

**Social Studies
Service Learning
Unit 3: Local Poverty**

Essential Understandings	<ul style="list-style-type: none"> ▪ Active participation in community based service activities extends learning beyond the classroom and into the local community. ▪ Mid-Coast Maine has a rich network of social services. ▪ Homelessness and food insecurity are local issues. ▪ Many local non-profits depend on volunteers to survive. ▪ Local, state, and national taxes often go to serving less fortunate.
Essential Questions	<ul style="list-style-type: none"> ▪ What defines poverty in Maine? ▪ How does Maine compare nationally? ▪ What services are found within Brunswick that support those that are below the line? ▪ What are some obstacles that are often faced by those below the poverty line? ▪ What are some current economic issues facing our communities? ▪ How and for what purpose are town budgets created? ▪ What safety nets are provided? ▪ What do our tax dollars pay for? ▪ What will your personal budget look like? ▪ When do you want to retire? How will you get there?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Poverty is determined by state and federal income brackets. ▪ Individuals living below the poverty line face many obstacles that prevent them from getting out of poverty. ▪ Financial literacy fights poverty. ▪ Homelessness, food insecurity and lack of adequate healthcare are complex issues.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ poverty line, budget, financial literacy, food insecurity, aid agencies, non-profits, for profits, incarceration, recidivism, median income, chronic poverty, working poor, oppressed, subsidy, bankrupt, literacy rates
Essential Skills	<ul style="list-style-type: none"> ▪ Describe poverty in Maine. ▪ Use interpersonal skills to learn and work with individuals from diverse background. ▪ Participate positively in the community and design creative solutions to meet human needs and wants. ▪ Generate a variety of solutions, build a case for a best response and critically evaluate the effectiveness of the response. ▪ Identify local resources that support those living in poverty. ▪ Define financial literacy and describe its importance. ▪ Describe obstacles that prevent those in poverty from getting out of poverty. ▪ Explain how the local budget is developed. ▪ Develop a personal budget. ▪ Develop a plan for retirement. ▪ Develop a career path and local interview.

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**Related
Maine Learning
Results**

Social Studies

A. Applications of Social Studies Processes, Knowledge, and Skills

A1. Researching and Developing Positions on Current Social Studies Issues

Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.

- d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.

A2. Making Decisions Using Social Studies Knowledge and Skills

Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussions, and ethical reasoning skills.

- a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.

A3. Taking Action Using Social Studies Knowledge and Skills

Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.

B. Civics and Government

B2. Rights, Duties, Responsibilities, and Citizen Participation in Government

Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens living under other forms of government in the world.

- e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.

C. Economics

C2. Individual, Cultural, International, and Global Connections in Economics

Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.

- c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and

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	various world cultures.
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<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Weekly discussions and class participation ▪ Notes from guest speakers and lectures kept in a journal ▪ Class wide project ▪ Written reflections
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Student designed service learning project, final poster, press release, and action plan
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <i>Maine Report on Poverty</i> ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ Guest Speakers from <ul style="list-style-type: none"> • Brunswick Housing Authority • Tedford Housing Authority • Mid-Coast Hunger Prevention Program