**Instructor:** Bev Feldkamp

**Course:** Global Issues Grades 9-10

**Unit:** Food Insecurity (World Hunger) which will last about 3-4 weeks (forty minutes classes meeting every day of the week).

**Overview of Unit Plan:** Students will examine causes, effects, and solutions to world hunger and hunger in America so that they can develop a plan to take action at both the global and local level to help alleviate hunger.

**Global Competencies and Global Education Connections**: Investigate the world, recognize perspectives, communicate ideas, take action.

Integrate technology and collaboration for problem solving, local to global connection

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| **Stage 1 Desired Results** |
| **ESTABLISHED GOALS** **From the C3 framework for social studies:*****Dimension 1—Developing Questions and Planning Inquiries:***D1.1.9-12 Explain how a question reflects an enduring issue in the fieldD1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources…***Dimension 2—Applying Disciplinary Concepts and Tools:***D2.Civ.5.9-12 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.D2.Eco.15.9-12 Explain how current globalization trends and policies affect economic growth ... the environment, and resource and income distribution in different nations.D2.Geo.4.9-12 Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.D2.Geo.9.9-12 Evaluate the influence of long-term climate variability on…resource use, and land uses at local-to-global scales.D2.Geo.11.9-12 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.***Dimension 3—Evaluating Sources and Using Evidence***D3.1.9-12 Gather relevant information from multiple sources representing a wide range of views while using the origin…of the sources to guide the selection.***Dimension 4 – Communicating Conclusions and Taking Informed Action***D4.3.9-12 Present adaptations of arguments …that feature …perspectives on issues…to reach a range of audiences…using print and oral technologiesD4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and cause of local…problems…in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.D4.7.9-12 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification and complex causal reasoning.D4.8.9-12 Apply a range of…strategies and procedures to make decisions and take action…***From Common Core Standards for Literacy in History/Social Studies:*****Reading Standards for Literacy*****Key Ideas and Details 9-10***2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key event or ideas develop over the course of the text.***Craft and Structure 11-12***6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence.***Integration of Knowledge and Ideas 9-10***7. Integrate quantitative or technical analysis with qualitative analysis in print or digital text.**Writing Standards for Literacy*****Text Types and Purposes 9-10***1. Write arguments focused on discipline specific content2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiment’s, or technical processes***Production and Distribution of Writing 9-10***6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information and to display information flexibly and dynamically.***Research to Build and Present Knowledge 9-10***7. Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.From our school mission: PURPOSEFUL SERVICE - Encouraging participation in activities that glorify God, benefit others and help students discern His purpose for their lives.  | ***Transfer*** |
| *Students will be able to independently use their learning to…* 1. develop critical thinking skills by developing engaging questions on contemporary issues.2. work collaboratively to solve a given problem.3. evaluate multiple sources and use evidence in the decision making process.4. make connections between the local and the global (here and there).5. apply disciplinary concepts and content to a variety of disciplines.6. communicate clearly on a plan of action for addressing issues. |
| ***Meaning*** |
| **UNDERSTANDINGS** *Students will understand that…*1. inequalities between countries impact distribution of resources.2. nature, politics, economy, and population impact food supply and distribution.3. food insecurity affects individuals, nations, and global connections in multiple ways.4. local, national, and international organizations work independently and together to solve global issues.5. hunger exists even in the United States.6. there is a danger in telling a single story about any people, nation or region. | **ESSENTIAL QUESTIONS**1. What roles do environment, economy, politics, and population play in food insecurity for so many around the world?2. What are the effects of food insecurity at the personal, local, national, and global level?3. What are the personal, structural, and sustainable solutions to food insecurity?4. How can our local community make a global difference?5. What is our responsibility as Christians to respond to world hunger?6. Why are people starving to death in a world of plenty?7. What are the dangers of looking a people or culture from only one perspective? |
| ***Acquisition*** |
| *Students will know…* 1. definitions of relevant terms including hunger, hungry, famine, supply, demand, malnutrition, essential needs2. the quantity and quality of available food world wide3. the local connection to the global food situation.4. a variety of organizations involved in the fight against world hunger.5. a number of causes, effects, and solutions to food insecurity.6. the concept of the hunger cycle and where/how it is best broken7. ways to refute the hunger stereotype8. the places where hunger is the biggest issue | *Students will be skilled at…* 1. analyzing data connected to cause2. examining multiple sources to work toward a solution3. using a variety of media in communicating4. writing clearly and succinctly to support a position5. using technology effectively for research and presentation |
| **Stage 2 – Evidence** |
| ***Evaluative Criteria*** | **Assessment Evidence** |
| *1.** *Document is completed accurately and submit correctly and on time.*
* *Questions are thoughtful and specific enough to be answered through the course of research. Questions focus on the given statement. Questions are clearly worded and grammatically correct.*

