Poverty: The Invisible Social Justice Issue	Grade: 6

Unit Overview: The purpose of this unit is to bring the topic of poverty at the forefront of discussion for students as they are aware that form of poverty exists through food drives or donations at schools, but not fully aware of the facets. The unit's goal is to analyze why poverty is a social justice issue through the intersection of discussion on race, gender, age, and other experiences. Students will evaluate their positions, and what actions can be taken to understand the issue, and be able to implement some form of action and reflection. Students will read multiple texts through read alouds, watch clips, evaluate images in popular media, and analyze graphs, and figures to form an appropriate evaluation of poverty at many different levels.

Social Justice Definition for Florham Park School District

Social justice involves a set of principles that establish courses of action needed to address structural and systemic forms of oppression and segregation. Social justice guarantees fundamental human rights and the social inclusion and participation of every citizen. It also ensures every person will be provided with access to equitable economic, educational, healthcare, and political opportunities. A socially just curriculum addresses historically rooted and institutionally sanctioned stratification, particularly for socially constructed groups that include race, ethnicity, class, gender, sexual orientation, religion, immigration status, language, and ability.

Social justice does not manifest in a singular fashion, nor is it achieved through a specific means of instruction. We see social justice as a means to be aware of and support equality and equity. Our desire is to teach students about individual and societal actions which have created historic and systemic prejudices and discriminations that have impacted community, state and national concepts of equality, freedom, and democracy. Social justice can and, often does, progress from awareness to civic action. In educational settings, schools must prepare students for the different phases of social justice to ensure that America becomes/remains a democracy based on the principles that all people are created equal. Schools should provide equal access to knowledge and schools should operate free of any constraints to ensure that all persons have the best opportunities to succeed. Schools should prepare students to accept their roles as citizens in a participatory society. In our setting, this means engaging in socially just work through critical examination of the self, others, institutions, and events to find patterns of inequality, bigotry, and discrimination. It also is exploring possible solutions to the problems identified and building a society in which individuals have equal access to resources and receive equitable treatment regardless of their race, gender, religion, sexuality, income level, language, immigration status, or disability.

Bends:

Bend I: Growth Mindset
Bend II: Grit
Bend III: Global, Round and Around
Bend IV: In the Land of Opportunities
Bend V: Can You See It?

NJ Student Learning Standards

Social Justice Standards :

Anchor	Code	Grade Level Outcome
Diversity 7	DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.
Diversity 8	DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non- judgmentally.
Diversity 9	DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.
Diversity 10	DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
Justice 11	JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
Justice 12	JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
Justice 13	JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
Justice 14	JU.6-8.14	I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.
Justice 15	JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
Action 19	AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.
Action 20	AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

New Jersey State Standards
[6-8 Reading Narratives](#)
[6-8Reading Informational](#)
[6-8 Writing Standards](#)

21st-Century Life & Career Skills
9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Career Ready Practices
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence**.**

New Jersey Amistad Commission:: N.J.S.A. 18A 52:16A-88
Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Primary interdisciplinary connections: Language Arts, 21st Century Life and Careers, Science, and Technology
Suggested Activities:

Unit Enduring Understandings	Essential Questions
● Different variations of poverty that exist globally through media, narratives, and other representations, and evaluate any preconceived notions about global poverty. ● The necessity to examine poverty in the United States, State	● What does the understanding of poverty on a global level reveal about its structure? ● What does poverty in the United States reveal about its social structure, and how does it compare globally?

of NJ, and local town level, and analyze different stages of misconceptions regarding poverty. ● The various elements of poverty that are common globally, and contrast the representation and response to poverty from the United States. ● The principles of how it affects individuals, the perception of society, and how it perpetuates stereotypes globally.	● How will the students understand, interpret,and take action towards?

