



Better Together

EXPEDITION TITLE

Better Together

Expedition Driving Question:

How do we form communities that lead to social transformation?

Expedition Deep Hope:

The deep hope is for us to be transformed by building relationships, both near and far, with people and organizations unlike ourselves.

Expedition Verse:

"Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ ..."
– 1 Corinthians 12:12-27

LEARNING PLAN TITLE

What is Poverty? (Part 1)

Learning Plan Number: 3

Learning Targets:

1. I can gain background knowledge on the root causes of poverty so that...
2. I can begin to explore a more robust definition of poverty.

Habit(s) of Learning:

Curious Thinking: We are creative and critical

CUMULATIVE TIME



70-80 MIN

ICON KEY



Learning activities that support your document panel with visual artifacts are indicated by a push-pin and paper icon in the activity title.





Learning activities connected with sponsored children are indicated by a helping hands icon in the activity title.





Learning activities that support your community engagement project are indicated by a community icon in the activity title.



ENTRY EVENT

ACTIVITY TITLE	TIME	RESOURCES
Title the Diagram  <i>Engage the Learning Targets (ELT)</i>	 10-15 min	<input type="checkbox"/> 10.3.a Teacher Resource: Relational Understanding of Poverty diagram
<ul style="list-style-type: none"> Students should be seated in pairs. Display the “Relational Understanding of Poverty” diagram using a projector, but make sure the title is not displayed. Each student should also be given a copy of the diagram without the title. Students should study the diagram with a partner and create a title based on the information available. Have each student write their title at the top of their diagram page. Afterwards, have each pair share their title and why they chose it. Write each title on the white board as it is shared. Explain to the class that we will be revisiting these later in the learning plan. 		

LEARNING ACTIVITIES


Learning Target Connections <i>Introduce the Learning Targets (ILT)</i>	 5 min	
<ul style="list-style-type: none"> Write both learning targets on the white board after the entry event (so as not to influence their title choice). <ol style="list-style-type: none"> <u>I can gain background knowledge on the root causes of poverty so that...</u> <u>I can begin to explore a more robust definition of poverty.</u> Have a student volunteer read the two learning targets for the class. Ask each partnership to make one connection between “the root causes of poverty” and “Relational Understanding of Poverty” that they’ve just been working with. Ask two to three students share with the class. 		
Rank-Talk-Write Activity <i>Engage the Learning Targets (ELT)</i>	 40-45 min	<input type="checkbox"/> The Long Path to Clean Water article: https://www.worldvision.org/clean-water-news-stories/long-path-clean-water
<p>In this activity, students will become familiar with some of the complexities of poverty. This information will be used as background knowledge as they engage a more robust definition of poverty.</p> <ul style="list-style-type: none"> Hand out each group of three to four students a copy of the article. All students in the group should have their own copy of this text. 		

Continued ...



- Do a “Rank-Talk-Write” protocol:
 1. While reading the text (independently), students will write a summary sentence for each key idea or concept they identify.
 2. Students rank the summary sentences in order of importance (“1” next to the most important, “2” to the next most important, etc.).
 3. In their groups, students will explain why they ranked each concept as they did in terms of importance.
 4. Each group determines which one concept they think is most important and discusses the best summary statement for that idea or concept.
 5. A scribe for the group writes the summary statement on the white board.
 6. Small groups share their summary statement with the large group.

EXIT EVENT

ACTIVITY TITLE	TIME	RESOURCES
<p><i>Title the Diagram Continued</i></p> <p><i>Reflect on the Learning Targets (RLT)</i></p> <p><i>Assess the Learning Targets (ALT)</i></p>	 15 min	
<ul style="list-style-type: none"> • Thank the students for their summary statements and explain that we can see that the causes of poverty are complex. Many systems and forces contribute to poverty. Have students return to the diagram they used in the entry event. They will write a second title below the one they created: “A Relational Understanding of Poverty.” This diagram will help form the basis of how we think about poverty moving forward. • As a final reflection, have each student write three things on their diagram: <ol style="list-style-type: none"> 1. One similarity between the reading and the diagram. 2. One difference they can see between the reading and the diagram. 3. One question they have about the reading or diagram. • Collect these at the end of class to gauge the current level of student understanding. Explain to students that we will continue expanding and applying our definitions during the next class. 		
LEARNING EXPEDITION VISUAL GENERATED THROUGH THE LEARNING PLAN ADD TO DOCUMENT PANEL		
The diagram used in the entry event will go next on the document panel. View the document panel diagram for guidance.		
OPPORTUNITY TO DEEPEN THE LEARNING		
<p>Do a biblical analysis of Luke 4:17-19. Who are the poor that Jesus is proclaiming the good news to? Is he using the same definition of poor as we are? Does his usage expand our definition?</p> <p>Students can deepen their learning by reading “Dangerous Love” continuing onto chapter 3.</p>		