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|  | Family and Consumer Sciences-Connecticut Understanding by Design (UbD)  (FCS area of study) Model Curriculum Unit |

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| **FCS Area of Study**  **Unit Title** | **HUMAN DEVELOPMENT**  Impact of Poverty on Development | **Possible**  **Course(s)**  **When during course?** | Child Development II  Life Span Development  Human Relations  Exceptional Child  Early Childhood Education I or II  \_beginning\_\_\_middle\_\_X\_end |
| **Designed by** | Amanda Stirgwolt  FCS Educator | **Unit Length/**  **Time Frame** | \_\_\_X\_\_\_\_ 90-minute block classes |

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| |  | | --- | | **BIG IDEAS**  Poverty impacts an individual’s development in profound ways throughout the lifespan. Poverty impacts the individual’s cognitive, social, emotional, and physical development. Poverty negatively impacts health, wellness and education. National programs and community and religious organizations aide individuals experiencing poverty. Socio-economic status can impact an individual’s strengths and weaknesses in family, community, and society. The individual’s ability to overcome poverty and develop resilience will positively impact his/her future development. |  |  | | --- | | **FOCUS STANDARDS**  **CTE Standards:**  B.3: Analyze the physical, emotional, moral and intellectual development.  B.4: Interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.  C.8: Analyze the effects of life events during childhood on an individual’s physical and emotional development.  D.11: Analyze the role of family and support systems in meeting the growth and development needs of children.  G.21: Explore community resources that are available to parents and families.  G. 22: Analyze the benefits of community resources and support systems for individuals and families.    **FCS National Standards:**  6.1: Analyze the effects of family as a system on individuals and society.  6.1.1. Analyze the family as the basic unit of society.  6.1.3. Analyze global influences on today’s families.  6.1.6 Analyze the effects of change and transitions over the life course.  7.2: Analyze factors relating to providing family and community services.  7.2.1. Describe local, state, and national agencies and informational support resources providing human services.  7.4: Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.  7.4.2. Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.  7.4.6. Summarize the appropriate support needed to address selected human services issues.  7.5: Evaluate services for individuals and families with a variety of disadvantaging conditions.  7.5.1. Describe the needs and accommodations for people with a variety of disadvantaging conditions.  7.5.2. Analyze ways in which individuals with disadvantaging conditions affect the family and family members financially, socially, physically and emotionally.  7.5.4. Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.  **Common Core Standards:**  **Speaking and Listening**  Literacy.SL.11-12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with  diverse partners on grades 11-12 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively.  Literacy.SL.11-12.1c-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  Literacy.SL.11-12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and range of formal and informal tasks  Literacy.SL.11-12.5-Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandings of findings, reasoning, and evidence to add interest.  **Language**  Literacy.L.11-12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **Math**  Math.HSA-REI.D.10--Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line) |  |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | **ENDURING UNDERSTANDINGS:**  ***Students will understand that…***  Poverty has long-term repercussions for the individual, family, and society.  Alleviating poverty is a multi-faceted issue involving family, community, society, economic, political, and individual developmental components.  Community resources are available to individuals and families experiencing poverty.  Children that develop resilience during a time of poverty will have more positive long-term outcomes. | **ESSENTIAL QUESTIONS:**  ***Students will keep considering...***  How does poverty impact the individual, family and society over time?  How does a person’s social and economic experiences shape what they know?  How can I support a person in poverty?  Are community and societal resources effective in helping individuals and families experiencing poverty?  How does poverty influence resilience? | **PERFORMANCE TASKS:**  **Summative Assessments**    Students complete “Conquering Poverty Project.” Individual students or groups choose one aspect of poverty and introduce a solution that includes helping the child, family, and society. | | |

