

## Unit Overview

Unit Title	Hidden Voices: Female Injustice and Empowerment in the Era of COVID
Unit Length	<p>12 lessons (approximately 3 weeks)</p> <p><i>The first two weeks will be composed of teacher-based instruction. During the third week, students will be constructing PowerPoint presentations to promote their Kiva project. Presentations will take place during Week 3 and students will vote on the <a href="#">Kiva</a> project for which they will ultimately fundraise.</i></p>
Grade Level(s)/Subject(s)	Grade 9 / AP Human Geography or World Geography (any level)
Unit Overview	<p>The COVID-19 pandemic has exacerbated many social issues that women around the globe have often always experienced. In this unit, students will explore the challenges that women face and examine how they are overcoming these limitations. Students will learn not only about a number of issues facing women today, but also the many ways women are taking the initiative to improve their lives.</p> <p>One of the ways women can combat gender inequality is by achieving financial empowerment. As such, this unit will introduce students to <a href="#">Kiva</a>, a nonprofit organization that provides microloans for individuals to grow their own businesses or create opportunities for their communities. Kiva’s mission is to expand financial access to help underserved communities thrive.</p> <p>This unit is designed to be a culminating unit in a Geography class. Students will apply concepts from AP Human Geography in order to create a project that melds geographic skills with content knowledge and apply this knowledge to real-world problems.</p> <ul style="list-style-type: none"> <li>→ Week 1 will cover the personal impacts of COVID, its impact on Indian women, and domestic violence.</li> <li>→ Week 2 will focus on genital mutilation, agriculture, and trade</li> <li>→ Week 3 will focus on students conducting their own research</li> <li>→ Week 4 will focus on student presentations and fundraising campaigns.</li> </ul> <p>In the final task, students will examine possible projects from <a href="#">Kiva</a> and conduct research on the plight of women in the country they are assigned, and use the research for fundraising for particular projects.</p>

<p>Objectives &amp; Outcomes</p>	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>● What social, political, and economic effects has the pandemic had on women?</li> <li>● How have women empowered themselves while weathering the pandemic?</li> <li>● After conducting research on women in countries that Kiva supports, how can students' fundraising efforts potentially uplift women around the globe?</li> </ul> <p>Students will also practice a variety of skills, including:</p> <ul style="list-style-type: none"> <li>● Explaining patterns and trends in visual sources to draw conclusions</li> <li>● Using primary and secondary sources to craft logical argumentative essays</li> <li>● Applying concepts from the unit to create a campaign for a service learning project</li> </ul>
<p>Standards</p>	<p><u><a href="#">AP Human Geography College Board Standards</a></u></p> <p>Topic 5.12 Women in Agriculture IMP-5.C.1 The role of females in food production, distribution, and consumption varies in many places depending on the type of production involved</p> <p>Topic 7.4 Women and Economic Development SPS-7.D.1 The roles of women change as countries develop economically. SPS-7.D.2 Although there are more women in the workforce, they do not have equity in wages or employment opportunities. SPS-7.D.3 Microloans have provided opportunities for women to create small local businesses, which have improved standards of living.</p> <p><u><a href="#">Illinois Social Studies Standards</a></u></p> <p>SS.G.2.9-12. Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analyses or to take civic action.</p> <p>SS.G.5.9-12. Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration</p> <p>SS.G.9.9-12. Describe and explain the characteristics that constitute a particular culture</p>

