Hungry for Humanity

Grade Level: 7th

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Purpose/Overview:
Students will gain understanding in the world-wide humanitarian crisis, causes of food insecurity, humanitarian relief efforts by the United Nations to address hunger in Africa, and other human environmental interaction concepts related in geography.

National Geography Standards from *Geography for Life* Geographic Elements & Standards:
Human Systems

Oklahoma Academic Standards for the Social Studies: Grade 7 World Geography: Eastern Hemisphere

OAS 2012	OAS 2019
Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.	Read Critically and Interpret Informational Sources: Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
C.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**4.A.6-8.2** Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.
Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.	Engage in Evidence-Based Writing: Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
B.9 Draw evidence form informational texts to support analysis reflection and research.	**5.A.6-8.2** Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples,

	details) from multiple sources, maintaining an organized, formal structure.
Content Standard 1 The student will analyze data from geographic perspective using the skills and tools of geography.	**7.1** The student will analyze data from a geographic perspective using the skills and tools of geography.
1.1 Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.	**7.1.1** Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
1.2 Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite, and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartograms, contour/relief maps, GIS systems, and diagrams.	**7.1.5** Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.
1.5 Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.	**7.1.6** Describe and analyze the role of geographic factors on current events and issues.
Content Standard 2 The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.	**7.5** The student will compare common physical and human characteristics of regions which create identity or uniqueness and influence people's perceptions of the Eastern Hemisphere.
2.4 Cite specific textual and visual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization.	**7.5.6** Analyze reasons for conflict and cooperation among groups, societies, and countries, including the creation and involvement of supranational organizations.
Content Standard 3 The student will examine the interactions of physical systems that shape the patterns of the Earth's surface in the Eastern Hemisphere.	**7.2** The student will analyze the physical systems of the major regions of the Eastern Hemisphere.

Geographic Themes:
Human systems, Human-Environment Interaction

Objectives:

- Students will identify and understand humanitarian crisis around the world. And the three main categories of humanitarian emergencies as outline by the United Nations World Food Program.

- Students will analyze maps, charts, graphs, and photographs to better understand hunger on an international stage and compare information to local and national statistics.
- Students will explain the United Nation's role and intervention in hunger in Africa.
- Students will research international humanitarian organizations. (during assignment) • Students will gain awareness and collaborate methods to share their knowledge with peers.
- Students will consider community needs and demonstrate proactive citizenship.
- Students will organize a local fundraiser or humanitarian effort in their school.

Materials:

1. Computer/LCD projector (or equivalent)
2. PowerPoint: *Hungry for Humanity*
3. Internet access for each student or small group
4. Textbooks, or books from library with world hunger or child nutrition information (optional)
5. *Hungry for Humanity* Student Handouts
6. Large poster size sheet of paper
7. Markers

Time Frame: **Basic Lesson:** 1- 50 minute period for presentation/ assessment
Enrichment: additional 25 minute period
Extension: 2, Additional 45 minute periods

Procedures:

1. Before the lesson begins, the teacher will provide Student Handouts and rubric #1
2. Teacher will clearly state objectives and expectations for appropriate responses, student involvement, and upcoming assignment.
3. Divide students in pairs or small groups of three.
4. The teacher will begin the PowerPoint presentation. Students will use the Student Handout in conjunction with the PowerPoint.
5. Students will follow directions as teacher instructs in conjunction with the PowerPoint.
6. Enrichment: After presentation, Students will create poster
7. Extension Activity: distribute the following papers to students: Student Hand Out, Project Plan, Rubric #1, and #2
8. Reserve time for discussing conclusions, rationale, and responses and clean up.

Assessment Options:

Teacher should assess with student handout and teacher-led small group discussion. Enrichment activity may include an awareness (small group) "Child Hunger" poster.

Resources: (Images and information)

- http://news.nationalgeographic.com/2015/05/150527-hunger-fao-reportundernourished-hungry/ **(World's Hungriest People Map)**
- www.nytimes/com
- **United Nations World Food Program** http://www.wfp.org/
- http://humanitariancoalition.ca/info-portal/factsheets/what-is-a-humanitarianemergency
- http://www.care.org/impact/our-stories/care-history
- http://www.reliefweb.int/ **(ReliefWeb)**
- *www.globalcorps.com/jobs/ngolist.doc*
- www.ndtv.com **(Nepal Photo)**
- www.annanagurney.blogspot.com **(Ebola map)**
- *ecdc.europa.eu/.../eb. (European Center for Disease Control)*
- www.blogs.ft.com **(monsoon photo)**
- www.6thsocialstudiesmcginty.blogspot.com **(monsoon map)**
- http://abcnews.go.com/International/photos/photos-nepal-earthquake-30579656/image31017425
- www.suggestkeyword.com **(CA forest fires)**
- http://www.wfp.org/hunger/stats **(Hunger Statistics)**
- http://www.wfp.org/hunger/causes
- http://www.un.org/en/globalissues/humanitarian/
- http://www.wfp.org/logistics
- http://www.un.org/millenniumgoals/pdf/MDG_FS_1_EN.pdf
- http://www.un.org/en/sections/priorities/humanitarian-assistance/index.html
- http://www.un.org/apps/news/story.asp?NewsID=46884#.Vestgq97G1s
- https://www.globalpolicy.org/world-hunger/tables-and-charts-on-global-food-aid.html
- www.150527-hunger-fao-report-undernourished-hungry-.svg
- www.wuot.org
- www.raisetherisk.wordpress.com **(poor child photo)**
- www.canafrica.tumblr.com **(African Children starving photo)**
- www.brucemctague.com **CARE**
- www.smashinghub.com
- www.live58.org
- www.okpolicy.org
- www.journalistsresource.org
- www.un.org
- http://www.un.org/en/peacekeeping/operations/past.shtml
- www.isabellewle.edublogs.org
- http://borgenproject.org/5-top-humanitarian-aid-organizations/ • www.coloribus.com
- www.thesocialconscience.com
- www.dailymaverick.co.za

- **www.theguardian.com**

Extension and Enrichment/Simplification:
Extension activity includes textual research of humanitarian organizations, humanitarian emergencies, and world hunger statistics. (This should be teacher monitored if internet is used) Students will organize a class fundraiser or a local citizenship project. Teacher should grade projects on a rubric. The top three highest scoring projects should be placed on a class ballot to allow students to vote on the project which they will be doing. The project should be appropriate and manageable for time available, student age, and size of class/school. To simplify, teacher may downsize the student hand out and cut out the enrichment activity.

