



## **Santa Fe and the World: Maps and Mapmaking of People, Places and Poverty**

Curriculum Unit 07.03.07, published September 2007  
by Meredith Tilp

### **Overview**

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#### **Maps are the Hook**

There is no better way to motivate students than to bring the classroom to life with hands-on projects that use examples of real life circumstances. This method also cultivates student empathy and an appreciation for controversy. Young people have a natural affinity for seeking ways to improve themselves and the human condition.

I teach a senior United State Government and Economics seminar on local and global poverty with a particular focus on the developing world. My classes read *The End of Poverty: Economic Possibilities for Our Time*<sup>1</sup> by Columbia University economist Jeffrey Sachs, founder of the Earth Institute. Combining words with maps, Sachs looks at poverty with new eyes and presents achievable strategies for ending poverty.

A questionnaire I recently gave 100 students, revealed the following pattern: 1) students like hands-on projects 2) students enjoy maps and feel they are relevant 3) students appreciated placing their own poverty in context and related to the book *The End of Poverty*. Students uniformly did not like textbooks and lengthy lectures. They like guest speakers who spoke from 'personal' experience. Overall, students seemed to learn most readily when able to associate information to their own lives and cultural setting.

Using maps seems an ideal strategy to reach my students, most of whom are visually oriented. I intend to use maps to ground discussions and impart information from various disciplines. Students will learn to make maps using compasses and measuring devices. They will map simple angles and spaces. They make maps using their own symbols for economic and social factors in their environment. They will interpret the maps they make to one another in narrative form. The maps will help them in presenting the concepts they have learned.

Using maps and the way they have changed over time as a kind of artistic template will assist students in grasping the origins of today's borders—not only political but psychological.

Maps, like consciousness itself, are expandable. I will use them to teach geography, history, government, land, labor and capital, and income distribution. This will allow me to introduce terms in a dynamic way. Using maps and the way they have changed over time as a kind of artistic template will assist students in grasping the

origins of today's borders—not only political but psychological.

## Ending Poverty is the Challenge

Maps are not perfectly accurate; they have a point of view. Mark Monmonier states, "Anyone interested in public-policy analysis, marketing, social science, or disease control needs to know how maps based on census data can yield useful information as well as flagrant distortions." <sup>2</sup>

All maps reflect data and a perspective on data. Sachs' perspective on the possibilities of ending poverty is practical and inspiring. He uses the metaphor of a 'ladder of economic development' to identify degrees of poverty. Sachs focuses on ending poverty among billion people considered the extreme poor and an additional 1.5 billion people who are *not on even on the economic ladder of development* have no incomes, and are at risk of disease, death and starvation. <sup>3</sup> Sachs cites statistical information in Map 1<sup>4</sup> which depicts "Moderate and Extreme Poverty," based on World Bank estimates of per capita income in 2004. According to Sachs' data, about one billion people located, for the most part, in Africa are on the first rung on the economic ladder of development and *make approximately \$1-2 per day*. Further along on the economic ladder of development are the 2.5 billion people<sup>5</sup> of the middle-income world making \$9-11,000 per year. On the highest rung of the ladder are one billion people, who live in the upper income cities or countries such as Mexico City, Shanghai, New York etc. However, these statistical "catch-alls" do not show the rich living alongside the poor, or pockets of extreme poverty alongside the middle class. They do not tell the complete story of how income averaging understates both extreme poverty and extreme wealth.

Sachs' theorizes an end to extreme poverty based on a Marshall Plan-style effort to help the poor reach the first rung of the 'economic ladder of development.' He has enlisted the help of rock-singer Bono, Bill and Melinda Gates, politicians such as Bill Clinton, and stimulated a grass-roots movement on college campuses. Recently, President Bush seems to have fallen in line with one of Sachs' suggestions to provide Africa with more resources to fight AIDS. Sachs cites the United Nations Millennium Development Goals as economically viable means of reducing extreme poverty.

Sachs offers a detailed account of several countries' march to economic development. Bolivia, Kenya, India, Russia, China and Poland are highlighted in geographic detail using maps, economic indicators, charts, the description of political decision-making, and first-hand individual accounts. This is not the typical economic textbook!

In order to understand poverty, we examine how land use, disease, and economic development are interrelated. Students will fill in blank maps of at least two countries in Africa: Malawi and Kenya. They will know the basic topography, crops, cities, major roads, and water use. Each student completes a statistical grid, for the two countries, which compares per capita incomes, type of government, population size, GDP, persons living with AIDS, girls going to high school.