*2.* * *Chart is complete and computations are accurate.*

*3.* * *Graphs are completed according to directions, data is accurate and analysis of charts reflects critical thinking.*

*4.** *Presentation contains all required elements and the causes of hunger for each region are clearly presented. PowerPoint/Prezi to be graded according to given rubric.*
* *Assignments based on readings are completed accurately and answers indicate insightful reflection. Students affectively analyze multiple perspectives.*

*5.** *Fast is completed according to directions, questions answered and an honest reflection connecting to others is evident.*

*7.* * *Videos are correctly posted in EDMODO and show at least two different perspectives from different sources on hunger in America.*
* *A realistic budget is developed given the parameters established in class.*
* *Journal entry reflects insight gained from viewing a variety of videos. Comments are compelling and personal.*

*8.** *Questions are thoughtful and specific to relate the local to the global.*

*9.* * *Chart clearly compares all three areas in each category, is easy to read. Findings reflect important insights, connections and differences between all three areas.*
* *At least three appropriate Bible verse are applied to Christian responsibility.*
* *All students are involved in the discussions and fundraising. Projects are realistic and attainable. The democratic process is respected in decision making.*
* *Awareness campaign follows given rubric and leads to concrete solutions. Each student assumes responsibility for part of the campaign*
* *Blog is developed according to rubric and available online. Students work collaboratively to develop/ maintain blog.*
* *Poster is neat and informative according to rubric guidelines.*

*10.** *Videos, images and story clearly help tell “the rest of the story” and are authentic voices from the region.*
 | **TRANSFER TASK(S**): (by lesson) 1. * Students prepare for unit by using internet and EDMODO to complete a pretest activity on world hunger from Hunger notes. [www.worldhunger.org/hunger\_quiz.htm](http://www.worldhunger.org/hunger_quiz.htm) and then record their results and observations on a document in EDMODO.
* Students in pairs generate at least 4 questions they will investigate throughout the course of the unit based on this statement: There is enough food produced annually to feed 12 billion people.

2.* Students keep track of all they eat for two days and what they throw away. Calculate the cost of the food and % thrown away to compute waste. (MATH)

3.* Use Almanacs or internet to collect and graph data on countries to correspond to PCI, Life Expectancy, Infant Mortality rate, and Food Insecurity and then analyze the results (MATH)

4. * In pairs or triads, research an assigned region (S. America, Middle America, South Asia, East Asia, Sub-Sahara Africa etc.) to find causes and statistics related to hunger in the region. Prepare a 7 slide PowerPoint or Prezi to present to class. Describe causes and include a bar graph which students created from the data as well as a map in PAINT showing the extent of the problem in the given region.
* Read editorials and articles for point of view and multiple perspectives both alone in pairs and alone covering various causes and effects of world hunger. (LANGUAGE ARTS)

5. * Develop empathy toward another by completing a 24 hour fast and reflecting on the experience.

7.* Use I-pads in pairs to find YouTube videos depicting hunger in America. Select two videos from different sources with different perspectives and post to EDMODO for classmates to view.
* Work out a budget for a family of four in groups of three or four using information from the Sunday Saginaw News. (MATH and LANGUAGE ARTS)
* After viewing videos on hunger in America, students journal from the perspective of a hungry teen.

8.* Students develop questions for local farmers connected to local food insecurity and the local connection to world food supply.

9.* Create a chart comparing causes, effects, and solutions to hunger in Michigan, the United States, and the world and summarize findings.
* Find and connect at least three Bible verses directed toward our responsibility as Christians to respond to world hunger. (RELIGION)
* Work together as a class to determine how to raise money to fight world food insecurity, carry out the projects, and then decide how to spend it on World Vision related projects.
* In pairs or triads develop an awareness campaign concerning world and local hunger.
* Students in pairs or triads create a blog for raising awareness for world hunger and include links to videos from multiple perspectives as well as organizations involved in the fight against hunger.
* Students in pairs create a poster to raise awareness of local food insecurity including where to go for help.