Evidence of Learning (Assessments)	Accommodations and Modifications

Evidence of Learning (Assessments)

Formative Assessments:

- Exit Tickets
- Notebook Checks
- Conferences
- Drafts
- Group Work
- Journal Writing

Summative Assessments:

- Action Research Project
- Reflection and Presentation

Benchmark Assessments:

- Initial Benchmark: 3rd Week of September
- Mid-year Benchmark: 4th Week of January
- End of year Benchmark: Last week in May

Alternative Assessments:

- Choice Projects
- Portfolios
- Arguments Writing Assignments
- Notebook assessments
- Oral Presentations
- Socratic Seminars
- Primary Source Analysis

Accommodations and Modifications

Special Education:

- Curricular Modifications and Guidance for Students Educated in Special Class Settings
- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Differentiation:
- *Preview content and concepts*
- *Behavior management plan*
- *Highlight text*
- *Small group setting*

High-Prep Differentiation:
- *Alternative formative and summative assessments*
- *Guided Reading*
- *Personal agendas*
- *Project-based learning*
- *Tiered activities/assignments*
- *Varying organizers for instructions*

Low-Prep Differentiation:
- *Clubbing activities*
- *Exploration by interest*
- *Flexible groupings*

English Language Learners:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Students at Risk for Failure:

- Subgroup Accommodations and Modifications
- Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners}

	Gifted and Talented
	• [Subgroup Accommodations and Modifications](#) • [Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)](#)
	Students with 504 Plans
	• [Subgroup Accommodations and Modification](#) • [Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)](#)

Core Instructional and Supplemental Materials Professional Resources:	**Core Instructional, Supplemental, Instructional, and Intervention Resources**

Core Professional Resources:
 	
• [Teaching Tolerance](#)
• [Edutopia](#)
• *A Guide to Reading Conferences: The Classroom Essentials Seri*es by Jennifer Serravallo
• [Teachers College Reading and Writing Project: Writers Conference Checklist](#)
• [World Poverty Data](#)
• [Guiding Principles on Extreme Poverty and Human Rights](#)
• [Children Living in Poverty](#)
• [IMK in Action](#)
• [Kids Can Make a Difference](#)
• [Community Action Services](#)
• [Rubric for Student Reflection](#)
 	
Supplemental Professional Resources:
 	
• [Stanford History Education Group](#)
• [iCivics](#)
• [Poverty USA](#)
	Core Instructional Resources:
	
	• *Chapter Books/Short Stories/Videos*
	World Poverty
	  ○ *No and Me by Delphine de Vignan*
	  ○ *Trash by Andy Mulligan*
	  ○ *Serafina's Promise by Faith D'Aluisio*
	  ○ *Sold by Patricia McCormick*
	  ○ *I Will Always Write Back: How One Letter Changed Two Lives by Caitlin Alifirenka, Martin Ganda, and Liz Welch*
	  ○ *Girl Rising*
	  ○ *Living on Dollar a Day*
	United States
	  ○ *Fly Away Home by Eve Bunting (Level O)*
	  ○ *Those Shoes by Msribeth Boelts*
	  ○ *Last House on the Market Place by Matt De La Pena*
	  ○ *Esperanza Rising by Pam Munoz Ryan*
	  ○ *The Family Under the Bridge by Natalie Savage*
	  ○ *On the Come Up by Angie Thomas*
	  ○ *Experts from The Absolutely True Story of a Part-Time Indian by Sherman Alexie*
	  ○ *We Beat the Streets by George Jenkins, Rameck Hunt, Sampson Davis, Sharon M. Draper*

• Global Education • NJ Spotlight • Young Adult Book List • Global Poverty Book Resources	○ *New Kid by Jerry Craft* ○ *Clips from Blindside, August Rush, The Pursuit of Happyness* ○ *Girl Rising* ○ *Living on Dollar a Day* ○ *UNICEF stories of kids in poverty* ○ *"Poor" by Myra Cohn Livingston* • *Any appropriate grade 6-8 books applicable to the unit chosen by the teacher* *Photograph Analysis* • *Peter Menzel: Material World Gallery, and Hungry Planet* • *Gabriel Galmiberti: Toy Stories* • *Kate McMillian*

VIDEOS
- Ted Talk - The Power of belief - Mindset and success
- Grit video
- Famous Failures

Supplemental Resources:

Suggested Lessons for Differentiation with Small Groups:
- Newsela
- Brainpop

Intervention Resources:

- Graphic Organizers
- Scaffolded Notes
- Newsela
- Brain Pop JR.
- Readworks
- CNN10

Interdisciplinary Connections	**Integration of Technology through NJSLS**
	• Create a word study word sort in Inspiration.