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| |  |  |  | | --- | --- | --- | | **Learning Task Calendar** | **Family & Consumer Sciences**  **Unit Title:** Impact of Poverty on Development | **Designed By:** Amanda Stirgwolt |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **DAY 1**  **What is Poverty-Part I?**   1. Choose an engagement activity to start the lesson. Either a Think-Pair-Share or K-W-L chart   DOK Level: 1   1. Small group discussion on defining poverty and poverty issues relating to community and society.   DOK Level: 1   1. Teacher-led discussion on the impact of poverty on the developing child or Gallery Walk.   DOK Level: 1  **DOK Level: 1** | **DAY 2**  **What is Poverty?--Part II**   1. Students (individually or in groups) construct their own definitions of poverty.   DOK Level: 3   1. Students compare their definitions to famous quotes relating to poverty. Students comment and respond to what definition is most accurate to them.   DOK Level: 2   1. Create a class definition of poverty to use as a reference for the rest of the unit.   DOK Level: 2  **DOK Level: 2,3** | **DAY 3**  **Strengths and Weaknesses of Being Poor--Part I**   1. Teacher-led discussion to introduce the topic. The teacher will focus on the strengths & weaknesses living in poverty. The teacher introduces topic of resilience and the impact of resilience on long-term social, emotional and cognitive development.   DOK Level: 1   1. Small group discussion on the strengths and weaknesses of living in poverty in the local community. Have students use the chart “Being Poor in Our Community” to brainstorm.   DOK Level: 1   1. Students take the personal reflection quizzes “What it Means to be \_\_\_\_”. There are three quizzes: poor, middle class and wealthy. These quizzes explore the strengths of each socioeconomic status based on the research by Ruby Payne at ahaprocess.com. Students will self-assess and draw conclusions about their own understanding of social class.   DOK Level: 3  **DOK Level: 1,3** | **DAY 4**  **Global Poverty**   1. Examine graphs and online tools displaying global poverty.   DOK Level: 1   1. Teacher-led discussion on impact of global poverty on individual development and society.   DOK Level: 1   1. Small group discussion. Have students share viewpoints on different aspects of global poverty and possible solutions.   DOK Level 1   1. Have students pick a country experiencing global poverty and research   a. Issues surrounding poverty in that country and  b. Solutions to poverty already being tried in that country.  DOK Level: 2   1. Have students share results.   DOK Level: 3  **DOK Level: 1,2,3** | **DAY 5**  **Conquering Poverty Project--**Introduce the project and have students brainstorm ideas  DOK Level: 1  **DOK Level: 1** | | **DAY 6**  **Conquering Poverty Project--**Students work on projects  DOK Level 3,4  **DOK Level: 3,4** | **DAY 7**  **Conquering Poverty Project--**Student presentations  DOK Level 3.4  **DOK Level:3,4** | **DAY 8:**  **Unit Test** | **BUFFER DAYS:**  \*Allow students time in a computer lab to access research on poverty for their projects  \*Allow students time to peer review or critique their solutions to poverty for the Conquering Poverty Project  \*Continue student presentations or complete a community service project that addresses poverty. |  |  |  |  |  |  | | --- | --- | --- | --- | | **Materials Needed:**   * KWL Chart & Thinking about Poverty Small Group Brainstorm Worksheet (see attached resources) * Graphs to Introduce Poverty (see attached resources) * What is Poverty? Gallery Walk worksheet (see attached resources) * What is Poverty? Vocabulary List of Content and Academic Vocabulary (see attached resources) * What is Poverty? Vocabulary Webquest worksheet (see attached resources) * Famous Quotes on Poverty handout (see attached resources) * Examining Poverty Graphic Organizer (see attached resources) * 2015 Federal Poverty Guidelines Table from Georgetown University Health Policy Institute Center for Children and Families (see attached resources) * Measuring Poverty 2008 Article from the National Center for Children in Poverty (See attached resources) * Comparing Social classes worksheet (see attached resources) * Occupational Outlook Handbook: [www.bls.gov/ooh/](http://www.bls.gov/ooh/) * Global Rich List: [www.globalrichlist.com](http://www.globalrichlist.com) * Could you Survive in this Social Class? [questionnaire](http://www.ahaprocess.com/wp-content/uploads/2013/08/Social-Class-Hidden-Rules-Quiz.pdf) for each student on poverty, middle class, and wealthy socioeconomic statuses (see attached resources) * Being Poor in our community worksheet (see attached resources) * Institute for Research on Poverty’s fact sheet “Brain Drain: A child’s brain on poverty” (see attached resources) * Konnikova, M. (Feb 16, 2016) How people learn to become resilient. New Yorker. (see attached resources) * Global Poverty Chart worksheet (see attached resources) * Global Poverty Themes chart worksheet (see attached resources) * World Bank Map of World Poverty (see attached resources) * Conquering Poverty project sheet (see attached resources) * Conquering Poverty Project Rubric (see attached resources) | **Formative Assessment:**   * KWL Chart (Day 1) * Teacher questioning to ensure that students understand the content, requirements and purpose of the project. | **Teacher Notes:**  This unit is designed to allow teachers to choose what works best for their classroom needs. Completing the entire unit may not be feasible for every FCS classroom; however, covering the topic of poverty and the impact on the child and family is a necessary part of understanding current issues. Choose lesson components and activities from this unit that fit your school, schedule, and student needs. | **Key Terms/Vocabulary**  **Key Terms/Vocabulary**  Academic Vocabulary:   * episodic * threshold * deficit * vulnerability   Content Vocabulary:   * poverty * annual poverty rate * chronic poverty * episodic poverty * poverty rate * poverty line * poverty threshold * working poor * resilience * Socioeconomic status |  |  | | --- | | **Alternative Options and/or Extended Learning Options:**   * Option 1: Have students research a career they are interested in, using the *Occupational Outlook Handbook* or other resources. Have students locate the yearly salary of the career and put the yearly salary amount into the Global Rich List online. The Global Rich list gives a unique viewpoint on typical salaries in the developed world and comparisons to life in third-world countries. Have students discuss their findings with each other and the class. The Global Rich List can be accessed at: [www.globalrichlist.com](http://www.globalrichlist.com) * Option 2: Have students interview 5-10 of their friends on whether they consider themselves poor, middle class or rich. Synthesize the data as a class and find out whether the school community believes they are poor, middle class or rich. Discuss why the results are important to understanding the stigma of poverty. * Option 3: Have students access the National Center for Children in Poverty [www.nccp.org](http://www.nccp.org). Students can utilize the “Data Tools” to explore scenarios related to children and poverty. Student can use the Basic Needs Budget Calculator, Family Resource Simulator and Young Child Risk Calculator. In addition, have students explore the CT State Spotlight on Poverty and Opportunity on <http://spotlightonpoverty.org/states/> and compare to another state of thier choice. * Option 4: Have a guest speaker from a local food pantry discuss the impact of poverty in the community. Consider visiting the food pantry or having students plan a service project that benefits a local charity. * Option 5: Have students research jobs available at organizations that address poverty. Have students research a typical workday at the organization, and the salary and education required for the position.   **Teacher Resources for Extended Learning**   * Living on One Dollar--a documentary made by four U.S. college students that lived in Guatemala on one dollar a day. This site also has the “Change Series” that gives short three- to eight-minute video clips on poverty. [www.livingonone.org](http://www.livingonone.org) * National Peace Corps Association--The lesson plan archive provides materials related to current world issues relating to children, families and politics. Many lesson plans are linked to poverty and poverty issues. [www.peacecorpsconnect.org](http://www.peacecorpsconnect.org) * Teach UNICEF--Provides lesson plans and resources to teach about humanitarian efforts to improve the quality of life for children and families around the world. [www.teachunicef.org](http://www.teachunicef.org) * The Center on the Developing Child by Harvard University on the key concepts of resilience. This website is updated regularly as new research becomes available. Features research articles and short videos on resilience. <http://developingchild.harvard.edu/science/key-concepts/resilience/> * *A Place at the Table.* A film and resources related to hunger in America. <http://www.takepart.com/place-at-the-table> * Massachusetts Institute of Technology offers an online course in “The Challenge of World Poverty” as part of their MITOPENCOURSWARE program. The course provides 26 video lectures, notes and online assignments for free. The course can be retrieved from: <http://ocw.mit.edu/courses/economics/14-73-the-challenge-of-world-poverty-spring-2011/> * Gather resources from your local food bank or humanitarian organization that focuses on alleviating poverty in your community. | |  | |

*UbD Unit Planner* is adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.

