

***Hunger in an Age of Plenty*** by Mary Ann Landino, Greater Bridgeport School Districts

**Subject Areas-** Social Studies

**Grade Level-** 8

**Time Frame-** 90 minutes

### **Introduction**

This lesson plan is located in week two of a three week unit titled: *How Do Americans Use Constitutional Values to Guide Actions for Justice and Equality in the World?* The unit is best used during the school's final marking period in May/June.

This lesson guides students through the UNICEF ACT student's magazine that describes the global right to food and nutrition. Malnutrition is a condition that results from having inadequate nutrients for growth and the maintenance of a healthy body. This two part lesson plan addresses several physical challenges that result from malnutrition and reasons that cause the malady of global hunger and the impact of malnutrition. Part one of this lesson provides an analysis of a video depicting a family living in Kenya and the conditions that result from food insecurity. Part two moves from the developing world of hunger issues to hunger and malnutrition in the United States. The lesson leads to students understanding and describing the importance of protecting rights to nutrition on a global level. The student magazine and the guide for educators for this lesson can be copied and reproduced for the students or used online:

Student magazine: ***Hunger in an Age of Plenty*** :

[http://teachunicef.org/sites/default/files/documents/unicef\\_act\\_ambassador\\_final.pdf](http://teachunicef.org/sites/default/files/documents/unicef_act_ambassador_final.pdf)

Guide for educators: ***Hunger in an Age of Plenty***:

[http://teachunicef.org/sites/default/files/documents/act\\_hunger\\_lessonam\\_3\\_23b.pdf](http://teachunicef.org/sites/default/files/documents/act_hunger_lessonam_3_23b.pdf)

### **Geographic Connections**

D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

### **Vocabulary**

1. Convention on the Rights of the Child (CRC)
2. Deficiency
3. Developing world
4. Food desert
5. Food insecurity
6. Hunger
7. Lethargic

8. Malnutrition
9. Nutrition
10. Ready-to-use therapeutic food
11. Stunting
12. Kenya
13. Cincinnati
14. Ethiopia
15. Community-based health programs
16. UNICEF
17. UN Convention on the Right's of the Child
18. Universal Declaration of Human Rights
19. Universality of human rights
20. Sustainable Development Goals

### **Content Standards**

#### CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### **Essential (Compelling) Question**

Present this photo and solicit student ideas, verbally or in writing, about the location and circumstances surrounding the photo. Then click [here](#) to read the actual back-story to this photo of the month.

#### *Compelling Question:*

What is happening in this photo and where do you think this photo was taken?



© UNICEF/NYHQ2009-0203/Ysenburg

Photo: March 2015 Teach UNICEF <http://teachunicef.org/photo-month-march-2015>.

### **Literacy through the Content Area**

Students are encouraged to use the new vocabulary words from the magazine, *Hunger in an Age of Plenty* in written and discussion activities. A high-level of conversations and questioning in group settings and in the classroom promotes scaffolding to create a Socratic Seminar. Student will be instructed to write informal responses after reading

for purpose, making predictions and connections between food, nutrition, and equality. Additionally, the teacher will walk around the classroom and listen informally assessing and checking for understanding as the students make logical inferences, analyze the central idea, and outcomes of the evidence from malnutrition. Students will act as citizens and conduct themselves respectfully by listening and speaking to peers and their teacher with a high regard; thus, we learn from each other and build on misconceptions.

### **Placement of Lesson within Broader Curriculum/Context**

This lesson is located in week two of a three week unit; this is the first day of week two. Week one addressed how Americans use Constitutional values to guide actions for justice and equality in the world. Week two (this lesson plan) addresses hunger and malnutrition as a global malady and possible ways to improve the situation by actions such as: education, improved farming, and works by government/humanitarian group efforts. Week three discusses the Universal Declaration of Human Rights and the Role of the U.S. within the United Nations to address issues.

Prior Knowledge- Week one presented the ideals of civil and governmental duties pertaining to justice and equality in the world.

Subsequent Instruction after Today's Lesson- This current lesson (week two) assigns the students to complete a homework activity by reading page 5-8 in their magazine and completing the tasks on page 5 (Student magazine: *Hunger in an Age of Plenty*.) Students will investigate and start to select a topic listed in the Extension Activities for a final project for week two's lessons.