- Correlates to routines unit in math, rules and community units in social studies Identify classroom routines in other subject areas: math, science, and social studies. - In Social Studies discuss routines in the community - Understand what it means to "read close" in social studies, science, and foreign language. - Offer short, nonfiction picture books and nonfiction articles on science, social studies, and foreign language related activities to encourage building background knowledge and independent reading about topics of interest to students. - Encourage students to respond to texts in their specific subject area notebooks as they reflect on what they have been reading. - Highlight texts, themes, and reflections that connect to themes related to the Holocaust; i.e. power, bullying, empathy, and social activism.	- Listen to books on CDs, tapes, videos or podcasts if available. - Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) - Use document camera or overhead projector for shared reading of texts. Ongoing: - Listen to books on CDs, tapes, videos or podcasts if available. - Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page) - Use document camera or overhead projector for shared reading of texts. Other: - Use Microsoft Word, Inspiration, or Smart Board Notebook software to write the words from their word sorts. - Use Inspiration to create a double timeline looking at plot events and character motivation.
Integration of 21st Century Themes and Skills	Media Literacy Integration
- Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy - Social Justice Literacy - Creativity and Innovation - Critical Thinking and Problem Solving Communication and Collaboration Information Literacy - Media Literacy - Life and Career Skills - Creativity and Innovations - Critical Thinking and Problem Solving - Communication and Collaboration	- Ask students to look for specific things when they view videos or read print material, and then ask questions about those items - Build on the intuitive knowledge students have gained from media about the story and character - Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic - Use print materials to practice reading and comprehension skills - Information Literacy
Career Education	Global Perspective
- New Jersey Educational Field Trip - Washington DC Trip - History Based Field Trip - Oregon Trail Webquest - Flexibility and Adaptability - Initiative and Self-Direction - Social and Cross-Cultural Skills - Productivity and Accountability - Leadership and Responsibility	- National Hispanic-Latino Heritage Month - National Disability Employment Awareness Month - National American Indian Heritage Month - Black History Month - National Women's History Month, - National Irish-American Heritage Month - National Italian American Heritage Month - Asian Pacific American Heritage - Older Americans' Month - Jewish American Heritage Month - Week of Respect - Red Ribbon Week - International Dot Day (September 16)' - Heritage Month Observations

Unit 1: Growth Mindset	**Grade 6**

Bend I: Growth Mindset (September)	
Session 1: What does it mean to grow?	**Connection:** I want to ask you what does it mean to GROW? What kinds of things grow? ○ Stop and think to yourself for a moment TP: Today I want to teach you that Grow = develop, change, mature, evolve. Living things grow - plants,animals, and people. Even our brains can grow! ○ Turn and talk to a partner and share your thoughts. Independent practice Have students write about how they have grown and share
Session 2: Growth and Fixed Mindset	**Connection:** When you think of the brain or minds, what do you think MINDSET means? TP: Today I want to teach you that Mindset is the way your brain views ourselves and the world. Our mindset can help us look at problems and mistakes in a positive way, or a negative way. We can have a growth mindset or a fixed mindset. Wanting to quit, give up, or deciding we're just not good at something are all the clues we have a fixed mindset. So what does a Growth Mindset vs. a Fixed Mindset look like in action? Show video: Ted Talk - The Power of belief - Mindset and success - watch to 7 minutes 02 seconds Discussion questions: What is a growth mindset? What is the difference between a growth mindset and a fixed mindset? What are the benefits of having a growth mindset? Independent Practice: growth mindset sort
Session 3: Why is Growth Mindset important?	**Connection:** There is a difference between growth mindset and fixed mindset as we talked about in the last lesson. Today we are going to delve deeper into this! TP: Today, I want to teach you how to identify growth and fixed mindsets in yourselves and others.Everywhere you look, you can find examples of others either quitting or overcoming their challenges. Growth Mindset PP Utilize the GM powerpoint to teach students about GM and have a class discussion

