

# LA 5.3: Developing Deeper Knowledge about Poverty

## Sharing Readings about Poverty



Learning Outcome	Pedagogical Intent	Student Position
<p><b>Provide support and advocacy. Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.</b></p> <p>Assessment: 25 pts. TA: 45 Minutes</p>	<p>Teachers can provide safe climates and environments in their classrooms after they have studied to learn more about the diversities that participate in their own classroom setting.</p>	<p>Students have learned about students in poverty and trauma. They will read an article in a group, discuss its message, and fill out a tree diagram on a chart paper to share their article with the rest of the class.</p>

## Instructions

1. You will work in groups to read and respond to a series of articles. Each group will need to have chart paper, and markers. You can access your assigned article through the links that follow. ([Homeless Students \(Fact Sheet\)](#)), ([Poverty American Dream](#)), ([TELL Homelessness](#)), ([Homeless Students soar](#)), ([Helping Homeless](#)), ([Generational Poverty](#))
2. Read the article as a group and discuss as you read.
3. Access this link to the [example tree chart](#) you will use to summarize your article. Please draw the tree chart on the chart paper you have been given. Fill in the tree chart which is linked here. Follow these directions to fill in the chart:
  - a. Put the title on the tree trunk.
  - b. On the roots, write specialized vocabulary with definitions and/or what you already knew about the content of the article before reading it.
  - c. On the branches, write the main ideas you identified in the article.
  - d. On the leaf clusters, write the details that go with the main idea on that branch. If you don't have any details for a main idea, then don't use that main idea—they all must have details.
  - e. Underneath the limbs on the right-hand side, write the focus and/or purpose of the article.

- f. Under the limbs on the left-hand side, write if you agree or disagree with the article and why or why not.
4. Be prepared to present on your article using the tree diagram and answer questions or comments from your classmates. Hang your chart.
5. Now take another turn in your game "Life on the Edge."



Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from <https://edtechbooks.org/partnerships>