

Topic 10 Key Questions	Guiding Objectives	Learning Options and Activities	Evidence of Mastery	Resources
How does poverty and lack of opportunity mask the recognition and development of giftedness in disadvantaged students?	Identify and describe low socio-economic status populations that are under-served. (GT1K6) Examine the nature of giftedness as masked by socio-economic and educational disadvantages. (GT1K4) (continued)	In a large group, discuss concepts of giftedness that assume that all students have had equal exposure to educational opportunities. Review misconceptions of giftedness and stereotypes using the Giftism Matrix (Topic 10 HO 1) in relation to poor gifted students. Review Topic 10 HO 2. Develop awareness of the middle-class norms of general education and high stakes testing that assumes access to current media, technology, resources, experiences, and skill-development. Debate the question: <i>How does the concept of “streetwiseness” or “Practical Intelligence” (Sternberg, 1996) relate to gifted students from economically disadvantaged backgrounds?</i> Students should read Handouts 3 and 4 before class. Complete a jigsaw discussion activity on the concept of disadvantage. Each person in a group researches the following: (continued)	Effective participation in group discussions and activities. (continued)	Eriksson-Sluti, G. (2001). Giftism Matrix: Stereotypes in Gifted Education. The Gifted Game; Overcoming Stereotyping in Gifted Education. <i>Gifted Education International</i>, 15(2), 178–87. (Topic 10 HO 1) Eriksson-Sluti, G. (1993). Social Implications of the term “Disadvantaged” and Characteristics of the “Gifted Disadvantaged.” From Networking with Gifted Disadvantaged Children. In B. Wallace (Ed.), <i>Worldwide Perspectives on the Gifted Disadvantaged Children</i>. Oxon, U.K.: ABA Educational Publishers. (Topic 10 HO 2) Hunsaker, S. L., Frasier, M. M., et al. (1995). <i>Performance of Economically Disadvantaged Students Placed in Gifted Programs Through the Research-Based Assessment Plan</i>. (RM95208). The National Research Center on the Gifted and Talented. Retrieved from http://www.gifted.uconn.edu/NRCGT/reports/rm95208/rm95208.pdf (Topic 10 HO 3) (continued)

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How does poverty and lack of opportunity mask the recognition and development of giftedness in disadvantaged students?	Identify inhibiting socio-economic factors that have prevented services for low-income gifted children who have had inadequate learning opportunities. (GT1K5; GT5K1) (continued)	Research statistics on poverty and illiteracy in Florida: <i>What are the inhibiting effects on developing giftedness?</i> Research statistics on incidence of identified gifted students from low-income families in Florida: <i>Why are students of low-income families in Title 1 programs underserved? How do the current Florida State provisions under Plan B aim to increase the identification of disadvantaged gifted students? What other methods could be used to identify disadvantaged gifted students? What strategies can teachers use to bridge the gap in background knowledge and experience and challenge creative productivity for gifted disadvantaged students?</i> Extended Creative Activities: Write a story or poem about a poor high ability or talented child and the challenges the child faces. —OR— Create a collage of photographs that show the different contexts and opportunities for wealthy and poor children. (continued)	Completion of creative activity on poverty: short story or poem on poverty or photographic collage. (continued)	Runco, M. A. (1993). <i>Creativity as an Educational Objective for Disadvantaged Students</i> . (RBDM9306). The National Research Center on the Gifted and Talented. Retrieved from http://www.gifted.uconn.edu/nrcgt/nrconlin.html#95134 (Topic 10 HO 4) Online Resources: Unesco http://www.unesco.org World Health Organization http://who.org The Horatio Alger Association of Distinguished Americans http://www.horatioalger.com/ Maker, C. The Discover Model which targets disadvantaged students from diverse ethnicities. http://www.discover.arizona.edu/ Arroyo, C., & Sternberg, R. J. (1993). Against All Odds: A view of the Gifted Disadvantaged. In B. Wallace & H. B. Adams (Eds.), <i>Worldwide Perspectives on the Gifted Disadvantaged</i> . Bicester: ABA Educational Publishers. (continued)

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How does poverty and lack of opportunity mask the recognition and development of giftedness in disadvantaged students?	Identify key research on identification of disadvantaged gifted students from underserved populations. Examine alternative, contextual or process-oriented forms of assessment as promising ways to identify low-income gifted students. (GT8S1) (continued)	Extended Activity: Develop a scenario or describe a real case of a high-potential child experiencing different types of poverty and disadvantage—including third world countries. Include recommendations. (Reference: Mutuma, P. [2006]. Personal Perspective. pp.165-166.) Do an online search for programs that serve disadvantaged gifted students, particularly those who stem from the Jacob J. Javits Act that targets economically disadvantaged gifted students. Create a list of promising practices for differentiating the curriculum for these students. Include a list of exemplary programs nationally and internationally. Extended Activity: Create a unit of study that stresses the strengths of the gifted disadvantaged student. Compile those of the class into a notebook/binder of activities and strategies that could be used with disadvantaged gifted children. (continued)	Completed scenario or description of a gifted student coping with poverty. Completed list of promising practices for differentiating the curriculum for these disadvantaged gifted students. Completed unit of study and/or notebook/binder of activities. (continued)	Callahan, C. National Repository of Instruments Used in the Identification and Evaluation of Gifted Students Programs—National Research Center on the Gifted and Talented, Data Base Requests, University of Virginia, Curry School of Education. Mutuma, P. (2006). Personal Perspective: Kimeru gifted (Afrocentrism) from a village in Kenya. In B. Wallace & G. Eriksson (Eds.), <i>Diversity in Gifted Education: International Perspectives on Global Issues</i> (pp.165–166). London: Taylor & Francis. Payne, R. (2003). <i>A Framework for Understanding poverty</i> (3rd ed.). Highlands, TX: Aha Process, Inc. Slocumb, P. D. & Payne, R. (2000). <i>Removing the Mask: Giftedness in Poverty</i> . Highlands, TX: Aha Process, Inc. Sternberg, R. J. (1996). <i>Successful Intelligence: How Practical and Creative Intelligence Determine Success in Life</i> . New York: Penguin. (continued)

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How does poverty and lack of opportunity mask the recognition and development of giftedness in disadvantaged students?	Examine methods and strategies that challenge the unique needs of disadvantaged gifted children. (GT4S6; GT5S1) Research promising programs and services for poor gifted children that would accommodate their unique needs for skill-development, exposure to relevant experiences, mentoring opportunities, and access to resources in the community. (GT5S4)	Extended Activity: Review the many fairy tales/children's stories about "rags to riches" and discuss the stereotypes about poverty they represent. Research a real hero who has overcome poverty to use as a motivation for disadvantaged gifted. (Consult the Horatio Alger Awards, which are given to great achievers who have overcome adversity and poverty.) Write a report.	Written report on a real hero who has overcome adversity.	Sternberg, R. J., & Grigorenko, E. L. (2000). <i>Teaching for Successful Intelligence to Increase Student Learning and Achievement</i>. Arlington Heights, IL: Skylight Publications. Smutny, J. F. (2003). <i>Underserved Gifted Populations</i>. Cresskill, NJ: Hampton Press. Swiniarski, L. B., & Breitborde, M. (2003). <i>Educating the Global Village: Including the Young Child in the World</i>. Upper Saddle River, NJ: Pearson Education, Inc.