Students will be able to locate Millennium Development Villages in Africa which have employed community health measures, education, safe water development, micro-enterprise initiatives and agricultural incentives to boost income, reduce sickness and offer the possibility of education to Africans. Students can read how the possibility of a \$10 bed net can interrupt the malaria cycle, reduce sickness and joblessness, and increase productivity. They learn the positive effects of providing free primary school and free lunch to children. For my students, the study of developing countries in Africa is a powerful entrée to their own state of New Mexico.

## **Santa Fe Has Poor Residents**

I would like each student to learn to orient his/herself in Santa Fe, to know and understand the city's basic economic and geographical make-up, and map this world -its geography, history, economy, and social systems. Students will also be able to see what is not represented on maps, how data is graphically displayed, averaged, and interpreted.

I would like to expose students to the most sophisticated levels of geographic, cultural and historical literacy. I want them to have a working understanding of factors involved in the creation of economic growth, resource development, and demographics.

New Mexico is much like a developing country. It didn't achieve statehood until 1912, is landlocked, lacks industry, and has an elevated high school dropout rate. It ranks third in the United States in percentage of persons below the poverty line. Santa Fe's housing market is too costly for most teachers, let alone unskilled laborers. Cerrillos Road, a kind of long strip mall, is the hub for many of the Capital High students and their after school jobs. Capital High's environment is an economic 'world apart' from the Plaza and the north side of town where multimillionaires live.

Forty percent of my students are from Mexico and lived with unemployment, poor water, education, and sanitation. They have come to the United States because they see the opportunities in Santa Fe, with its tourism and service industries and free public education system. They want to learn English. When asked why they came to Santa Fe, many reply that it is because of its high minimum wage (\$9.50).

Another 40 % of my students are native New Mexican with roots in the community. About 60% of these students drop out, do not go to college, and have low expectations for moving up the "ladder of economic development."

## **Objectives**

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Capital High School is located in the South of Santa Fe among new development around the town's small airport. Santa Fe High School serves the more affluent part of Santa Fe whereas Capital High tends to serve a poorer, predominantly immigrant population.

I teach United States history and geography, government and economics to 125 Capital High School juniors and seniors living on the south side of Santa Fe, New Mexico. Recent immigrants from Mexico comprise approximately 40% of my students, another 40% of the students self-identify as "Hispanics," seeing themselves as the directed descendants of Spanish ancestors (as distinct from Mexican nationals). The remaining 20% are white, black and Asian.

Currently, we use the textbook called Magruder's American Government (2005). While this text offers a number of visual aids, it is, in the final analysis, a textbook. Students are intimidated by textbooks and reject them out-of-hand.

This seminar will bring excitement into my classroom without abandoning New Mexico's mandatory benchmarks in history, geography and economics. Maps will assist me in teaching critical thinking skills;

mastery of geographic tools; understanding of patterns of social change; and appreciation for the interdependent nature of economies.

I hope that this curriculum will not only be relevant and inspiring to other social study teachers but also to those who teach History, English, Math and Geography. Maps have the potential to reach even those students whose English is poor and who learn through art, drawing, and dreaming. Like the literature of the dispossessed, maps speak graphically to those who have personally experienced poverty and discrimination.

I am a first year teacher, with 25 years of experience in programs aimed at alleviating poverty and addressing public health and educational issues particularly in Africa. I am committed to ensuring that students in my classroom can: a) define poverty and know how to measure it using statistics and maps, b) orient themselves and the places they study in the world, and c) understand their own personal responsibility in advancing within the economic system in which they find themselves. I believe that contemporary high school students should be taught to see the intrinsic advantages of living in the United States: education, clean water, housing, transport and the possibility of work. These possibilities stand in stark contrast to the plight of those two billion persons in the world who are faced with disease, illiteracy, discrimination, and death.

An emphasis for my work in U.S. history, government and economics has been on the interrelationship between land acquisition, migration, cultural ancestry and economics. Students grasp how these elements have created today's border conflicts and defined certain populations as poor. I frequently use U.S. Census data and maps to enhance understanding of poverty in the world and especially in Santa Fe, New Mexico—where the overall per capita income is quite high, yet many of my students live in poverty (60% Title I).

