

# Who Owns Poverty Lesson Plan

## Lesson Title:

Chapter 2: The Plague

## Chapter Summary:

In this chapter shows the background of the country of Paraguay and how the country was handling poverty and economic growth. This chapter also gives the author's history and the motivations for his current work.

**Lesson Topic:** This lesson outlines different theories and ideas on how to help those in poverty and how to address national poverty.

At the end of this lesson students will be able to explain how general approaches to poverty and development have evolved over the past 50 years.

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

PPT with audio: "Integral Theory and Causes of Poverty: Why Doesn't She Have Teeth?" (Martin Burt).

Poverty Solutions Checklist & Template

Economic Development by Michael Todaro and Stephen C. Smith ISBN-13: 978-0133406788

## Lesson Vocabulary:

1. GNP – Stands for Gross National Product or Gross National Income. It is the total domestic and foreign output claimed by residents of a country, consisting of gross domestic product, plus factor incomes earned by foreign residents, minus income earned in the domestic economy by nonresidents.
2. Chaco - The Paraguayan Chaco or Región Occidental is a semi-arid region in Paraguay, with a very low population density.
3. Jesuit priests - The Society of Jesus is a scholarly religious congregation of the Catholic Church for men founded by Ignatius of Loyola and approved by Pope Paul III. The members are called Jesuits. The society is engaged in evangelization and apostolic ministry in 112 nations.
4. Guerrilla - Guerrilla warfare is a form of irregular warfare in which a small group of combatants, such as paramilitary personnel, armed civilians, or irregulars use military tactics including ambushes, sabotage, raids, petty warfare, hit-and-run tactics, and mobility, to fight a larger and less-mobile traditional military. Guerrilla groups are a type of violent non-state actor.
5. Microenterprise development - The Microenterprise Development (MED) program helps underserved populations gain financial independence by providing loans and training to help them start, sustain, or expand a small business to support themselves and their families
6. USAID - The United States Agency for International Development is an independent agency of the United States federal government that is primarily responsible for administering civilian foreign aid and development assistance.

### Outcome(s)/Expectation(s):

1. Explain some of the approaches to poverty and development that nations use.
2. Describe ways that poverty is measured and how that has changed over time.
3. Describe some of the possible strategies that are used to combat poverty.

### Critical Thinking Discussion Questions

1. What do you think some of the pros and cons are to Microenterprise development?
2. In this chapter the bank manager is quoted as saying “These microenterprises, as you call them, don’t contribute to our country’s gross national product. They are too small, too insignificant. We need real jobs, not underemployed people.” Discuss this point of view and whether you agree or disagree.
3. This chapter discusses the differing perspectives of how poverty should be addressed in nations: Local solutions to local problems need not apply, Countries should focus on the wealth of nations and not the well-being of specific individuals, and Poor people don’t know what is good for them otherwise they wouldn’t be poor. Compare these three ideas on how to address national poverty. Which one do you most align with?
4. What is ‘The Plague’, and why might the author’s interlocutor use this term?
5. [Advanced/college students] How is informal labor, as described by the example street vendors, different from formal labor? How is it related to poverty?
6. [Advanced/college students] The author describes the influence of international experts and organizations on Paraguay’s official development policies. Do you think the country and its poor citizens would have been, or would today be, better off without such expert advice? Why, or why not?

### Instructional Delivery

#### Activities/Motivation:

##### Economic Development

In April 2013, the World Bank set a new goal to end extreme poverty in a generation. Our target is to have no more than 3 percent of the world’s population living on just \$1.90 a day by 2030. Review the World Bank article on Measuring Poverty: <https://www.worldbank.org/en/topic/measuringpoverty#1>

##### Overview of the Poverty Stoplight program

To gain an overview of the Poverty Stoplight program and “kickstart” your thinking about your final project:

- a. Read: M. Burt. “The Poverty Stoplight Approach to Eliminating Multidimensional Poverty”, Innovations, Sept. 2013
- b. Read: ACCION International. “Happy Families: A Tool to Measure Poverty in Paraguay is Also Helping to Eliminate It” Ventures, Fall/Winter 2013-2014

- c. Read: “A Description of the Poverty Stoplight Initiative of the Fundacion Paraguaya”
- d. Read: “Ikatu Poverty Stoplight Poverty Elimination 2011”
- e. View Video: “Applications that Make a Difference” about the Poverty Stoplight methodology at <https://www.youtube.com/watch?v=qv1FNPf1TwU>

### Writing Prompts

1. In a one-page paper, describe how definitions of and approaches to poverty and development by development organizations, governments, and theorists have evolved over the past 50 years.
2. Review the PPT with audio: “Integral Theory and Causes of Poverty: Why Doesn’t She Have Teeth?” (Martin Burt). This PPT will help you reflect on the possible causes of the poverty that you will be introduced to in these lessons. Work to determine an outline of a permanent solution for the poverty (If you don’t understand the cause or causes of the poverty, you will not be able to come up with a realistic, and permanent, solution.). Be sure to click on the audio icon to hear Prof. Burt’s message.
  - a. Use the Poverty Solutions Checklist & Template: This document will guide you through key questions you should ask while contemplating an innovative solution for poverty, and a template to communicate your proposed solution.
3. [Advanced/College Students]: Since the time described by the author, the discussions surrounding microfinance have evolved. Initially seen as a risky innovation and then as the “silver bullet” solution to poverty, microfinance underwent a phase of growing criticism in the mid- and late 2000s, and is discussed in a more nuanced way today. Discuss the role you think microfinance may play in eliminating poverty.
4. [Advanced/College Students]: On pages 27 and 28, the author states: “Students of Latin American economic history will recall that the prevailing illusion at the time was that the only way to kick-start widespread economic development was with planned government interventions—a far cry from the dominant neoliberal paradigm we know so well today.” Explain which economic development theories the author is referring to, and discuss their theoretical and empirical merit.

### Information for High School Teachers: Relation to Common Core Standards

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.