**FAMILY AND CONSUMER SCIENCES LESSON PLAN**

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| --- | --- |
| LESSON: 1 | TITLE: What is Poverty? |
|  | SUBJECT: Human Development |
|  | AUTHOR: Amanda Stirgwolt DATE: 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | CTE Standards:  B.3: Analyze physical, emotional, social, moral, and intellectual development.  B.4: Interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.  C.8: Analyze the effects of life events during childhood on an individual’s physical and emotional development.  FCS National Standards  6.1: Analyze the effects of family as a system on individuals and society.  6.1.1. Analyze the family as the basic unit of society.  6.1.3. Analyze global influences on today’s families.  6.1.6. Analyze the effects of change and transitions over the life course.  Common Core Standards  Speaking and Listening  Literacy.SL.11-12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively.  Literacy.SL.11-12.1c-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  Language  Literacy.L.11-12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Math  Math.HSA-REI.D.10--Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). |
| LESSON OBJECTIVE (in language students can understand): | Students will be able to examine the influences of poverty by examining their own knowledge and the viewpoints of their peers and famous people. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS | Students will need to have a foundation in the types of development (physical, social, emotional and cognitive). Students will need to have a foundation of understanding that the family is the primary context in which children are cared for and supported through early development. |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  How can poverty be defined?  Why is poverty hard to define? |
|  | FORMATIVE ASSESSMENTS:  Students will complete a K-W-L chart to document their current understanding of poverty during a Think-Pair-Share Initiation activity.    The teacher will use formative questioning strategies during the teacher-led discussion of the impact of poverty to ensure that students are understanding the broader impact of poverty on the family and society. |
|  | SUMMATIVE ASSESSMENTS:  Unit Test  Projects--”Conquer Poverty Project” |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION:  Choose an engagement activity to start the lesson. Have students either engage in a Think-Pair-Share activity centered around the question “How would you describe yourself--poor, middle class or rich? Why?” or have students complete the K-W-L chart on poverty. (see attached resources for K-W-L chart)  LESSON:   1. Group students into small groups brainstorm the answer to the question “What is poverty?” Students should record their group responses on the “Thinking about Poverty Small Group Brainstorm” sheet (see attached resources). 2. Have students think about the following questions:    * Who is poor?    * Why are people poor?    * How does poverty impact the immediate needs of the individual and family?    * How does poverty impact long-term needs of the individual and family? 3. Have students share their results. Then have students focus their discussion on the impact poverty has in their community and in Connecticut. Allow students to brainstorm and record anything they currently know about poverty in their local setting on the “Thinking about Poverty Small Group Brainstorm” sheet (see attached resources). If time allows, allow groups to use a computer to look up current events about poverty related to the community and state. 4. Have students share their results and discuss the impact of poverty on the local community and state. 5. Option 1: Teacher-led discussion and introduction of poverty issues on a global level.    * The teacher should introduce how poverty impacts development, availability of food, availability of water, availability of medical resources and humanitarian efforts by large organizations to combat poverty.    * The teacher should lead the discussion of the comparison of poverty in the local/ state setting versus the global poverty issues.    * Provide students with images or maps depicting poverty in different parts of the world.    * The teacher can use the *Graphs to Introduce Poverty* (see attached) to introduce global poverty and United States poverty in a visual format.   Option 2: Gallery Walk--if your classroom allows, place images and documents around the room or on laptops. Allow the students to walk around the room and record information about the topics presented. Then discuss the overall themes of each station. Suggested themes for each station are:   1. Impact of poverty on development--provide pictures depicting marasmus and kwashiorkor. 2. Availability of basic needs: food, shelter and clean water. 3. Poverty in Connecticut 4. Global Poverty 5. Prevalence of poverty--provide maps and charts of the United States and worldwide.   CLOSURE:  Teacher-led summary of class discussion topics. Students complete the K-W-L chart or summarize their discussion in their small groups. |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | * K-W-L Chart on Poverty worksheet and Small Group Brainstorm on Poverty sheets(see attached resources) * Access to computers to allow small groups to look up current events facts about local, state and global poverty. Also to allow students to look up visuals depicting poverty in the United States and on a global level. * Graphs to Introduce Poverty worksheet (either use on a Smartboard) or print 1 per group. |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Group students in heterogeneous groups to maximize the discussion of poverty. Encourage students to embrace their own diversity to discuss poverty. |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation Strategies:  Differentiation through process: Using Google Docs have students complete the K-W-L chart online. This will allow students to edit and add information while seeing the ideas of others.  Differentiation through product: Have students keep a journal for the lesson and write out responses to key questions at the beginning, middle and end of the lesson. Allow them time to share their personal reflections at the end of the lesson. Suggested questions for journals are:   * 1. Beginning of the lesson--What does poverty mean to you?   2. Middle of the lesson--How does poverty impact families and communities   3. End of the Lesson--What do you need to know more about? How can you help others experiencing poverty?   Extension Activity--Using online resources, have students look up their own visual (graphs, charts or infographics) that symbolize poverty. Have students share their visuals in class the next day. Discuss what poverty actually looks like as the students view the visuals. |
| INTERDISCIPLINARY CONNECTIONS: | Math--The teacher will use graphs to visually enhance the students understanding of poverty.  Social Studies--This lesson connects to civic and economic issues covered in a history/ social studies class. |
| TEACHER REFLECTIONS: |  |

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_**

**Thinking about Poverty**

**Part 1: Defining Poverty**

How would you define poverty? Write your own definition.

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**Part 2: Your Current Understanding of Poverty: K-W-L**

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| **KNOW**  *What do you know about poverty?* | **WANT TO KNOW**  *What do you want to know about poverty in the USA? In the world?* | **WHAT DID YOU LEARN?**  *After completing the class activities list 3-5 things that you learned about poverty.* |
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**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_**

**Thinking about Poverty**

**Small Group Brainstorm**

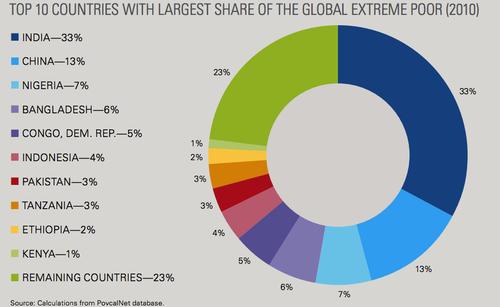
Directions: In small groups, discuss and record the following information about poverty from your current knowledge.

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| --- | --- | --- |
|  | **Question** | **Responses from the Group** |
| 1 | What is poverty? |  |
| 2 | Who is poor? |  |
| 3 | Why are people poor? |  |
| 4 | How does poverty impact the daily, immediate needs of the family? |  |
| 5 | How does poverty impact the long-term needs of the family? |  |

Created by Amanda Stirgwolt, 2016

**Graphs to Introduce Poverty**

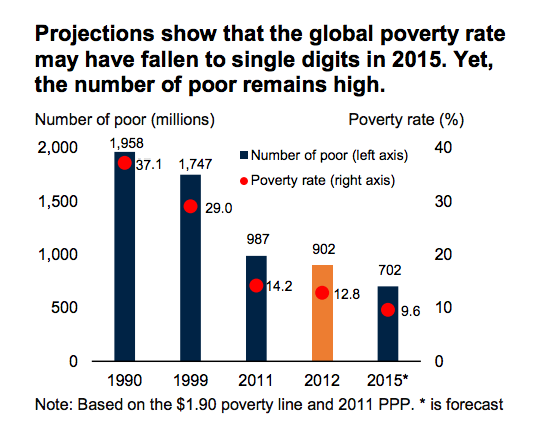
***Global Poverty***



REFERENCE:

Calculations from PovcalNet database. 2014. Retrieved from <http://siteresources.worldbank.org/INTPROSPECTS/Resources/334934-1327948020811/8401693-1397074077765/Prosperity_for_All_Final_2014.pdf>

***Global Poverty Declining***



REFERENCE

O’Connor, L. (2015, Oct 4). Global poverty hit new low this year, World Bank says.

