

## How Do People Cope With Unequal Access to Resources?

**Grade:** 6 Social Studies

**Duration:** 6 Weeks

### Summary:

Students identify basic needs for quality of life and how these are distributed across the world. Students explain inequalities in access to resources, with particular reference to water. Students evaluate policies and projects for provision of water, and how individuals, organizations and governments have worked to satisfy needs.

## LEARNING FOCUS

### COMPELLING QUESTION

How do people cope with unequal access to resources?

### CONCEPT

Equality (Unequal access to resources)

### LEARNING DISPOSITIONS

Reflectiveness

### ENDURING UNDERSTANDING:

Students will understand necessary resources for quality of life are in limited supply and are not equally distributed.

### ESSENTIAL QUESTIONS

1. What are the basic needs for quality of life?
2. How do inequalities in basic needs occur?
3. How have individuals, communities and governments tried to satisfy basic needs?

### STANDARDS & BENCHMARKS [Learning Goals]

6ESP1 A key cause of inequality is lack of access to resources and power

6PES2 Individuals, organizations and governments impact levels of injustice, both positively and negatively

6PES3 Resources can be allocated in different ways, affecting individuals, communities and the environment

### KNOWLEDGE (Learning Outcomes):

#### Students:

1. Identify basic needs for quality of life and how these are distributed across the world
2. Explain inequalities in access to resources, with particular reference to water.
3. Describe how individuals, organizations and governments have worked to satisfy the need for water in the past and present
4. Evaluate selected policies and projects for provision of water in chosen locations.
5. Recommend and apply actions to address unequal access to resources.

## SKILLS:

Research skills: Analyse, Create, Reflect

Writing skills: Formal Voice

Reading skill: Non-fiction reading strategies

## LEARNING EVIDENCE

Real life proposal for action following research on in-equities of resource accessibility which is sent and/or presented to real audiences (can be integrated with the personal essay).

### Possible Products

Cover letter coupled with:

Written paper

Slide show presentation

Prezi

iMovie

Skype/ telephone recording (with permission)

Glogster

Podcast/audio recording

Website

RSA Animation

Proposal for action which includes:

1. the resource they've studied
2. an analysis of needs and inequities (at this point, identify and contact NGOs)
3. statement of action and steps intended to address the action
4. anticipated outcome of action
  
5. Final part of required assessment, (but not on the proposal itself) after action completed, students **required to reflect** on the action and/or the process. Did it work? How did it work? What would you do differently next time? What were the challenges? If you couldn't get in touch with an NGO, what did you do instead?

### Performance

Presentation? Students determine audience for (real) proposal

Example Audience:

to Michael/ Christophe for Earth Day

to an NGO like Watsan

to Christina to post an advocacy video on JISNet

to Rod for a YouTube

to Michael for posters

parents to stand in for NGOs, Diplomats, etc

1. What are the basic needs for quality of life?
2. How do inequalities in basic needs occur?

# LEARNING PLAN

## 1. Tuning In: Pre trip experiences through YouTubes, KWL (end of October)

Trip to Watsan (Nov 1-2)

Reflective activities after trip

Definition of basic needs and quality of life which leads to other examples of inequities. Can use Maslow's Hierarchy of Needs to spark conversation.

BrainPOP video of wants and needs listed below.

This can be done through: discussion, creating a visual (pyramid) of least to most for quality, dissect survival elements (Nov 5-6)

## 2. Finding Out: dice for crafting questions (Nov 8 - 9)

This is intended to identify a resource to study and guiding questions for their investigation.

Research skills lessons (Nov 12 -13)

## 3. Sorting Out: (Nov 14 - 23) Prezi

## 4. Going Further: (Nov 22 - 23) Integrated mini lessons as topics arise (eg. how to make a phone call)

## 5. Reflecting: (Nov 26 - 29)

## 6. Acting; (December)

Possible Integration with English:

Personal Essay

Read Aloud: *A Long Walk to Water*

Essential Questions modified for ***A Long Walk to Water***

- What are some basic needs for life that Nya & Salva lacked?
- Why didn't Nya and Salva have access to some of the basic needs for life? Explain.
- How did people or organizations try to help Nya and Salva meet their basic needs?

resources:

