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 Lesson Title: Feast and Famine: The Global Food Crisis  
 Grade Level: 10  
 Essential Question: Who gets to eat?

### Lesson Foundations

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| Content Standards     | Human Geography 19: Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., reliance on local foods versus global trade in perishable foods, online brokering versus personal brokers, Internet access versus library access).   |   |  |
| Learning Objective(s) | <ol style="list-style-type: none"> <li>1) SWBAT compare food culture in the Global North vs the Global South.</li> <li>2) SWBAT investigate the causes of the differences between food cultures.</li> </ol>  | Assessment(s)<br><br>Include LO being addressed | <ol style="list-style-type: none"> <li>1) (LO1) Think Pair Share</li> <li>2) (LO1/LO2) Stations Worksheet</li> <li>3) (LO1/LO2) Exit ticket</li> </ol> |
| Materials & Resources | PowerPoint, Think Pair Share Worksheet & Exit Ticket, Stations, <a href="#">Feast &amp; Famine</a> , <a href="#">The vulture and the little girl</a> , <a href="#">“Childhood Obesity” Cartoon</a> , <a href="#">“Who said that?” Cartoon</a> , <a href="#">“My stomach hurts, too!” Cartoon</a> , <a href="#">J. Warren Photo</a> , <a href="#">Average Calorie Consumption by Country</a> , <a href="#">Global Hunger Index Winners and Losers</a> , Feast and Famine Excerpt, <a href="#">Fast Food Culture Photo</a> , |   |  |

### Instructional Procedures/Steps

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| Opening<br><u>15</u> Minutes | <ol style="list-style-type: none"> <li>1) <b>Frontloading with Images</b> (Engage)                         <ol style="list-style-type: none"> <li>a. Project the images of political cartoons satirizing obesity in the Global North.</li> <li>b. Ask students to explain what they see in each document by calling out details of the cartoons. Allow for multiple students to highlight details from each image.</li> <li>c. After the students have briefly assessed each of the cartoons move to the next slides and reveal in sections Kevin Carter’s <i>The vulture and the little girl</i>. Instruct students to analyze each section of the image as it is revealed to them</li> <li>d. Questions to ask                                 <ol style="list-style-type: none"> <li>i. What do we see in this section of the image?</li> <li>ii. What might we think is going on in the rest of the image?</li> <li>iii. How does seeing the entire image change your understanding of the global food crisis?</li> </ol> </li> </ol> </li> </ol> |
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|   | <p><b>2) Think Pair Share (Assess)</b></p> <ol style="list-style-type: none"> <li>a. Instruct students to complete the Think section of their think pair share worksheet alone. Once students have written down their thoughts tell them to turn to a nearby partner discuss their answers and reflect on the second question. Finally, once students have recorded their thoughts, invite students to share out their discussions with the rest of the class.</li> <li>b. Questions to ask             <ol style="list-style-type: none"> <li>i. How do the cartoons depict life in the Global North? Is this always accurate?</li> <li>ii. How does the image depict life in the Global South? Is this always accurate?</li> <li>iii. How might the situations in all of these images be connected?</li> </ol> </li> </ol>  |
| <p>Instruction<br/> <u>25</u> Minutes</p> | <p><b>Stations (Engage)</b></p> <p>Break students into three groups and send them each to the first of the three stations. Instruct students to analyze the source at each station and record what they learn. Students can then use their notes and the sources to answer the questions on the station’s worksheet.</p> <ul style="list-style-type: none"> <li>- Allow students roughly 5 minutes for each station to allow for about 10 minutes of discussion afterwards.</li> <li>- The stations are intended to illustrate the disparity between the more food secure Global North, with the more food insecure Global South.</li> </ul> <p><b>Station 1:</b></p> <ul style="list-style-type: none"> <li>- Focus: The focus of this station is a world map illustrating the average calorie intake of each country. Darker countries consume fewer calories on the map than lighter yellow countries which consume more.</li> <li>- Supporting Questions (While students are working in groups)             <ul style="list-style-type: none"> <li>o Where are more of the countries that consume more calories located? What about fewer?</li> <li>o Are there any countries on this map that surprised you about their calorie intake?</li> </ul> </li> </ul> <p><b>Station 2:</b></p> <ul style="list-style-type: none"> <li>- Focus: The focus of this station is a chart highlighting most noteworthy changes in GHI (Global Hunger Index) around the world. Countries with longer green bars improved their caloric intake the most over the time period while longer red bars worsened their caloric intake over the period.</li> <li>- Supporting Questions (While students are working in groups)             <ul style="list-style-type: none"> <li>o What are many of these countries’ relationships with the Global North? Where do they fall on the chart?</li> <li>o Why don’t we see some of the wealthiest countries on this list, like the USA, UK or Canada?</li> </ul> </li> </ul> |

