***Do Americans Really Like Children . . . . Yet?***

After you have located and then compared today’s statistics with those reported in the article, try to determine when the Keniston Article was written so that as a class, we might explore the context of living and learning in America. You and your group members will be responsible for researching the highlighted items below. Place the updated statistics in the year column and the source of your statistics in the third column.

**Group 1 and Group 5**

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|  |  **Then** | **2009****Cite Source** | **Your Impressions of the Data between Then and Now** |
| 1 |  Infant mortality | Infant Mortality |  |
| 2 | Adequate health care  | \*Adequate health care\*Percent of children with health insurance\*Percent of children immunized |  |
| 3 | Child Malnutrition.  | Malnutrition |  |
| 4 | Children in Poverty  | Children in Poverty |  |
| 5 | School Achievement (graduation rates) | Achievement Gap |  |

**Group 2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Then** | **2009****Cite Source** | **Your Impressions of the Data between Then and Now** |
| 6 | Maternal Employment  | Maternal Employment |  |
| 7 | Single parent families with children  | Single parent families |  |
| 8 | Single women giving birth ratio – | Single women giving birth ratio – |  |
| 9 | Time children are with TV/technology (technological babysitter)  | Time children are with TV/technology |  |
| 10 | Peer group. Other unrelated children play a larger and larger role in socializing the young. | Power of the Peer Group |  |

**Group 3**

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| --- | --- | --- | --- |
|  | **Then** | **2009****Cite Source** | **Your Impressions of the Data between Then and Now** |
| 11 |  The various child care arrangements that must be made by working parents. | Childcare/After-school care |  |
| 12 | The ***intellectualization*** of the child- | the ***intellectualization*** of the child- |  |
| 13 | Test taking. The child who has learned to master test-taking gets the goodiesAcademic Standards - "***technism***” | Test taking; $$ spent on testing versus $$ spent on education |  |
| 14 | Head Start Statistics | Head Start, Healthy Start, State preschool, prekindergarten programs |  |
| 15 | Poverty as a manifestation, not of our cultural system, but of our ***economic system*** | Our economic system’s role in poverty |  |

**Group 4**

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|  | **Then** | **2009****Cite Source** | **Your Impressions of the Data between Then and Now** |
| 16 | Schools as Gatekeeper | Schools as Gatekeeper |  |
| 17 | The perpetuation of exclusion.* Percentage of all American children being brought up to fail.
* Percentage of all children in America that is non-white
* Percentage of all children who live below the minimum adequate budget
* Percentage of all children is born with a major or minor handicap (special needs)
* Percentage of all children has a learning disability
* Percentage of all children who live in sub-standard housing
* Percentage of all children who live in sub-standard housing
* Percentage of all children who
* attend failing schools.
 | The perpetuation of exclusion—Children at risk of academic failure* Percentage of all children who live in sub-standard housing or are homeless
 |  |
| 18 | The wealth and income in this nation has not changed materially in 150 years. | How has wealth and income distribution in the nation changed? |  |
| 19 | We have created individuals and families driven by economic need to accept menial, dead-end, low-pay, insecure, hazardous, and boring work. | Jobless rate and jobs below today’s’ minimum wage |  |
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