- live binder?
- inquiry dice
- YouTubes
- pre/post trip documents
- bulletin board

Useful sites:

World Toilet day

<https://mail.google.com/mail/u/0/?pli=1#apps/ccraig%40jisedu.or.id+toilet/142703ef28bf3c30?projector=1>

<http://www.waterfootprint.org/?page=files/InfoGraphics>

<http://earthecho.org/>

<http://www.h2oforliveschools.org/>

Water scarcity <http://www.youtube.com/watch?v=XGgYTcPzexE>

Jakarta water <http://www.youtube.com/watch?v=dBFpHT7YCds>

Water and Shelter: [Mercy corps video](#)

Flooding in Jakarta <http://www.youtube.com/watch?v=SxEvaK9Kfvk>

[http://www.filmsforaction.org/watch/enoughness\\_restoring\\_balance\\_to\\_the\\_economy/](http://www.filmsforaction.org/watch/enoughness_restoring_balance_to_the_economy/)

Indoneisan water, focus on Jakarta <http://www.youtube.com/watch?v=EyyGpS6mA7s>

Page no longer exists

<http://matadornetwork.com/change/the-ironic-nature-of-the-world's-food-crisis-infographic/>

[http://www.populationeducation.org/index.php?option=com\\_content&view=article&id=331&Itemid=10](http://www.populationeducation.org/index.php?option=com_content&view=article&id=331&Itemid=10)

Brain pop video about wants and needs

<http://www.brainpopjr.com/socialstudies/economics/needsandwants/>

Maslow's hierarchy of needs

<http://therecoveringpolitician.com/contributors/jyb3/john-ys-musings-from-the-middle-maslows-hierarchy-of-needs-and-wants>

Girls Education

<http://www.ungei.org> (this one looks like it has a lot)

<http://www.roomtoread.org/page.aspx?pid=284>

[http://www.unicef.org/education/bege\\_70640.html](http://www.unicef.org/education/bege_70640.html)

<http://www.cfr.org/education/works-girls-education/p6947>

A recent film: <http://girlrising.com>

Healthcare - <http://www.humanium.org/en/fundamental-rights/health/>

Education - <http://www.globalpartnership.org/education>

<http://edlab.tc.columbia.edu/index.php?q=node/9886>

<http://list25.com/25-compelling-reasons-why-education-is-important/>

Kids in Action:

<http://www.prnewswire.com/news-releases/unilever-project-sunlight-gives-new-leaders-a-voice-282140851.html>

## REFLECTION

Jan 15

Marisa: Went smoothly. Research went well. Skills used in Q2 were reinforced from what was taught in Q1.

Writing a personal essay based on a belief was ok. Integration with IT was better than year before. Marisa feels she needs a bit more support on day to day IT. If they write from a belief and personal experience it will come out in the personal essay. Carry: We could use more examples for the students to look at. The students did a pretty good job. Leslie: the template the students used was helpful for the students. Referring back to the rubric was helpful. The personal essay should be kept separate from the SS topics...build more passion / voice into the project. Ramu: Time for the project was good. Lots of conferring in this unit. They lacked the voice about

something they were passionate about. They don't have the life experience about these issues about 12 years of age. Overall, good. Jen: She liked to time the students had with the IT instruction. The formative needs to be more specific ... connected to the summative. They should have better links between formatives and summatives. Conflicted between choice of presentation and having the students learn different styles of presentation. Doesn't want to go back to separate assessments for SS and English. Research skills are weaker this year. Look at how we are building skills from one unit to another. James: The passion issue is very real...they are old enough to be passionate about the SS issues in this unit. Julia: Possibly expand the number of options students can become passionate about might be a way to allow the students to become really passionate about their topics. The students did rise to the challenge for the unit. They worked well together and helped each other during the unit. Christophe: We can't camp in a paradigm...not moving from a mental model. Presentation and IT requirements should be determined earlier in the unit. Rod: Students are starting to ask questions about ethical use. They are getting more comfortable with the tools. Get the writing done before thinking about the IT tool to student will use in the presentation. There were more cameras available. IT will be ordering more tripods, holders for multiple cameras, selfie sticks, and other materials. Kate: IT and Media could be part of the planning time to offer more depth to the unit.