10.* At the conclusion of the unit, student research teams will find a video, images, and personal story from their region to show blessings and abundance to help counteract the danger of a single story.
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| *1. Each exit slip is worth 5 points. Handed in at the end of the activity and demonstrates thoughtful reflection on the activity.**2. Web neatly/clearly demonstrates and distinguishes causes/effects/solutions to hunger.**3. per teacher observation**4. based on school grading system* | **OTHER EVIDENCE:** 1. Students complete exit questions slips after watching a Somalia hunger video, listening to “One Student’s bout with hunger”, in class activity Farming for the Future, and a sides debate on hunger in America—There is no reason for anyone in America to go hungry.2. create a web chart of the interacting causes, effects, and solutions to world hunger.3. informal assessment of classroom discussion4. Unit test covering content and terms as well as thoughtful analysis of hunger quotes. |
| **Stage 3 – Learning Plan—Designed around forty minute periods** |
| **Lesson 1—Assess Prior Knowledge** Prior to beginning unit, students will complete a pre-assessment activity on EDMODO from the Hunger Notes site (see activities above). They will also describe the “typical” hungry person in Africa and America to be used later to debunk stereotypes. Day one will start with Sides Debate on: There is enough food produced in the world to feed 12 billion people annually. After debate and discussion, pairs of students will generate questions based on this statement they will investigate throughout the course of the unit. **Lesson 2—What the World Eats** Students will record for two days all the food they eat and what is thrown away computing cost of food and percent of waste. (Due three days from day assigned) The class will look at and discuss the Hungry Planet site. **Lesson 3—The Face of Hunger** Students share their descriptions of “typical” hungry African and American. SmartBoard will be used for a guessing activity related to hunger statistics. Students use almanacs or internet to collect and graph data on selected countries (see assessments) Lesson concludes with a 15 minute video from 20/20 on hunger in Somalia and students complete exit slip on their reaction to video. Class discussion to define relevant terms including hunger, hungry, famine, malnutrition, essential needs**Lesson 4---Causes of Food Insecurity** Brainstorm in groups and decide the three biggest reasons people are starving to death in a world of plenty. Share these causes on board and have a student record for later reference. Do Farming for the Future activity from Facing the Future materials. Debrief the activity. Students complete exit slip on activity. Discuss relevant terms: supply, demand, the hunger cycle Students read articles in groups and share results. What causes were discovered. (May 24, 2009 NEW YORK TIMES The Hidden Hunger By NICHOLAS D. KRISTOF; 04-18-2011 World Hunger On The Rise Again; How biofuels contribute to the food crisis By Tim Searchinger February 11, 2011; Washington Post; February 5, 2013 The Global Farmland Rush By MICHAEL KUGELMAN WASHINGTON) An additional editorial will be assigned for individual homework due in two days. The major focus of this unit is student research on causes of hunger in various regions to aid in investigating the world and providing multiple perspectives for this issue. In pairs or triads, research an assigned region (S. America, Middle America, South Asia, East Asia, Sub-Sahara Africa etc.) to find causes and statistics related to hunger in the region. (see assessment above) 2-3 days of class time will be given for use with I-Pads or Laptops for this research and will be presented as part of lesson 6.**Lesson 5—Face to Face with Hunger—the Effects** Assign Fasting assignment to develop empathy for those who are hungry. Students must complete within 10 days of assigned date. Read Face to Face With a Mother’s Pain By [NICHOLAS KRISTOF](http://topics.nytimes.com/top/opinion/editorialsandoped/oped/columnists/nicholasdkristof/index.html?inline=nyt-per). Students write and share their reactions in pairs. Discuss effects and relate to causes.**Lesson 6—Synthesis of Information—Cause and Effect** Students present their research findings . Other students develop engaging questions for clarification or depth to ask of presenters. **Lesson 7—It Can’t Happen Here—Hunger in America**Start with Sides Debate: There is no reason for anyone in America to go hungry. Students complete exit slip on debate. Teacher reads from Parade Magazine the stories of hungry teens in America. Students in groups use I-Pads to find YouTube video of a personal story of hunger in America and share to the student drive for all to view. Students view videos over the next two days on their own and journal what it must be like to be hungry in America. Students, in groups, work out a budget for a family of 4 using the Sunday newspaper. Discussion on activity. Teacher leads notes on causes and effects on hunger in America.**Lesson 8—Local to Global** Students develop questions for local farmers about food insecurity and local connection to food supply. Guest farmers (2 alumni) speak to students about the local to global connection of the Saginaw area.**Lesson 9—We can do it—Solutions to Food Insecurity** Students brainstorm a variety of personal, structural, and sustainable solutions to local and world hunger. Students, in groups of three, create a hunger web of interacting causes, effects, and solutions to world hunger. Discuss our Christian responsibility to take action. Students find and connect 3 Bible verses to this theme. Brainstorm ways we can actively make a change, discuss money raised from fasting activity. Examine together some world organizations fighting for greater food security. Students create charts comparing causes, effects, and solutions to hunger in Michigan, the US and the world and summarize findings. Research local food banks and other places to get assistance. Student groups create poster to raise local awareness (see assessment). Students create blogs/wiki for world hunger awareness. (see assessment)**Lesson 10—The Rest of the Story**To avoid the danger of a single story, students, in their research groups, will find a video, a collection of images, and a story from their region that celebrates blessings and abundance and present to class in a PowerPoint or Prezi.**UNIT** **TEST**—covering content and terms, as well as thoughtful analysis of hunger quotes and how stereotypes have been debunked. |