

11th grade us history textbook

The 11th Grade US History Textbook: A Crucible of Content, Controversy, and Industry Impact

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Publisher: Pearson Education, a leading provider of educational materials with a long history of publishing high-quality textbooks for K-12 and higher education.

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Abstract: The 11th-grade US history textbook plays a pivotal role in shaping the understanding of American history for a generation. This article delves into the implications of these texts for the educational publishing industry, exploring issues of historical accuracy, pedagogical approaches, market forces, and the ongoing debate surrounding inclusivity and representation. We analyze the complexities of creating a text that balances comprehensive coverage with engaging pedagogy, while also navigating the increasingly contentious political landscape surrounding the teaching of American history.

1. The 11th Grade US History Textbook: A Gatekeeper to Understanding the Past

The 11th grade marks a crucial juncture in a student's historical education. By this point, students have built a foundation in history, but the 11th-grade US history textbook often serves as their most comprehensive encounter with the complexities of American history. The selection of a particular 11th-grade US history textbook, therefore, carries significant weight, influencing not only what students learn but also how they interpret the past. This choice has profound implications for the educational publishing industry, shaping market trends, influencing curriculum development, and even

impacting national conversations about historical memory and civic education.

1. Navigating the Tightrope: Accuracy, Bias, and Pedagogical Approach in the 11th Grade US History Textbook

Creating an effective 11th-grade US history textbook requires a delicate balancing act. The text must be historically accurate, presenting events and interpretations supported by credible evidence. However, the very act of selecting which events to include and how to present them inevitably involves choices that can introduce bias, either consciously or unconsciously. Modern 11th-grade US history textbooks grapple with issues of representation, striving to incorporate diverse voices and perspectives often marginalized in traditional historical narratives. This necessitates careful consideration of language, imagery, and the inclusion of primary source materials that reflect the multifaceted nature of American history. Furthermore, the pedagogical approach employed significantly impacts student engagement and learning. A textbook that simply presents facts in a dry, chronological manner will likely fail to capture the imagination of students, unlike a text that incorporates engaging narratives, primary source analysis, and interactive activities.

1. The Market Dynamics of the 11th Grade US History Textbook Industry

The market for 11th-grade US history textbooks is highly competitive. Major publishers like Pearson, McGraw-Hill, and Houghton Mifflin Harcourt vie for adoption by school districts across the nation. This competition drives innovation in pedagogical approaches and the incorporation of new technologies, such as online resources and interactive simulations. However, it also creates pressure to produce texts that appeal to a broad range of stakeholders, including teachers, administrators, parents, and – increasingly – state-level educational boards. This can lead to compromises on historical accuracy or pedagogical innovation in favor of conforming to specific political or ideological pressures.

1. The Influence of State Standards and Curriculum Frameworks on the 11th Grade US History Textbook

State-level curriculum standards and frameworks play a significant role in shaping the content and scope of 11th-grade US history textbooks. Publishers must align their textbooks with these standards to ensure their adoption by schools within those states. This alignment process can sometimes lead to a

homogenization of content, as publishers strive to meet the minimum requirements of various state standards, potentially sacrificing depth of coverage or nuanced perspectives in favor of broad appeal. This necessitates a careful analysis of each state's unique curriculum, a complex and time-consuming process for publishers.

1. The Future of the 11th Grade US History Textbook: Embracing Digital Technologies and Inclusive Narratives

The future of the 11th-grade US history textbook is likely to be characterized by increased integration of digital technologies and a continued emphasis on inclusive narratives. Interactive textbooks, online learning platforms, and virtual reality experiences offer exciting opportunities to enhance student engagement and provide a more dynamic learning experience. Simultaneously, publishers are increasingly striving to create textbooks that incorporate a wider range of voices and perspectives, reflecting the diverse experiences that have shaped American history. This includes greater representation of marginalized groups, a more critical engagement with controversial topics, and a greater focus on social justice issues.

1. Conclusion

The 11th-grade US history textbook is more than just a collection of facts and dates; it is a powerful tool that shapes how students understand the past and their place in the present. The implications for the educational publishing industry are vast, ranging from market competition and pedagogical innovation to the ongoing debate about historical accuracy and representation. As the educational landscape continues to evolve, publishers will need to navigate these complexities while striving to create engaging and historically responsible texts that equip students with the knowledge and critical thinking skills necessary to become informed and engaged citizens.