Huffington Post. Retrieved from:

[http://www.huffingtonpost.com/entry/global-poverty-world-bank\_us\_56119981e4b0](http://www.huffingtonpost.com/entry/global-poverty-world-bank_us_56119981e4b0af3706e12d67)

[f3706e12d67](http://www.huffingtonpost.com/entry/global-poverty-world-bank_us_56119981e4b0af3706e12d67)

***United States Poverty***



**Poverty is more evenly distributed, though still heaviest in the South:** In 1969, 45.9% of poor Americans lived in the South, a region that accounted for 31% of the U.S. population at the time. At 17.9%, the South’s poverty rate was far above other regions. In 2012, the South was home to 37.3% of all Americans and 41.1% of the nation’s poor people; though the South’s poverty rate, 16.5%, was the highest among the four Census-designated regions, it was only 3.2 percentage points above the lowest (the Midwest).

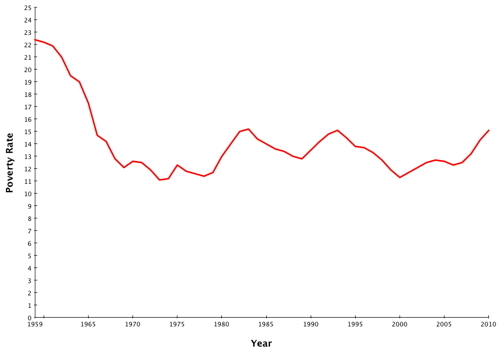
Source:

DeSilver, D. (2014). *Who is poor in America? 50 years into the War on Poverty: A data*

*portrait.* Pew Research Center Fact-tank News in the Numbers. Retrieved from:

<http://www.pewresearch.org/fact-tank/2014/01/13/whos-poor-in-america-50-years-into-the-war-on-poverty-a-data-portrait/>

**THE UNITED STATES POVERTY RATE FROM 1959 to 2010**



REFERENCE

Matthews, D. (2012, July 11) Poverty in the 50 Years since ‘The Other America’, in five charts. The

*Washington Post Online*. Retrieved from:

<https://www.washingtonpost.com/blogs/wonkblog/wp/2012/07/11/poverty-in-the-50-years-since-the-other-america-in-five-charts>

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_**

**What is Poverty?**

**Gallery Walk**

Directions: Visit the 5 different stations that present information about the impact of poverty on the individual, family and community. As you visit each station, complete each task in the chart below.

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| --- | --- | --- | --- | --- | --- |
|  | **Topic** | **Rephrase 2 important facts in your own words.** | **How does this information impact individual development?** | **How does this information impact family development?** | **How does this information impact the community and society?** |
| **1** | **Impact of Poverty on Development** |  |  |  |  |
| **2** | **Basic Needs** |  |  |  |  |
| **3** | **Poverty in Connecticut** |  |  |  |  |
| **4** | **Global Poverty** |  |  |  |  |
| **5** | **Prevalence of Poverty** |  |  |  |  |

Created by: Amanda Stirgwolt, 2016

**FAMILY AND CONSUMER SCIENCES LESSON PLAN**

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| --- | --- |
| LESSON: 2 | TITLE: What is Poverty? |
|  | SUBJECT: Human Development |
|  | AUTHOR: Amanda Stirgwolt DATE: 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | CTE Standards:  B.3: Analyze physical, emotional, social, moral, and intellectual development.  B.4: Interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.  C.8: Analyze the effects of life events during childhood on an individual’s physical and emotional development.  D.11: Analyze the role of family and support systems in meeting the growth and development needs of children.  G.21: Explore community resources that are available to parents and families.  G. 22: Analyze the benefits of community resources and support systems for individuals and families.  FCS National Standards  6.1: Analyze the effects of family as a system on individuals and society.  7.2: Analyze factors relating to providing family and community services.  7.2.1. Describe local, state, and national agencies and informational support resources providing human services.    Common Core Standards  Speaking and Listening  Literacy.SL.11-12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively.  Literacy.SL.11-12.1c-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  Language  Literacy.L.11-12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Math  Math.HSA.REI.D.10--Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). |
| LESSON OBJECTIVE (in language students can understand): | Students will be able to define poverty using 3 out of 5 vocabulary words.  Students will be able to identify how poverty impacts the individual, family, community and society. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS | Students will need to have a foundation in the types of development (physical, social, emotional, and cognitive). Students will need to have a foundation of understanding that the family is the primary context in which children are cared for and supported through early development. |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  How is poverty defined?  How does poverty impact the individual, family and society? |
|  | FORMATIVE ASSESSMENTS:  Teacher questioning to ensure that students understand the content, specifically the impact of poverty on family and society. |
|  | SUMMATIVE ASSESSMENTS:  Unit Test  Projects--”Conquer Poverty Project” |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION:  Have students review their definitions of poverty from the previous lesson. Have students compare their definition of poverty to “Famous Quotes on Poverty” worksheet (see attached). Ask students to identify which quote they think is most similar to their personal definition and why.  LESSON:   1. Group students into small groups for class discussion. Have students compare their definitions of poverty. Ask students the following questions:    1. Can your definition be used to define poverty nationwide?    2. Can your definition be used to define poverty worldwide? Why or why not?    3. What is missing from your definition? 2. Have the groups collaborate to come up with a class definition of poverty to use for the rest of the lesson. 3. Option 1: Teacher-led discussion of poverty vocabulary including: poverty, annual poverty rate, chronic poverty, episodic poverty, poverty rate, poverty line, poverty threshold and working poor. The teacher should also go over the academic vocabulary including episodic, threshold, deficit and vulnerability.   Option 2: Provide access to computers or tablets and have students complete a Web-Quest to find definitions and examples of the following vocabulary words including: poverty, annual poverty rate, chronic poverty, episodic poverty, poverty rate, poverty line, poverty threshold and working poor.  Students should record their information and resources on the “Poverty Vocabulary Webquest” chart (see attached resources).  Assign each small group or student one of the vocabulary words and have them draw a picture to demonstrate the definition of the word.  Provide large paper and craft materials for this activity or have students use the “Visual Vocabulary Activity” page to draw their pictures.  Display and discuss the images.   1. Have students brainstorm aspects of poverty using the graphic organizer “Examining Poverty” (see provided attached resources)   CLOSURE:  Option 1: Exit slip  Option 2: Have students review their class definition of poverty and rewrite it to include any new vocabulary or new concepts. Post the class definition of poverty in the room for future lessons. |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | * Famous Quotes on Poverty worksheet (see attached) * Examining Poverty Graphic Organizer (see attached) * Graphs to Introduce Poverty (see attached; utilize if not used during the last lesson to supplement the teacher-led discussion) * Human Development Vocabulary on Poverty (see attached) * Poverty Vocabulary Webquest Chart (see attached) * Visual Vocabulary Activity page (see attached) * Large Paper & craft supplies (optional)   References for the Teacher:   * Measuring Poverty in the US 2008 Article from NCCP (see attached) * 2015 Federal Poverty Guidelines chart (see attached) * “Child Poverty and Adult Success” article by CarolineRadcliffe of the Urban Institute (September 2015) <http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000369-Child-Poverty-and-Adult-Success.pdf> |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Group students in heterogeneous groups to maximize the discussion of poverty. Encourage students to embrace their own diversity to discuss poverty. |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation: Use the Smartboard to provide visuals for students to reference the information being discussed. Provide access to an online Ted Talk on Poverty or other audio-based discussion of poverty.  Extension: Have students look up a famous person that grew up in poverty and currently is experiencing financial success. Have students research how the person’s background living in poverty has impacted their viewpoints, careers and ability to have resilience today. Suggested people: Oprah Winfrey (entrepreneur), Mark Wahlberg (actor), Viola Davis (actor), Chris Gardner (author of *Pursuit of Happyness*), Colin Powell (politician) and Celine Dion (singer). |
| INTERDISCIPLINARY CONNECTIONS: | English--This lesson allows students to practice collaborative writing skills.  Social Studies--This lesson connects to civic and economic issues covered in a history/ social studies class. |
| TEACHER REFLECTIONS: |  |