	<p>SS.H.10.9-12. Analyze the causes and effects of global conflicts and economic crises.</p>
<p>Unit Resources</p>	<p><u>Pulitzer Center Resources:</u></p> <ul style="list-style-type: none"> <li>● <a href="#">A Lost Generation: India's COVID Crisis Reverses Decades of Progress for Children</a></li> <li>● <a href="#">Beed's Child Brides: Cutting Cane, Crushing Hopes</a></li> <li>● <a href="#">Amidst Covid 19 lockdown, Nigeria sees increased sexual and gender violence</a></li> <li>● <a href="#">The Pandemic Within the Pandemic: An Explosion of Domestic Violence</a></li> <li>● <a href="#">Zimbabwe's High Risk Cross Border Trade</a></li> <li>● <a href="#">COVID-19 Border Closures Hit Zimbabwe's Women Traders Hard</a></li> <li>● <a href="#">Zimbabwe: How Women Are Taking Over Cross-Border Smuggling</a></li> <li>● <a href="#">Women Are the Key to Vaccinating the World</a></li> <li>● <a href="#">Pandemic Lockdowns Fueled Domestic Violence Worldwide, Report Says</a></li> <li>● <a href="#">Female Genital Cutting Is on the Rise During COVID in Kenya</a></li> <li>● <a href="#">FGM in Kajiado: Reformed Cutters Find Alternative Sources of Income</a></li> <li>● <a href="#">Young FGM Survivors Share Their Stories, Campaign Against the Vice</a></li> </ul> <p><u>Other Resources:</u></p> <p><i>Ted Talks</i></p> <ul style="list-style-type: none"> <li>● <a href="#">The Hidden Reason for Poverty that the World Needs to Address Now</a></li> <li>● <a href="#">The Shadow Pandemic of Domestic Violence during COVID 19</a></li> <li>● <a href="#">Empower a Girl, Transform a Community</a></li> <li>● <a href="#">A Warriors Cry Against Child Marriage</a></li> <li>● <a href="#">Empower a Girl, Transform a Community</a></li> <li>● <a href="#">Why Domestic Abuse Victims Don't Leave</a></li> </ul> <p><i>Websites/News Articles</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Female genital mutilation (FGM) frequently asked questions</a></li> <li>● <a href="#">Female Genital Mutilation</a></li> <li>● <a href="#">Covid child brides: 'My family told me to marry at 14'</a></li> <li>● <a href="#">Female genital mutilation (FGM): 'I had it, but my daughters won't</a></li> <li>● <a href="#">Ending child marriage and adolescent empowerment</a></li> <li>● <a href="#">Child Marriages Are Up In The Pandemic. Here's How India Tries To Stop Them</a></li> <li>● <a href="#">India's Covid crisis sees rise in child marriage and trafficking</a></li> </ul>

- [The Shadow Pandemic: Violence Against Women During COVID 19](#)
- [Domestic Violence and Poverty in Africa: When the Husband's Beating Stick is Like Butter](#)
- [African Women tell of experiences of violence](#)
- [South Africa: Failure to tackle domestic violence a violation of women's rights - UN experts](#)
- [11 million girls worldwide at risk of not returning to school after COVID-19, U.N. says](#)
- [Women farmers face challenges in Africa: Seeking gender equity in agriculture](#)
- [Why Girls around the World Are Still Denied an Equal Chance at Education](#)
- [Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic](#)
- [KIVA](#)
- [SmartAsset](#)
- [Monthly Budget Planner](#)
- [CIA World Factbook](#)
- [US Sources for COVID](#)
- [COVID Live Update](#)

*Youtube*

- [True Story - Female Genital Mutilation in Afar, Ethiopia](#)
- [The Truth About Female Genital Mutilation](#)
- [Child marriage | UNICEF](#)
- [Child Marriage in India: Teenage Girls Forced to Marry](#)
- [Taliban bans girls from secondary schools](#)
- [How Kiva Works](#)
- [Kiva Testimonials](#)
- [Kiva Borrower Gina](#)
- [Kiva Borrower Jackline](#)
- [Kiva Borrower Sunaphula](#)
- [Kiva Borrower Myrian](#)

Teacher Created Resources

- US Sources for COVID Day 1 [[.pdf](#)][[.docx](#)]
- ESPN chart, including example [[.pdf](#)][[.docx](#)] and blank worksheet [[.pdf](#)][[.docx](#)]
- Human Head Handout [[.pdf](#)][[.docx](#)]
- Discussion Questions Worksheet (Female Genital Mutilation)[[.pdf](#)][[.docx](#)]
- Kiva Business Plan Assignment [[.pdf](#)][[.docx](#)]
- Performance Task Rubric [[.pdf](#)][[.docx](#)]
- Kiva fundraising sheet [[.pdf](#)][[.docx](#)]