FAQs

1. Are all 11th-grade US history textbooks the same? No, textbooks vary significantly in their approach, content, and pedagogical style. Publishers and authors take different perspectives on the narrative of American history.

1. How are 11th-grade US history textbooks chosen for schools? Textbook selection typically involves a committee of teachers, administrators, and sometimes parents who review various options based on curriculum alignment, pedagogical approach, and cost.
1. How can I find a 11th-grade US history textbook that is historically accurate and unbiased? Look for reviews from educators and historians, examine the publisher's reputation, and assess the text's use of primary sources and diverse perspectives.
1. What role do digital resources play in 11th-grade US history textbooks? Many textbooks now include online components with interactive exercises, primary source documents, and multimedia content.
1. How are controversies surrounding the teaching of American history reflected in 11th-grade US history textbooks? Textbooks often address controversial topics, but the way they handle these topics can vary widely depending on the author's perspective and the publisher's approach.
1. How can I assess the pedagogical effectiveness of a 11th-grade US history textbook? Consider its use of engaging narratives, primary source analysis, interactive activities, and its overall design and readability.
1. What are the current trends in 11th-grade US history textbook publishing? Trends include increased use of digital technologies, a greater emphasis on inclusive narratives, and an ongoing focus on aligning with state-level curriculum standards.
1. How can parents get involved in the selection of 11th-grade US history textbooks for their children's schools? Parents can attend school board meetings, contact teachers and administrators, and participate in textbook adoption committees.

1. Are there any organizations that evaluate the quality and accuracy of 11th-grade US history textbooks? Several professional organizations, such as the American Historical Association, offer resources and guidance on evaluating historical materials.

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11th grade us history textbook: History Lessons Dana Lindaman, Kyle Ward, 2006-07-04 A "fascinating" look at what students in Russia, France, Iran, and other nations are taught about America (The New York Times Book Review). This "timely and important" book (History News Network) gives us a glimpse into classrooms across the globe, where opinions about the United States are first formed. History Lessons includes selections from textbooks and teaching materials used in Russia, France, Iran, Saudi Arabia, Cuba, Canada, and others, covering such events as the American Revolution, the Cuban Missile Crisis, the Iran hostage crisis, and the Korean War—providing some alternative viewpoints on the history of the United States from the time of the Viking explorers to the post-Cold War era. By juxtaposing starkly contrasting versions of the historical events we take for granted, History Lessons affords us a sometimes hilarious, often sobering look at what the world thinks about America's past. "A brilliant idea." —Foreign Affairs

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11th grade us history textbook: The New Social Studies Barbara Slater Stern, 2009-11-01 This volume, *The New Social Studies: People, Projects and Perspectives* is not an attempt to be the comprehensive book on the era. Given the sheer number of projects that task would be impossible. However, the current lack of knowledge about the politics, people and projects of the NSS is unfortunate as it often appears that new scholars are reinventing the wheel due to their lack of knowledge about the history of the social studies field. The goal of this book then, is to sample the projects and individuals involved with the New Social Studies (NSS) in an attempt to provide an understanding of what came before and to suggest guidance to those concerned with social studies reform in the future—especially in light of the standardization of curriculum and assessment currently underway in many states. The authors who contributed to this project were recruited with several goals in mind including a broad range of ages, interests and experiences with the NSS from participants during the NSS era through new, young scholars who had never heard much about the NSS. As many of the authors remind us in their chapters, much has been written, of the failure of the NSS. However, in every chapter of this book, the authors also point out the remnants of the projects that remain.

11th grade us history textbook: American History James P. Stobaugh, James Stobaugh, 2012 Respected Christian educator, Dr. James Stobaugh, offers an entire year of high school American history curriculum in an easy to teach and comprehensive volume. *American History: Observations & Assessments from Early Settlement to Today* employs clear objectives and challenging assignments for the tenth grade student. From before the birth of our republic to the principles of liberty, American history trends, philosophies, and events are thoroughly explored. The following

components are covered for the student: Critical thinking Examinations of historical theories, terms, and concepts History makers who changed the course of America Overviews and insights into world views. Students will complete this course knowing the Christian influences that created a beacon of hope and opportunity that still draws millions to the United States of America. This 384-page student resource should be used in conjunction with the American History: Observations & Assessments from Early Settlement to Today for the Teacher. British History and World History are included in this comprehensive high school history curriculum for 10th, 11th, and 12th grades offered by Dr. James Stobaugh and Master Books.

