



WHEN THE BORDER VANISHES

Poverty and Me

These activities link together to form a mini-unit. It should be done after the World Health Organization primary document lesson. Students should keep their collection of completed activity sheets together for reference in subsequent activities

Standard:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environment
- IV. Individuals, Development, and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Consumption, and Distribution
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

Grade Level: 7-12

Objectives:

The student will:

- Increase vocabulary
- Understand the hierarchy of human needs and connect self to others
- Read and interpret maps
- Complete surveys on self
- Increase knowledge of the World Health Organization
- Understand the idea of "megacities"
- Understand the necessity of a World Health Organization
- Understand the responsibility of being a citizen on a city, state, national, and global level
- Research information on megacities
- Connect the World Health Organization's four tasks to their community

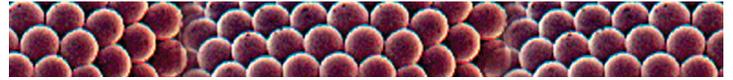
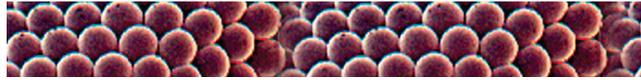
Time: 6-7 class periods

Materials:

Internet access when applicable
Overhead projector (optional) or Elmo projector
Copies of world nutrition map (color, if possible)
Copies of megacities pictures
Newsprint
Colored markers
Copy of world maps
Copies of appropriate activity worksheets (one for each student)

Procedures:

- Part I**
- Distribute the *Activity Sheet #1: Human Needs*.
 - Read the directions to the students (optional, depending on level.)
 - Have students complete the activity sheet.
 - Quickly discuss the findings.
 - Record findings on a separate activity sheet.
- Part 2**
- Show the *Activity Sheet #2: A Hierarchy of Human Needs* either on an overhead projector or distributed to students individually.
 - Discuss each level with the students, answering any questions they may have.
 - Ask students to now look at their completed *Activity Sheet #1: Human Needs*.



- Compare student answers to the levels on the pyramid.
- Ask students which levels they feel they have achieved.

- Part 3**
- Distribute *Activity Sheet #3: A Closer Look at What I Have* to all.
 - Read the directions to the students (optional, depending on level.)
 - Ask students to complete the sheet.
 - Discuss the findings with the class or in groups; record findings.

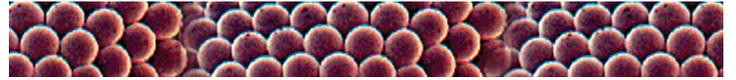
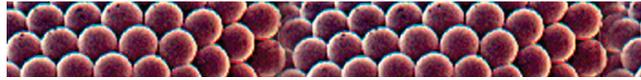
- Part 4**
- Distribute *Activity Sheet #4: Perceptions of Poverty*, to all students.
 - Read the directions to the students (optional, depending on level.)
 - Have students complete the survey.
 - Discuss perceptions of poverty.
 - Record on a separate sheet.

- Part 5**
- Note: Assign countries to students individually or in groups. More than one country may be assigned to a student depending upon class numbers. Internet access is needed for this activity.

- Distribute *Activity Sheet #5: Megacities*, to all students.
- Distribute *Activity Sheet #6: Information Sheet* to all students.
- Distribute copy of *World Outline Map* [located in the *Toolkit*] to all.
- Students are to research their countries to find megacities.
- Students fill in the chart using the suggested websites.
- Once students have completed the work, organize students by continent.
- Students report on their cities and countries by continents.
- Students use their *World Outline Map* to record megacities reported by other students.

- Part 6**
- Note: This activity is suitable for teams or as individual student task.
- Distribute *Activity Sheet #7: Another Point of View*, to all students.
 - Use an Elmo overhead projector or distribute of copies of pictures to students.
 - Direct students to look at the pictures and write their feelings about what they see.
 - Give newsprint and markers to students.
 - Label newsprint with a number corresponding to a picture.
 - Students should report on what they saw and felt.
 - Discussion should follow on what life might be like in a megacity? Living in poverty in a megacity?
 - Students may jot down notes on the discussion.

- Part 7**
- Students will need their *World Outline Map* from Part 5 above.
 - Display on an overhead projector or distribute *Activity Sheet #8: World Map of Undernourished*.
 - Display on an overhead projector or distribute *Activity Sheet #9: Map of World Poverty*.
 - Students locate their assigned countries from both maps and transfer information for their countries to their *World Outline Map*.
 - Ask questions such as "What countries seems to have the most undernourished? What continents seem to have the greatest level of poverty?" etc.



- Part 8**
- Distribute copies of *Activity Sheet #10: A Closer Look at What "I" Have*, to students.
 - Read directions to students and answer any questions to clarify directions.
 - Students take the survey again and complete.
 - Students retrieve *Activity Sheet #3: A Closer Look at What I Have*
 - Distribute *Activity Sheet #11: Magnifying Glass*, to students.
 - Students should use *Activity Sheets #3* and *#10* to complete *Activity Sheet #11* listing similarities and differences.
 - Discussion should follow:
 - What were the surprises that students found?
 - Are there big differences in the student and their persona in their assigned megacity?
 - What continents were most similar to the students?
 - Dissimilar?

- Part 9**
- Students will now write a culminating essay.

In this essay, students should use *Activity Sheet #4: Perceptions of Poverty*, *Activity Sheet #3: A Closer Look at What I Have*, and *Activity Sheet #10: A Closer Look at What "I" Have*, for their persona, assigned megacity, and assigned country. They should do independent research for any further questions that they want answered about their megacity or country.

Guiding Questions: Students are to look up the definition of poverty in the dictionary or from an internet source and then compare and contrast themselves and their alter egos with the definitions.

- Which definition did they chose for themselves?
Their alter egos?
- Does the country they live in make a difference?
Is there a vast difference?
- What happens if you lack resources and you are ill? Are there services available?
Can you spread your illness?
- Can you get an illness because you are poor and are undernourished?
- Does the World Health Organization have a part in your life?
- What does the United States financial aid do as a diplomatic tool?
- Is poverty different in other countries? What diseases are prominent in the country you researched? ■