	<ul style="list-style-type: none"> <li>• Kiva Loan Recipients Notetaker [<a href="#">.pdf</a>][<a href="#">.docx</a>]</li> </ul>
<p>Performance Task</p>	<p>Students will participate in a culminating service learning activity related to microloans to women in Lesser Developed Countries (LDCs). They will be assigned to a country and conduct research on the experiences of women in that country. After creating a Powerpoint presentation, students will present their research and findings to the class.</p> <p>Once students have finished hearing all of the presentations, students will vote on their top three Kiva projects. Finally, they will conduct a fundraising campaign to fund their top three projects.</p> <p>Kiva Business Plan Assignment</p>
<p>Assessment/Evaluation</p>	<p><u>Formative Assessment</u></p> <p>Students will complete bell ringer quick writes at the beginning of class. They will keep dialectical journals on the sources they have read, viewed, and interpreted. Questions for the journals are posted throughout the unit.</p> <p><u>Summative Assessment</u></p> <p>After students conduct research on their assigned country, students will prepare an oral presentation [<a href="#">.pdf</a>][<a href="#">.docx</a>] (5 minutes) and present it to the class. Students will be graded using this rubric [<a href="#">.pdf</a>][<a href="#">.docx</a>].</p>

Day 1

Lesson Objective(s) or Essential Question(s)
Students will: <ul style="list-style-type: none"><li>Analyze statistics related to the COVID pandemic</li><li>Examine the effects of the COVID pandemic on the US population by reading articles from the past year about diverse groups</li><li>Reflect on the impact that the shutdowns have had on them and their families over the past two years</li></ul>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li><a href="#">COVID-19's impact on education</a></li><li><a href="#">Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>Opening question: The pandemic began for students in March 2020. How did the pandemic change your life? The life of people you know?<ol style="list-style-type: none"><li>Students will watch "<a href="#">Covid's Impact on Education</a>"</li><li>Discussion: During the height of the pandemic, people reported more issues with depression and isolation. <i>Educator note: Some students may share feelings of isolation.</i></li></ol></li><li>Students will review primary and secondary from US Sources for COVID Day 1 on the effects of COVID 19 on the U.S.<ol style="list-style-type: none"><li>Using the ESPN Chart- Blank Copy- Impact of the Pandemic [<a href="#">.pdf</a>][<a href="#">.docx</a>], students will capture their thoughts on the political, economic, social, and natural impacts of the pandemic on the United States.</li></ol></li></ol>
Lesson Materials
<ul style="list-style-type: none"><li>US Sources for COVID Day 1 [<a href="#">.pdf</a>][<a href="#">.docx</a>]</li><li>Google Docs, for students to complete their writing assignments</li><li>ESPN chart, including example [<a href="#">.pdf</a>][<a href="#">.docx</a>] and blank worksheet [<a href="#">.pdf</a>][<a href="#">.docx</a>]</li></ul>

Day 2

Lesson Objective(s) or Essential Question(s)
<p><u>Essential Question:</u> Economic development in a country is often tied in with the education of girls. The more educated the women are in a country, the more prosperous a country can arguably become. One of the complications and detrimental effects of the COVID era is that schools have been closing around the world. <i>How have school closures affected women and girls?</i></p> <p><u>Objective:</u> Students will...</p> <ul style="list-style-type: none"><li>● Examine the impact of school closures due to COVID in India on families and their daughters</li></ul>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>● <a href="#">11 million girls worldwide at risk of not returning to school after COVID-19, U.N. says</a></li><li>● <a href="#">Child Marriage: Facts, FAQs and how to end it</a></li><li>● <a href="#">A Lost Generation: India's COVID Crisis Reverses Decades of Progress for Children</a></li><li>● <a href="#">Malala Fund</a></li><li>● <a href="#">IdeaBoardz Example</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. Students will view the video <a href="#">11 million girls worldwide at risk of not returning to school after COVID-19, U.N. says</a>, and then complete the bell ringer question on their google documents and/or Google classroom :<ul style="list-style-type: none"><li>● What are some of the issues that girls face due to the closure of schools?</li><li>● How do school closures widen the gender gap in India?</li></ul></li><li>2. Students will review the following sites:<ul style="list-style-type: none"><li>● <a href="#">Child Marriage: Facts, FAQs and how to help end it</a></li><li>● <a href="#">Malala Fund</a></li></ul></li><li>3. Students will log on to IdeaBoardz (can also use Jamboard) and add their comments on the virtual sticky notes. <i>Educator note: Review the <a href="#">IdeaBoardz example</a> that our class completed.</i><ol style="list-style-type: none"><li>a. In groups or as a class, students will discuss their comments.</li></ol></li><li>4. Using the Human Head Handout [<a href="#">.pdf</a>][<a href="#">.docx</a>], students will work on creating their image of child marriage in India by including images and quotes based on the lack of women's education.</li></ol>
Lesson Materials

