

HW 3.4: Assets in My Community



Learning Outcome

Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.

Assessment: 50 pts.

Due: Session 4

Pedagogical Intent

Teachers, when they venture out into the school community, learn about resources and assets within the community, can appreciate and utilize them in teaching EL students.

Student Position


Students have read about people living in poverty. They now will move into their school community to discover the assets and resources that are there, particularly those they don't already know about.

Instructions

1. Using the map outline provided, imagine the road is a main road in the community where you teach. Use this map as you consider the assets you already know about, and consider some key individuals, formal institutions, and informal organizations that are important local assets. (Use the direction sheet for the asset map to help you think about this.)
2. Click and download the [Asset Map Example](#) to do step one. Download the [Asset Map details](#) and [Asset Map Conclusions](#) for more instructions and the [I convinced my teacher article](#) for more information.
3. Complete the asset map by driving around your school community to identify assets like churches, services, businesses, and individuals, then sketching different items found in your teaching community on the map.
4. Write a description about each item on your map and any significant/non-significant events that may have taken place. (there is an example of this assignment on the following pages).



Pinnegar, S. E. & Doxey, L. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from https://edtechbooks.org/bilingual_education

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