Name: Elena Steadham

Unit Title: Poverty

Course/Grade: American Government (12th grade)

Length of time: 3 weeks

This unit is designed to help students use their research, critical thinking, and collaborative skills to develop their understanding of poverty. They will do this by working in groups to explore poverty at the national and global level. They will understand how a nation’s history and people’s access to services shapes its people’s perspectives of poverty. Students will learn that as global citizens they have a responsibility to not only understand global issues but to also that they can take action to alleviate global problems.

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  *From Sunshine State Standards*  1. Use case studies to explore social, political, legal, and economic relationships.  2. Examine efforts to expand or contract rights for various populations.  3. Understand that there are times individual rights must be given up for the benefit of the group.  4. Understand the political events that shaped the development of foreign policy.  *From Curriculum for Global Citizenship*  5. Understand the causes and effects of inequalities between groups and develop a willingness to take action.  6. Understand their roles as global citizens and the potential for change.  7. Develop empathy toward others locally and globally.  8. Examine the links and connections between different places.  9. Develop collaborative, research, writing, and presentation skills. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  1. Use critical thinking skills to analyze primary and secondary sources.  2. Research the current and historical impact of issue.  3. Determine the rights and responsibilities of individuals as global citizens.  4. Analyze international efforts to ensure access to people around the world.  5. Use information learned to develop global social responsibility.  6. Share their ideas globally through the use of social media. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  1. Government can fail to meet the needs of  its poorest citizens.  2. Global citizens can have a meaningful  impact in concrete ways.  3. Foreign policy determines who gets aid and  who does not.  4. A nation’s history has a direct impact on its  level of poverty.  5. Understand the causes and effects of  inequalities between groups and develop a  willingness to take action. | ESSENTIAL QUESTIONS  1. How does access to basic needs shape our  perspectives?  2. What are the historical roots and causes of  poverty?  3. What is the role and responsibility of  government in meeting the needs of  citizens?  4. What are the responsibilities of citizens of a  global community to address poverty?  5. What actions can you as an individual take  to address global poverty? |
| ***Acquisition*** | |
| *Students will know…*  1. How a nation’s poverty rate is calculated.  2. The various efforts on the part of the  international community and local  governments to address poverty.  3. That our understanding of poverty shapes  our perspectives.  4. There are ways to every citizen can help  alleviate poverty.  5. Implement 21st Century skills to alleviate poverty globally. | *Students will be skilled at…*  1. Researching issues that factor into a  nation’s poverty level.  2. Analyzing primary and secondary source  documents for validity and reliability.  3. Formulating written responses to the  various aspects of poverty.  4. Work in collaborative groups to examine a  global issue.  5. Share research using social media. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Reflect, research, explain, summarize  2. Collaborate, research, explain, evaluate  3. Investigate, organize, summarize  4. Locate, research, compare, evaluate perspectives.  5. list, investigate, compare, evaluate, create, apply  6. Take action, apply, reflect, create, share | TRANSFER TASK(S):  1. **Reflect:** Students will use a series of guiding questions to reflect on their own understanding of poverty and who it affects and how in writing. Students will then ask their interpal to reflect and respond to the same questions which they will incorporate into their final product.    2. **Understanding poverty:** Students will work in their groups on the country of their choice. Identify any unfamiliar vocabulary; gather articles from various sources and different time periods. Identify books or movies which address poverty in the nation of they selected as well as experts in the field. The students will analyze the information they gather for biases and contradictions using the district provided task cards. They will type a summary of their findings.  3. **Historical understanding:** Students will research the historical roots of the causes of poverty in the country and determine what efforts are being taken to alleviate the problem and evaluate the effectiveness of the measures to reduce poverty in the future. They will type a summary of their findings.  4. **Think Globally:** Students will determine whether poverty is affecting the region the country is in or if it is specific to the nation they are researching. Students will compare poverty in that nation with poverty in the United States to evaluate how the problem is addressed in different parts of the world. They will type a summary of their findings.  5. **Stakeholders:** Students will create a list of stakeholders and their interest in poverty. They will investigate solutions that have been tried at the national and international levels. They will evaluate the success of those efforts.  Students will then generate their own practical solution and collaborate with the Science teacher/Ecology club sponsor to design and test their solution to the problem. Students will write a summary of their findings and lab report.  6. **Take action:** Students will create a list of ways they can help alleviate poverty. Each student will complete five community service hours for an organization which is working directly with poverty. They will type a reflection of their findings form the project which will include: the resources, inequalities that exist in the country they researched. The solutions, their perspective, the perspective of their interpal, what they learned from completing the project, and their responses to the essential question. They will create a website to share their findings, and documentation of their experiments. | |
| Read, summarize, explain, document, evaluate, share | OTHER EVIDENCE:  1. Students will write responses to the task cards: Identifying bias, evaluating reliability and validity.  2. Students will discuss what they are learning about poverty in the country they are studying with the class.  3. Students will document through pictures and videos their experiment.  4. Students will use rubrics to evaluate their progress. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  1. **Reflect:** Students will use a series of guiding questions to reflect on their own understanding of poverty and who it affects and how in writing. Students will then ask their interpal to reflect and respond to the same questions which they will incorporate into their final product.  2. Brainstorm and discuss sources students can use to begin their investigations.    2. **Understanding poverty:** Students will work in their groups on the country of their choice. Identify any unfamiliar vocabulary and gather articles from various sources and different time periods. Identify books or movies which address poverty in the nation of they selected as well as experts in the field. The students will analyze the information they gather for biases and contradictions using the district provided task cards: Identifying bias, evaluating reliability and validity. They will type a summary of their findings.  3. **Historical understanding:** Students will research the historical roots of the causes of poverty in the country and determine what efforts are being taken to alleviate the problem and evaluate the effectiveness of the measures to reduce poverty in the future. They will type a summary of their findings.  4. **Think Globally:** Students will determine whether poverty is affecting the region the country is in or if it is specific to the nation they are researching, Compare poverty in that nation with poverty in the United States to evaluate how the problem is addressed in different parts of the world. They will type a summary of their findings.  5. **Stakeholders:** Students will create a list of stakeholders and their interest in poverty. They will investigate solutions that have been tried at the national and international levels. They will evaluate the success of those efforts.  6. Students will then generate their own practical solution and collaborate with the Science teacher/Ecology club sponsor to design and test their solution to the problem. Students will write a summary of their findings and lab report.  7. **Take action:** Students will create a list of ways they can help alleviate poverty. Each student will complete five community service hours for an organization which is working directly with poverty.  8. Students will type a reflection of their findings form the project which will include: the resources, inequalities that exist in the country they researched. The solutions, their perspective, the perspective of their interpal, what they learned from completing the project, and their responses to the essential question.  9. Students will create a website to share their findings, and documentation of their experiments, be sure to site source.  10. Students will work with guiding questions and rubrics to assess their progress and successful completion of the project and lab report. | | |