Unit 3: Poverty

Content Area: **Global Studies**
Course(s): **Global Citizenship**
Time Period: **Week 9**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn of the ways in which extreme poverty is being addressed around the world, what the origins and causes of poverty are, and what can be done to address poverty in a more effective way

Standards

D2.Civ.1.6-8	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
D2.Civ.2.6-8	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
D2.Civ.6.6-8	Describe the roles of political, civil, and economic organizations in shaping people's lives.
D2.Civ.10.6-8	Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
D2.Civ.12.6-8	Assess specific rules and laws (both actual and proposed) as means of addressing public problems.
D2.Civ.13.6-8	Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Civ.14.6-8	Compare historical and contemporary means of changing societies, and promoting the common good.
D2.Eco.1.6-8	Explain how economic decisions affect the well-being of individuals, businesses, and society.
D2.Eco.2.6-8	Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
D2.Eco.12.6-8	Explain how inflation, deflation, and unemployment affect different groups.
D2.Eco.15.6-8	Explain the benefits and the costs of trade policies to individuals, businesses, and society.
SOC.6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
SOC.6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
SOC.K-12.6.3.A -H.6	Individuals have the power to make positive changes in society.
SOC.K-12.6.4.B-L.4	Wealthy nations have a responsibility to aid other countries

Essential Questions

- What responsibility does a society have to look after the poor or the disadvantaged?
- What constitutes an acceptable standard of living?
- To what extent is there a responsibility for rich nations to look after poorer nations?
- What are the causes of poverty?
- How do US consumption habits affect people around the world?
- How does technology help address some of the problems and root causes of poverty?

Application of Knowledge: Students will know that...

- A decrease in fragility and conflict in a poor country almost always leads to a decrease in extreme poverty levels in the country
- The causes of poverty are many and different, ranging from lack of access to resources like electricity and clean water to income inequality
- There are many ways of measuring poverty, but the most common is that extreme poverty consists of those living on less than $1.25/day
- Though extreme poverty has been in decline in recent decades, most of the world's poor live in just a few Asian countries--especially India and China. Sub-Saharan Africa continues to increase in levels of poverty

Application of Skills: Students will be able to...

- Assess the effectiveness and fairness of efforts to alleviate poverty
- Craft creative solutions to help combat poverty in the US and around the world
- Explain and evaluate what many government and non-government organizations are doing to combat extreme poverty around the world
- Explain the relationship between access to technology, resources, and education and poverty
- Help spread awareness of poverty in the United States and around the world
- Think critically about their role in combating global poverty

Assessments

- Presentation explaining and assessing current poverty-combating programs
- Poster or infographic PSA helping spread awareness of extreme poverty around the world
- Group presentations of a solution to a poverty problem in a specific region chosen by the teacher
- Informal observations of group discussions on reading excerpts, current events, and primary-source documents
- Information from this unit will be included on a locally developed, mid-year or end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

- Students research online and write a reflection/evaluation of a chosen nation's attempts to alleviate poverty
- Read and discuss mission/policy statements of the World Bank, UNICEF, and USAID
- Create a project in which students experiment with what it's like to live in extreme poverty
- Plan a trip to a local homeless shelter, soup kitchen, or similar facility

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - kinesthetic or interactive options for projects, awareness campaigns
    - One-on-one assistance with research

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: poverty, microloans, welfare, empowerment, income, Gross Domestic Product (GDP)

Differentiation to extend learning for gifted students may include:

- Leadership in group projects, choice of country to research, supplementary reading on history of the fight against poverty

Integrated/Cross-Disciplinary Instruction

Social Studies: economics, international organizations/aid

Math: statistics, income distribution

Health: nutrition

Resources

- SDGs and Poverty: http://www.un.org/sustainabledevelopment/poverty/
- Global Poverty Statistics and Causes: http://www.globalissues.org/issue/2/causes-of-poverty
    - https://www.quora.com/Why-is-poverty-still-in-existence
- Income inequality in America: https://www.youtube.com/watch?v=QPKKQnijnsM
- Poverty and Human Rights: http://www.amnestyusa.org/our-work/issues/poverty-and-human-rights
- Research resource on poverty: http://www.poverties.org/

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.