

What Causes Poverty?

WebQuest Description: Despite five years of economic recovery, poverty is still stubbornly high in America. As of 2015, The U.S. Census Bureau reported that 43.1 million people, or 13.5% of all Americans, live in poverty. During their research students will interpret various statistical charts. They will be asked to solve problems involving percentages. 7th grade math standard covered is CCSS:7.SP.1 Use random sampling to draw inferences about a population.1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Grade Level: 6-8

Curriculum: Math

Keywords: Poverty, mathematics, percentages, statistics, graphs, charts

Published On:

Last Modified: 2017-02-15 18:04:36

WebQuest URL: <http://zunal.com/webquest.php?w=343783>

Introduction

Poverty in our country is on the rise. According to the National Center for Children in Poverty, there are about 15 million children in the United States who live in poverty. 56% of these children live in a home where a parent works full-time. What do these numbers mean? Today you will become an advocate for ending poverty by using your new knowledge to inform others of this social problem. Let's do some research first...

Tasks

1. What is the minimum wage in your state? What is the cost of living in your community? Can a full-time worker who earns minimum wage support his or her family? 2. You will research poverty percentages and minimum wages for your local community of Marion, Ohio. You will analyze statistical data and generate an inference and determine what are possible causes of poverty in your local community. 3. You will reference statistical data used to make you inference. What websites did you research statistics on poverty? What statistics informed your inference? Research and analyze at least 5 statistical data resources before writing your inference. 4. After you write your inference on what is a possible cause of poverty in your local community, you will list possible solutions to the problem. 5. Your final task will be to create a visual product (poster, short commercial, PowerPoint, etc.) that will educate others on causes of poverty in your local community. There is no correct opinion, just remember to support it with facts and research. There also needs to be a "take action" piece in your presentation. This is where you ask people to help solve poverty and share your possible solutions to the problem.

Process

On a sheet of paper, research and write your answers to the following questions: 1. Go to <http://www.census.gov/hhes/www/poverty/poverty.html> Under Current Poverty Data (yellow box in center of page) click on Detailed Tables from American Community Survey. On the left side of page, click on People, in the tab choose Poverty. Last choose Poverty Status for Individuals. 2. Analyze at least 5 statistical data sources to make inferences about correlations between education and poverty levels. Write down the websites where you located your statistics. Write a few sentences about this data. What conclusion have you come to based on education and poverty in the U.S. 3. Look at the "Poverty Guidelines" for different size families. <http://aspe.hhs.gov/poverty/08poverty.shtml> Find the poverty threshold for a family of four. What does this mean (in your own words)? 4. Calculate the cost of living in your community for a family of four (2 adults, 2 children). http://www.epi.org/content.cfm/datazone_fambud_budget; <http://www.aier.org/research/cost-of-living-calculator> How much must each adult earn per hour, working full-time, 52 weeks/year to meet the cost of living in this community? 5. Now you have the freedom to research possible causes of poverty in your community. Be sure you are viewing reliable websites. Please find and read at least one article that support. Here are some websites you can start with: <http://www.irp.wisc.edu/www.npc.umich.edu>

Evaluation

Category and Score	4	3	2	1	Score
Use of class time	Used time well during each class period. Focused on getting the webquest done. Never distracted others.	Used time well during each class period. Usually focused on getting the webquest done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the webquest done but occasionally distracted others.	Did not use class time to focus on the webquest OR often distracted others.	0
Statistical resources	All 5 are complete, neat, and accurate.	All 4 are complete and neat, but there is some inaccuracy.	3 are complete, neat and accurate.	2 is complete, neat, and accurate.	0
Calculations and answers to questions	All required questions have been correctly answered and give a clear and detailed explanation.	All of the required questions have been answered but may lack a correct, clear and/or detailed explanation.	Some of the required questions have been correctly answered and give a clear and detailed explanation.	None of the required questions have been answered.	0
Informative creative product	Students create an original and accurate product that adequately addresses the issue. Use of 5 or more statistics and/or pieces of research related to the issue of poverty. Interpretation of minimum wage in relation to poverty in the U.S. is complete and clearly stated in complete sentences and the research cited supports the generalization.	Students create an accurate product that adequately addresses the issue. Use of 4 or more statistics and/or pieces of research related to the issue of poverty. Interpretation of minimum wage in relation to poverty in the U.S. is mostly clear and stated in complete sentences and the research cited supports the generalization.	Students create a product that addresses the issue. Only partial requirements are included.	The product does not clearly incorporate research or statistics related to issue of poverty. Only partial requirements are included.	0
				Total Score	0

Conclusion

You can now explore possible solutions for your inference about poverty in your local community. What are possible solutions to the problem? What are 3 steps that people can take to help? What actions can you personally take, in regards to your future, to prevent your family from living in poverty? What can you do as a student to help others in poverty?

Teacher Page

This WebQuest is about students understanding that statistics can be used to gain information about a population. Students will research minimum wage and income levels for poverty and find information to support their findings.Unit Timeline The WebQuest will take approximately two 60-minute class periods. The creative product should take an additional two 60-minute class periods.Reflection on Technology Integration This WebQuest allows students to access multiple statistics on poverty. Students will practice navigating through state and national websites. Beyond viewing the information they are asked to research, students will be exposed to additional statistics which will give them insight into they type of research and statistics done by government, universities, and other organizations. Students will practice navigating through state and national websites. Access to the internet allows the student the freedom to research and access an aspect of poverty that is of interest. Instructional Resources <http://aspe.hhs.gov/poverty/08poverty.shtml> http://www.epi.org/content.cfm/datazone_fambud_budget <http://www.census.gov/hhes/www/poverty/poverty05/table8.html> http://www.nccp.org/publications/pub_784.html <http://www.aier.org/research/cost-of-living-calculator> <https://www.cia.gov/library/publications/the-world-factbook/rankorder/2092rank.html>Teacher Resources Keep in mind that students in your classroom may live in poverty. They may find through their research that their family earnings are less than the poverty threshold or less than the cost of living. Be prepared for the possibility of student conversations about their own living situation.Student Resources: PencilChromebookGraph Paper

Standards

CCSS: 7.SP.1 - Use random sampling to draw inferences about a population. 1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Credits

<https://www.google.com/search?q=poverty+in+the+U.S.+pic>

<http://www.teachertube.com>

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Other