

## “Poverty” | OSEU 7: Way of Life & Development

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| <b>Compelling Question</b>  | Does poverty always mean you are poor?   |  |
| <b>Standards and Practices</b>  | <p>9-12.C.5.6 Critique consistencies and inconsistencies throughout a variety of media sources</p> <p>OSEU 7.3 Students will identify ways that the Oceti Sakowin values provide resiliency in keeping the Oceti Sakowin way of life</p> |  |
| <b>Staging the Question</b>   | Map out where you think poverty is most prevalent in the city, state and nation and discuss how you came to those conclusions.   |  |
| <b>Supporting Question 1</b>  | <b>Supporting Question 2</b>   | <b>Supporting Question 3</b>   |
| What is poverty? Does being rich always revolve around money? How else can a person be rich?  | Why is there poverty in the perceived richest country in the world? Do government policies contribute to poverty?  | What are some key factors that lead to poverty? What are some possible solutions to reducing poverty?  |
| <b>Formative Performance Task</b>   | <b>Formative Performance Task</b>  | <b>Formative Performance Task</b>  |
| Research what statistical information is available in the city, state, and nation regarding poverty. Is there a distinct basis for various groups based on race or gender or other variations of groups you can gather information on?  | Bring in guest speaker to bring to light local poverty issues. Incorporate a question and answer session?  | With a limited budget, students will itemize a list of expenses they will need to cover for one month for a family of four. Students will need to account for each dollar they spend. Have them keep track of where the money went and if they have any to spare. (Cost of a home/apt, utilities, car, insurance, gas, food, school, clothing, property insurance, health insurance) |
| <b>Featured Sources</b>   | <b>Featured Sources</b>  | <b>Featured Sources</b>  |
| <p><a href="http://www.wolakotaproject.org/oseu-seven-lowell-amiotte-moccasin-economy/">http://www.wolakotaproject.org/oseu-seven-lowell-amiotte-moccasin-economy/</a></p> <p>Frontline Poor Kids<br/><a href="https://www.youtube.com/watch?v=TulOt-VSFE">https://www.youtube.com/watch?v=TulOt-VSFE</a></p> | <p>Hidden Children in the Plains<br/><a href="https://www.youtube.com/watch?v=GACcBe9Be58">https://www.youtube.com/watch?v=GACcBe9Be58</a></p> <p>Upfront Magazine Trying times College Graduate-Student Debt</p>                        | <p><a href="http://www.wolakotaproject.org/oseu-seven-jesse-taken-alive-meeting-the-needs-of-the-seventy-percent/">http://www.wolakotaproject.org/oseu-seven-jesse-taken-alive-meeting-the-needs-of-the-seventy-percent/</a></p> <p>More than that Video<br/><a href="https://www.youtube.com/watch?v=FhribaNXr7A">https://www.youtube.com/watch?v=FhribaNXr7A</a></p>               |

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| Summative Performance Task | Argument  | Through research map out the areas that are poverty stricken with evidence you discovered and compare this with the (premap) from the staging. Note the differences you are now aware of. |
|                            | Extension   | What government programs are available for the specific areas of poverty of concern?  |
| Taking Informed Action     | <p>In groups, students will propose a plan that will help reduce poverty at the level.</p> <p>Taking the best plan or a combination of plans take those plans to local groups that deal with poverty on a day-to-day basis and work to incorporate the plan within the community.</p> |   |