	Class discussion: Go back to the definitions of growth and fixed mindset. Did anyone notice a time they were using either mindset? Discuss how we can change from fixed to growth mindset with simple words and phrases.Last week we talked a lot about a growth mindset and how our brains get stronger when we put in effort and don't give up. Have you noticed a time you had a growth mindset in the last few days? Did you feel your brain growing? What about a time you felt stuck? Is there anything you learned today that you will apply when you feel stuck next time?" Independent Practice: Growth Mindset affirmations and fortune tellers instructions included along with positive affirmation pages - have students create their own fortune tellers with the positive affirmations they chose growth mindset fortune tellers and affirmations
Session 4: : Having a growth mindset in schools.	**Connection:** How can we apply growth mindset in school? What Does it look like? Today I want to teach you that we can create a growth mindset in our classroom and school. Now that students have a better understanding of growth mindset- Ask students to think about/draw about/discuss how growth mindset LOOKS, FEELS, and SOUNDS in school What does the growth mindset look like? Ex: Growing from challenges, trying new things, having a positive outlook/attitude What does the growth mindset feel like? Ex: Positive, Encouraging, helpful What does growth mindset sound like? Ex: We learn from our mistakes, we try new things, even if they are difficult How can we help each other have a growth mindset in our classroom? You can hang up this list in your classroom to help as a reminder for the rest of the school year! Activity: Play the Growth Mindset Game as a class split into teams -Growth Mindset Game
Bend II: Grit	**Teaching Points**

(October)	Bend II: Grit (October)
Session 1: What is Grit?	**Connection:** What does the word Grit mean? TP: Today I want to teach you about the word Grit. Grit is the ability to keep working toward a goal, overcoming challenges and sticking with it even when it's hard.A true definition of grit would say that grit is a personality trait that helps you keep working toward long-term goals despite setbacks or failures. It is similar to perseverance and it requires a growth mindset— two similar character traits that mean you are willing to keep working and improving at something despite the challenges that get in your way. Show Grit video discuss what they learned about grit as a group Today I also want to show you that the most successful people failed and had to try over and over again to get to where they are today! Show video - famous failures Famous Failures Discuss: What did you gain from this video? What surprised you? Did you hear about the failures and hurdles that these people overcame to get to where they are before today's video? Independent Practice: Ask students to research a prominent person/role model of theirs and write down some ways that they showed grit. Have students share their findings in small groups or as a class.
Session 2: Grit Interviews	**Connection:** Ask students what it means to have grit - review from previous lesson. Ask students to think about questions they could ask others about times that they showed grit. TP: Today I want to teach you that we can learn about others and how they show grit. One way we can do this is by interviewing them! Independent Practice: Have a class discussion to come up with interview questions about grit. Sample questions: What is something really difficult that you tried? What did you have to do to reach your goal? How have you shown grit? Tell me about a time when you failed the first time.

Session 3: Grit in Action!	Did you ever think about giving up on your goal? If so, what happened/ how did you overcome this? Come together as a class and discuss questions. Activity: Pair students up in the classroom to interview each other. Have students utilize the questions they came up with to interview and write about how their partner has shown grit! **Connection:** We can all display grit TP: Today I want to show you that you all have grit! Today we will spend the period engaging in interactive Grit puzzles. They will be tough, and you may get frustrated or want to give up, but I want you to use your growth mindset and grit to help you persevere! Independent Practice: Grit puzzle activities Grit activity - puzzles etc - instructions and supplies will be provided
Bend III **Global: Round and Around (Trimester 1)**	**Teaching Points:**
Session 1: What's a good life?	Mini Lesson: Today we are going to learn and explore together "what makes a good life?" *Teaching Point*: Today I am going to teach you what people all around the world consider having a good life. What are things that they value and how are they similar and different from our own. *Connection:* I remember this activity that I did in my social studies class when we were studying about the Triangle Shirtwaist Factory Fire, and our teacher asked us what do we consider important in our life? What moments or things makes our life a good life? I am going to give you guys 1 min to think about that question, and Turn and Talk Steps: **Small Group Work/Asynchronous Learning** ● Show the Video: Kids4Kids: Discuss what the video considers a good life ● Break students into groups: ● Distribute Cards: Good life cards ● Rank the cards into a pyramid, from least important to most, ● Have students present why ● Journal: Why was the placement of cards chosen in this manner? Did you disagree with another group and how they placed their cards, why?
Session 2: *Who is Poor?*	*Mini Lesson:* Today we are going to explore some visualizing statistics on how many people in the world live with hunger, access to clean drinking water, sanitation, and resources *Teaching Point:* Today we are going to explore some visualizing statistics on how many people in the world live with hunger, access to clean

