

Who Owns Poverty Lesson Plan

Lesson Title:

Chapter 14: Poverty Free Villages

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.

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.

Chapter Summary:

In this chapter the author discusses social sources of motivation when it comes to moving out of poverty and how the Poverty Stoplight can be used to help families articulate their needs for goods and services. The author also discusses how the foundation moved forward with the goal of moving a whole community out of poverty within five years.

Lesson Topic:

At the end of this lesson students will be able to identify the challenges of bringing the Poverty Stoplight program to a whole community. Students will be able to discuss some of the “poverty traps” that are present in these communities and how the foundation used their tools and resources to educate the citizens of the community.

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

Lesson Vocabulary:

1. Qom communities - The Toba people, also known as the Qom people, are one of the largest indigenous groups in Argentina who historically inhabited the region known today as the Pampas, in the Central Chaco.

2. Millennium Development Goals (MDGs) - The Millennium Development Goals were eight international development goals for the year 2015 that had been established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration. All 191 United Nations member states at that time, and at least 22 international organizations, committed to help achieve the Millennium Development Goals by 2015.
3. Sustainable Development Goals (SDGs) - The sustainable development goals are a collection of 17 global goals set by the United Nations General Assembly in 2015 for the year 2030. The SDGs are part of Resolution 70/1 of the United Nations General Assembly, the 2030 Agenda.
4. Machista culture – Also Machismo: is the sense of being 'manly' and self-reliant, the concept associated with "a strong sense of masculine pride: an exaggerated masculinity." It is associated with "a man's responsibility to provide for, protect, and defend his family.

Outcome(s)/Expectation(s):

1. Discuss the reasons why a whole community evaluation of poverty is necessary as part of the poverty elimination plan.
2. Compare the differences in the plan to help the Cerrito community with the previous Curuguaty Plan in 2012.
3. Describe some of the reasons or underlying causes of poverty in the Cerrito community and found the foundation's plan has helped with some of these areas.

Critical Thinking Discussion Questions

1. What does the author mean by “poverty traps” and “poverty trampolines”?
2. What do you think is more important for successful community development projects – having the right tool/framework, or having the right people leading the effort?
3. Why do you think the priorities reported by the families in Cerrito might differ from what the author would have expected? Why do you think the priorities reported on the second survey might have differed from those reported in the first survey round?
4. [Advanced/College-level students] The authors states, “The fact of the matter is that governments deliver top-down, one-size-fits-all community development projects because they don't have any other choice. They don't have the data they need to do anything else.” (p194). Do you agree with that statement?
5. [Advanced/College-level students] What might be some challenges when bringing a tool such as the Poverty Stoplight to indigenous communities? Based on the author's description, to you think the tool is culturally appropriate?
6. [Advanced/College-level students] In what ways can the Poverty Stoplight approach help the community address structural issues, such as a lack of municipal funding for quality schools, or a lack of employment opportunities?

Instructional Delivery

Activities/Motivation:

Education For Sustainable Development Goals – Learning Objectives

This publication is a guide for education professionals on using ESD in learning about the SDGs and how to contribute to achieving them. It suggests topics and activities for each SDG.

<https://unesdoc.unesco.org/ark:/48223/pf0000247444>

Video Activities

During this lesson, students should watch the following multimedia resources in order to better understand the purpose of the Sustainable Development Goals and their importance to the world.

Title: Need to Achieve The Sustainable Development Goals in Papua New Guinea

From: UN Papua New Guinea

Description: How are people's lives linked to the Sustainable Development Goals? This film follows three families in the Coastal, Highlands and Central regions of Papua New Guinea documenting their daily challenges.

Video: <https://un.org.au/2017/02/01/the-need-to-achieve-the-sustainable-development-goals-in-papua-new-guinea/>

Title: No Point Going Halfway

From: The Global Goals

Description: A short film by Richard Curtis with Usain Bolt which explains why we should finish what we started with the Millennium Development Goals, end poverty by 2030 and tackle inequality and climate change.

Video: <http://worldslargestlesson.globalgoals.org/2015/09/03/no-point-going-halfway/>

Title: Numbers in Action

From: The Global Goals; UNDP; UN Foundation

Description: This beautiful animation shows what the world would look like if we achieved some the Global Goals by 2030.

Video: https://www.youtube.com/watch?v=Mdm49_rUMgo

Writing Prompts

1. Research the "Millennium Villages Project" (MVP). How is the Cerrito Initiative described by the author different from the MVP? What are the key assumptions that each one is built on? Which approach seems more plausible to you, and why?

Information for High School Teachers: Relation to Common Core Standards

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