**What is Poverty?**

**Vocabulary**

**Content Vocabulary**

|  |  |
| --- | --- |
| *Vocabulary Word* | *Definition* |
| Poverty | The state of being poor (Merriam-Webster Dictionary, 2015) |
| Annual Poverty Rate | Percent of people who were in poverty in a calendar year. (United States Census Bureau, 2015, [www.census.gov](http://www.census.gov)) |
| Chronic Poverty | The percent of people living in poverty every month. (United States Census Bureau, 2015, [www.census.gov](http://www.census.gov)) |
| Episodic Poverty | The percent of people who were poor in 2 or more consecutive months in a given time period. (United States Census Bureau, 2015, [www.census.gov](http://www.census.gov)) |
| Poverty Rate | The percentage of people (or families) who are below poverty. (United States Census Bureau, 2015, [www.census.gov](http://www.census.gov)) |
| Poverty Line | A level of personal or family income below which one is classified as poor according to government standards (Merriam-Webster Dictionary, 2015) |
| Poverty Threshold | Dollar amounts the Census Bureau uses to determine a family’s or person’s poverty level. (United States Census Bureau, 2015, [www.census.gov](http://www.census.gov)) |
| Working Poor | People who worked, but who, nevertheless, fell under the official definition of poverty. (United States Census Bureau, 2015, [www.census.gov](http://www.census.gov)) |
| Socioeconomic Status (SES) | The social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. (American Psychological Association, 2016, [www.apa.org](http://www.apa.org)). |

**Academic Vocabulary**

|  |  |
| --- | --- |
| *Vocabulary Word* | *Definition* |
| Episodic | Made up of many different events (Merriam-Webster Dictionary, 2015) |
| Threshold | The point or level at which something begins or changes. (Merriam-Webster Dictionary, 2015) |
| Deficit | An amount (such as an amount of money) that is less than the amount needed. (Merriam-Webster Dictionary, 2015) |
| Vulnerability | Capable of being physically or emotionally wounded (Merriam-Webster Dictionary, 2015) |

Created by: Amanda Stirgwolt, 2016

**Famous Quotes on Poverty**

**Directions: Read the famous quotes on poverty below. How does your definition of poverty compare to the viewpoint of these famous people?**

|  |
| --- |
| “We think sometimes that poverty is only being hungry, naked and homeless. The poverty of being unwanted, unloved and uncared for is the greatest poverty. We must start in our own homes to remedy this kind of poverty.”  — Mother Teresa, Missionary and Saint. |
| “Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of a fundamental human right, the right to dignity and a decent life.”  —[Nelson Mandela](http://borgenproject.org/nelson-mandela-quotes-love-life/), former President of South Africa. |
| “We are not rich by what we possess but by what we can do without”  --Immanuel Kant, philosopher |
| “You might be poor, your shoes might be broken, but your mind is a palace”  --Frank McCourt, author of *Angela’s Ashes*. |
| “Poverty is the worst form of violence."  -- Mahatma Gandhi, Indian political and spiritual leader |
| “Where you live should not determine whether you live, or whether you die”  --Bono, Singer and Philanthropist |
| “If a free society cannot help the many who are poor, it cannot save the few that are rich”  --John F.Kennedy, 35th president, Inaugural Address on January 20th, 1961 |
| “Money isn’t the most important thing in life, but it’s reasonably close to oxygen on the ‘gotta have it’ scale”  --Zig Ziglar, author and speaker |

**Questions for Reflection:**

1. How does your definition of poverty compare or contrast to the quotes above?
2. The famous quotes reference how poverty impacts society. How do you think poverty impacts society?
3. Many of the famous quotes reference an individual’s personal responsibility toward poverty. What do you think is an individual’s personal responsibility toward others living in poverty?

Created by: Amanda Stirgwolt, 2016

**Poverty Vocabulary Webquest Chart**

**Directions: Using online resources, locate a definition of the following vocabulary words related to poverty. Then rephrase the definition in a simple way in your own words. Then record where you found the original definition in the resource/citation section.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Vocabulary Word** | **Definition** | **Definition in my own words** | **Resource/ Citation** |
| Poverty |  |  |  |
| Poverty Rate |  |  |  |
| Annual Poverty Rate |  |  |  |
| Chronic Poverty |  |  |  |
| Episodic Poverty |  |  |  |
| Poverty Line |  |  |  |
| Poverty Threshold |  |  |  |
| Working Poor |  |  |  |

Created by: Amanda Stirgwolt, 2016

**Visual Vocabulary Activity**

**Directions: Your teacher will assign you one vocabulary word from the chart on the previous page. Draw a picture demonstrating the vocabulary word and how it is similar or different to the other vocabulary words about poverty.**

**Vocabulary Word: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Created by: Amanda Stirgwolt, 2016

**Examining Poverty**

DIRECTIONS: USING THE GRAPHIC ORGANIZER BELOW, DISCUSS HOW POVERTY IMPACTS THE INDIVIDUAL, FAMILY, COMMUNITY AND SOCIETY. RECORD YOUR RESULTS AROUND EACH CIRCLE.