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|                                       | <p><b>Check for Understanding</b> (pause in stations)</p> <ul style="list-style-type: none"> <li>- Call the class' attention about halfway through the activity to check for understanding.</li> <li>- Questions to ask:             <ul style="list-style-type: none"> <li>- How does the information in each station build on the others?</li> <li>- What else did you find through your analysis of these sources that was not discussed in the worksheet questions?</li> <li>- How do these sources all offer differing perspectives of the same issue? How are the conclusions that you draw similar?</li> </ul> </li> </ul> <p><b>Station 3:</b></p> <ul style="list-style-type: none"> <li>- Focus: The focus of this station is an excerpt from the <i>Origins</i> article "Feast and Famine." The goal of the passage is to summarize the differences in culture that exist around food in the world. The passage highlights the gravity of the situation and calls attention to the need to address the issue.</li> <li>- Supporting Questions (While students are working in groups)             <ul style="list-style-type: none"> <li>o Do you think that the line between hungry and fed is so well defined like the author says?</li> <li>o Can you think of countries that may not fall so cleanly onto one side of this line or the other?</li> </ul> </li> </ul> <p><b>Synthesis Discussion</b></p> <ul style="list-style-type: none"> <li>- Lead the students in a synthesis discussion over what they learned in the station's activities. Prompt with questions but allow students to discuss with one another and build off each other's answers.</li> <li>- Use the sources in the slides to help generate discussion so students can reference the source directly in their discussion.</li> <li>- Questions to ask.             <ul style="list-style-type: none"> <li>o Is diet inequality the most pressing form of inequality? Why or Why not?</li> <li>o How can you influence the global food system?</li> <li>o How are you influenced by the global food system?</li> </ul> </li> </ul> |
| <p>Closure<br/> <u>10</u> Minutes</p> | <p><b>1) Exit Ticket</b> (Assess)</p> <ol style="list-style-type: none"> <li>a. Students will answer the exit ticket question at the bottom of the Think Pair Share worksheet. Move around the room as students are writing to identify strong answers and ask if those students will share their ideas in the discussion.             <ol style="list-style-type: none"> <li>i. Who gets to eat?</li> <li>ii. Who decides who gets to eat?</li> <li>iii. What can those who don't get to eat do to improve their diet situation?</li> </ol> </li> </ol>  |

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| Accommodations/<br>Enrichment | <ul style="list-style-type: none"><li>-Alternate images for frontloading with images. Replace image reveal with the image of the boy with sheep for younger students. Replace political cartoon with image of highway fast foods during frontloading with images to add variety.</li><li>-Differentiated forms of the Think Pair Share and Stations worksheets are created with bolded key instructions.</li><li>-A vocabulary list is created to support students with words they may be unfamiliar with.</li><li>-A differentiated version of the Source in Station 3 has been created with more accessible language.</li><li>-Extension: Instruct students to read the article Food Miles and Farmers: Shortening the distance between farm and table. <a href="https://www.farmanddairy.com/top-stories/food-miles-and-farmers-shortening-the-distance-between-farm-and-table/339405.html">https://www.farmanddairy.com/top-stories/food-miles-and-farmers-shortening-the-distance-between-farm-and-table/339405.html</a> Students can complete the extension worksheet to investigate the role of local food in the global food system.</li></ul> |
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