	drinking water, sanitation, and resources. We are going to look at what those numbers mean and why we must look at them. Connection: Have students read the poem "Poor" by Myra Cohn Livingston ● Jot: What is the author trying to say about poverty? Do you agree? Why or Why not? ● Turn and Talk to your partner and be sure to explain why or why not ● Have 2-3 pair share their response Steps: Today we are going to analyze some statistics with our group in a Jigsaw Activity and share that with our class at the end. The goal of the activity is to get a picture of what poverty means in terms of numbers, but it's important to have students visualize what that means. 1. What is Poverty? Video 2. Discuss: What are the different dimensions of poverty that need to be addressed? Why? Jigsaw Activity: Break students up into groups of 3-5 ● Assign each group a country or continent globally: India, China, Africa, UK, Australia, etc.. ● -Have students focus on food, water, healthcare, education, and other data. ● -Provide the following websites for research: ● World Poverty Data ● Guiding Principles on Extreme Poverty and Human Rights ● Children Living in Poverty *Share:* If there is time remaining: Have students share their response with their groups

Session 3: Defining Poverty	Mini Lesson: Today we are going to reflect on our prior knowledge of poverty, and confirm or rethink our definition of poverty.
	Connection: Display Quotes on Poverty (Pick 2-3 that best fits the class)
	Have student look for similarities and differences about how poverty is seen by the people in these quotes
	Teaching Point: Students, we have been looking at different videos and definitions of what we think poverty means, and how other organizations statistically define poverty. Today, we are going to take the opportunity to reflect on what we already know and think about poverty, and then look at what about other people's ideas about poverty
	Steps: **Small Group Work/Asynchronous Learning (Independent or in group)**
	● Watch the Following Video linked below (They can watch all or a 2-3. It can be adjusted based on time).
	● Think about 1-2 interview questions that you would ask each person sharing their story.
	   ○ In World Vision's Imagine My City video, children in the slum areas of Manila talk about their lives and dreams.
	   ○ In an End the Cycle video, Mosua Islam talks about his experiences of poverty and disability
	   ○ Milka tells the story of how her life has improved in this Nuru International video.
	   ○ The Children in Poverty video from Channel 10 is about poverty in Australia.
	● Ask students to write a short statement, beginning with "Poverty is..." in their journals. These could also be displayed in the classroom and added to during further activities

Session 4: Learning from Stories	Mini Lesson: Today we are going to hear stories from real life individuals living in poverty and explore why global poverty needs to be addressed.

Session 5: Learning Stereotypes	- Watch Video: [Luisa's Story](#) - How does Luisa view her lifestyle? Did anything in her story match our definition of poverty? - Independent Practice: Research more stories through [UNICEF](#), or other materials. What do we learn about how people feel about living in poverty through these stories? Today we are going to explore stereotypes of poverty that exist around the world through images and narratives. As you look at these images focus on what viewpoint on poverty is the photographer exploring. - In the gallery of images that I am going to show you the photographer decided to capture poverty through the lens of kids with their toys around the world. As I go through the slide, notice how poverty is seen through these images. - Show Image: [Toy Stories](#) - Guided Reading: [No Guitar Blues by Gary Soto](#) - Discuss: What assumptions about poverty were made in this story? - How is poverty being represented in this story?
Session 6: About the Kids	Mini Lesson: Today we are going to study the effects of poverty on kids all around the world. - Watch video: [Kids in Poverty](#) - What are the different forms of poverty do children become victims of? - Independent: Go through [UNICEF:](#) research what different forms of poverty children around the world live through? What are ways we can help? Share the findings with the class.
Session 7: How Gender Matters	Mini Lesson: Today we are going to review how gender plays a deeper role when studying poverty through video clips of documentaries. - Show [Girl Rising Trailer](#) - Discuss: How is poverty being shown in this video? - How are women in poverty being shown in this video? - Independent: Read [article 1](#), [article 2](#) - Respond: How does gender play a role in learning about poverty? Why is it important to know that more women are living in poverty around the world?
Session 8: Learning with Stories	Mini Lesson: Today we are going to read fiction narratives with our reading groups, and develop reading theories on how perspectives of the characters shape our understanding of poverty. - Assign students in reading groups (If asynchronous, have them read one story of their choice) - ***No and Me*** by Delphine de Vigan - ***Yard Sale*** by Eve Bunting - ***Front Desk*** by Kelly Yang - ***The Bridge Home*** by Padma Venkatraman