Last year I taught a spring semester on *poverty* to 50 high school seniors. In their yearend evaluations 99% of students stated that reading *The End of Poverty* was interesting. They enjoyed our many guest speakers and presenters. We heard from a former governor of Pojoaque about growing up in the Southwest and being discriminated against. We appreciated a slide show and talk on Kenya from a thirty year-old student. He provided excellent first-hand information on his struggle to leave poverty behind using education and building his own small business making basketball backboards and selling them through his church. A Santa Fe lawyer spoke of litigation in the U.S. Supreme Court regarding water right currently being disputed between states.

My Government and Economics class studied the minimum wage in Santa Fe. Santa Fe's Minimum wage is quite high \$9.50 *per hour* in 2007 (\$10.50 in 2008). The New Mexico and US minimum wage is set at \$5.85 *per hour*.<sup>6</sup> On the other hand, a significant proportion of my students come from the state of Chihuahua and the border region where the average income working in a factory (*maquilladora*) is about \$4.14 *per day*. Approximately 80% of my students work at jobs in Santa Fe from 4-10 pm and on the weekends. They contribute significantly to their own family economy and some of them are living on their own. The purpose of this class was to learn the conditions that Santa Fe's City Council considers when making a decision to raise the minimum wage. Our focus was on factors that employers and workers consider when advocating a raise in minimum wage.

My Curriculum Unit on *Santa Fe and the World: Maps and Mapmaking of People, Places and Poverty* has these objectives.

Students will learn and do basic mapping: directionality, spatial representation, legends, symbols, orientation, measurements of distance etc.

Students will make their own maps of Santa Fe; explore alternative symbols for economics (what development exists and what does not)

Students will critically analyze and evaluate maps of the role cotton played in US history before the Civil War. They will understand the South's underdevelopment due to slavery, malaria and discrimination. They will see the North and Europe's reliance on factors of production such as land, labor and capital.

Students will see trends of development in the US — who are the 'haves' and 'have-nots' — Why certain regions remain underdeveloped (the rural South, the Four Corners and Appalachia) (Santa Fe and its pockets of affluence and poverty)

Students will see how maps contain data that can be aggregated from the county, state and other country levels.

Students will be able to measure poverty in a variety of city, state and world contexts.

Students will see "How Maps Lie" when data is left out or aggregated. Students will evaluate the mapmaker's point of view.

Students will study economic underdevelopment in the US, Bolivia, Kenya, China, India, Poland and Russia. They will understand political, social and economic factors to distinguish between those that have stifled growth and those that have and fostered growth.

By looking at concrete steps that have been taken to end poverty in Millennium Development Villages, students will engage the *Internet* to explore steps such as micro-credit, primary school education and better education to lift individual villagers out of poverty.

## Strategies

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I have access to a computer laboratory that has over 40 stations, an *Internet* that has a myriad of maps, map programs and statistical data. It is more than enough and a principle I employ with students is to be discerning about information, websites and point of view, particularly because each class is fifty-five minutes long.

I intend to use maps to reach junior and senior high school students in Santa Fe, New Mexico with informational maps, tourist maps, symbolic maps, Google(r) Earth, US Census data maps and selected facts about US history, government and economics.

By asking powerful questions, a teacher can unlock the doors of many unspoken facets of student perspectives and understanding. For example, a simple question such as, "What do you see in this map?" can uncover many cultural, social and psychological insights. Building on a common platform of interpretation, perspective and understanding, individuals and groups can move toward more sophisticated questions such as "What is important to people in this map?" "What do you think the map maker's point of view is?" "Why did he or she have this point of view?" "What is important to him or her?" "What is important to the people represented in this map?" "What is important to you on this map, and why?" Further imaginative and cognitive understanding of the way people see themselves will emerge.

For the past year, my primary goal has been to emphasize economic factors such as the way human idiosyncrasies interact with land use, labor, and capital.

## Figure 1 Maps and Map Analysis

(table 07.03.07.01 available in print form)

Figure 1 shows that how the Curriculum Unit will use map projects with the purpose of teaching basic mapping skills, what goes into a map, assessing historical changes and distinctions about poverty.

New Mexico Benchmarks in Government/Civics, Geography and Economics will be met through this Curriculum. For example, Benchmark IV-A in Geography states that students will be able to "evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems and will understand the vocabulary, concepts and an analysis of population distributions and settlements patterns.<sup>6</sup>

## Activities

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### **A. Direction, orientation and measurement and scale of Maps**

Method: I will demonstrate basic concepts such as North, how to take measurements and create a scale, creating angles using North on the compass and graphically representing a physical space on the high school campus.

