

# **THOUGH MANY, WE ARE ONE**

## **UNIT 7**

### **Making a Difference in the World**

#### **Lesson 6**

#### **Poverty in Canada**

## Unit 7 Lesson 6

### Making a Difference in the World

#### Poverty in Canada

##### Lesson Overview

Students will get an idea of what poverty means.

#### CURRICULUM CONNECTIONS

##### Religious Education:

##### Grade 4 Living in Solidarity

**LS 2.2:** Articulate the three essential elements which promote the common good and make connections through examples of how these improve the conditions of human life.

##### Grade 5 Living in Solidarity

**LS 2.2:** Define the meaning of the virtue of solidarity with respect to material and spiritual goods and link solidarity to the Church's social justice teaching on the preferential love of the poor and vulnerable

##### Grade 6 Living in Solidarity

**LS 2.2:** Explain the distinction between human differences that belong to God's plan and "sinful inequalities" which are a contradiction to the Gospel, and then link this to the work of organizations that help to alleviate injustice in the local and global community.

#### ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS & CATHOLIC SOCIAL TEACHINGS

The Catholic Social Teachings evident in this lesson include:

Community, Solidarity

The Ontario Catholic School Graduate Expectations evident in this lesson include:

A Responsible Citizen who:

**CGE7d:** promotes the sacredness of life.

An Effective Communicator

**CGE2b:** reads, understands and uses written materials effectively.

#### GUIDING QUESTIONS (coming out of the Big Idea)

##### Big Idea:

- How can we be protectors of those in need?
- What can we do to ensure that those in need are being treated justly, and receiving the care they are desperate for?

## Though Many, We Are One - Religious Education for Combined Junior Grades

### Scripture Passages:

- Psalm 12:5  
*"Because the poor are despoiled, because the needy groan, I will now rise up," says the Lord; "I will place them in the safety for which they long."*

### LEARNING GOALS

At the end of this lesson, students will know, understand and/or be able to:

- Explain what poverty is and what poverty means in Canada

**Success Criteria**, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the "look-fors") in relation to curriculum expectations.

### INSTRUCTIONAL COMPONENTS AND CONTEXT

#### Terminology:

- Poverty

#### Materials:

#### Resources:

- What We Don't Know About Poverty** worksheet  
(See appendix 1)
- What We Don't Know About Poverty**  
<http://www.cbc.ca/strombo/news/10-things-you-might-not-know-about-poverty-in-canada>
- Exit Card:** What is Poverty? How Do We End It?  
(See appendix 2)

### MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Students will be asked to agree or disagree with the following statements:

- 1) Hardly anyone in Canada is poor!
- 2) It's easy to get out of poverty!
- 3) Only people in Africa are poor!
- 4) Adults are poor, not kids!
- 5) If you have cable TV you can't be poor!

Students will turn and share their thoughts and answers to these questions with some peers.

The teacher will then lead the discussion asking students for their answers to these questions.

## Though Many, We Are One - Religious Education for Combined Junior Grades

	<b>ACTION</b> <ul style="list-style-type: none"><li>• Introducing new learning or extending/reinforcing prior learning</li><li>• Providing opportunities for practice and application of learning (guided → independent)</li></ul>
	<p>Students will complete the assignment sheet (<i>Appendix 1</i>) to reflect on some things they do not know about poverty in Canada.</p> <p>Responses should be based on their own thoughts and opinions. Students may choose to work with a partner if they wish.</p> <p><i>*Differentiated instruction: Students may use assistive technology or a scribe.</i></p> <p>When students have completed their responses, teacher can share information, orally or by projection, from the article <b>What We Don't Know About Poverty</b>.</p> <p><a href="http://www.cbc.ca/strombo/news/10-things-you-might-not-know-about-poverty-in-canada">http://www.cbc.ca/strombo/news/10-things-you-might-not-know-about-poverty-in-canada</a>.</p>
	<b>CONSOLIDATION</b> <ul style="list-style-type: none"><li>• Providing opportunities for consolidation and reflection</li><li>• Helping students demonstrate what they have learned</li></ul>
	<p>Students will complete an exit card (<i>Appendix 2</i>) at the end of the lesson.</p>
<b>CONTINUED LEARNING OPPORTUNITIES</b>	
	<p>Further extensions to this lesson might include:</p> <ul style="list-style-type: none"><li>• Visual Arts: Students may create posters that illustrate poverty in Canada, and how we can end it through sustainable efforts.</li></ul>

**APPENDIX 1**

**What We Don't Know About Poverty in Canada**

**Student Name:** \_\_\_\_\_

**Instructions:**

Choose one of the following statements below and explain what you think it means in regards to poverty in Canada.

- 1) Poverty is hard to measure
- 2) Poverty varies widely between different groups
- 3) Many don't have enough to eat
- 4) Homelessness is widespread

**My Chosen Statement:** \_\_\_\_\_

**What I think it means:** \_\_\_\_\_

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	Level 4	Level 2	Level 3	Level 1
<b>Quality of Answer</b>	Student has provided an answer with detailed description that explains their thinking clearly.	Student has provided an answer with some details that explain their thinking.	Student has provided an answer with details that explain their thinking with some degree of detail.	Student has provided an answer with limited details that explain their thinking.

**APPENDIX 2**

**Exit Card:**

**Student Name:** \_\_\_\_\_

**What Is Poverty?**

**How Would You End Poverty?**