Subsequent Instruction - Week three addresses universal human rights and the role of the United Nations and investigates genocide

### **Learner Background**

Unit Week One- The students acquired an understanding of issues related to justice and equality in the world and the duties of civil, government, and humanitarian organizations. The students completed an assigned project on the topic of justices and equality graded as a final test for week one's lessons. Any inaccuracies in the projects were discussed in the classroom for clarifications.

Unit Week Two- This lesson, *Hunger in an Age of Plenty*, addresses the need to describe, to explain, to discover possible ways to combat hunger/malnutrition and investigate areas of governmental duties to reduce or obliterate malnutrition, and hunger in designated areas.

Unit Week Three- The subsequent lessons will address issues that relate to how/why the United Nations must provide such as: the human right to provide food aid, safety for global harmony, and investigate genocide.

### **Objectives for Lesson**

1. Describe the general state of hunger and malnutrition in the developing world today.
2. Explain how hunger and malnutrition are human rights violations and, in part, human-made problems.
3. Compare and connect hunger and malnutrition in the developing world with those conditions in the United States.
4. Explain how rights to food and nutrition are equally important to protect for children everywhere

### **Integration of 21st Century Skills**

This lesson, ***Hunger in a World of Plenty***, will provide interactive learning experienced by group activities that solve problems through analysis and decision by applying the knowledge of the lesson and discuss and/or write issues of hunger/malnutrition, and human rights violations that occur home and abroad. Students will find new ways of thinking about food and energy by such activities as: physically demonstrating how expended energy is needed to flex biceps in a daily routine by lifting a backpack. Interactive experiences will continue as students work together to balance paper plates on their heads to connect balance and energy needed from food intake. Communicating will be effectively demonstrated through lecture, class discussions, photo displays, student input by poster completion activities, UNICEF magazines, activity sheets, and a video clip. After each activity, all discussions and activities will be assessed and enriched by the students and the teacher's discussions/informal evaluations.

Video Clip- A Day in the Life of Africa's Family Farms:

<http://outrageandinspire.org/2014/09/18/a-day-in-the-life-of-africas-family-farmers/>

### **Assessments**

Assessments activities are printed in the student magazine:

Student magazine: ***Hunger in an Age of Plenty***:

[http://teachunicef.org/sites/default/files/documents/unicef\\_act\\_ambassador\\_final.pdf](http://teachunicef.org/sites/default/files/documents/unicef_act_ambassador_final.pdf)

Guide for educators: ***Hunger in an Age of Plenty***:

[http://teachunicef.org/sites/default/files/documents/act\\_hunger\\_lessonam\\_3\\_23b.pdf](http://teachunicef.org/sites/default/files/documents/act_hunger_lessonam_3_23b.pdf)

### **Formative Assessment**

The assessment activities are printed in each student's magazine and will be assigned sequentially in the page order of the text. The students will form teams placed at four tables that will seat five or six students per table; each team will have a random placement of a minimum of one the following students: high achiever, low achiever, ELL student, 504 Plan and/or special needs individuals. The teams will select a facilitator/presenter, recorder, artist, moderator/timer, and one or more researcher specialist(s); students may change their role with the permission of the moderator and all students are researchers. Each team will receive a set of felt tipped markers and four or more sheets of poster paper 24" X 36" to record their responses. Upon completion of the

posters, the students will present their work to the class for discussion and enrichment through teacher/classmate's feedback. Students have learned and practiced an understanding of justice, respect and equality; thus, classmate's opinions are valued in the classroom and teamwork can raise knowledge to new levels. Each activity has a five minute time allowance that includes the poster completion, oral presentation and the discussion of the facts.

### Poster Activities

1. Test your vocabulary- page 2
2. Focus on Geography- page 3 (extra investigation)
3. You Read Between the Lines- page 4
4. For Debate- page 7

### Summative Assessment

The summative assessment will be the completion of an exit ticket. Students will respond to three questions with strong detailed sentences that include minimally two examples. Only one topic may be stated for each question; the ideas in parenthesis are topic leads suggested if needed to develop an interesting sentence. This is an approximate five minute activity to complete and drop into the ticket box as students exit the classroom.

