

Global Teacher Seminar Lesson Plan

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Title: Plenty of Food, Yet Plenty of Hunger

Theme/Topic: global hunger and food scarcity

Introduction: We know that specialty maps can tell us a great deal of information about very specific topics relating to issues in world history and geography. This lesson will allow us to use current data from the World Food Programme (WFP), an organization within the United Nations, to look at the places and peoples affected by global hunger and food insecurity. We will also look at the information that they have captured about corollary events that are impacting the communities where hunger exists and discuss how those events are causing or exacerbating hunger.

Subject(s) / Grade Level(s): 6th Grade World History

Suggested Duration of Lesson: 3 classroom sessions of 40 minutes each

Connection to Standards / Common Core

WG.1.5 (Indiana Academic Standards World Geography)

Ask geographic questions and obtain answers from a variety of sources, such as books, atlases, and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and provide oral, written, graphic, and cartographic expressions to conclusions.

CCSS.ELA-LITERACY.RH.6-8.7 (Common Core)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Essential Questions: Where in the world do people experience hunger? What are the causes of hunger?

Learning Objectives: Students will be able to define terms related to chronic and acute hunger, describe differences in food security around the world, explain root causes of global hunger including inefficiency and sustainability, and speak to the current situation of food scarcity / security in their assigned countries.

Materials Needed: 5Qs: Global Hunger (bellringer handout, self-created), HungerMap (website, World Food Programme); HungerMap LIVE: Global Insights and Key Trends (1-page handout, World Food Programme); Multiple-Choice Exit Ticket (handout, self-created).

Pre-Assessment of Prior Knowledge: 5Qs: Global Hunger, which will include five questions about the definition of food security / insecurity, what “hunger” means in a global context, where people who are hungry live, why hunger exists, and how hunger affects people.

Teacher-Student Interaction:

Session #1 – talk about a quotation with which students will be familiar from their reading of *The Diary of a Young Girl*, “Hunger is not a problem. It is an obscenity.” (Anne Frank) and find out what student perceptions of the issue of / assumptions about hunger are at the outset; introduce students to the HungerMap on their devices; Socratic / student-led walk through an explanation of the various indicators and legends (paying particular attention to the causal events impacting hunger); discuss initial observations about visual trends on the map (such as prevalence of hunger continent-by-continent or whether we can say that hunger is a greater or lesser issue based on geographic placement like distance from Equator or being part of the global South).

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Session #2 – deeper dive into the terms surrounding hunger, including differentiated degrees of hunger or food insecurity, beginning with a popcorn shout-out of terms they have heard and may or may not be able to yet define for themselves; overview of the HungerMap LIVE: Global Insights and Key Trends first page of [summary data](#); discussion of what we notice in terms of countries that appear on the chronic and acute lists on that page, including identifying the continents / regions where those countries are located and whether or not any country appears on both lists; conclude with a quick explanation of how the WFP “predicts” some of its data and how that relates to what we’ve learned about good data collection, management, and analysis practices (in a previous module).

Session #3 – ask students to use the HungerMap to gather any available information on their assigned countries for their regional Country Reports on Africa, Asia, and Oceania; have students pair up to discuss their findings and share their information as a quality checkpoint (“Does this information make sense?” / “Can you find what I found?”).

Closing Activity: conduct an abbreviated Harkness discussion: “Do we have to find a country on the HungerMap to find hunger?” to tease out student awareness of the existence of chronic and acute hunger here in the US and ask for student thoughts on the quotation, “The war against hunger is truly mankind’s war of liberation.” (John F. Kennedy); give direction to include HungerMap information in Country Reports if not completed during allotted class time; Multiple-Choice Exit Ticket will be the first touchpoint back to pre-assessment 5Qs.

Post-Assessment: This lesson will be conducted within three larger units on history, culture, and geography by continent / region, for each of which students produce an in-depth Country Report; their individual work within this lesson will be reflected in the quantity and quality of information they are able to give about the status of food security and hunger within their assigned countries over these units. The 5Qs: Global Hunger will also be revisited on the first unit exam as well as on the final course exam at the end of the academic year, to check for persistence.

Reflection: Upon completion, students likely will reflect on differing standards of living and availability of resources around the world while also recognizing that global hunger and food scarcity are not “some other country’s problem.”

Resources: HungerMap (hungermap.wfp.org); HungerMap LIVE: Global Insights and Key Trends (<https://static.hungermapdata.org/insight-reports/latest/global-summary.pdf>).

Extension Activities / Extending the Lesson / Cross-Curricular Connections: For those 6th Graders who also take French, this will align with our discussions of and activities relating to food culture in France, including equity and sustainability in the French system, scheduled concurrently. This lesson will also extend its relevance into our Health + Wellness curriculum, when the students address hunger and food security -- including things like “food deserts,” household waste, and the foraging movement -- here in the United States.