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- Students will be completing bell ringers on Google Documents
  - [IdeaBoardz](#) (or Jamboard) to add virtual sticky notes
  - Human Head Handout [[.pdf](#)][[.docx](#)]



Day 3

Lesson Objective(s) or Essential Question(s)
<p>Students will:</p> <ul style="list-style-type: none"><li>• Continue to examine the effect COVID-19 on young girls in India, including child marriages</li><li>• Create found poems, working in groups to pull sentences and quotes from articles and rearrange them into poems</li></ul>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>• <a href="#">Covid child brides: 'My family told me to marry at 14'</a></li><li>• <a href="#">Too Young to Wed: The Secret World of Child Brides</a></li><li>• <a href="#">Child Marriage: The Devastating End of Childhood</a></li><li>• <a href="#">Beed's Child Brides: Cutting Cane, Crushing Hopes</a></li><li>• <a href="#">Found Poems</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. Students will view the video, "<a href="#">Too Young to Wed: The Secret World of Child Brides.</a>"<ol style="list-style-type: none"><li>a. Students will contribute to a Jamboard with takeaways from the video and further questions that they may have.</li></ol></li><li>2. Students will read the article, <a href="#">Beed's Child Brides: Cutting Cane, Crushing Hopes.</a> Using the article, students will work in groups to create "<a href="#">Found Poems.</a>"<ol style="list-style-type: none"><li>a. Students will pull phrases, quotes and words from the reading.</li><li>b. After pulling the information, they will write the phrases on sentence strips and arrange them into a poem on large post-it notes.</li><li>c. Students will present their poems to the class.</li></ol></li></ol>
Lesson Materials
<ul style="list-style-type: none"><li>• Google Jamboard</li><li>• Sentence strips (paper) and post-it notes</li><li>• Markers</li></ul>

Day 4

Lesson Objective(s) or Essential Question(s)
Students will... <ul style="list-style-type: none"><li>● Explore the effects of COVID-19 on women around the world, now shifting to a new region and issue.</li><li>● Examine the rise of domestic violence in Nigeria as a result of the COVID-19 pandemic</li></ul>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>● <a href="#">Amidst Covid 19 lockdown, Nigeria sees increased sexual and gender violence</a></li><li>● <a href="#">Violence against Women: Coronavirus pandemic inflames domestic abuse</a></li><li>● <a href="#">Why Domestic Violence Victims Don't Leave</a> (Ted Talk)</li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. Students will respond to the prompt: What is your definition of domestic violence?<ol style="list-style-type: none"><li>a. Students will discuss their responses, as well as their thoughts on the causes of domestic violence.</li></ol></li><li>2. In pairs, students will read the article, <a href="#">Amidst Covid 19 lockdown, Nigeria sees increased sexual and gender violence</a>.<ol style="list-style-type: none"><li>a. After reading the article, students will address the following questions:<ul style="list-style-type: none"><li>● What information do the headline or other text callouts convey? If there are any photos or illustrations, what information do they provide?</li><li>● What are the key ideas in the article?</li><li>● What kinds of evidence does the author provide in the article? How does the evidence support the author's conclusions?</li><li>● What questions does this article raise?</li></ul></li></ol></li><li>3. As a class, students will watch the clip, <a href="#">Why Domestic Violence Victims Don't Leave-Ted Talk</a> (15 minutes).</li></ol>
Lesson Materials
Computers or projector to view video clips