### Exit Ticket Questions

1. What did we learn today?
2. Explain why is this lesson important or not important (relevancy, justifiable)?
3. Describe what could be following actions (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going, universal human rights, global organizations, responsibility)?
4. On the back of any ticket, list questions that you need to help to better understand today's lesson.

### Exit Tickets

Exit tickets are available in many sizes for student's choice. Special needs students may like large size tickets to make a graphs or illustrations to match the topic (per IEP.)



### Materials/Resources

1. Student magazine: UNICEF ACT Hunger in an Age of Plenty:  
[http://teachunicef.org/sites/default/files/documents/unicef\\_act\\_ambassador\\_final.pdf](http://teachunicef.org/sites/default/files/documents/unicef_act_ambassador_final.pdf)  
 Use hardcopy or online documents for class lesson.
2. Guide for educators: UNICEF ACT *Hunger in an Age of Plenty*  
[http://teachunicef.org/sites/default/files/documents/act\\_hunger\\_lessonam\\_3\\_23b.pdf](http://teachunicef.org/sites/default/files/documents/act_hunger_lessonam_3_23b.pdf)  
 Use hardcopy or online documents for class lesson.

3. Computer and Internet access
4. Screen and LCD projector or interactive whiteboard
5. Chalkboard/ chalk or dry marker for whiteboard
6. Paper plates and paper clips, one for each student
7. Poster pad/paper and five dozen felt tip markers
8. Tickets for close activity
9. Video/ “A Day in the Life of Africa’s Farm Family” [youtu.be/pm15Q22Sdlw](https://youtu.be/pm15Q22Sdlw)
10. Video/ “Clara in Foodland” - (optional Spanish version)  
<https://vimeo.com/23912750>

### **Lesson Development/Instructional Strategies**

#### **Part I: Introduction to Hunger and Malnutrition (45 min)**

1. Kinesthetic learning activity and review (10–15 min)

Lead the class in the Nutrition and Malnutrition activity (see page 6).

Review the vocabulary noted in the activity. Check for understanding and have students record the definitions in their notebooks.

2. Review pages 2–4 (15–20 min)

**a.** Review page 2. Emphasize that poor nutrition is a serious problem worldwide but especially in the developing world. Discuss the critical first thousand days and the consequences of poor nutrition during this critical stage.

**b.** On page 3, discuss where the highest rates of undernourishment occur.

**c.** Reinforce that lack of access to nutrition is not just a health concern, but also a denial of human rights. Define human rights as “the things we all need to live in dignity and peace.” Point out that the United Nations Sustainable Development Goals—a set of 17 goals to protect human rights by addressing global problems—include ending poverty and hunger among other targets.

**d.** Suggest that hunger and malnutrition are also inexcusable because they are, to a large extent, a human-made problem. Review page 4, especially the “Read Between the Lines” task.

3. Video clip: *The Last Hunger Season* (10–15 min)

**a.** Tell students that they will further explore the impact of hunger by watching a clip from *The Last Hunger Season*. Explain that the documentary follows journalist Roger Thurow to a farm community in Kenya, where the residents struggle with the effects of food scarcity. Ask students to note the ways in which human rights are at risk or denied as they watch. Show the clip “Part 2—A Day in the Life of Africa’s Family Farmers” at [youtu.be/pm15Q22Sdlw](https://youtu.be/pm15Q22Sdlw).

**b.** After the video, lead a discussion with the students. Consider the following prompts:

- What are the challenges that Leonida and Peter deal with on a daily basis?
- What human rights are at risk in Leonida’s story? (*Right to food and education; possibly shelter as well.*)
- How are rights in conflict with each other? (*With her meager earnings, Leonida can either realize her family’s right to food or her son Gideon’s right to education.*)
- (Optional for advanced students) What evidence is there in the video that the problems of hunger and poverty are beyond the control of individuals like Leonida, and rather the responsibility of the whole society? (*E.g., poor roads and inadequate storage facilities make it difficult for farmers to stock or sell food.*)

## HOMEWORK

Read pages 6–8 and complete the tasks on page 5 of *UNICEF ACT, Ambassador Edition*.

