



Socially-based Curriculum Unit: Stop Poverty - We Have What it Takes

Unit Title: Stop Poverty - We Have What it Takes

Time Frame: 4 days

Unit Developer(s): Julie Paiva

Developed for Course Name and Course Code: Canadian and World Issues; CGW4U

Strand(s) and Curriculum Learning Expectations Addressed:

Geographic Foundations: Space and Systems Strand

SSV.02 analyse the causes and effects of economic disparities around the world;
SS3.03 analyse the causes of economic disparity in the local or regional community;

Global Connections: Learning Through Application Strand

GC3.03 analyse problems of hunger and poverty in selected countries and explain how certain practices may aggravate the problems;
GC3.04 explain the relevance to their own lives of the work on poverty, disease, and the environment done by governmental and nongovernmental organizations

Understanding and Managing Change Strand

UCV.03 evaluate the effectiveness of short-term and long-term solutions to geographic problems and issues at the local, national, and global level

Methods of Geographic Inquiry and Communication Strand

GI1.02 gather geographic information from primary sources and secondary sources to research a geographic topic or issue
GI2.01 distinguish among opinion, argument, and fact in research sources
GI3.01 communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms and including geographic visual supports, both conventional and geotechnological
GI3.02 use an accepted form of academic documentation to acknowledge all information sources, including electronic sources
GI3.03 use appropriate terminology when communicating results of geographic inquiries



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Desired Results

Unit Description:

Poverty. Does it exist in Canada and if so, how does it compare to poverty experienced in developing nations? After examining definitions of poverty, students will explore what poverty means in a variety of places, with a focus on Canada and India. India's poverty, as experienced by children born into brothels, will be examined in detail through a documentary, *Born Into Brothels*. From this case study students will gain a deeper understanding of how poverty may look and how a small organization struggled to make a difference. Students will then explore and evaluate international organizations and other grassroots projects and their attempts to fight poverty. Finally, students will work in pairs to accomplish the World Vision photo challenge; where they are to design, take and produce a digital photograph that finishes the statement, "we're hungry for change because...". The photograph allows students to showcase issues related to poverty in their local community and/or create a visual image that illustrates universal poverty. Photographs will be submitted online and selected students photographs may be published on the World Vision website.

Enduring Understandings / Learning:

What is poverty;
How to summarize articles;
How to analyse visual literacy;
How to illustrate concepts through visual literacy;
How to evaluate the effectiveness of solutions proposed by various perspectives

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

Oral participation;
Homework completion

Assessment Criteria:

Students will produce a digital photo and written summary that will be evaluated using the provided rubric.



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Unit Planning Notes

Prior Learning Necessary (if any):

Students should have an understanding on quality of life and what data is used to measure quality of life; the various definitions of poverty (absolute versus relative, etc.); and definitions of the G8, NGO, and other related terms.

Preparation Notes (if any):

Resources:

Articles;

Video (Born into Brothels DVD)

Supplies:

Chart paper and markers

Equipment:

LCD Projector with a computer/laptop and internet connection

Learning Plan

Lesson 1

Pre-lesson: Assign the article, *The Geography of Wealth and Poverty*, along with the questions as found in Appendix A. The article can be found on-line at:

http://www.cid.harvard.edu/cidinthenews/articles/Sciam_0301_article.html

1. Students are to be randomly placed into five groups. Each group will then be assigned one of the homework questions from the article reading. The groups will be provided chart paper and markers to illustrate their answer (illustrations include pictures, diagrams, with only a few words). Groups should be provided 15 minutes to prepare their presentation to the class. Each presentation should last only a few minutes (each group member must present part of the illustration).



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2. Having reviewed the article that discusses the causes for economic disparity, the class will follow a PowerPoint on Poverty in Canada (see powerpoint1). The PowerPoint starts with four photographs. The students are asked to find the *odd one out*. Be prepared to show the photographs to the students a few times in order for them to select the odd one out. They are to explain why they chose the photo they did and what about that particular photo illustrates poverty. Students are to take independent notes from the material presented. At the end of the PowerPoint the class is asked to generate a definition of how they define what it means to be poor in Canada. The class should reach a general consensus and take note of their final definition.
* For more information on the LICO and other Canadian poverty measures read, *The Debate Over Canada's Poverty Line*, found online at: <http://www.cbc.ca/news/background/economy/poverty-line.html>
3. Students are then provided a copy of the article, *Why Poverty Threatens Us All*, found on-line at: <http://www.thestar.com/columnists/article/268662>. As they read the article students are to take reading notes, where a few words summarizing each paragraph in the margin are written on the article. The teacher should model one example with the class. Students are to finish the reading notes for homework.