**Individual**

**Family**

**Community**

**Society**

**Poverty**

Created by: Amanda Stirgwolt, 2016

**FAMILY AND CONSUMER SCIENCES LESSON PLAN**

|  |  |
| --- | --- |
| LESSON: 3 | TITLE: Strengths & Weakness of Being Poor |
|  | SUBJECT: Human Development |
|  | AUTHOR: Amanda Stirgwolt DATE: 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | CTE Standards:  B.3: Analyze physical, emotional, social, moral, and intellectual development.  B.4: Interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.  C.8: Analyze the effects of life events during childhood on an individual’s physical and emotional development.  FCS National Standards  6.1: Analyze the effects of family as a system on individuals and society.  6.1.1. Analyze the family as the basic unit of society.  6.1.3. Analyze global influences on today’s families.  7.4: Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.  7.4.2. Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.  7.4.6. Summarize the appropriate support needed to address selected human services issues.  Common Core Standards  Speaking and Listening  Literacy.SL.11-12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively.  Literacy.SL.11-12.1c-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  Language  Literacy.L.11-12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LESSON OBJECTIVE (in language students can understand): | Students will be able to identify 3 strengths and 3 weaknesses of living in the social class of poverty and the impact on social-emotional development.  Students will be able to identify how poverty impacts the individual, family, community, and society. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS | Students will need to have a foundation in the types of development (physical, social, emotional and cognitive). Students will need to have a foundation of understanding that the family is the primary context in which children are cared for and supported through early development. Students will need to understand that poverty of an individual impacts the development of the individual, family and greater society. |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  How can poverty be beneficial?  How can poverty be detrimental?  Could you live in poverty?  Could you live in middle class?  Could you live in wealth? |
|  | FORMATIVE ASSESSMENTS:  The teacher will utilize constant formative assessment questioning strategies during the teacher-led discussion of the impact of poverty to ensure that students are understanding the broader impact of poverty on the family and society. |
|  | SUMMATIVE ASSESSMENTS:  Unit Test  Projects--”Conquer Poverty Project” |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION:  Write the three social classes on board: poverty, middle class, poverty.  Have students write on a piece of paper, what social class they think they belong in and two positives and two negatives of being in that social class. In addition, have students write down 1-2 examples of experiences that have been hard for them to overcome. Have students keep this information to think about as the lesson progresses. Introduce the vocabulary word “resilience” by writing the definition of resilience from the Center on the Developing Child at Harvard University: “Resilience is a good outcome in the face of adversity”. Show the short video clip from the Center on the Developing Child at Harvard University entitled, “In Brief: What is Resilience?”. This can be retrieved from by clicking on the “Watch the Overview Video” tab: <http://developingchild.harvard.edu/science/key-concepts/resilience/>  LESSON:   1. Discuss with students that each individual is influenced by their experiences in childhood--both positive and negative experiences. Discuss how each social class has benefits and drawbacks. 2. Group students into small groups for class discussion. Then have a teacher-led discussion of the impact of living in each social class and some brief benefits of each. Then, allow students to brainstorm the positives and negatives of each social class. Have students record their answers on “Comparing Social Classes & Development” chart (see attached resources). 3. Have each student take the “Could you live in” questionnaire for each of the social classes: poverty, middle class, wealth. If needed, explain some of the questions to students since students not living in that social class may not be familiar with certain concepts. 4. Have students fill out the “Being Poor in Our Community” chart to discuss how different social classes act and live. Have students share their experiences.   CLOSURE:  Option 1: Teacher-Led Discussion on how resilience and the positive outcomes of poverty can impact all areas of development in an individual’s life trajectory. Teacher-Led discussion on the physical impact of poverty on an individual’s development using the information from the Institute for Poverty Research Poverty Fact Sheet: A Child’s Brain on Poverty (see attached resources).  Option 2: Have students write a summary of the discussion for the day by answering the questions:   * How is your social class impacting your development in a positive way? * How are you resilient? |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | * Comparing Social Classes & Development (see attached resources). * Being Poor in our Community chart (see attached resources) * Institute for Poverty Research Poverty Fact Sheet: A Child’s Brain on Poverty (see attached resources)   References for the Teacher:   * Center on the Developing Child at Harvard University has a variety of materials about poverty and resilience. <http://developingchild.harvard.edu/> * [www.ahaprocess.com](http://www.ahaprocess.com) Information from the research of Ruby Payne. * Konnikova, M. (2016, Feb 11) How People Learn to Become Resilient. The New Yorker. Retrieved from: <http://www.newyorker.com/science/maria-konnikova/the-secret-formula-for-resilience> * Matthews, D. (2012, July 11) Poverty in the 50 years since ‘The Other America’, in five charts. The Washington Post. Retrieved from: <https://www.washingtonpost.com/blogs/wonkblog/wp/2012/07/11/poverty-in-the-50-years-since-the-other-america-in-five-charts> |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Group students in heterogeneous groups to maximize the discussion of poverty. Encourage students to embrace their own diversity of social class in the discussion of poverty. |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation: Have students write their own hypothetical case scenario about a family in poverty, middle class and wealth. Then have the other students in the class respond to the students’ case study by stating the benefits and drawbacks of the social class.  Extension:  Option 1: Collaborate ahead of time with another school of a different socioeconomic status. Have students from that school take the “Could You Survive?” questionnaires and compare results. Discuss with students that, even though development is similar for everyone at specific ages, life experiences can influence developmental trajectory.  Option 2: Provide students with access to computers/ tablets. Have students log on to the Center for the Developing Child at Harvard University’s Resilience Game. This interactive game allows individuals to simulate positive and negative outcomes on development and their ability to promote resilience. This can be accessed at: <http://developingchild.harvard.edu/resilience-game/> |
| INTERDISCIPLINARY CONNECTIONS: | Social Studies--This lesson connects to civic and economic issues covered in a history/ social studies class. |
| TEACHER REFLECTIONS: |  |

**Comparing Social Classes & Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Social Class** | **Positives** | **Negatives** | **Impact on Development** |
| **Poverty** |  |  |  |
| **Middle Class** |  |  |  |
| **Wealth** |  |  |  |
| **Notes** | | | |

Created by: Amanda Stirgwolt, 2016

**Being Poor in Our Community**

Directions: In small groups discuss how different socioeconomic statuses in your community act and live. Discuss what strengths each socioeconomic group has in your community.

Essential Questions: *You should be able to answer these questions after this unit.*

* How does socioeconomic status impact an individual’s strengths and overall resilience?
* How does socioeconomic status impact our community?

Questions to Consider: *Use these questions to help guide your thoughts and discussion of poverty.*

* What skills do poor people have in our community?
* What resources can poor people access that the middle class and wealthy might not know about?
* What skills do middle class people have in our community?
* What opportunities do middle class people have in our community that other classes do not?
* What skills do wealthy people in our community have?
* What type of job opportunities or social opportunities do wealthy people have?

|  |  |  |
| --- | --- | --- |
| **Comparing Socioeconomic Status in Our Community** | | |
| **Poor**  What is it like to be poor in our community? | **Middle Class**  What is it like to be middle class in our community? | **Wealthy**  What is it like to be wealthy in our community? |
|  |  |  |
| **Poor**  What skills do the poor have in our community? | **Middle Class**  What skills do the middle class have in our community? | **Wealthy**  What skills do the wealthy have in our community? |
|  |  |  |