In the computer laboratory, we will use Google Earth(r) to navigate using the web views of the earth and locate Capital High School

I will divide the class into 3-4 teams. Each team will take a segment of a physical space and represent it on graph paper.

Resources:

Compasses

Tape measure

Graph paper

Pencils

Computer Lab and Google Earth(r) browser

### **B. History as a Map of Change**

Method:

Using maps, the class will do quick notes on:

"What is important to people in this map?"  
"What do you think is the map maker's point of view?"  
"Why did he or she have this point of view?"  
"What is important to him or her?"  
"What is important to the people represented in this map?" "What is important to you on this map, and why?"  
"What changes are reflected over time on these maps?"  
"What is the date of this map?"  
"What languages, symbols are used on this map. Why?"

## Resources

Maguey Plan Map 1564  
Lewis and Clark Exploration map of the Northwest Passage  
Civil War maps: Production of cotton, Ownership of Slaves, Wealth in the late 1860's  
Imperial Federation Map showing the extent of the British Empire in 1886  
North American Indian Cultures: A Legacy of Language and Inspired Ideas" National Geographic map 2006  
"The Population Map" 2007  
"What's Up South? World Map"  
Peter's World Map 1974  
Rand McNally Atlas of US History 2006

## C. Symbolic Map of the Student's community

Method:

Teacher and students summarize the symbols found in previous maps in Activity B on large poster sheets

Each student will read the articles "Maps aren't just the geography of place" and "We Don't Need no Stinking Maps"

We will play the game Santa Fe "Monopoly Board game" to learn the importance of real estate, the concept of purchasing, mortgaging and paying interest. We will learn about economic activities relating to property ownership, mortgages, buying and selling property.

In groups of 3-4 students will come up with appropriate symbols in the following categories: Teen interests, Jobs, Schools, Roads, Stores, Restaurants, Property,

Next, each student will draw his/her own "map" using symbols of their community, their family and their environment. Students will make a legend and decide importance, scale and relative importance of the symbols they use.

Each student will present, describe his/her symbolic map

## Resources

Poster Paper  
Colored Markers

## Santa Fe Monopoly Board Game

### **D. Poverty Seminar**

Method:

Teacher presents a graphic that states: What Don't You Have If You Are Poor? Discussion highlights responses include both tangibles (job, education) intangibles (friends, self-confidence). Teacher discusses the converse of poverty: wealth (money, property, labor income, bank accounts, investments, education and health).

We will learn and make flash cards to define and learn geographic, economic and social terms used in making maps:

- Population
- Ethnic Group
- Racial Group
- Native lands
- Rural and Urban
- Population Growth Rate
- Property
- Capital
- Investment
- Per Capita Income
- GDP/GNP
- Factors of Production: land labor and capital
- Agricultural production
- Forests and types of environments
- Technology and innovation
- Landlocked
- Topography: water, mountains, coastal shoreline, lakes etc.

Students learn to measure poverty using US Census data and Sach's economic ladder of development.

Groups of 3-4 students do math calculations of how maps take aggregate numbers of income to calculate per capita income and percent of poverty

Students examine "Poverty in America: A growing way of Life" Tony Pugh, McClatchy Newspapers, April 2007 to see how statistics form the basis for economic maps.

Teacher presents 4 selected maps of the US: Poverty by State, Poverty by County in New Mexico and Poverty Distribution by race (Hispanic, Black and American Indian). Students identify the five major regions of poverty in the US and the correlation with race (US Mexico border, Appalachia, the Rural South and the Four Corners). Discussion on why poverty exists in those regions.

Students study the US minimum wage. They investigate "How it became \$9.50 in Santa Fe?" They listen to the PBS broadcast on "Janitors for Justice and Illegal Immigrants. " Discussion of how City Council and employer decisions are made about minimum wage.

Students are given a grid for Internet study of selected US States (New Mexico, California and one other of



their choice for comparison) and developing countries.

Students do "fill in the blank maps" of Africa, Asia. They develop words or symbols to represent agricultural crops, industry, natural resources such as streams, rivers, large cities and regions in developing countries: Mexico, Bolivia, Kenya, India and/or China.

