

# Poverty: Its Causes, Its Effects, Its Solutions

**Name:** Kyle Kleckner

**School:** Walter L. Cohen High School

**Title of Lesson:** Poverty in America: Its Causes, Its Effects, Its Solutions

2 Weeks (1 for content introduction, 1 for completion of projects). On 100 Minute Block

**Do Now:** Write AT LEAST ONE paragraph using COMPLETE sentences: What do you consider 'being poor' to be? What does 'being poor' look like? What do you think it feels like? Why do you think some people are poor and others are not? What do you think could be realistically done to lessen the impact of being poor? Write at least one paragraph addressing these questions.

**Lesson Objective:** SWBAT describe poverty in America and analyze its causes  
SWBAT analyze the effectiveness of possible 'solutions' to poverty

**Louisiana DOE Grade Level Expectations (GLEs):**

**P1:**

**GLE 11:** Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications

**GLE 18:** Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources

**GLE 5:** Describe multiple perspectives on an historical issue or event in U.S. history

**P2:**

**GLE 7:** Analyze or interpret a given historical event, idea, or issue in U.S. history

**P3:**

**GLE 9:** Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues

**GLE 23:** Explain the causes of the late nineteenth-century urbanization of the United States, including immigration and migration from rural areas, and discuss its impact in such areas as housing, political structures, and public health

**Anticipatory Set/Essential Question:**

The 'Do Now' Will be used as the fundamental anticipatory set for the mini-unit on poverty. Essential questions will be the following:

1. What is poverty in America today? What did Myrdal think it was like?
2. What causes poverty in America?
3. What can be done to solve the problem of poverty?

### **Materials Required:**

1. Projector + Laptop
2. Internet Access
3. Access to computer lab(s) with internet
4. Copies of Myrdal's 'The Negro Problem'
5. Copies of Rubric/Assignment

### **Instructional Strategies Used:**

- A. Lecture
- B. Didactic Questioning
- C. Guided Reading
- D. Reflective Discussion
- E. Brainstorming
- F. Problem Solving
- G. Concept Mapping
- H. Computer Assisted Instruction
- I. Research Project

### **Process or Activity Period:**

The lesson on poverty in America will be divided into two one-week segments. The first week will consist of an overview and investigation of poverty (past and present, related to Myrdal and not); the second will consist of a research project on poverty completed on the students.

Beginning in the first week, students will be given the anticipatory 'Do Now' above. After this is completed, students will share their answers and a guided discussion and brainstorming will ensue. Students will make predictions on the causes of poverty, its effects, and possible solutions to the problem. With these predictions in mind, we will spend the next two days looking at poverty through a historical lens insofar as it relates to Myrdal's 'The Negro Problem.' Utilizing cooperative learning groups and guided reading, we will go over Myrdal's views on poverty and its relations to African Americans. The last two days of Week 1 will be spent looking at poverty in present-day America.

With students having the tools and knowledge from the first week, work will commence on the research project the second week. The teacher will introduce the assignment to the students and explain the reason for it, and its steps. The teacher will then pass out a rubric explaining what is expected from them and what they will be graded on. Finally, students will view an example of mastery (A work) on the projector). This example can be teacher-created or work from a past student. Students will also be exposed to non-mastery work and examples of what to avoid.

When this is completed, students will be permitted to begin their research and Powerpoint presentations. An outline must be completed before students start the actual Powerpoint presentations. Students will have approximately 4.5 class periods to finish the project. When the project is completed, students will present their ideas to the class.

**Assessment:**

- Performance Assessment with Rubric:
  - Students will be graded on a rubric during their presentation to the class

**Closure Activity:**

After all presentations are completed, we will go back to the list that was created on Day 1 of the mini-unit. With those predictions, we will then see how 'close' we were to the current situation. Finally, a teacher and student summary of poverty in America (with and sans Myrdal) will be carried out.

**Attachments:** Project Rubric, Project Directions

## Poverty Powerpoint Project ~ 200 Points

**Objective:** We will be able to create a Powerpoint presentation detailing the causes, effects, and solutions of poverty in America and Myrdal's view on it.

### **Directions:**

1. **Begin your research.** You must have an idea of what you are going to put on your presentation before you start. Use the resources below – they're helpful!
2. **Create your outline using the sheet provided.** This is **REQUIRED** and will be very helpful! You must show your outline to Mr. Kleckner before you start your Powerpoint!
3. **Begin your Powerpoint presentation.** You must have **at least EIGHT (8) slides!** Plan to have the following information in your presentation:
  1. **A title slide that includes a title and your name**
  2. **A slide that describes what poverty is**
  3. **A slide that describes the causes of poverty in America**
  4. **A slide that describes what Gunnar Myrdal thought of poverty**
  5. **A slide that describes the effects of poverty**
  6. **A slide that describes possible solutions to poverty**
  7. **A slide that analyzes whether or not these solutions are likely to be implemented or succeed**
  8. **A bibliography slide (what sources did you use?)**
4. **Add Pictures!** Yes, this is required.
5. **When you are finished, save your powerpoint presentation** as your first and last name (example: Barack\_Obama) and save it to Mr. Kleckner's USB drive.

### **Helpful Resources:**

- ~Your notes
- ~Gunnar Myrdal's 'An American Dilemma,' selected chapters
- ~Library encyclopedias
- ~ <http://www.irp.wisc.edu/> (Institute for Research on Poverty)
- ~ <http://www.npc.umich.edu/poverty/> (National Poverty Center)

## Poverty Project Rubric

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information	All topics are addressed and all questions answered	All topics are addressed and most questions answered	All topics are addressed, and some questions were answered	One or more topics were not addressed.
Pictures and Diagrams	Diagrams and pictures are completely relevant, accurate and add to the viewer's understanding of the topic.	Diagrams and pictures are mostly relevant, accurate and add to the viewer's understanding of the topic.	Diagrams and pictures are mostly relevant, accurate and sometimes add to the viewer's understanding of the topic.	Diagrams and pictures are not relevant, accurate and/or do not add to the viewer's understanding of the topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Graphic Organizer	Outline has been completed and shows clear, logical relationships between all topics and subtopics.	Outline has been completed and shows clear, logical relationships between most topics and subtopics.	Outline has been started and includes some topics and subtopics.	Outline has not been attempted.