11th grade us history textbook: Teaching White Supremacy Donald Yacovone, 2022-09-27 A powerful exploration of the past and present arc of America's white supremacy—from the country's inception and Revolutionary years to its 19th century flashpoint of civil war; to the Civil Rights movement of the 1960s and today's Black Lives Matter. "The most profoundly original cultural history in recent memory." —Henry Louis Gates, Jr., Harvard University "Stunning, timely . . . an achievement in writing public history . . . Teaching White Supremacy should be read widely in our roiling debate over how to teach about race and slavery in classrooms. —David W. Blight, Sterling Professor of American History, Yale University; author of the Pulitzer Prize-winning *Frederick Douglass: Prophet of Freedom* Donald Yacovone shows us the clear and damning evidence of white supremacy's deep-seated roots in our nation's educational system through a fascinating, in-depth examination of America's wide assortment of texts, from primary readers to college textbooks, from popular histories to the most influential academic scholarship. Sifting through a wealth of materials from the colonial era to today, Yacovone reveals the systematic ways in which this ideology has infiltrated all aspects of American culture and how it has been at the heart of our collective national identity. Yacovone lays out the arc of America's white supremacy from the country's inception and Revolutionary War years to its nineteenth-century flashpoint of civil war to the civil rights movement of the 1960s and today's Black Lives Matter. In a stunning reappraisal, the author argues that it is the North, not the South, that bears the greater responsibility for creating the dominant strain of race theory, which has been inculcated throughout the culture and in school textbooks that restricted and repressed African Americans and other minorities, even as Northerners blamed the South for its legacy of slavery, segregation, and racial injustice. A major assessment of how we got to where we are today, of how white supremacy has suffused every area of American learning, from literature and science to religion, medicine, and law, and why this kind of thinking has so insidiously endured for more than three centuries.

11th grade us history textbook: U.S. History, Grades 6 - 12 George R. Lee, 2017-01-03 The Mark Twain U.S. History: People and Events 1607-1865 social studies book highlights the decisions and events that have played an important part in shaping America during that time. This middle school history book includes profiles of the people who made those decisions and a timeline of events. U.S. History: People and Events takes your students on a journey through America's past and challenges them with activities to spark discussion and deepen their understanding for how America came to be. These activities include: -map analysis -discussion questions -graphic organizers -research opportunities Mark Twain Media Publishing Company proudly creates engaging supplemental books and decorations for middle-grade and upper-grade classrooms. Designed by leading educators, Mark Twain products cover a range of subjects, including science, language arts, fine arts, government, social studies, history, character, and conduct.

11th grade us history textbook: United States History Joseph Jarrell, 2018 United States History (5th Edition) Student Text takes the student on a journey beginning with European contact with American Indians and ending with the inauguration of Donald Trump. Along the journey, the course highlights major historical events that have shaped American history, inviting students to discuss the ramifications of these events on society today. - Publisher.

11th grade us history textbook: Brinkley, American History, AP Edition Alan Brinkley, 2011-06-03 Aligned to the latest AP standards, American History, AP edition, shows students that history is not just a collection of names and dates, but an ongoing story which teaches us about the

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11th grade us history textbook: History Lessons S.G. Grant, 2014-04-04 Uses extended case studies of two New York teachers and their students combined with discussion of the existing research literature, to explore issues central to understanding teaching, learning, and testing in secondary school history classrooms.

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11th grade us history textbook: **Brinkley, American History: Connecting with the Past UPDATED AP Edition, 2017, 15e, Student Edition** Alan Brinkley, 2016-01-06 Includes the AP Advantage 3-Step Solution, 1 Platform formula for learning.