## Resources

The End of Poverty 2005

Magruder's American History 2005

Vocabulary for Social Studies students NM Benchmarks

Materials for flash cards

Photocopies of the article "Poverty in America: A growing way of Life" Tony Pugh, McClatchy Newspapers, April 2007

US Census Data Maps

PowerPoint Presentation on US Census, Maps and Poverty 2007<sup>8</sup>

CIA Maps

Blank maps of Africa, Asia and the Americas

Blank maps of Mexico, Bolivia, Kenya, Poland, India, China and .the former Soviet Union

## Assessment

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- A. Directional and maps of measurement will be assessed using criteria for completeness, and basic maps principles
- B. Working together on class group projects will be graded using a rubric for participation, content and overall presentation.
- C. Historical maps are included in weekly quizzes to fill in place names, resources, historical sites and events.
- D. Blank and free hand drawing of maps to show relationships and an understanding of resources, relationship to development and growth.
- E. In the poverty seminar, student participation, group work and Internet research are all graded.
- F. Weekly study sheets and quizzes assess student comprehension

## Maps and Websites

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Albuquerque La Raza

<http://larazaunida.tripod.com/enter.htm>

The Ann E. Casey Foundation Kids Count Data on Children in Poverty and dropouts

<http://www.aecf.org/kidscount/sld/ databook.jsp>

A Bird's Eye View of the City of Santa Fe, New Mexico 1882 Library of Congress

In Santa Fe: A Pictorial History John Sherman 1983. Donning Company.

Children's Defense Fund US Children

<http://www.childrensdefense.org/site/PageServer>

Center for Diseases Control and Prevention CDC Health Data

<http://www.cdc.gov/scientific.htm>

Central Intelligence Agency (CIA) :World Data on EVERYTHING Maps,

Demographics, Population, Military Spending

<https://www.cia.gov/cia/publications/factbook/index.html>

Columbia University Earth Institute Maps

<http://sedac.ciesin.columbia.edu/usgrid/maps.jsp>

Google(r) Earth

IMF International Monetary Fund World Poverty, Demographics, Population

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

"Imperial Federation Map" J.C.R. Colomb 1886, Leventhal Map Center, Boston Public Library

<http://maps.bpl.org/id/M8682>

A great map to teach about colonization and point-of-view/discrimination

Lewis and Clark's West 1810

Yale University Beinecke Library

Students will be able to look at these maps and imagine the Northwest Passage travel

Maguey Plan Map 1564.

Jstor.org

A great map of early Mexico City to teach about land ownership, cultivation and symbolism

The "Monopoly" Board game about Santa Fe, proceeds to benefit St. Vincent Hospital

All things Latino National Council of *La Raza* Hispanic affairs and rights

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

New Mexico Center on Law and Poverty

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

North American Indian Cultures: A Legacy of Language and Inspired Ideas" National Geographic map 2006

Peter's World Map, Arno Peters, 1974,

[www.odtmaps.com](http://www.odtmaps.com)

A controversial map displaying equal areas for counties, continents or oceans allowing accurate comparisons

Population Map, Paul Breiding and Denis Wood, 2004

[www.odtmaps.com](http://www.odtmaps.com)

A new map graphically reveals human population over the Earth. In contrast to ordinary maps which focus on the LAND, this revolutionary map shows WHERE HUMANS LIVE.

The United Nations, "World Issues, Population, Peace, etc."

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

US Census Poverty Thresholds

<http://www.census.gov/hhes/www/poverty/poverty.html>

US Census 2000-2005 US Poverty, Demographics, Population

[www.Census.gov](http://www.Census.gov)

"Map Showing the Cotton Region of the United States", King, Census 1870

US Government Health and Human Services NM State Profiles <http://www.nccic.org/statedata/statepro/newmexic.html>

"What's Up South? World Map" Large Wall Size Map

[www.odt.org](http://www.odt.org)

A great map, which shows what the world is like if, the southern hemisphere is on the top.

The World Bank "Working for a World Free of Poverty"

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

[http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/ 0,,contentMDK:20398804~menuPK:1545601~pagePK:64133150~piPK:64133175~theSitePK:239419,00.html](http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/0,,contentMDK:20398804~menuPK:1545601~pagePK:64133150~piPK:64133175~theSitePK:239419,00.html)

The World Bank's Almanac contains these maps

Aid per capita

Arable Land

CO2 Emissions

Forest Area

Forest Loss

Fresh Water

Growth in Gross Domestic Product

Income Per Person

Infant Mortality

Life Expectancy

Ratio of Girls in School

Telephone Lines

## Teacher Resources

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The State of the World Atlas 1981 Kidron and Segal

Cartographs of the state of the world showing disparities

Magruder's American Government William A. McClenaghan 2005

Reading tables and Analyzing Statistics, p. XXX and Analyzing maps page XXXV

This book has an excellent Spanish glossary with Spanish terms

"Data Maps: Making Nonsense of the Census" Chapter 10" How to Lie with Maps Mark Monmonier 1996 p. 139 Chicago, University of Chicago Press.

