

Who Owns Poverty Lesson Plan

Lesson Title:

Chapter 6: Subjectivity

Chapter Summary:

In this chapter the student is introduced to Ken Wilber's theory of society and how it relates to poverty. The student is shown how an integral approach to poverty was designed based on these foundational theories.

Lesson Topic: This lesson introduces conventional poverty theories and begins to solidify an integrated method of viewing poverty based on all considering factors.

Students will be able to “map out”, describe, and compare different poverty measures and metrics used by the principal agencies and organizations working in the development sector and social welfare sectors

Resources/Materials: Links needed for activities and assignments are in each section.

Review of Some Major Poverty Indexes and Measures (Part 2) lecture and accompanying PPT by Martin Burt

Lesson Vocabulary:

1. Individual objective view – a view of poverty that focuses on explanatory factors at the individual level that are visible and measurable from the outside, such as a lack income and assets.
2. Individual subjective view – a view of poverty that focuses on explanatory factors at the individual level that are not easily observable, such as the idea that poverty is the product of a personal defect (you're dull-witted and lazy).
3. Collective subjective view – a view of poverty that focuses on explanatory factors outside of the realm of an individual that are not easily observable, such as the one described by the Calvinist virtues (wealth is God's reward for your hard work).
4. Collective objective view – a view that poverty is focuses on explanatory factors that are structural, outside of the realm of an individual, and that are visible and measureable from the outside, such as inadequate health services, transportation, and schools, among other things.
5. Hermeneutically - Hermeneutics is the theory and methodology of interpretation, especially the interpretation of biblical texts, wisdom literature, and philosophical texts. Modern hermeneutics includes both verbal and non-verbal communication as well as semiotics, presuppositions, and pre-understandings.
6. Conscientización (critical consciousness) – concept developed by Paulo Freire and grounded in Marxist critical theory, describes the process of becoming aware of and understanding the political and social conditions; may include an element of taking action against these conditions if they are oppressive.

Outcome(s)/Expectation(s):

1. Compare the subjective, objective, collective, and individual outlooks and how they affect a person's world view
2. Explain how the thoughts behavior culture system applies to poverty.
3. Identify the conventional theories of poverty and worldviews of what creates poverty.

Critical Thinking Discussion Questions

1. Consider the methodologies that have been presented in this chapter regarding poverty. Is there one that you feel fits best? Or was an integrated approach required?
2. The author states that “two people can be poor in the same indicator for completely different reasons” – why might this be true?
3. At the end of the chapter, the reader is asked to evaluate the statement “we are all part poverty and part nonpoverty”. Evaluate and explain how this statement applies to you.
4. [Advanced/College Students] Do you agree with the statement that “without truth, there can be no progress”? What does that imply for development theories?
5. [Advanced/College Students] The author quotes Ken Wilber as saying: “We can understand the rungs below us that we've already climbed, but not the ones above us that we have yet to climb. [...] Likewise, a person who sees the world from their lower rung in the ladder cannot see what a person on a higher rung can.” Do you think that means that well-off people are better able to understand the perspectives of others, and if so, do you agree? Reversely, to what extent are poor people unable to see the perspectives of others?
6. [Advanced/College Students] What is the difference between subjective and objective indicators? What is the difference between individual and collective indicators? Can you think of examples that might hard to categorize?
7. [Advanced/College Students]: To what extent are people able to detect the causes of their own poverty? Is the self-identification of a deprivation always necessary to overcome it?

Instructional Delivery

Activities/Motivation:

Review of Poverty Indexes

Listen to Review of Some Major Poverty Indexes and Measures (Part 2) lecture and accompanying PPT by Martin Burt

Misconceptions about Poverty

In this chapter you have been introduced to many concepts of thought on how poverty should be identified and some of the key indicators that people need to look for. If you're looking at someone who may be in poverty and beginning to think about “what is really going on?” it can help to understand some of the common misconceptions.

Review the article “10 Common Misconceptions About the Poor”

<https://www.socialworkdegreecenter.com/10-common-misconceptions-poor/>

As you go through the list, identify which this is an individual or collective view and whether it is objective or subjective.

Writing Prompts

1. Using the information, instructions, and websites, and suggested matrix outline provided in the lecture Review of Some Major Poverty Indexes and Measures (Part 2) mentioned above, prepare your final draft of a matrix which lists the major development/social welfare organizations and how they define poverty and measure/index poverty.
2. In a one-page paper, give some examples of how the different ways poverty has been defined and measured - as seen in the matrix you have developed over the past two weeks - has had implications for both policy and practice in the fight against poverty. Be sure to discuss the link between the way poverty was/is defined, and the actions in the field to combat poverty.
3. [Advanced/College Students] Does Wilber’s Integral Theory truly capture everything? Can you think of any dichotomies that his model does not describe? Where in the quadrants would you place prominent development theories, and why?
4. [Advanced/College Students] The chapter concludes with the idea that “We are all poor”. Do you agree with this idea? What are the implications?

[Advanced/College Students] To what extent can a map maker remove themselves from the map? When analyzing poverty, what are some strategies for reducing the influence of one’s own perspective?

Final Project Assignment

For the final project, students will be required to develop and present a “Poverty Stoplight” Visual Survey Questionnaire and Results Matrix, which defines and identifies poverty in (preferably) the student’s own community.

Step 6: Research written, digital, and other sources to ascertain:

- a. Who the poor in the community are, and the extent, type, and level of said poverty.
- b. What levels of poverty in the community, within the 6 Dimensions below, could be considered “not poor” (green), “poor, but close to ‘not poor’” (yellow), and “very poor” (red)
 1. Income and Employment
 2. Health and Environment
 3. Home and Infrastructure
 4. Education and Culture
 5. Organization and Participation, and 27
 6. Self-awareness and Motivation
- c. Carefully document research findings and source of findings

Information for High School Teachers: Relation to Common Core Standards

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.