Session 9: Continue Learning	• Have students focus on how the main character is portrayed and how they see poverty around them. Mini Lesson: Today we are going to continue with our reading groups, and add to our reading theories. Consider the question: how does learning about poverty through these characters shape or reshape our initial definition on poverty. • ___No and Me___ by Delphine de Vigan • ___Yard Sale___ by Eve Bunting • ___Front Desk___ by Kelly Yang • ___The Bridge Home___ by Padma Venkatraman • Have students focus on how the main character is portrayed and how they see poverty around them. • Discuss: The characters in each of the stories are dealing with struggles and these struggles shape them as people and how they see the world.
Bend IV: **In the Land of** **Opportunities**	**Teaching Points:**
Session 1: Officially Defined	Mini Lesson: Today we are going to learn how poverty is defined by the government and compare that with the cost of living in communities across the United States • Display the dictionary definition: **poverty** [**pov**-ur-tee] *(noun)* the condition of lacking sufficient money or goods to meet basic human needs such as food, shelter, clothing (do they agree or disagree, share with the class why0 • Activity: have students review the Federal Poverty Level, Cost-of-Living Calculations. • Tell them they will review the cost of living per family through research and fill out the calculations • _Department of Labor_ could be suggested to start their research • Discuss their findings with the class. Encourage group work if possible

Session 2: Poverty While Employed	Mini Lesson: Today we are going to explore how social class, unemployment, house medians, and how it is not an individual problem that determines poverty.
	• **Watch video: What Does Poverty look like in America**
	• Have students jot down who can be poor in America, and how can they be poor?
	• Activity: Can you be employed and still be living at the poverty level? Absolutely! View any one of the following YouTube clips as an example: (watch one as whole class, or students review all asynchronously)
	   ○ Poverty rates in America
	   ○ Family Faces...
	   ○ Living Paycheck to Paycheck
	• Discuss: Is it easy to budget a paycheck and meet all of your weekly/monthly expenses?

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Session 3: Understanding Poverty	Mini Lesson: Today we are going to learn about a range of stories of what it's like living in poverty in America, and reflect on our understanding of what it means to be poor in the United States.
	
	● Watch: [Marcel's story](#)
	● Discuss: what does that show us about living life in poverty in America?
	● Did something in the video surprise you? Why?
	● Read Aloud: [The Jacket by Gary Soto](#)
	   ○ Discuss: Character's feelings, thoughts, and actions in the story s you're reading
	   ○ End of story discussion: how is poverty represented in the smallest moment in the story? Through character perspective: how do we learn about the effects of poverty?