11th grade us history textbook: *Land of Hope* Wilfred M. McClay, 2020-09-22 For too long we've lacked a compact, inexpensive, authoritative, and compulsively readable book that offers American readers a clear, informative, and inspiring narrative account of their country. Such a fresh retelling of the American story is especially needed today, to shape and deepen young Americans' sense of the land they inhabit, help them to understand its roots and share in its memories, all the while equipping them for the privileges and responsibilities of citizenship in American society The existing texts simply fail to tell that story with energy and conviction. Too often they reflect a fragmented outlook that fails to convey to American readers the grand trajectory of their own history. This state of affairs cannot continue for long without producing serious consequences. A great nation needs and deserves a great and coherent narrative, as an expression of its own self-understanding and its aspirations; and it needs to be able to convey that narrative to its young effectively. Of course, it goes without saying that such a narrative cannot be a fairy tale of the past. It will not be convincing if it is not truthful. But as *Land of Hope* brilliantly shows, there is no contradiction between a truthful account of the American past and an inspiring one. Readers of *Land of Hope* will find both in its pages.

11th grade us history textbook: **Political Debates Between Abraham Lincoln and Stephen A. Douglas in the Celebrated Campaign of 1858 in Illinois** Abraham Lincoln, 1895

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relationship between the United States and Canada.

11th grade us history textbook: Resources in Education , 2001

11th grade us history textbook: History Textbooks American Textbook Council, 1994 Based on expert review and research, this book provides an innovative standard and guide to social studies textbooks used in kindergarten through 12th grade classrooms for content, style, and design. The standards provide a foundation for individuals to select satisfactory textbooks and to help educators and school boards in the adoption of instructional materials. Chapter 1 addresses the problems of textbook content and style. Chapter 2 discusses the vast business of social studies publishing and the increased complexity of textbook packaging with the movement away from state-level adoption of textbooks. Chapter 3 focuses on the content of social studies textbooks with a comparison of past and present textbooks, a discussion of revisionism and reality, and a look at religion in textbooks. Chapter 4 examines the style and story of textbooks and finds that although the content of past textbooks may be flawed, the prose is superior to recent textbooks. Ideas on narrative, readability, vocabulary, instructional design, history, and style provide ways for textbooks to improve. Chapter 5 addresses the issue of format and proposes clarity and simplicity in technical design of books. Chapter 6 provides an outline to review textbooks for content and style and instructional activities and teacher guidance materials for usefulness. Chapter 7 includes an annotated list of the major U.S. and world history textbooks. (CK)

11th grade us history textbook: World History (Student) James P. Stobaugh, James Stobaugh, 2012 A new series from respected educator Dr. James Stobaugh that takes you on a journey through history without the filters of revisionist or anti-Christian perspectives. This book is designed for a year's worth of study; 34 powerful weeks of historical viewpoints. A summary sets the stage for learning so the student can enjoy a daily lesson with thought-provoking questions, and an exam that takes place every fifth day ... Historical content covered in this volume includes the following: Mesopotamia, the Jewish Exile, Egyptian Life, Greece, Life in Athens, Roman Life, Early Church History, Japanese History, Indian (South Asian) History, Persian History, Chinese History, the Middle Ages, the Crusades, the Renaissance, the Reformation, German History, the World Wars, and South Africa--Page 4 of cover.

11th grade us history textbook: Content Area Reading and Learning Diane Lapp, James Flood, Nancy Farnan, 2016-11-18 How can teachers make content-area learning more accessible to their students? This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning. The goal is to help teachers model, through excellent instruction, the importance of lifelong content-area learning. This working textbook provides students maximum interaction with the information, strategies, and examples presented in each chapter. This book is organized around five themes: Content Area Reading: An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms. Pedagogical features in each chapter include: a graphic organizer; a chapter overview, Think Before, Think While and Think After Reading Activities - which are designed to integrate students' previous knowledge and experience with their new learnings about issues related to content area reading, literacy, and learning, and to serve as catalysts for thinking and discussions. This textbook is intended as a primary text for courses on middle and high school content area literacy and learning.

