

ASSIGNMENT 2

15 Minute PowerPoint Presentation and 10 Page Overview

Because your “primary audience will be focused on the children of poverty,” Your second assignment and first field experience will look at those who attend to the academic and physical needs of poverty stricken children in the school environment. Your group will use a minimum of five new resources per group member (total 25 additional per group) to:

Compare and contrast the influence of poverty and the school’s hidden curriculum on the academic performance of children in poverty:

- Compare the philosophies of Marva Collins, Marie Montessori, and Geoffrey Canada (*Waiting for Superman*),
- How can the implementation of these philosophies influence the school achievement of homeless children and those in poverty,
- How does the research and conclusions of Anyon (article on website and blackboard) compared to the philosophies of Collins, Montessori, and Canada,
- How does the hidden curriculum influence academic achievement of poor children (positive for some, negative for others),
- Discuss from the perspective of your textbook equity in access to education via: teacher quality, funding, resources, and federal and local politics,
- Using your outside resources discuss what schools can do to provide equitable education opportunity for children in poverty.

FIELD EXPERIENCE 1

Conduct phone interviews with Faith Thompson (381-4198) Fayette County coordinator and Helen Jones (502-564-3791) State coordinator to ascertain what is available for homeless and poor children in Kentucky. Visit at least 2 resource centers in title 1 schools in Lexington. What is being done, what should be done? Is there a gap between the two? As a group, develop a set of questions for the centers staff and make sure to call for an appointment.

ASSIGNMENT 3

15 Minute PowerPoint Presentation and 10 Page Overview

Your group will use a minimum of five new resources per group member (total 25 additional per group) to complete your third assignment and second field experience. Compare and contrast the physical and psychological development of children in poverty to that of their middle class peers and investigate ways to meet the social and psychological needs of poverty-stricken children.

- View the video “**Wounded Places**” from our distance learning library,
- Compare neighborhood environments of the poor and middle class in Lexington or Louisville,
- Access to quality health care,
- Who do children see as role models in poor communities,
- Type of residences, businesses, groceries, and employment is available in poor communities,
- Media depiction of the haves and have not’s (negative/positive),
- Using your text and outside resources discuss what communities can do to provide safe supportive learning and living environments.

FIELD EXPERIENCE 2

Volunteer (2 hours minimum) at two sites (homeless shelter, church, community center, food bank) that provide services for homeless and poor children and families. As a group, develop a set of questions for the centers’ staff and make sure to call for an appointment prior to your observation.

FINAL PROJECT

Put together a 3--5 minute documentary on homelessness and poverty (who, what, when, why, effects on education) the overcomers. In power point presentation, hopefully can have 2—4 personal interviews. Begin with facts, fill in with resources and self-reliance tools, and conclude with overcomers. Make sure to develop a questionnaire that will provide tools for others to

follow (how they were able to overcome, who they relied on, and giving back stories). Remember, your audience will be students. Make is interesting as well as enlightening.