Lesson 2

1. Prior to the lesson, the teacher should have the article, *Why Poverty Threatens Us All*, divided into 10 sections based on the article's 10 main ideas. The class should be divided into 10 groups, where each group will be assigned a section of the article. For their assigned section each group is to write a one sentence summary of the main idea. Once groups are finished their one sentence summary, they are to write it on a piece of chart paper or on the white/chalk board. The teacher should make sure to have each group write their sentence in the same order of the article sections. So, by the end of the exercise the class will have written a 10 sentence summary of the article that will then be copied into their notes. Through discussion, the class should conclude and note the causes of poverty in Canada and whether the type of poverty facing our society is income/relative/absolute in nature.
2. The class will brainstorm on the chalk/white board the consequences which result from economic disparity. As they copy the brainstorm in their notes they should also be thinking about whether these effects result just in Canada or globally. Have students share their thoughts with the class.
3. Students then are shown a PowerPoint on poverty in India (see powerpoint2). It starts with the same *odd one out* photo analysis where students are to explain why they selected the odd photo and what about the photo illustrates poverty. Also, they should note how this set of photos differs from the previous lesson's set. They are to take notes on the information presented on the PowerPoint.



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4. The class will watch the documentary, *Born into Brothels*. This documentary highlights the journey of a woman who travels to India to conduct research on women living in the brothels of Kalkuta (Calcutta). While researching, she decides to teach the children about photography with the help of the organization, Kids with Cameras. Students are to watch the documentary and answer the questions on the handout (see Appendix B).

Lesson 3

1. Students are to finish watching *Born into Brothels*. After a few minutes to complete the handout the teacher should lead a discussion of the questions and answers. A final discussion should be raised by the teacher explaining how fortunate we are to live in Canada, because even those that are poor have the assistance of our social programs...unlike the poor in other countries, like India.
2. The students will then be asked to write a letter of gratitude. The letters are to be written to anyone whom they would like to give gratitude to and for whatever reason, whether it is for their parents, a sibling, a grandparent, etc. The letter should be personal and explain why the student is thankful. This writing exercise should only take 5-10 minutes and it should be handwritten. The letters should not be collected, but the students should promise that they are given to the intended recipient that night.
3. Using the template provided or one similar (see Appendix C), the class is designing a report card for governmental and nongovernmental organizations that are attempting to stop poverty in Canada and India. As a class we will generate eight Look For's and then evaluate *Kids with Cameras* using the completed template. Students will then each be assigned an organization to complete a report card. Students are to use the internet in order to complete their research; the report card is to be completed for homework. See Appendix D for a list of governmental and nongovernmental agencies attempting to stop poverty in Canada and in India.

Lesson 4

1. To begin the class, students will share their experiences of delivering the gratitude letters to their intended recipients.
2. Students are to watch the *Make Poverty History – Click 2006* video found on-line at: <http://www.youtube.com/watch?v=3mJU58A9SNc> and/or <http://www.makepovertyhistory.org/video/> After watching the video, the teacher should have a short discussion on the G8 promises and results as outlined on the webpage <http://www.makepovertyhistory.org/response.shtml>.



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3. Students are to share their report card scores and discuss the short-term and long-term plans the organizations are working on. The discussion should include which organizations they feel are doing a good job. They should also review which organizations are following the suggestions as proposed by the article read earlier, *The Geography of Wealth and Poverty*. Students should take summary notes from the discussion.
4. Students should then be shown the following websites to discuss some of the facts about poverty and how the money being spent worldwide, on things like military spending, could stop poverty. Websites include: <http://www.globalissues.org/TradeRelated/Poverty.asp>;
http://www.youthnoise.com/page.php?page_id=2590
5. Students are to be shown the World Vision photo challenge found on-line at:
<http://advocacy.worldvision.ca/eactivist/worldv/wvHome.jsp>
Start by showing the students the video (found on the above webpage, click on *View the Video*). Next, click on *Explore the Issue* and have students read through the *Hard Facts on Poverty*. Finally, click on *Do the Challenge with a class or group*, which will explain the challenge in detail. Students at this point should also receive the assignment handout (see Appendix E). Once the assignment is explained to the students, examples from the online gallery should be shown. (gallery: <http://advocacy.worldvision.ca/eactivist/worldv/wvGallery.jsp>).
*The printed photos are then displayed in the classroom or a photo gallery for the school could be presented.

Attachments

Appendix A
Powerpoint1
Powerpoint2
Appendix B
Appendix C
Appendix D
Appendix E

Other Possible Course Applications

Geography of Canada: CGC1D