Created by: Amanda Stirgwolt, 2016

**FAMILY AND CONSUMER SCIENCES LESSON PLAN**

|  |  |
| --- | --- |
| LESSON: 4 | TITLE: Global Poverty Issues |
|  | SUBJECT: Human Development |
|  | AUTHOR: Amanda Stirgwolt DATE: 2016 |
|  | GRADE LEVEL: 11-12 |
| STANDARDS: | CTE Standards:  B.3: Analyze physical, emotional, social, moral, and intellectual development.  B.4: Interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.  C.8: Analyze the effects of life events during childhood on an individual’s physical and emotional development.  D.11: Analyze the role of family and support systems in meeting the growth and development needs of children.  FCS National Standards  6.1: Analyze the effects of family as a system on individuals and society.  6.1.1. Analyze the family as the basic unit of society.  6.1.3. Analyze global influences on today’s families.  6.1.6. Analyze the effects of change and transitions over the life course.  7.5: Evaluate services for individuals and families with a variety of disadvantaging conditions.  7.5.1. Describe the needs and accommodations for people with a variety of disadvantaging conditions.  7.5.2. Analyze ways in which individuals with disadvantaging conditions affect the family and family members financially, socially, physically and emotionally.  7.5.4. Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.  Common Core Standards  Speaking and Listening  Literacy.SL.11-12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively.  Literacy.SL.11-12.1c-Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  For the Conquering Poverty Project:  Literacy.SL.11-12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and range of formal and informal tasks  Literacy.SL.11-12.5-Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandings of findings, reasoning, and evidence to add interest.  Language  Literacy.L.11-12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Literacy.L.11-12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Math:  HSA.REI.D.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). |
| LESSON OBJECTIVE (in language students can understand): | Students will be able to identify three physical results of living in long-term poverty.  Students will be able to identify three social-emotional results of living in long-term poverty. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS | Students will need to have a foundation in the types of development (physical, social, emotional and cognitive). Students will need to have a foundation of understanding that the family is the primary context in which children are cared for and supported through early development. Students will need to understand that poverty of an individual impacts the development of the individual, family and greater society. |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  How does long-term poverty impact an individual’s development (physically, socially, emotionally and cognitively) over time? |
|  | FORMATIVE ASSESSMENTS:  The teacher will utilize questioning strategies during the teacher-led discussion of the impact of poverty to ensure that students are understanding the broader impact of poverty on the family and society.  The teacher will monitor progress, giving ideas and feedback during the group activity. |
|  | SUMMATIVE ASSESSMENTS:  Unit Test  Projects--”Conquer Poverty Project” |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION: Using a world map, the teacher will locate and discuss the areas of the world that are experiencing the most significant poverty. Utilize the Graphs to Introduce Poverty (see attached) and the graphs included in the online article from National Geographic Online (citation below)  Nawakowski, K. (2015, Oct. 14). Four charts that illustrate the extent of world poverty. National Geographic. Retrieved from: <http://news.nationalgeographic.com/2015/10/151014-datapoints-four-charts-illustrate-extent-world-poverty/>  The teacher will then pose the essential question: “How does long-term poverty impact an individual’s development over time?” The class will discuss their initial thoughts towards this question prior to the start of the lesson.  LESSON:   1. Group students into small groups of 3-4 students. Assign each group a country to research. The top 10 countries experiencing the most poverty according to the PovCal database (2010) are:    1. India    2. China    3. Nigeria    4. Bangladesh    5. Democratic Republic of the Congo    6. Indonesia    7. Pakistan    8. Tanzania    9. Ethiopia    10. Kenya 2. Either provide students with printed resources about each country OR provide students with computer access to research their country. 3. Students should fill out the Global Poverty chart (see attached resources) for their country and be prepared to share their information with the class. 4. Allow students time to share their results with the class. After the class has completed the Global Poverty Chart either individually or in groups, have students report on their assigned country. Utilize the Global Poverty Themes chart (see attached) to record information and document themes relating to poverty issues. Discuss the themes and the impact on overall development of the individual, community and society. The teacher will focus discussion on how the themes impact child development and human development physically, socio-emotionally and cognitively for individuals, communities and societies.   CLOSURE:  Option 1: Discuss the Global Poverty Themes chart as a class. Discuss the needs for all individuals, communities and societies that are currently experiencing poverty.  Option 2: Exit slip |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | Materials Needed   1. Graphs to Introduce Poverty (see attached) 2. Article and Graphs from National Geographic (citation below)   Nawakowski, K. (2015, Oct. 14). Four charts that illustrate the extent of world poverty. National Geographic. Retrieved from: <http://news.nationalgeographic.com/2015/10/151014-datapoints-four-charts-illustrate-extent-world-poverty/>   1. World Bank Data Map of World Poverty 2015. (see attached) Also available at: <http://data.worldbank.org/maps2015> 2. Global Poverty Chart (see attached resources) 3. Global Poverty Themes (see attached resources)   Technology Needed   * Access to computers to allow students to research their assigned country. * Access to a Smartboard/ projector unit to display graphs and charts.   Resources   * Massachusetts Institute of Technology offers an online course in “The Challenge of World Poverty” as part of their MITOPENCOURSWARE program. The course provides 26 video lectures, notes and online assignments for free. The course can be retrieved from: <http://ocw.mit.edu/courses/economics/14-73-the-challenge-of-world-poverty-spring-2011/> |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | * Small groups--assign students into heterogeneous groups to allow students to gain different points of view from their own background knowledge. * Utilize Google Spreadsheets to have students input their information into a master spreadsheet of all the information collected about the 10 countries experiencing the most poverty. Then highlight each field on the spreadsheet a different color to identify common themes. |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation:   * Students can create a speech to give to the class about the status poverty in their assigned country. * Students can create an Aurasma presentation about their country and share it with the class. <https://www.aurasma.com/> * Students can create a Sway Presentation about the themes that the class identified as similarities between all the countries experiencing poverty. [www.sway.com](http://www.sway.com)   Extension:   * Students can visualize how global poverty has changed over time by using the World Bank Poverty and Equity Data Visualizer Map. This can be accessed from: <http://povertydata.worldbank.org/poverty/home/> This interactive digital map allows the individual to look at how poverty status can change over time. * Have students share facts about global poverty over the school morning announcements or in the school newspaper to raise awareness. * Have students pick a country and raise money to send to an organization that is helping to alleviate poverty in that country. |
| INTERDISCIPLINARY CONNECTIONS: | Social Studies--This lesson connects to civic and economic issues covered in a history/ social studies class.  Biology--This lesson connects to health & wellness of the human body that may be covered in a biology or health class.  Math--This lesson connects to math concepts of reading graphs and understanding statistics of global poverty around the world. |
| TEACHER REFLECTIONS: |  |

**Global Poverty Chart**

**Country:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Background Information**

|  |  |  |
| --- | --- | --- |
| **Facts**  (What are 3 facts that display the extent of poverty in this country?) | **Obstacles Causing Poverty**  (What are the obstacles that need to be overcome to end poverty?) | **Resources Available**  (What resources are available to poverty-stricken families?} |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

Created by: Amanda Stirgwolt, 2016

**Global Poverty Chart**

**Impact on Individual Development**

|  |  |  |
| --- | --- | --- |
| **Type of Development** | **Facts**  (How is each type of development impacted by poverty?) | **Reference**  (Where did you locate your information? List your citation or web address) |
| **Physical Development** |  |  |
| **Social-Emotional Development** |  |  |
| **Cognitive Development** |  |  |

