

NAME: _____

World Snapshot

DIRECTIONS:

You have \$500 to spend. You MUST purchase food, clothes and shelter. Once you are done making your selections, answer the follow-up questions at the bottom. Select a spokesperson that will share with the class. You will have 10 minutes to make your selections and answer the conclusion questions.

Circle the country you were assigned: United States Ireland Indonesia

Food

United States	\$32.76
Ireland	\$98.41
Indonesia	\$247.61

Clothing

Tuxedos and ballgowns	\$ 160.45
T-shirts and jeans	\$ 127.61
Potato sacks with pockets	\$ 78.52
Potato sacks without pockets	\$ 50.37

Shelter

Large brick house	\$ 301.21
Small brick house	\$ 261.84
Straw hut	\$ 197.54

1. How much money did you spend?

2. How much money do you have left?

3. Why did you make the selections you did for your food, clothing and shelter?

4. How much money did you have left over? What did you choose to do with the remaining money?



Who Is Hungry?

Part 1

DIRECTIONS:

Using the infographic available at https://docs.wfp.org/api/documents/WFP-0000071530/download/?_ga=2.90932957.634527746.1537992219-54342706.1534776277, complete the activity below to better understand world hunger.

What does undernourishment mean?



The number of people that do not get enough to eat.

Using the map provided, color, label and place a ★ on three countries in each of the following undernourishment categories: very low, moderately low, moderately high, high and very high.



Create a key/legend for your map here:

How do you think undernourishment affects students in these countries?

HINT: A key/legend tells you what everything means on a map. (Ex. colors and country name.)

Aligned to the following standards:
 FFA.PL-A; FFA.PG-G; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N;
 CCSS.ELA.RI.9-10.4; CCSS.ELA.RI.9-10.8; CCSS.ELA.SL.9-10.1;
 CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4; CCSS.ELA.RST.9-10.7;
 CCSS.ELA.WHST.9.10.4; MP1; MP3; MP5; MP6: CRP.02;
 CRP.04; CRP.07; CRP.11

Part 2

DIRECTIONS:

Using the paper provided, create an infographic about world hunger that you can share in your school to educate others about the global problem. Go on a webquest to research the following information to include in your infographic:

1. What is hunger?
2. What causes hunger?
3. Where does hunger exist?
4. Who experiences hunger?

**Remember that infographics are mostly pictures, are brightly colored and are informative for those that do not know anything about the topic. Use the space below to brainstorm ideas and take notes before developing your final product.

NOTES AND IDEAS:

INFOGRAPHIC RUBRIC			
Criteria	Below Average (0–1 points)	Average (2–3 points)	Above Average (4–5 points)
Knowledge	Work shows little to no understanding of the topic.	Work shows some understanding of the topic.	Work shows excellent understanding of the topic.
Quality	Work is very low quality with little evidence of effort.	Work shows some effort and is mostly neat.	Work shows excellent effort and is of high quality.
Instructions	Student did not follow instructions for the task.	Student followed some of the instructions.	Student followed all instructions for the task.
Timeliness	Work was submitted more than one day late.	Work was one day late.	Work was submitted on time.
			Total

Aligned to the following standards:
FFA.PL-A; FFA.PG-G; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N;
CCSS.ELA.RI.9-10.4; CCSS.ELA.RI.9-10.8; CCSS.ELA.SL.9-10.1;
CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4; CCSS.ELA.RST.9-
10.7; CCSS.ELA.WHST.9.10.4; MP1; MP3; MP5; MP6; CRP.02;
CRP.04; CRP.07; CRP.11

Hunger Infographic

With such a large percentage of the world being hungry, what suggestions do you now have to help feed the growing population? Describe your thoughts in three or more sentences.

Why Are People Hungry?

Aligned to the following standards:

FFA.PL-A; FFA.PG-G; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N;
CCSS.ELA.RI.9-10.4; CCSS.ELA.RI.9-10.8; CCSS.ELA.SL.9-10.1;
CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4; CCSS.ELA.RST.9-10.7; CCSS.ELA.WHST.9.10.4; MP1; MP3; MP5; MP6: CRP.02; CRP.04; CRP.07; CRP.11

Part 1

DIRECTIONS:

Read the following passage and then choose the best answer for each multiple choice question.

Does the world produce enough food to feed everyone?

The world produces enough food to feed everyone. For the world as a whole, per capita caloric availability and food diversity (the variety of food groups in a diet) have increased between the 1960s and 2011 (FAO, 2017). This growth in food availability, along with improved access to food, helped reduce the percentage of chronically undernourished people in lower-middle-income countries from about 30 percent in the 1990-92 to about 13 percent two decades later (FAO, 2017). A principal problem is that many people in the world still do not have sufficient income to purchase (or land to grow) enough food or access nutritious food. This is an element of "food security". The FAO defines *four dimensions of food security*, all of which must be fulfilled simultaneously, for food security to exist. The four dimensions are: 1) physical availability of food, 2) economic and physical access to food, 3) food utilization, and 4) the stability of those other dimensions over time.

