

Unit 1: Food Systems, Surplus & Security

Concepts from the Course: Understanding self with a synthesized narrative, Creating Dialogue out of Difference, Knowledge of World Trends, Asking Good Questions, See self as player not bystander

Guided by World Geography/Human Rights and Disciplinary (world history/geography)

Lessons: 10 block schedule 90-minute sessions or 14 45-minute sessions.

Stage 1 Desired Results		
ESTABLISHED GOALS Students will be able to explain how agriculture and food surplus changed lifestyles around the world by accelerating cultural development and an increasing societal complexity. Students will be able to explain the positive and negative impacts of agriculture and food surplus. Students will create discussion and research questions to guide research and inquiry. Students will cite specific textual evidence to support analysis of a variety of texts. Students will compare the point of view of two or more authors for how they treat the same or similar topics.	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> apply lessons from the history of food to address local and global food insecurity issues.	
	<i>Meaning</i>	

	<p>UNDERSTANDINGS <i>Students will understand that...</i> Agriculture, food surplus, and the evolution of the food system has positive and negative effects on society.</p>	<p>ESSENTIAL QUESTIONS <i>Why are 820 billion people starving daily when food has never been in such abundance?</i></p> <p><i>How have changes in the food system affected lifestyles?</i></p> <p><i>Have these changes been for the benefit of humanity?</i></p> <p><i>What lessons can be learned from the history of food?</i></p>
	Acquisition	
	<p><i>Students will know...</i> The history of food in a variety of locations.</p>	<p><i>Students will be skilled at...</i> Creating discussion and research questions, using textual evidence to support claims, and analyzing concepts relating to food security from two or more perspectives.</p>
Stage 2 – Evidence		
Evaluative Criteria	Assessment Evidence	
<p>1. Inquisitive, Listens to others' perspectives, incorporates and expands on others' ideas, promotes deeper analysis</p> <p>2. Clearly articulated, insightful, well researched</p> <p>3. Clear symbolism, includes diverse contributions, organized</p>	<p>TRANSFER TASK(S):</p> <p>1. Teaching Boxes: Research the impact of agriculture on one of the 8 features of civilization. Decorate three sides of a box to illustrate how agriculture caused the feature to become more complex & diverse through time.</p> <p>2. You Don't Know Hunger Poems: Layer hunger experiences from personal to local to</p>	

	<p>global perspectives into a poem that expresses those experiences.</p> <p>3. Food Aid Concentric Circles: Support or Attack the US Food Aid Policy.</p>	
<p>4. Detailed, Accurate</p> <p>5. Collaborative, Productive</p> <p>6. Thoughtful, Relevant, Diverse</p>	<p>OTHER EVIDENCE:</p> <p>4. Textmaster Team Reports</p> <p>5. Inquiry Chart Completion</p> <p>6. Higher Order Question Creation</p>	
Stage 3 – Learning Plan		
<p><i>Summary of Key Learning Events and Instruction</i></p> <p>1. Station Anticipation Guide – 4 topic exploration stations: a food game, photos of different families' monthly food purchases from different nations', and an interactive chart displaying the accessibility and quality of food in different locations and a map of hunger station.</p> <p>2. Textmaster Teams – Traditional Lit Circle with Background Readings</p> <p>3. Inquiry Chart: Chart to compare and contrast two perspectives on the impact of farming. One is from the textbook (Ch. 1 sect. 2) and the other is an article found on the Internet.</p> <p>4. Teaching Box Teams – See notes above</p>		

<ol style="list-style-type: none"> 5. Surplus Essay – Use Focused Question Cards to write & revise an essay regarding teaching box presentations. 6. Food Systems Text Talk Teams – Create open ended historical inquiry questions for discussion on food systems & food security. 7. You Don't Know Hunger Poems – see description above 8. Food Aid Concentric Circle – see description above 9. I Can Collage - Class collage of solutions to food insecuritythat students can participate in. 		
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