Session 4: Uncovering Myths	Mini Lesson: Today we are going to watch a series of clips from films to uncover myths and stereotypes about poverty.
	Connection: Warm-Up Activity:
	● Have students pick a movie/show clip where they saw poverty, food inequality, or income inequality. Have them:
	● -Describe the person-physically
	● -The circumstances
	● -The way they behaved
	● -Did the clip/movie have them come out of poverty, if so how?
	Steps: Today we are going to analyze clips from different movies and tv shows and while we watch those clips we are going to look for ways that poverty is shown and how certain stereotypes are also shown on screen.
	● The teacher will model using the clip from The Slumdog Millionaire directed by Danny Boyle where the main character ends up on the show
	   ○ [Clip 1:](#)
	● Think aloud: Give the backstory of the main character Jamal. Connect the idea to global poverty explored in Bend I
	● Make known how the film perpetuates the cycle that poverty can be broken through sheer determination and a little bit of luck. How the film shows poverty as this grand obstacle.
	● Explain that it ignores the other people in poverty who may be working just as hard.
	● Explain: what this imagery does is that it dismisses the systemic problem of poverty. places the burden on an individual to come out of it through glorified concepts.
	   ○ Or places the blame on an individual for not surviving or overcoming it.
	Small Group Work/Asynchronous Learning:
	● Students will independently review the 4 clips below.
	● Watch 1: who is poor? How are they portrayed? How are they getting out of it?
	● Watch 2: What are some issues about the portrayal of poverty that you're noticing?

	● [Charlie and the Chocolate Factory](#)
	● [The Blind Side](#)
	● [Good Will Hunting](#)
	● [Aladdin](#)
	● [Same Kind of Different Trailer](#)
	Discussion: Observations based on the videos
Session 5: Finding the Real	Mini Lesson: Today we are going to look at portrayals in the news, media, and visual medium that have gotten the portrayal correct, and why that is important.
	● Warm Up: Read the article asynchronously: [Portrayals of Poverty](#)
	● Discuss: What are the negative effects of the examples provided in the article
	● Show the first minute of the trailer: [The Florida Project](#) (stop 1:00min)
	● Read: [The Florida Project Film Review](#)
	● Based on your findings why was this film hailed as an accurate portrayal of poverty?
Session 6: Learning With Images	Mini Lesson: Today we are going to use a gallery walk feature to view visuals of poverty from all over the country and compare and contrast how poverty is viewed by artists
	● Display Image: [Concept on the Verge of Collapse by Kate McMillan](#)
	● Ask students to describe it?
	● Why do you think that there are no people in the images?
	● What do you think about when you look at the image? What do you feel?
	● Asynchronous Gallery Walk: Have students visit *[Peter Menzel: Material World Gallery, and Hungry Planet](#)* and revisit *[Gabriel Galmiberti: Toy Stories](#)*
	● What do you think the artist is trying to say through these photographs?
	● What might you learn about poverty from looking at all of the images?
Session 7: Resources and Poverty	Mini Lesson: Today we are going to address the connection between race and poverty through narratives of young adults having access to basic school resources.
	● Have the class: brainstorm the ways an educational institution provides opportunities for students' success.
	● For this part of the lesson, you're going to focus on one specific element at high schools that often correlates to success: Advanced Placement classes.
	● Divide into four groups, with each group choosing one of the following areas to explore. You will find information, charts and graphs for each area in the [AP Report to the Nation](#).
	○ AP access, preparation for and participation by state (Group 1)
	○ AP participant demographics, including race, gender and low income (Group 2)
	○ AP participation by race, relative to the specific population (Group 3)
	○ AP participation by students living in homes with a low income, relative to the specific population (Group 4)

Session 8: Challenges of Living in Poverty	● Share the findings. Discuss what the results of the research represent. Mini Lesson: Today we are going to discuss building a deeper understanding of the challenges faced by people in poverty, and how to bring attention to lasting solutions to end poverty. ● Warm up: [Read the article](#) ● Discuss why it's important to find solutions to poverty ● Independent activity: Have students research ways that people and organization are helping with poverty ● Share their research with groups and class
Bend V: Can You See It? (Trimester 3)	**Teaching Points:**
Session 1: Poverty in NJ	Mini Lesson: Today we are going to examine the poverty data of NJ. We will reflect the question earlier discussed, what does it mean to be poor in NJ compared to the rest of America. ● [Display the interactive Map of Poverty in NJ](#) ● Have students jot observations as you move around the state ● Read: [Article 1](#), [Article 2](#) ● Discuss: How does poverty in NJ compare to that of the rest of the country? ● What finding surprised you the most about poverty in NJ?
Session 2: Taking Action	Mini Lesson: Today we are going to read about genuine actions that we can take to help people in need. Discuss what it means to be genuine and caring. Warm-Up Activity: Sorting Game: [Game Cards](#) ● -Students will sort a set of 10 cards in a pyramid structure. ● -Placing the cards from least priority at the bottom and the most priority at the top *Gallery Walk:* Today we are going to think about genuine action people take to help people in need. Just as you have decided issues related to poverty that you thought were the most important. There are many local, global, and nonprofit organizations that have their own beliefs as well. ● Watch Video: [WISEplace](#) ● After watching the video or reading the statement: Model thinking out loud how you would answer the two questions below: 　○ Step 1: What is the statement saying about poverty 　○ Step 2: Is it convincing people why it's important to take action towards poverty? How?

