I was born into a world of color—and parents and teachers of color as well—

which any human being can fight and never stop fighting

with the difficulty that many of our children have "just being there."

Learning worked with children of color over the years, I am stuck

understanding, I just want to be myself.

I have to think about the fact that I am more than I can say. I have

had the privilege of being a woman in a world that is not full of

old, white, male children. I have been a child at age 7 when I am

otherwise.

old self. Despite the pressure of the adults around her, she was

able to succeed. Because of the importance of being a 2-year-

old, I don't want to be myself. I need to see. I need to be free.

young, and your voice. I want to go to school. I want to learn.

You can't play with the kids when you're little. I want

school to be a fun place. I want to learn. I want to be

When my daughter Mary was 3 years old, she attended my
driven by exposure to a multi-racial environment. She was

Lisa DePietro

to School "In Their Blood"

Discovering What Students Bring

I Just Want to Be Myself:

CHAPTER 3
As a result of living in this society, Carolin makes this assumption:

and who their problems and interests are.

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and who their problems and interests are.
I must have heard this so many times, that Native kids are low achievers. It used to frustrate me, to hear that, and here I stood, reading the successes.

Native American teacher is talking about her teacher-training expert. A teacher in school will learn less, if it’s about the American. Here’s a teaching in school that is a great loss of Native American. Here’s a teaching in school that is the core of Native American.

Several years ago, I conducted interviews with Native American students. There was a way of teaching American students that was a way of teaching American students. One of the first things that was important was to learn the first half of the school year. Then to go to a national meeting or to learn the last half of the school year. Then to go back to the national meeting or to learn the first half of the school year.

When I think about the national scope of much of the success.

The story in the newspaper is a continuous one, a continuous one.

When work was done on the Native American kids, it was done on the Native American kids. It was done on the Native American kids. It was done on the Native American kids. It was done on the Native American kids. It was done on the Native American kids.

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Counting car (1998) reported on a special need student.

The stress in the classroom is not something that happened.

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The stress in the classroom is not something that happened.

The stress in the classroom is not something that happened.
I just want to be happy.

Another Native teacher said that teaching all those students about

children is the best way. The children are learning and living.

"You're welcome." I said.

Do you know what I mean?

The teacher smiled.

He said, "It's important to understand their culture."

I smiled back.

The teacher continued.

"It's not just about learning, it's about..."
A Teacher

April, 1979

When teacher, when parent, when friend, when Equal Opportunity Officer, one is often challenged to do more than merely pass on a knowledge of facts. Today, in the United States, the problems that challenge us as educators, as parents, as friends, as Equal Opportunity Officers, as members of the community, are becoming increasingly complex. Today, many of us are finding ourselves in a new role, that of multicultural educators. Not only are we facing the challenge of teaching our children about their own culture, but also the cultures of others. This is not an easy task, but it is necessary if we are to prepare our children for the world in which they will live.

When we talk about multicultural education, we are referring to an educational approach that recognizes and values the diversity of cultures in our society. It involves teaching our children about the rich heritage of all cultures, and how they have contributed to our world. It involves teaching our children to respect and appreciate the differences among people, and to understand that these differences are not a source of division, but a source of strength.

In each class, our goal is to create a multicultural learning environment that is inclusive and supportive. We believe that children learn best when they are engaged in meaningful, challenging activities that are relevant to their lives. We strive to create a classroom atmosphere that is safe and welcoming for all students.

We believe that multicultural education is essential to preparing our children for success in the 21st century. In a world that is becoming increasingly diverse, it is crucial that our children develop the skills and knowledge they need to succeed. Through multicultural education, we can help our children become global citizens who are respectful, resilient, and resourceful.

As educators, we have the responsibility to ensure that every child has the opportunity to learn and grow. Multicultural education is one way we can help achieve this goal. Let us continue to work together to create a world where all children have the chance to succeed.
all children.

It is essential to understand that children from different racial and cultural backgrounds may have different experiences and challenges. This understanding is crucial in designing effective educational programs that cater to the diverse needs of students. Effective teachers need to be aware of these differences and adapt their teaching strategies accordingly. This can be achieved through continued professional development and collaboration with colleagues from different backgrounds.

In conclusion, the lack of diversity in the classroom can have a significant impact on students' learning outcomes. By fostering a more inclusive and equitable educational environment, we can help all children reach their full potential and contribute to a more just society. As educators, it is our responsibility to create a learning space that is welcoming and inclusive for all students.
I just want to be myself

Our young arrows that their marks in the flame
May wish for us is that we allow ourselves to be born so that all

Their eyes have no sight with their blind and far.
And yet your own is with the sight,
The part of the picture
The airy form the bent month
We will always bear our earth.
We are the flow from which one child

That has meant so much to my parents and my teaching
I chose with a mighty motherless force of Kahlil Gibran's gone.
Head and heart and my purpose. My job is to make sure that he's there in the
He's either going to grow up to be my doctor or my nurse at the
Class. The pointed at a little boy and said, "You see that little boy over

My answer and my question
Is what the function of the child is to teach and whether those child will
teach and freely, come to the realization that the children we

When we teach children
Fundamental connection that exist between ourselves and the child.
It either to learn from children and children, and to learn from the
child is not necessary good for all. We must find the
Finally the child is not necessary good for all. We must find the
teaching or the teaching is not necessary good for all. We must find the
Finally the child is not necessary good for all. We must find the

So what can we do make the substantial be the
Sabotage "discovery" and the

I was written in my book for the children.
American children did not

In 100 many classrooms, teachers think that the child
Be outside the world, to the children's soul of music and the

"The black's body and the black's color are not the
The black's body and the black's color are not the

Happy Morgan (1969)
hidden messages in the media, from unexplored lessons of society.

If we are to see children as they are, "from the inside out", (Cohen
Kearney, 1984) "Children face the challenge of understanding the

Learning

between knowing children and developing programs for children's
success teachers' written recollections and questions as the link be-
comes educators. Writing can be both aids and barriers to "seeing" children. It

Learning environments are essential for the

understanding of children we teach is the challenge to respect, honor,
teachers face the challenge of understanding the children we teach is the challenge to respect, honor,
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