**Passage from Hunger Notes: 2018 World Hunger and Poverty Facts and Statistics

1. In the second sentence the word "caloric" means what?

- a. The number of calories of heat available
- b. The number of calories available for consumption
- c. The number of cows available to consume



2. What does the phrase "chronically undernourished" mean?

- a. They have a lot of food.
- b. They have a large amount of nutrition.
- c. They severely lack the nutrition required for their diet.

3. If a person has "sufficient income" what does that mean?

- a. A person has enough money coming in to meet their needs.
- b. A person does not have enough money coming in to meet their needs.
- c. A person does not spend their money thoughtfully.



4. "The FAO defines the four dimensions of food security, all of which must be fulfilled simultaneously, for food security to exist." What does the underlined portion mean in this sentence?

- a. The four dimensions must be listed together when reading.
- b. The four dimensions must all be met for food security.
- c. Food security can exist with only one of the dimensions.

In one to three sentences, write exactly how you would explain the above passage to your grandma or grandpa, or someone more than 60 years old, so he or she could understand.

Part 2

DIRECTIONS:

Identify the four dimensions of food security below.

Does the world produce enough food to feed everyone?

The world produces enough food to feed everyone. For the world as a whole, per capita caloric availability and food diversity (the variety of food groups in a diet) have increased between the 1960s and 2011 (FAO, 2017). This growth in food availability, along with improved access to food, helped reduce the percentage of chronically undernourished people in lower-middle-income countries from about 30 percent in the 1990-92 to about 13 percent two decades later (FAO, 2017). A principal problem is that many people in the world still do not have sufficient income to purchase (or land to grow) enough food or access nutritious food. This is an element of "food security". The FAO defines **four dimensions of food security**, all of which must be fulfilled simultaneously, for food security to exist. The four dimensions are: 1) physical availability of food, 2) economic and physical access to food, 3) food utilization, and 4) the stability of those other dimensions over time.

Physical AVAILABILITY of food	Food availability addresses the "supply side" of food security and is determined by the level of food production, stock levels and net trade.
Economic and physical ACCESS to food	An adequate supply of food at the national or international level does not in itself guarantee household level food security. Concerns about insufficient food access have resulted in a greater policy focus on incomes, expenditure, markets and prices in achieving food security objectives.
Food UTILIZATION	Utilization is commonly understood as the way the body makes the most of various nutrients in the food. Sufficient energy and nutrient intake by individuals is the result of good care and feeding practices, food preparation, diversity of the diet and intra-household distribution of food. Combined with good biological utilization of food consumed, this determines the <i>nutritional status</i> of individuals.
STABILITY of the other three dimensions over time	Even if your food intake is adequate today, you are still considered to be food insecure if you have inadequate access to food on a periodic basis, risking a deterioration of your nutritional status. Adverse weather conditions, political instability, or economic factors (unemployment, rising food prices) may have an impact on your food security status.

What are the four dimensions needed for food security to exist?

1. _____
2. _____
3. _____
4. _____

DIRECTIONS:

By drawing a line, match the term with the appropriate picture and common phrasing.



Physical Availability of Food

Having consistent access, funds and ability to purchase healthy and nutritious food



Economic and Physical Access to Food

Having the money and ability to purchase food



Food Utilization

Sufficient production of food



Stability Over Time

How the body uses nutrition and having good diet diversity

Select one of the four dimensions of food security and create a one-minute speech to describe that dimension to the class. Write what you are going to say in this box so you are prepared. Be sure to answer the following questions in your speech: (1) What is the area you are covering? (2) why does this dimension need to be fulfilled to ensure food security? and (3) what does this look like in the U.S.?

Rubric — Why Are People Hungry?

Qualification	Very strong evidence of skill is present (5–4 pts)	Moderate evidence of skill is present (3–2 pts)	Weak evidence of skill is present (1–0 pts)	Total Points (20 possible)
Presentation Skills	Thorough and maintains eye contact	Somewhat professional and some preparation shown.	No evidence of preparation	
Three Questions Covered	All three questions were covered thoroughly.	At least two questions were covered.	One question was covered.	
Time	One minute or more	Between 30 seconds and one minute	Under 30 seconds	
Overall Impression	Presentation was complete and well thought out.	Presentation was organized but lacked polish.	The presentation was not well-developed.	
			Total	

Appendix 1: Bell Ringers & Exit Tickets Worksheet

Name: _____
Week of: _____

Period: _____
Class: _____

BELL RINGER ACTIVITY

Monday, _____ Question: Answer:	Tuesday, _____ Question: Answer:
Wednesday, _____ Question: Answer:	Thursday, _____ Question: Answer:
Friday, _____ Question: Answer:	

EXIT TICKETS

Week of _____

Monday, _____ Question: Answer:	Tuesday, _____ Question: Answer:
Wednesday, _____ Question: Answer:	Thursday, _____ Question: Answer:
Friday, _____ Question: Answer:	Summarize the learning objectives for the week.

**Worksheet modified from a resource created by Chasten Bear, Indianapolis Classical School, Indianapolis, Ind.*