

Teacher: Joe Martin	Week Beginning: TBD (semester 1)
Course: Current Issues (Senior elective)	Unit Goal: Race and Poverty in America (Past and Present)

Wall Township Public Schools

	Homework	Objective	Activity	Assessment
M	Identify at least three causes of poverty and develop a brief corrective action plan that would address your causes.	Students will be able to (SWBAT) recognize and understand how poverty transcends both race and geography.	1. Journal Question: <i>What causes people to be poor?</i> Students will brainstorm list of possible causes of poverty. 2. Socratic discussion on urban poor and rural poor. 3. Students will view film clips that depict poverty: <i>Rural Country Boys/Lalee's Kin</i> and <i>Urban poor (The Wire)</i> . 4. Walkthrough 2000 census information regarding race and poverty.	--Socratic dialogue led by instructor.  --Journal collection and check
		<b>CCCS:</b> 6.2.12.D.5.d 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.c		<b>Materials:</b> DVDs and 2000 census information
T	Use the Library of Congress ( <a href="http://www.loc.gov">www.loc.gov</a> ) photos to find examples of both rural and urban poverty.	Poverty—A vicious cycle. Students will be able to identify how being poor is often not a choice but rather a carved out path that is all too easy to follow.	1. Journal: How would you have helped the children (in either film from yesterday) escape the immediate pull of poverty? 2. Essential Question: <i>What is the role of both local and national government when it comes to preventing and fixing poverty?</i> 3. Lecture/class notes/powerpoint on the geography of poverty. 4. Introduce and explain HW assignment.	Collect and grade corrective action plan devised last night for hw.  Socratic dialogue on the role of government and both LBJ's and FDR's plans to help eradicate poverty.
		<b>CCCS:</b> 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.c		<b>Materials:</b> Copy of US Constitution, short descriptions of "Great Society" and "New Deal" programs.
W	Journal entry that identifies the pop culture of struggle, oppression and inequity of modern America (i.e. Biggie Smalls' "Mo' money mo' problems").	The Culture of poverty—How being poor encourages people to speak out and document their plight. The Mississippi Delta as a microcosm of poverty in America.	Essential Question: How does being poor contribute to one's culture? Instructor led lesson on "The Blues" and how it tells the story of both region, race, and oppression. Students will create a webquest that demonstrated the story of poverty (either rural or urban) through various resources on the net.	Check for understanding questions.  Socratic dialogue and reflection on how poverty shapes our popular culture.
		<b>CCCS:</b> 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.c		<b>Materials:</b>
R	Work on student generated webquest	The Culture of poverty—How being poor encourages people to	Students will use media center to create a HS appropriate webquest	Peer editing and examination.

	that is due Friday.	<p>speak out and document their plight. The Mississippi Delta as a microcosm of poverty in America. (Day 2)</p>	<p>that demonstrates the following:</p> <ol style="list-style-type: none"> <li>1.The existence of poverty.</li> <li>2.The cause of poverty.</li> <li>3.The effects of poverty on the chosen region or setting.</li> <li>4.Specific examples of the voice of poverty (Blues music/Hip-Hop)</li> </ol>	Instructor shadowing and resource help.
		<p><b>CCCS:</b> 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.c</p>		<b>Materials:</b>
<b>F</b>	Take a family member on your webquest and document their experience as they complete it.	<p>The Culture of poverty—How being poor encourages people to speak out and document their plight. The Mississippi Delta as a microcosm of poverty in America. (Day 3)</p>	<p>Students will present their webquests in 3 minute “explorations” that will document their work and results.</p>	<p>Presentation rubric (district model or standard oral presentation rubric.</p> <p>Place hard copy of webquests in binder to build a yearly catalog of them.</p>
		<p><b>CCCS:</b> 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.c</p>		<b>Materials:</b> Student Webquest