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Poverty, According to Gorski

The author outlines Paul Gorski's Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap (Second Edition, 2013) in verse.

Poverty is everywhere, from New York to Montana. While teachers teach and students learn, Gorski researches this dilemma.

In his book, he tells us how to understand the effects of poverty on learners and what teachers can do next.

He starts with meritocracy, a topic that is tough, "People achieve based on effort"; Gorski calls that bluff.

He says that meritocracy can't possibly be true because people working many jobs would be in the middle class, too.

He talks equality and equity, a discussion of equal and fair. Equality can lack student supports, while equity is prepared.

Equity literacy is his main point; he stresses the importance of having knowledge and the skills to become a threat to bias.

He gives teachers the tools to recognize and respond to bias, and outlines how to create and sustain equitable environments.

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First, we need to get rid of
“deficit” beliefs.
And do away with ideas of “grit”;
structural will succeed.

With deficit and grit, the
students are “to blame” for
all unjust conditions and
told to up their game.

With structural, the students
aren’t the cause of their distress.
The focus is on the barriers and
restructuring that mess.

Barriers like less access to
internet, housing, or food, can
make it difficult for students to
learn and be in a good mood.

To change these barriers, we must
collaborate on data-driven decisions.
Prioritize literacy ALWAYS, while
including the arts in the curriculum.

Have high expectations and
make curriculum relevant.
Teach students about bias and
never leave rigor absent.

Show respect and compassion and
REJECT THE DEFICIT VIEW.
Cultivate trust and relationships
and ensure access, too.

Embrace equity and publicly
defend. Build professional
development to push barriers to
their end.

Gorski gives the knowledge
backed by important research.
So, we must do our part and be
equity literacy teachers.

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