Day 5

Lesson Objective(s) or Essential Question(s)
Students will... <ul style="list-style-type: none"><li>● Examine the strategies used to tackle the rise of domestic violence in Africa</li><li>● Build upon the previous lesson around gender-based violence</li></ul>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>● <a href="#">FAQ: Ending Violence Against Women</a></li><li>● <a href="#">7 Stirring Quotes From Graça Machel on Gender-Based Violence in South Africa</a></li><li>● <a href="#">Taking on violence against women in Africa</a></li><li>● <a href="#">Treating a silent cancer: How to tackle gender-based violence in MENA</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. Students will participate in an activity using IdeaBoardz (or Jamboard), where <a href="#">7 Stirring Quotes From Graça Machel on Gender-Based Violence in South Africa</a> will be posted on different types of domestic violence.<ol style="list-style-type: none"><li>a. Students will comment on the quotes and discuss their takeaways</li><li>b. Students will discuss responses about the quotes</li></ol></li><li>2. Students read the following resources:<ul style="list-style-type: none"><li>● <a href="#">FAQ: Ending Violence Against Women</a></li><li>● <a href="#">Treating a silent cancer: How to tackle gender-based violence in MENA</a></li><li>● <a href="#">Taking on violence against women in Africa</a></li></ul></li><li>3. After reading sources, students will write a five paragraph essay outlining at least three steps being taken to combat domestic violence in Africa.</li></ol>
Lesson Materials
<a href="#">IdeaBoardz</a> (or Jamboard) <a href="#">Five Paragraph Essay Rubric</a>

Day 6

Lesson Objective(s) or Essential Question(s)
Students will examine the rise in the practice of female genital mutilation (FGM) during the pandemic.
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>● <a href="#">Female genital mutilation (FGM): 'I had it, but my daughters won't'</a></li><li>● <a href="#">Razor's Edge: The Controversy of Female Genital Mutilation</a></li><li>● <a href="#">Female Genital Cutting Is on the Rise During COVID in Kenya</a></li><li>● <a href="#">Five Things You did not know about Female Genital Mutilation</a></li><li>● <a href="#">Pledge to End Female Genital Mutilation</a></li><li>● <a href="#">Female Genital Mutilation</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. Students will discuss the opening question: What kinds of rites of passage do young women experience in the United States?</li><li>2. Students will engage with the topic of female genital mutilation<ol style="list-style-type: none"><li>a. Students will review a map where it is most prevalent by reviewing <a href="#">Female genital mutilation (FGM): 'I had it, but my daughters won't'</a></li><li>b. Students will view <a href="#">Razor's Edge: The Controversy of Female Genital Mutilation</a>, a video about genital mutilation</li><li>c. Students will read <a href="#">Five Things You did not know about Female Genital Mutilation</a> and <a href="#">Pledge to End Female Genital Mutilation</a></li></ol></li><li>3. Students will read <a href="#">Female Genital Cutting Is on the Rise During COVID in Kenya</a>, and complete a Discussion Questions Worksheet [<a href="#">.pdf</a>][<a href="#">.docx</a>] with a partner.</li><li>4. In small groups (no more than 2-3), students will brainstorm ways to bring awareness to the issue.<ol style="list-style-type: none"><li>a. They will be shown examples of pamphlets. (Copy of COVID-19 pamphlet attached).</li><li>b. Students will be introduced to <a href="#">Canva Pamphlet Maker</a> and will use the resource to create pamphlets to promote awareness of female genital mutilation:<ul style="list-style-type: none"><li>● What is female genital mutilation?</li><li>● How many women it affects in the world</li><li>● The medical complications associated with it</li><li>● Organizations designed to help females avoid it</li></ul></li></ol></li></ol>
Lesson Materials
<ul style="list-style-type: none"><li>● Discussion Questions Worksheet [<a href="#">.pdf</a>][<a href="#">.docx</a>]</li></ul>

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- [Canva Pamphlet Maker](#)
  - [Example of COVID-19 pamphlet](#)

