the items you will find useful for developing your portfolio.
- **Reflection**—helps you think deeply and realistically about education and your place in it.

Student Resources

In addition to writing a text that broadens your understanding of the teaching profession, we created a supplements program designed to allow you to confirm your understanding of key concepts, practice and apply what you are learning, and extend the information in the text.

Online Learning Center

The [Online Learning Center](#) is your study guide. It includes:



- Focus Questions
- Chapter Summaries
- Key Terms
- Flash Cards

News, Articles, and Links

- Web Links
- *Profiles in Education*

Quizzes

- Multiple-Choice quizzes with feedback
- True/False quizzes with feedback

Interactive Exercises

- *What Do You Think?* surveys referenced in the text

- *Web-tivities*
- The *You Be the Judge* response area
- The Interactive Activities referenced in the text

Resources

- RAP Forms
- *Ask the Authors* Link
- The Glossary
- Online Appendices
- *More Class Acts*
- *Profiles in Education*
- *Reel to Real Teaching* resources

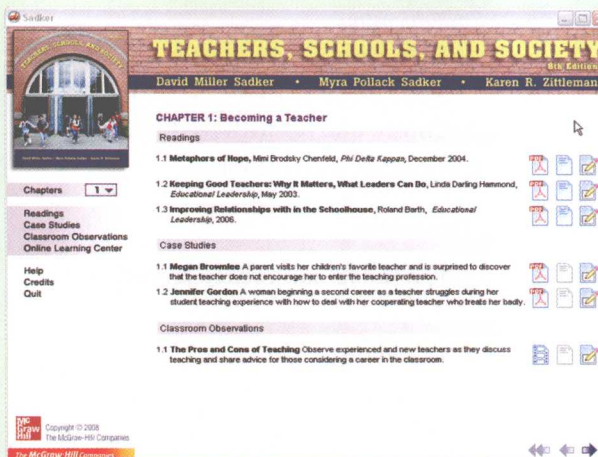
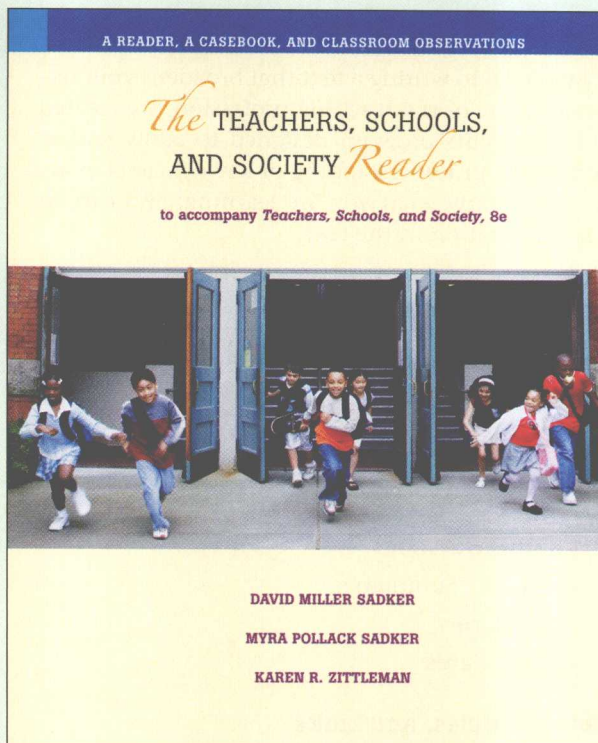
The Teachers, Schools, and Society Reader

The Teachers, Schools, and Society Reader that accompanies this eighth edition is an electronic reader designed to expand coverage of important topics first introduced in the text. The reader, housed on the CD-ROM in the Reader booklet, includes:

- 35 Readings from both contemporary and classic sources. Each reading includes an introduction and analysis questions.
- 23 Case Studies that provide you with the opportunity to read about how issues introduced in the text may play-out in a K–12 classroom. Each case study is followed by analysis questions.
- 19 Classroom Observation video clips that allow you to see teachers, students, and classrooms in action. Each observation is followed by analysis questions.

For a full listing of the readings and cases, go to page xiv.

The Reader is packaged for free with new copies of the text. If you purchased a used copy of this text, you can purchase a copy of the Reader from your bookstore or by calling McGraw-Hill Customer Service at 1-800-338-3987.



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www.mhhe.com/sadker8e ONLINE APPENDICES

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