

Cycle of Poverty Activity

LESSON SUMMARY

Students brainstorm and create a list of educational resources, tools, services, and facilities that a school needs in order to function well. Students consider how their own education would be affected if these critical educational components and resources were no longer available to them at school. The “Cycle of Poverty” student guide worksheet can be completed by students as they view “Building Hope.” This exercise is designed to increase your students’ awareness of the Cycle of Poverty, and helps students to understand what resources are needed to break that cycle.

CURRICULAR CONNECTIONS

- World geography
- World studies
- Development
- Global citizenship
- Political science
- Contemporary issues
- Character and leadership

COMMON CORE STATE STANDARDS

Key Ideas and Details:

- [CCSS.ELA-LITERACY.RH.6-8.1](#)
Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-LITERACY.RH.6-8.2](#)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure:

- [CCSS.ELA-LITERACY.RH.6-8.4](#)
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas:

- [CCSS.ELA-LITERACY.RH.6-8.7](#)
Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- [CCSS.ELA-LITERACY.RH.6-8.9](#)
Analyze the relationship between a primary and secondary source on the same topic.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps;

(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and

(B) explain how to contact elected and appointed leaders in local, state, and national governments.

(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic.

(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity

(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Materials Needed: World map or globe and *Building Hope* film

Pre-screening activity:

- Ask students to brainstorm a list of all the things a school needs to have in order to function well. How would their own education be affected if any of these things were taken away?
- Locate Kenya on a map. Ask students what they already know about Kenya and what they expect to see in the video based on that.

During Screening:

- Students complete the “Cycle of Poverty” student guide.

Post Screening:

- Students follow up with a discussion of the cycle of poverty and development.
- Alternatively, the discussion of development factors and the cycle of poverty can take place before viewing the video. As they watch, students can identify ways those factors are being developed through the efforts of the project.

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The Cycle of Poverty Worksheet

Name _____

1. The technology used to bring clean water to Mahiga's elementary school also brought _____ and _____.

2. It was decided that a _____ also needed to be built in Mahiga.

3. What is the goal of Nobel Laureate Wangari Maathari's Green Belt Movement?

4. The Mahiga Elementary School motto is "_____".

5. The basketball court was designed with the secondary purpose of _____.

6. How did the people of Mahiga contribute to the building of the high school?

7. The Nobility Project's "1000 Voices for Hope" fundraising efforts in April of 2010 focused on raising money for _____.

8. When the Pipkins returned to Kenya in February of 2010, they brought _____ with them.

9. Parents at Mahiga discovered that _____ was the single biggest advantage they could give to their kids.

10. The students took a trip to _____.

11. Kenya's economic future depends on balancing _____ with _____.

12. According to the park's conservationist, the most dangerous species is _____.

13. How did the design of the new kitchen help to protect the cooks' health?

14. At the opening of the school, students took a pledge to _____.

15. Components of the rainwater court painted yellow store or carry _____.

16. It is hoped that the Mahiga Hope project will inspire _____.

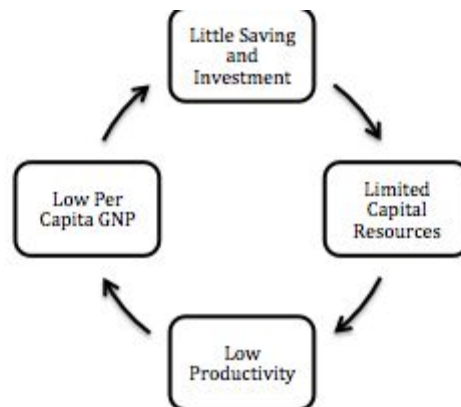
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For discussion after viewing:

Economists have identified four elements that contribute to a country's economic progress:

1. Human resources—an adequate labor force with education, discipline, and motivation.
2. Natural resources—moderate climate; an adequate supply of arable land, minerals, and energy sources.
3. Capital resources—modern machines, factories, and transportation systems.
4. Technology—extensive use of science, engineering, and management techniques.

The poorest of the developing countries have been unable to combine these four elements of economic progress. They are caught in a vicious cycle of poverty as illustrated in this diagram:



How do projects such as the one at Mahiga Hope develop each of the factors considered necessary for economic progress?

How might this help to reverse the cycle of poverty in the poorest countries?