Clarification of how maps interpret aggregate data and generalize using space.

"Janitors for Justice", PBS NOW, October 27, 2006

<http://www.pbs.org/now/shows/243/janitors-union.html>

An excellent video and report on Mexican janitors in the US and their struggle for minimum wage. Part of the broadcast has Spanish first hand accounts.

"Maps aren't just the geography of place.", Soledad Santiago The Santa Fe Report 2001

This article talks about the uniqueness of Santa Fe in terms of culture and history.

The End of Poverty: Economic Possibilities for Our Time Jeffrey Sachs 2005 Penguin Books, NY NY. Sachs discusses concrete steps in the 'ladder of economic development.' It is a great paradigm for discussing income in the world context. Sachs also relates a value-added spin to economics by debunking myths about economic activities such as World Bank Structural Adjustment, the post-911 war in Iraq. His defining moment is asserting that we must end extreme poverty in Africa now or face the consequences later.

To the End's of the Earth: 100 Maps that changed the World 2006 Jeremy Harwood F + W Publications, Inc. Cincinnati, OH. This is the compilation of early, historical and contemporary maps.

## **Student Reading List**

The State of the World Atlas 1981 Kidron and Segal

Cartographs of the state of the world showing disparities between rich and poor.

Magruder's American Government William A. McClenaghan 2005

Reading tables and Analyzing Statistics, p. XXX and Analyzing maps page XXXV

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To the End's of the Earth: 100 Maps that changed the World 2006 Jeremy Harwood F + W Publications, Inc. Cincinnati, OH. This is the compilation of early, historical and contemporary maps.

Rand McNally Atlas of US History, Skokie, IL. 2006

The Atlas used to depict events in US History. Student uses for many maps of the US

Santiago, Soledad The Santa Fe Report 2001 "Maps aren't just the geography of place."

Stavans, Ilan editor, New World Young Latino Writers 1997 Catherine Loya "We Don't Need no Stinking Maps"

This is a lovely travelogue by a Latino Writer about navigating without maps through California towns with family members.

The "Monopoly" Board game about Santa Fe, proceeds to benefit St. Vincent Hospital

Google(r) Earth

Millennium Villages, The Earth Institute

<http://www.earth.columbia.edu/millenniumvillages/>

Students can go online and click onto each village. A CD comes with the packet from the Earth Institute and teaches students about real life in these villages and what has helped individuals out of poverty.

National Atlas

<http://nationalatlas.gov/printable.html#reference>

United Nations, Millennium Goals

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

The World Bank "Working for a World Free of Poverty"

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

[http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/ 0,,contentMDK:20398804~menuPK:1545601~pagePK:64133150~piPK:64133175~theSitePK:239419,00.html](http://web.worldbank.org/WBSITE/EXTERNAL/DATASTATISTICS/0,,contentMDK:20398804~menuPK:1545601~pagePK:64133150~piPK:64133175~theSitePK:239419,00.html)

The World Bank's Almanac contains these maps

Aid per capita

Arable Land

CO2 Emissions

Forest Area

Forest Loss

Fresh Water

Growth in Gross Domestic Product

Income Per Person

Infant Mortality

Life Expectancy

Ratio of Girls in School

Telephone Lines

## Endnotes

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1. *The End of Poverty: Economic Possibilities for Our Time*, Jeffrey D. Sachs, 2005, Penguin Books, New York, New York.

2. "Data Maps: Making Nonsense of the Census" Chapter 10" *How to Lie with Maps* Mark Monmonier 1996 Chicago, University of Chicago Press p. 139.

3. Sachs, *The End of Poverty*. Chapter 1 "Global Family Portrait," pages 18-19.
4. Sachs, *The End of Poverty*, Map 1 by the World Bank 2004 "Moderate Poverty and Extreme Poverty" pages 174-175
5. Ibid. Sachs, *The End of Poverty*, page 18-19. Italics for emphasis.
6. <http://www.dol.gov/dol/topic/wages/minimumwage.htm>
7. New Mexico Social Studies Content Standards and Benchmarks, Adopted by the State Board of Education June 22, 2001.
8. PowerPoint Presentation on Poverty, Meredith Tilp unpublished 2007.

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