Session 3: Close to Home	Gallery Walk: The Slides can be printed and attached to a chart paper ● Split students up into groups 3-4 ● Two-step walk ● Step 1: What is the statement saying about poverty ● Step 2: Is it convincing people why it's important to take action towards poverty? How? Mini Lesson: Today we are going to research poverty close to our homes, and what actions are being taken to help. ● Research Organizations in NJ, Morris County, and Florham Park that are taking action. ○ Review their mission statements ● Activity: Create your own anti-poverty statement ● what would you say? ● what would your stance be like? ● **Respond**: If someone asks you to create your own statement and answer: why do you think it's important to take a stance against poverty?

Session 4:What's Our Plan?	Mini Lesson: Today we are going research ways we can become actively involved in helping and generating ideas for an action project
	● **Show: IMK: Kids Taking Stand Against Poverty**
	    ○ Reaching out to UNICEF
	    ○ Adopting a child's education
	    ○ Kids in Poverty
	    ○ Creating a social media page or website to raise awareness
	● Have student work independently or in group to draft ways they want to take action
	● This could be a multi session process

Session 5: Reflection	Mini Lesson: Today I am going to teach you how people reflect on the actions they take all the time, so they can evaluate them. Could they do something differently, or what worked and what didn't. Today I am going to encourage you to do the same with your action research project ● **Students will reflect on the action that they take during this process.**

Idea wheel for final reflection
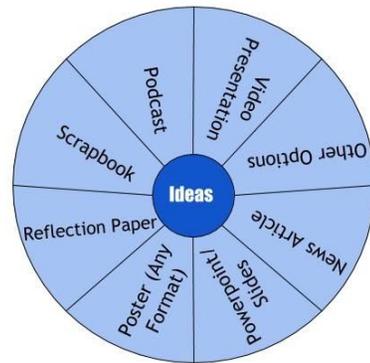
Skills (Students will be able to...)

- To define poverty, and what it means to be poor global in the states, and the state of NJ.
- How the standing of poverty is calculated and how it changes according to city, state, and country line. To know the concept of median income and how that affects the response
- That poverty exists at different levels and how different organizations, governments, and local sectors are helping.
- To understand the individual effects on poverty it is important to read narratives that illustrate the struggles. Narratives like "Those Shoes, Fly Away Home", and more complex narratives, *The Bride Home by Padma Venkatraman, Homecoming by Cynthia Voigt*
- The representation of poverty through films like "Girl Rising, Living on One Dollar," and others to analyze what effects it has on understanding poverty and the representation of women through poverty.
- To analyze and evaluate the harmful effects of how poverty is represented in inspired by true life stories, such as T*he Blind Side, August Rush, and The Pursuit of Happyness.*
- Understand definitions and different versions and interpretations of the definitions
- Analyze how narrative provides variations of perspectives on poverty through close reading.
- Synthesize perspectives in the novel such as "Fly Away Home" to explain points of views of multiple characters, and their outtake on perspective
- Respond critically, verbally and in writing, to how positions of power and perspective help us understand poverty
- Explain how diverse storytelling and visuals, graphs, factual representations are needed to understand poverty from different angles.
- Create a plan to research how poverty exists close to home, and take critical and meaningful action to support those in need.
- Analyze the misconceptions about poverty, the perpetuation of stereotypes through different outlets.
- Write and present a reflection on the Action Research Project, and explain how the project reaffirms or helps better understand poverty.