Who Owns Poverty Lesson Plan

Lesson Title:

Chapter 4: Poverty

Chapter Summary:

In this chapter the student is introduced to different poverty metrics and how these have changed over time. To understand development, you need to understand poverty: what it really is, and different ways of thinking about how it manifests itself in the world. This includes absolute, relative and multi-dimensional poverty, as well as income inequality at home and abroad.

Lesson Topic:

Students will be able to describe at approximately what point in time different poverty metrics (and therefore poverty definitions) came into use by development organizations and/or governments.

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

Lesson Vocabulary:

1. The Human Development Index (HDI) - A statistic composite index of life expectancy, education, and per capita income indicators, which are used to rank countries into four tiers of human development.
2. Gender Development Index - The Gender Related Development Index is an index designed to measure gender equality. GDI together with the Gender Empowerment Measure were introduced in 1995 in the Human Development Report written by the United Nations Development Program.
3. Gender Empowerment Measure - The Gender Empowerment Measure is an index designed to measure of gender equality. GEM is the United Nations Development Programme's attempt to measure the extent of gender inequality across the globe.
4. Multidimensional Poverty Index (MPI) - The Global Multidimensional Poverty Index was developed in 2010 by the Oxford Poverty & Human Development Initiative and the United Nations Development Programme and uses different factors to determine poverty beyond income-based lists. It replaced the previous Human Poverty Index.

Outcome(s)/Expectation(s):

1. Describe the different poverty metrics that came into used by development organizations and/or governments.
2. Differentiate between the types of poverty and the measurements used to study or track poverty.
3. Appraise the costs of living and poverty levels for people in your local community.
4. Understand some of the different factors involved in poverty data collection and statistics.

Critical Thinking Discussion Questions

1. Why do you think the authors did not anticipate the literacy issues of their clients?
2. What would be some of the other barriers to learning that the clients might have?
3. Why do you think teaching the young students about business was more successful than teaching their parents?
4. In the chapter, the author states "if you'd asked us how poor our loan clients were, and whether they were any less poor as a result of our work, I'm not sure we could have given you a clear answer." Why do you think the author feels this way?
5. [Advanced/College Students] Do you think that the strategies described by the author (business/entrepreneurship education, self-sufficient schools) can be effective tools to reach everyone living in poverty? What are the constraints?
6. [Advanced/College Students] Is poverty elimination the responsibility of governments, of the private sector, or of the individual citizens?
7. [Advanced/College Students] Do you think that the self-sufficient school approach described by the author can and/or should replace conventional education?
8. [Advanced/College Students] What do you think is the adequate unit of analysis for welfare measurement, and why?

Instructional Delivery

Activities/Motivation:

Identifying Poverty Where You Live

In this chapter you have learned about different types of poverty and how poverty can affect the outcomes and quality of people's lives. During this activity you will look at poverty where you live and become more aware of your local cost of living.

You will need to use the links below to find the following information about where you live.

1. What is the median household income in your city - https://project.wnyc.org/median-income-nation/
2. Get the Cost of Living Index for your city - https://www.wolframalpha.com/examples/society-and-culture/economic-data/cost-of-living/
3. Evaluate the result against the national average. Do you live in a place that is above or below the national average?
4. Using the same Cost of Living Index, compare the cost of living in your city to another city you may be interested in moving to. Is there a large difference in cost between the two?

Now that you understand some facts about your city's cost of living and how it compares to others, we will now evaluate poverty levels in your area.

1. Review the Federal Poverty Guidelines - https://aspe.hhs.gov/poverty-guidelines to get the information on federal poverty calculations.
2. Use the US Census Bureau to find information on poverty in your city or area - https://www.census.gov/topics/income-poverty/poverty.html
   a. What is the estimated number or percentage of people who live in poverty in your area?
   b. Based on this information, what can you infer from the median household income that you found earlier?

<u>What is Poverty and How is it Measured?</u>

Read Townsend, Peter "What is Poverty? An historical perspective" in Poverty Focus, What is Poverty? Concepts and Measures: https://ipcig.org/pub/IPCPovertyInFocus9.pdf

View Gordon, David. "Indicators of Poverty and Hunger", Townsend Centre for International Poverty Research, Univ. of Bristol, 2005: https://ipcig.org/conference/md-poverty/papers/Dave%20Gordon.pdf

View the video How is Poverty Measured? https://www.youtube.com/watch?v=mFHctW3zQgg

Writing Prompts

1. Based on readings this week and previous weeks, prepare a time-line describing at approximately what points in time different poverty metrics (and therefore, definitions) came into use by development organizations and/or governments.

2. Poverty Indicator Research Project: Through your own research, as well as in consultation with at least two local professionals who work with low-income families in the community in the area of the indicator you have chosen, determine what solutions are already available to help local families who are "extremely poor" or "poor" in the poverty indicator you have chosen. Submit the following:
   a. Summary of notes from interviews with community members who are knowledgeable about the type of poverty you will develop a solution for. (from Step 1). Summary should be 800-1000 words, single-spaced.

3. [Advanced/College students] In the book, Brother Aquilino is quoted as saying: "Many of us in the Catholic Church love the poor. We live among the poor. We even dedicate our lives to educating the poor. But we never for a moment imagine that our students will stop being poor because of our work or our schools." Discuss this statement.

4. [Advanced/College Students] To what extent are the strategies described by the author (micro finance, entrepreneurship education, self-sufficient schools) embedded into or contradicting a neoliberal development approach? Discuss whether you think that they might support sustainable development.

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 4: Identify written/digital research sources for information on the extent, type, and level of poverty in the chosen community.

Information for High School Teachers: Relation to Common Core Standards

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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.WHST.11-12.4

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