### **Part II:** Connecting Nutrition Rights Around the World (45 min)

**4.** Review pages 5–8 of *UNICEF ACT, Ambassador Edition* (10–15 min).

**a.** Note that the author of the article on page 5, Roger Thurow, is also the journalist narrating *The Last Hunger Season*. Ask students to compare the experiences of Leonida’s family in the video clip with Hagirso’s in the article. Discuss the “Think, Write, Discuss” questions and the “Step in Yourself” writing task as you see fit.

**b.** Have students turn to page 6 and consider the title “Scaling Up Nutrition Around the World.” Check for understanding. Ask for thoughts about nutrition programs in the article: Could scaling them up be a viable solution to malnutrition around the world, and if so, why?

**c.** Review page 7. Discuss how the right to nutrition is being denied in the United States, and how the crisis of hunger and malnutrition is a human-made problem here, as in the developing world. You may want to introduce and define the following terms:

- Food insecurity: Inability to acquire adequate food for one or more household members due to insufficient money or other resources.
- Food deserts: Urban neighborhoods and rural towns without ready access to fresh, healthy, and affordable food.

**5.** Establish the universality of rights (30–35 min)

**a.** On the board, post a T-chart

Ask students to contribute entries to compare/contrast food and nutrition rights violations that are occurring in the developing world and in the United States.

**b.** Underscore that, though they may differ in nature, nutrition related rights violations are occurring across the world. Tell students that the rights guaranteed by the UN Convention on the Rights of the Child are universal—held by all persons everywhere equally and forever—and are weakened for all children every time rights are not fought for.

Discuss the “For Debate” question on page 7 about whether there should be a right to nutrition in the U.S. Constitution.

c. Have students begin to write a piece, of a length you determine, stating how rights to food and nutrition are equally important to protect for children everywhere, and giving several reasons of support. Discuss initial ideas in class, and assign students to complete for homework.

#### EXTENSION ACTIVITIES

The following activities will be discussed during this lesson and students may select an item or develop a topic to research and complete for the final week’s project. Gifted and talented students will be assigned to produce greater detailed and researched projects and bonus points; consequently special needs students may produce a quality activity according to their strength and ability. A due date will be discussed with other teachers and the students in order to avoid a work load of homework.

- Read and discuss the handout “Combating Malnutrition” (see page 8) to learn more about the strategies organizations like UNICEF use to restore and protect the right to nutrition for children around the world.
- Assign students to raise awareness and take action on the issue of hunger and malnutrition by implementing one of the following ideas:
- Host a hunger fair (like the one at: [kidscanmakeadifference.org/index.php/kids-video](http://kidscanmakeadifference.org/index.php/kids-video)).
- Start a discussion on UNICEF Voices of Youth ([voicesofyouth.org](http://voicesofyouth.org)).
- Launch a social media campaign.
- Create one-minute videos on the topic, such as at The OneMinutesJr.
- Participate with classrooms around the country in iEARN-USA’s “Finding Solutions to Hunger, Poverty, and Inequality” collaborative learning program: [collaborate.earn.org/space-2/group-81](http://collaborate.earn.org/space-2/group-81).

### **Students Needing Differentiated Instruction**

#### DIFFERENTIATION

Special education and 504 Plan students will be inconspicuously seated close to the front of the classroom when taking notes with any specific implementations granted as prescribed by specific IEP’s or recommendations. This ensures that students are on task at their speed and accuracy. Also, some of these students require material to be read to them; thus, they will be invited to a side table during the exit ticket activity and have the questions read and discussed. A buddy system (peer-to-peer) may also be implemented and if a special education aide is assigned to this class additional help will be available. Additionally, differentiation will take place during the lesson as students make inquires or express needs for teacher improvements during instruction such as: use the zoom lens, adjust a glare from a window, adjust volume technological and physical, rephrase information, and immediate response to student needs to foster learning. Gifted and talented students will be offered assignments from the Extension Activities that require

greater detailed responses and research and will receive bonus points. Groups will be formed that contain a various levels of academic ability. The students will be arranged in teams placed at four tables seating five or six students per table; each team will have a random placement of a minimum of one the following students: high achiever, low achiever, ELL student, 504 Plan and/or special needs individuals. The teams will select a facilitator/presenter, recorder, artist, moderator/timer, and one or more researcher specialist(s); students may change their role with the permission of the moderator and all students are researchers. The list of materials offer audio, visual, kinetics motor, hands-on, whole body, artistic, and open forum sessions for discussion and presentation.