11th grade us history textbook: American Education , 1979

11th grade us history textbook: Teaching Culturally and Linguistically Relevant Social Studies for Emergent Bilingual and Multilingual Youth Ashley Taylor Jaffee, Cinthia Salinas, 2024 Through research, storytelling, curriculum development, and pedagogy, this book will help educators engage emergent bilingual and multilingual (EBML) students with social studies and citizenship education. Chapters are written by well-known and new scholars who are enacting teaching and research that center the needs, interests, and experiences of EBML youth. Drawing from multiple, intersecting, and interdisciplinary frameworks that focus on culture and language,

chapters highlight social studies in varying disciplinary and nondisciplinary spaces (e.g., community, geography, family, civics, history) both inside and outside the classroom. Examples of frameworks include culturally relevant and sustaining pedagogies, linguistically responsive teaching, LatCrit and critical pedagogy, translanguaging pedagogy, and transnational citizenship. This insightful volume also directly challenges oppressive structures, policies, and practices that continually marginalize EBML students and are rooted in racism, linguisticism, and xenophobia. This unique collection is designed for scholars, teachers, and teacher educators to actively read, reflect on, and enact the approaches shared by educators who are doing this work. Book Features: Highlights research conducted with youth and teachers in elementary, middle, and secondary school contexts, as well as with preservice teachers and teacher educators. Written in a user-friendly format for quick and informative access to theoretical and practical approaches. Outlines specific ideas for how to prepare pre- and inservice teachers for working with EBML students. Includes case studies, unit and lesson plan examples, and vignettes. Concludes with expert commentaries on where the field of social studies must go next to best meet the dynamic and multifaceted needs of EBML students. Contributors include Jennifer M. Bondy, Melissa Gibson, Yeji Kim, Chauncey Monte-Sano, Timothy Monreal, Pablo C. Ramirez, Mary J. Schleppegrell, Jesús A. Tirado, and Paul J. Yoder.

11th grade us history textbook: *Teaching Students to Decode the World* Chris Sperry, Cyndy Scheibe, 2022-03-23 In our media-saturated environment, how can we teach students to distinguish true statements from those that are false, misleading, or manipulative? How can we help them develop the skills needed to identify biases and stereotypes, determine credibility of sources, and analyze their own thinking and its effect on their perceptions? In *Teaching Students to Decode the World*, authors Chris Sperry and Cyndy Scheibe tackle these questions as they introduce readers to constructivist media decoding (CMD), a specific way to lead students through a question-based analysis of media materials—including print and digital documents, videos and films, social media posts, advertisements, and other formats—with an emphasis on critical thinking and collaboration. Drawing from their decades of experience as teachers, consultants, and media literacy advocates, the authors explain how to * Develop and facilitate CMD activities in the classroom and in virtual teaching environments; * Implement CMD across the curriculum, at all grade levels; * Connect CMD with educational approaches such as project-based learning, social-emotional learning, and antiracist education; * Incorporate CMD into assessments; and * Promote CMD as a districtwide initiative. This comprehensive guide explains the theoretical foundations for CMD and offers dozens of real-life examples of its implementation and its powerful impact on students and teachers. Equipped with CMD skills, students will be better able to navigate a complex media landscape, participate in a democratic society, and become productive citizens of the world.

11th grade us history textbook: U. S. History National Geographic School Publishing, Incorporated, 2018-07-06 This is the Student Edition for *America Through the Lens*, a Grade 11 U.S. History Survey program covering Beginnings to the Present.

11th grade us history textbook: *Industrialization Through the Great Depression* Cindy Barden, Maria Backus, 2011-01-03 Designed for middle-school history curriculum, independent study, or tutorial aid, the American History series provides 128 pages of challenging activities that enable students to explore history, geography, and social studies. Activities include critical thinking, writing, technology, and more!

11th grade us history textbook: *America's Story 3* Angela O'Dell, 2017-10-25 A Charlotte Mason Inspired Journey Through American History! *America's Story 3* concludes the exciting journey through American History as students review America's rich history, experience the excitement of discovery and invention as well as the hardships of the Great Depression, and examine the challenges our nation still faces. In *America's Story 3*, your student will: Discover the impact one president had on the New York City Police Department Observe the first flight Ride along with the development of the Model T Experience the wonder and the tragedy of the Titanic Explore America during & after the World Wars Learn the hardships Americans faced during the Great Depression Feel the excitement of new discoveries and technological advancement and so much

more! Exciting, interactive stories O'Dell's lively storytelling style ensures history comes alive in an exciting way! Through engaging narrative, O'Dell interacts with students and draws them in to imagine the adventures, hardships, failures, and triumphs of the incredible characters who shaped American history from the early 1900s to Modern Times. America's Story 3 Student Features: Full-color student textbook featuring engaging narrative and beautiful historic illustrations, photographs, maps, and cultural connections.