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**Global Poverty Themes Chart**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Country** | **Important Facts**  **About Poverty** | **Resources**  **Available** | **Physical Development** | **Social-Emotional**  **Development** | **Cognitive**  **Development** |
| ***India*** |  |  |  |  |  |
| ***China*** |  |  |  |  |  |
| ***Nigeria*** |  |  |  |  |  |
| ***Bangladesh*** |  |  |  |  |  |
| ***Congo*** |  |  |  |  |  |
| ***Indonesia*** |  |  |  |  |  |
| ***Pakistan*** |  |  |  |  |  |
| ***Tanzania*** |  |  |  |  |  |
| ***Ethiopia*** |  |  |  |  |  |
| ***Kenya*** |  |  |  |  |  |

Created by: Amanda Stirgwolt, 2016

**Conquering Poverty Project**

Overview: You are an employee at the Center for American Progress, committed to the mission, which is “dedicated to improving the lives of all Americans, through bold, progressive ideas, as well as strong leadership and concerted action” ([www.americanprogress.org](http://www.americanprogress.org)). You have been asked to present a solution to poverty at the next meeting of national leaders. Your presentation should focus either on American poverty or Global poverty.

Presentation Format: Your presentation must be viewable to an entire group of leaders. Your presentation can be in a variety of formats including but not limited to:

* Powerpoint
* Google Slides
* Prezi
* Sway
* Movie--iMovie

Grading Checklist/ Presentation Requirements

|  |  |  |
| --- | --- | --- |
| Points Possible | Points Earned | Requirement |
| 20 |  | Definition of the Specific Problem: Your presentation should include the specific area of poverty either globally or in American that your solution will focus on. Your problem should be specific and should include the factors that impact poverty and vocabulary words related to human development. |
| 20 |  | Overview of the Plan of Action: Your plan of action should include who will be part of the solution and what specific actions will be taken to solve your poverty issue. |
| 20 |  | Overview of Plan Implementation: Your plan must include specific steps that will advance your goals. You must include one graph, chart or infographic to describe your plan implementation. |
| 20 |  | Evidence of Research: Your presentation must include quotes or support from 3 different resources with proper formatting. |
| 20 |  | Evidence of Creativity: Your solution to poverty must show that you thought of a variety of aspects of the poverty issue that displays original thought. |

Suggested Resources

**American Poverty**

|  |  |
| --- | --- |
| Center for Community Change  [www.communitychange.org](http://www.communitychange.org) | Washington D.C. based action group that is committed to building up people to change their communities through public policy. |
| Children’s Defense Fund  [www.children’sdefense.org](http://www.children’sdefense.org) | A group that specializes in advocacy of all children. This group focuses on helping poor children of American--especial those of color and with disabilities. |
| Meals on Wheels Association of America |  |
| Project Bread  [www.projectbread.org](http://www.projectbread.org) | A solution to poverty in Massachusetts through education and fundraising. Project Bread hosts one of the largest walks for hunger in the nation. |

**Global Poverty**

|  |  |
| --- | --- |
| US Aid  [www.usaid.gov](http://www.usaid.gov) | Leading U.S. government agency working to end poverty by 2030. |
| ONE  [www.one.org](http://www.one.org) | A grassroots campaign to end poverty in Africa |
| Mercy Corps  [www.mercycorps.org](http://www.mercycorps.org) | This organization fights to end poverty and oppression worldwide through a variety of efforts. Currently helps individuals in over 35 countries worldwide. |
| The Hunger Site  [www.thehungersite.com](http://www.thehungersite.com) | A site dedicated to activism and spreading knowledge about world hunger. This organization sponsors World Hunger Day on May 28th each year. |

**Conquering Poverty Project**

**Rubric**

This rubric is designed to assess student growth through the level of performance by circling the appropriate score. A student who has met all bullets in a section earns the highest point value in that section. A score of one bullet indicates the lower point value of that section.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Exemplary** | | | **Proficient** | | | **Developing** | | | **Inadequate** | | | **No Evidence** |
| **Definition of Problem, Plan & Implementation**  The problem, plan and implementation have a clear focus, supporting details and use of human development concepts. | ○ required content is thoroughly addressed  ○ human development vocabulary is included in all discussions of the problem, plan and implementation | | | ○ required content is addressed.  ○ The problem, plan or implementation does not include vocabulary or clear details. | | | ○ required content is addressed.  ○ The problem, plan or implementation is missing/ poorly developed without the use of vocabulary. | | | ○ one or more required content is missing  ○ significant and/or relevant requirements are missing for the components. No vocabulary is used. | | |  |
| Claim Rating | 60 | 58 | 55 | 50 | 45 | 40 | 35 | 30 | 25 | 20 | 15 | 10 |  |
| **Evidence of Research**  The presentation anticipates the audience’s background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aid comprehension that is linked to key research. | The presentation  ○ consistently addresses the audience’s knowledge level and concerns about the topic & includes 3+ research citations.  ○ includes effective formatting, graphics, and/or multimedia that enhance comprehension. | | | The presentation  ○ considers the audience’s knowledge level about the topic & includes 2+ research citations.  ○ includes formatting, graphics and/or multimedia when useful to aiding comprehension. | | | The presentation  ○ illustrates an inconsistent awareness of the audience’s knowledge level about the topic & includes 1+ research citations.  ○ may include some formatting, graphics and/or multimedia that may be distracting or irrelevant. | | | The presentation  ○ lacks an awareness of the audience’s knowledge level about the topic and has limited/incorrect research citations.  ○ includes limited or inaccurate formatting, graphics and/or multimedia that impedes comprehension. | | |  |
| Claim Rating | 20 | 18 |  | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 | 0 |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evidence of Creativity**  The text presents a formal style and objective tone and uses precise language, content specific vocabulary while presenting information that is innovative and provides a creative solution to poverty. | The presentation presents  ○ an appropriate formal and objective tone;  ○ sophisticated use of language; and  ○ content specific vocabulary that explains a creative solution to poverty. | | | The presentation presents  ○ a formal, objective but inconsistent tone;  ○ precise use of language;  and  ○ content specific vocabulary that explains a creative solution to poverty. | | | The presentation presents  ○ a limited use of formal and objective tone;  ○ poor word choice, and  ○ some correct use of content specific vocabulary and does not creatively solve a poverty issue. | | | The presentation presents  ○ an inconsistent tone;  ○ inappropriate word choice;  ○ lack of or correct use of content specific vocabulary; lacks thought in poverty solution. | | |  |
| Claim Rating | 20 | 18 |  | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 | 0 |  |
| **Total Score** | Notes: | | | | | | | | | | | |  |

Portions of the Common Core State Standard -Rubric (grades 11-12) -Source Turn it In - School Improvement.com Prepared by: Dolores Walsh, CFCS & Amanda Stirgwolt