Day 7

Lesson Objective(s) or Essential Question(s)
<p>Students will:</p> <ul style="list-style-type: none"><li>● Explore connections between education and income</li><li>● Practice budgeting to see how far money will go within the US, as well as in other countries</li><li>● Analyze the impact of education on women in developing countries</li></ul>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>● <a href="#">The Average Salary by Education Level</a></li><li>● <a href="#">Monthly Expenses Planning Tool</a></li><li>● <a href="#">Economic Inequality by Gender</a></li><li>● <a href="#">Empower a Girl, Transform a Community</a></li><li>● <a href="#">Taliban ban girls from secondary schools, close Women's Ministry   DW News</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. Students will discuss the opening question: How many students are planning on attending college or a trade school? Why? Record answers on the board.</li><li>2. Using <a href="#">Smart Asset - The Average Salary by Education Level</a>, students will take a look at the differences in earnings and education level in the United States.</li><li>3. Students will be given a career role to play with the weekly salary. Using the salary, students will construct a monthly budget using the <a href="#">Monthly Expenses Planning Tool</a>.<ol style="list-style-type: none"><li>a. Based on their scenario, students are to look for a place to live, budget money for groceries, utilities and health care, and transportation</li><li>b. Students will report out on what they discovered about how far money will go in the United States</li></ol></li><li>4. Students will review charts from <a href="#">Economic Inequality by Gender</a>.<ol style="list-style-type: none"><li>a. Using India and Ethiopia as an example, students will look at the following charts:<ul style="list-style-type: none"><li>● Representation of Women in Low Paying Jobs</li><li>● Land Ownership</li><li>● Borrowing to Start Own Business</li><li>● Historic Gender Inequality Index</li></ul></li><li>b. Using the charts, students will respond in writing to the question: "Based on what you read, what is the impact of the lack of education in the developing world?"</li></ol></li><li>5. Students will watch the following videos:<ol style="list-style-type: none"><li>a. <a href="#">Taliban ban girls from secondary schools, close Women's Ministry   DW News</a></li><li>b. <a href="#">Empower a Girl, Transform a Community</a></li></ol></li></ol>

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Lesson Materials
<ul style="list-style-type: none"><li>• White Board</li><li>• Computer Access</li></ul>

Day 8

Lesson Objective(s) or Essential Question(s)
<ul style="list-style-type: none"><li>• What is microfinance?</li><li>• How is microfinance helpful to people worldwide?</li><li>• How does Kiva work?</li></ul>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>• <a href="#">JESSICA JACKLEY: How KIVA Works</a></li><li>• <a href="#">Gina built her farm through microloans</a></li><li>• <a href="#">Kiva Borrower Jackline</a></li><li>• <a href="#">Sunaphula and her dairy farm</a></li><li>• <a href="#">Myrian's ambition is to give her children the very best</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. Students will discuss the opening question: What do you know about loans?</li><li>2. Students will be introduced to the concept of microfinance through a short video: <a href="#">JESSICA JACKLEY: How KIVA Works</a></li><li>3. In a class discussion (15 min), students will address the following questions:<ul style="list-style-type: none"><li>• What is a loan, according to the Kiva video?</li><li>• What are some of the reasons why people may not be able to get loans from a bank?</li><li>• How would a loan help someone living in poverty?</li></ul></li><li>4. Students will then view at least 3 videos of testimonials from Kiva borrowers and use the Kiva Loan Recipients Notetaker [<a href="#">.pdf</a>][<a href="#">.docx</a>] to take notes:<ul style="list-style-type: none"><li>• <a href="#">Kiva Borrower Gina</a></li><li>• <a href="#">Kiva Borrower Jackline</a></li><li>• <a href="#">Kiva Borrower Sunaphula</a></li><li>• <a href="#">Kiva Borrower Myrian</a></li></ul></li><li>5. Students will also complete a response to each video: How did receiving a loan change the life of each person?</li></ol>
Lesson Materials
<ul style="list-style-type: none"><li>• Kiva Loan Recipients Notetaker [<a href="#">.pdf</a>][<a href="#">.docx</a>]</li><li>• LCD Projector</li><li>• Computer and internet access</li></ul>



Day 9

Lesson Objective(s) or Essential Question(s)
Students will: <ul style="list-style-type: none"><li>● Investigate the process of lending by playing Kiva U's Global Impact Game</li><li>● Be introduced to the Kiva Business Plan Assignment</li></ul>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>● <a href="#">Kiva U - Global Impact Game</a></li><li>● <a href="#">Kiva.org</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. Students will play Kiva's <a href="#">Global Impact Game</a> (20-25 min)<ol style="list-style-type: none"><li>a. Each student should either have a computer and work alone or be paired with a partner/group to play</li><li>b. To play the game, students must first select the level of difficulty</li><li>c. Students are then presented with a map of the world and asked to select one of the orange pins to see profiles of borrowers to whom they can lend</li><li>d. Once students choose a borrower, they are taken to "check out"</li><li>e. After "check out," students are asked to help out the borrower with their business! Borrowers run many businesses, from rice growing to taxi driving. The goal of the game is to have the most impact on borrowers' lives in 10 turns!</li></ol></li><li>2. Students will address the following questions in group discussion (15 min)"<ul style="list-style-type: none"><li>● What was the experience of funding a loan like for you?</li><li>● Who did you help fund and where were they from?</li><li>● What was their loan for?</li></ul></li><li>3. Students will be split into groups of 2-3 and assigned a possible loan applicant from <a href="#">Kiva.org</a>.<ol style="list-style-type: none"><li>a. Students will receive instructions on creating a presentation (Kiva Business Plan Assignment) about the merits of their loan applicant.</li><li>b. They will create a prospectus together and present their applicant in class.</li></ol></li></ol>
Lesson Materials
Laptops or ChromeBooks