11th grade us history textbook: Lies My Teacher Told Me James W. Loewen, 2018-07-17 Every teacher, every student of history, every citizen should read this book. It is both a refreshing antidote to what has passed for history in our educational system and a one-volume education in itself. —Howard Zinn A new edition of the national bestseller and American Book Award winner, with a new preface by the author Since its first publication in 1995, *Lies My Teacher Told Me* has become one of the most important—and successful—history books of our time. Having sold nearly two million copies, the book also won an American Book Award and the Oliver Cromwell Cox Award for Distinguished Anti-Racist Scholarship and was heralded on the front page of the New York Times. For this new edition, Loewen has added a new preface that shows how inadequate history courses in high school help produce adult Americans who think Donald Trump can solve their problems, and calls out academic historians for abandoning the concept of truth in a misguided effort to be objective. What started out as a survey of the twelve leading American history textbooks has ended up being what the San Francisco Chronicle calls an extremely convincing plea for truth in education. In *Lies My Teacher Told Me*, James W. Loewen brings history alive in all its complexity and ambiguity. Beginning with pre-Columbian history and ranging over characters and events as diverse as Reconstruction, Helen Keller, the first Thanksgiving, the My Lai massacre, 9/11, and the Iraq War, Loewen offers an eye-opening critique of existing textbooks, and a wonderful retelling of American history as it should—and could—be taught to American students.

11th grade us history textbook: Blacks in American History Textbooks Zachary Leno Cooper, 1979

11th grade us history textbook: At Distance Representation of The Migrants in Turkish Textbooks zafer çelik, 2024-04-29 In Turkish textbooks, migrants are frequently portrayed as marginalized individuals who are labelled as “needy”, “guests”, and “consumers of limited resources”. These textbooks fail to portray migrants as a constituent element of society neglecting to acknowledge their substantial contributions to both social and economic life. Furthermore, the textbooks disregard the rich tapestry of migrants’ lives, traditions, and cultures by omitting instances of successful migrant experiences. This narrative promotes discontent, hatred, exclusion, and fear towards migrants within educational institutions and society at large. However, defining migrants as the constituent elements of society, highlighting their contributions to social and economic life, and including their culture and traditions in textbooks can play a pivotal role in cultivating positive attitudes and behaviors towards immigrants. A paradigm shift in depicting migrants as essential constituents of society is imperative.

11th grade us history textbook: Muslims and Islam in U.S. Education Liz Jackson, 2014-04-03 Winner of Philosophy of Education Society of Australasia (PESA)'s inaugural PESA Book Awards in 2015, and The University of Hong Kong Research Output Prize for Education 2014-15. *Muslims and Islam in U.S. Education* explores the complex interface that exists between U.S. school curriculum, teaching practice about religion in public schools, societal and teacher attitudes toward Islam and Muslims, and multiculturalism as a framework for meeting the needs of minority group students. It presents multiculturalism as a concept that needs to be rethought and reformulated in the interest of creating a more democratic, inclusive, and informed society. Islam is an under-considered religion in American education, due in part to the fact that Muslims represent a very small minority of the population today (less than 1%). However, this group faces a crucial challenge of representation in United States society as a whole, as well as in its schools. Muslims in the United States are impacted by ignorance that news and opinion polls have demonstrated is widespread among the public in the last few decades. U.S. citizens who do not have a balanced, fair and accurate view of Islam can make

a variety of decisions in the voting booth, in job hiring, and within their small-scale but important personal networks and spheres of influence, that make a very negative impact on Muslims in the United States. This book presents new information that has implications for curricula, religious education, and multicultural education today, examining the unique case of Islam in U.S. education over the last 20 years. Chapters include: Perspectives on Multicultural Education 9/11, the Media, and the New Need to Know Islam and Muslims in Public Schools Blazing a Path for Intercultural Education This book is an essential resource for professors, researchers, and teachers of social studies, particularly those involved with multicultural issues, critical and sociocultural analysis of education and schools; as well as interdisciplinary scholars and students in anthropology and education.

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