Connections (optional):
Geography: Grade 6
Science: Grade 6
World Geography, High School level
Family and Consumer Science

Hungry for Humanity

Student Handout and Enrichment

1. What is a HUMANITARIAN CRISIS?

_____

_____

Three Types of Humanitarian Crisis

2. TYPE	**Examples**

3. What are some push factors for Syrian refugees?

_____

4. Which country is receiving the most refugees from Syria?

_____

5. Do you think this conflict can be easily resolved? Why or Why not?

_____

_____

6. **PHOTO ANALYSIS (photo teacher asks you to analyze)**

SOURCE

Where was this photo taken?	

Is there a date? If so, when?	
Who is the photographer?	

ANALYSIS

People I see in this photograph are:	
Objects I see are:	
What I believe is happening in this photo is…	
I believe the people in this photo feel:	
This is what I predict will happen next:	
One question I have about this photo is:	

7. Using the information on the charts, how would you compare and contrast Food Insecurity statistics in Oklahoma, the United States and the world?

_____

_____

8. Which two continents are most affected by hunger?

_____

9. Why is food insecurity more prevalent in developing countries than it is in developed countries?

_____

10. What are some of the major roles of the United Nations (UN)?

_____

_____

11. List two UN humanitarian organizations.

_____

12. What impact do you think the UN has made on hunger in Africa? _____

_____

13. What can you do to help efforts to end world hunger?

_____

14. What are needs in your community?

_____

15. Which need so you feel affects your school the most? Why?

_____

16. **Enrichment Activity:**

You and your partner/small group will create a Child Hunger awareness poster (can be state, national, or international), a World Hunger Awareness poster, or a Child Nutrition poster. Be sure to research information and statistics in a textbook or on the internet that will make your poster more informative. It is important to think of a slogan and use color which will draw the attention of your peers. The rubric for this assignment is attached.

Hungry for Humanity

Enrichment Activity (Poster) Rubric

Task	Pts. Possible	Pts. Earned
Student handout is complete and answered correctly	**1-48 (3 pts. Per question)**	
Poster is Informational- (Has at least two-five accurate statistics)	**1-10**	
Poster is Creative	**1-10**	
Poster is neat, attractive, and complete	**1-10**	
Obvious effort and consideration was used in this project	**1-10**	
Student actively participated in the project, completed his/ her task, and collaborated with peers during this assignment	**1-12**	

Total Points Earned	**100**	

Comments:

Hungry for Humanity Extension Project

You and your small group will plan a fundraiser or drive for your school. Remember your focus is food and hunger. You have two class periods to complete your Project Action Plan and your Poster. If you choose to do a food drive, you will need to include why you are doing it, and find some local statistics to include on your poster. For a fundraiser to raise money to donate to an international organization, you will need to discuss what you have learned about food Instability and conduct some additional research on the international humanitarian organizations such as CARE or UNICEF.

Date: _____ Hour: _____ Project Due: _____

Team Member Names: _____

1. Which organization are we donating to?

_____

2. We chose this organization because:

_____

3. After researching our chosen organization we found that some of the humanitarian efforts include:

_____

in countries such as:

_____.

4. Chose one country this organization sends aid to. This will be a focus of your campaign.

_____

5. Major humanitarian emergencies here include:

_____.

6. The fundraiser we would like to do for this project is:

_____.

7. Tentative date for event:

_____

8. Location of event: _____

9. Your slogan should reflect a combination of your organization, your event and your country…. is (example "Hoops for Haiti" or "Serious about Syria") Our slogan for the event:

_____

10. Projected expenses$$/ Donations (What you will have to buy or have donated, food, decorations, etc.)

Expense	**Amount**

Total Amount of projected expense: $ _____

Other things we will need, or will have to plan ahead include (tables, music, flyers, etc.):
1. 2.
3. 4.
5.
6.

11. We will lead the fundraiser with our sponsor, but we plan to include everyone in our class by:
_____
_____

12. Each member of our small group will have responsibility. Here is what each person will be responsible for:

Name					
Responsibilities					

13. Our monetary goal for this fundraiser is: $_____

14. All donations will go to
_____

15. People we will ask to help or donate.

Name and requests:
1. 2.
3. 4.
5. 6.
7. 8.
9.

10.

Poster Sketch

Research information:

Research sources:

Additional information:

Extension Activity Rubric

Task	Pts. Possible	Pts. Earned
School Project paperwork is organized, neat, and complete	**1-20**	

School project is manageable and affordable (project and donations are realistic)	**1-20**	
School project involves every person in class (everyone can be actively involved)	**1-20**	
School project is well thought out and appropriate for community, grade level and time available	**1-20**	
Poster(created to advertise this event) is creative, neat, organized and informational	**1-10**	
Each member of this small group has been treated with respect at all times by his or her group peers, as a valued member.	**1-10**	
Total Points Earned	**100**	