Day 10

Lesson Objective(s) or Essential Question(s)
Students will: <ul style="list-style-type: none"><li>● Conduct research on the region of their borrower, using the CIA World Factbook</li><li>● Create a business plan for their Kiva assignment</li></ul>
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>● <a href="#">CIA World Factbook</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. Students will conduct research on the region of their borrower, using the <a href="#">CIA World Factbook</a> to gather the following information on their country:<ul style="list-style-type: none"><li>● Mother's mean age at first delivery</li><li>● Maternal mortality rate</li><li>● Infant mortality rate</li><li>● Life expectancy</li><li>● Fertility rate</li><li>● Prevalence of contraception</li><li>● Literacy rate, male vs. female</li><li>● School life expectancy</li><li>● Unemployment for ages 15-24, male vs. female</li><li>● Population below poverty line</li></ul></li><li>2. Using the Kiva Business Plan Assignment, the students will create a loan application for their borrower.</li><li>3. Students will share their business plans with their peers in a 5-minute presentation for the next class. Review the task and the Oral Presentation: Kiva Project Rubric <a href="#">[.pdf]</a><a href="#">[.docx]</a></li></ol>
Lesson Materials
<ul style="list-style-type: none"><li>● Computer Access</li><li>● Kiva Business Plan Assignment <a href="#">[.pdf]</a><a href="#">[.docx]</a></li><li>● Oral Presentation: Kiva Project Rubric <a href="#">[.pdf]</a><a href="#">[.docx]</a></li></ul>

Day 11

Lesson Objective(s) or Essential Question(s)
Students will present their business plans to the class, and they will collectively vote on which project to fund.
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>• <a href="#">Kiva Project Voting Form</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. In their groups, students will present business plans to class in a 5-minute presentation. Students will be graded with the Oral Presentation: Kiva Project Rubric <a href="#">[.pdf]</a><a href="#">[.docx]</a>.</li><li>2. After presentations, the class will vote on which project to fund using the voting form. Students are allowed to vote for one project and only vote one time. Winning project will be the one funded by the class. <a href="#">Kiva Project Voting Form</a></li></ol>
Lesson Materials
<ul style="list-style-type: none"><li>• Kiva Business Plan Assignment <a href="#">[.pdf]</a><a href="#">[.docx]</a></li><li>• Projector for class presentations</li><li>• <a href="#">Kiva Project Voting Form</a></li></ul>

Day 12

Lesson Objective(s) or Essential Question(s)
Students will create a fundraising campaign for the selected Kiva project using various media and school community engagement events.
Focus text(s) / resource(s) for today's lesson
<ul style="list-style-type: none"><li>• <a href="https://www.kiva.org">Kiva.org</a></li></ul>
Lesson / Activities
<ol style="list-style-type: none"><li>1. Students will be assigned to groups based on interests. They will create media campaigns to raise awareness about their issue and create a media campaign. They will be split up and complete the following:<ul style="list-style-type: none"><li>• Tweets</li><li>• Facebook posts</li><li>• Public Service Announcements for the school</li><li>• 30 second video commercial</li><li>• Posters</li><li>• Donation Boxes</li></ul></li><li>2. Using these tools, students will collect funds for their cause<ol style="list-style-type: none"><li>a. Students will set up schedules to visit athletic events, lunches and seminars in order to collect funds.</li><li>b. They will be given a period of one week to complete their collection.</li></ol></li><li>3. Money will be collected by the teacher and sent to Kiva. If the students exceed their goal for fundraising, the extra money will be donated to the Kiva general purpose fund.</li></ol>
Lesson Materials
<ul style="list-style-type: none"><li>• Posters</li><li>• Markers</li><li>• Boxes</li><li>• Computers (social media)</li><li>• KIVA fundraising sheet [<a href="#">.pdf</a>][<a href="#">docx</a>]</li></ul>