

Lesson Overview

Grade Level	High School Level
Subject	World Politics
Lesson Summary	High school students play a crucial role as consumers in our food system. By understanding its challenges, they can take action to foster a nutritious and sustainable food environment.
Standards	Common Core Standards CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-Literacy.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. CCSS.ELA-Literacy.W.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CCSS.ELA-Literacy.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.9-10.6

	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Focus Pulitzer Center news story/stories	“The Government Spends Millions To Open Grocery Stores in Food Deserts. The Real Test is Their Survival.” by Molly Parker and Julia Rendleman “The Processed Food Fight” by Amos Zeeberg “This ‘Super Banana’ Was Designed To Save Lives. Will It Matter That It’s Orange?” by Agostino Petroni “How Uyghur Forced Labor Makes Seafood That Ends Up in School Lunches” by Ian Urbina “Adapting Our Food System to a Changing Climate” by Michelle Lotker “How an American Meat Broker Is Fueling Amazon Deforestation” by Sasha Chavkin
Notes on Context	My students vary in reading comprehension abilities. Chunking text and using graphic organizers help them process complex material.

Lesson Plan

Lesson Objective(s) or Essential Question(s)
What does a healthy and sustainable food system look like, and how can we move toward it?
Focus Pulitzer Center News Story/Stories
Food Access: “The Government Spends Millions To Open Grocery Stores in Food Deserts. The Real Test is Their Survival.” by Molly Parker and Julia Rendleman “The Processed Food Fight” by Amos Zeeberg Food Production: “This ‘Super Banana’ Was Designed To Save Lives. Will It Matter That It’s Orange?” by Agostino Petroni “How Uyghur Forced Labor Makes Seafood That Ends Up in School Lunches” by Ian Urbina Environmental Impacts: “Adapting Our Food System to a Changing Climate” by Michelle Lotker “How an American Meat Broker Is Fueling Amazon Deforestation” by Sasha Chavkin
Materials
• Slide deck • Food map questions • Graphic Organizer ○ Sample student work included in slide deck • Sample student Instagram carousels 1, 2, and 3 • Instagram Post Rubric
Lesson Steps
DAY 1: What is a healthy food system? Warm-Up Discussion Questions: 1. What did you eat for dinner yesterday? 2. Pick one item you ate and trace it back to where it was grown. You can write it, create a diagram, or use images or symbols.

Example: I ate spaghetti with meatballs for dinner last night. The pasta is made from wheat, likely grown on a farm in the Midwest. The wheat is processed on the farm and turned into a grain/powder to be shaped into noodles. Once the noodles are made, they are packaged and shipped to a distribution center. The package of noodles eventually made it to my grocery store, where I purchased it for my dinner.

Introduction to the lesson:

Place the term "Food Systems" on the board and ask students to work in pairs to create a definition. Gather all the key ideas they come up with regarding what this term means (likely something related to the many hands and processes involved in food production). Share the definition of Food Systems as "the networks necessary to produce and transform food, ensuring it reaches consumers" (wfp.org).

Display and pass out the [Food Systems Map handout](#) with students. The food map and some of the questions used to analyze the map were taken from [nourishlife.org](#):

1. Who do you think has the most power to influence our food? Why?
2. Where in this food system map could a person's health be affected positively or negatively?
3. If you were to focus on the health of individuals, which part of the food system would you focus on?
4. How can communities exercise more control over the food they eat?

Allow students to share their responses in pairs, then ask them to share with the class.

Ted Talk Video:

Watch the video ["Re-Thinking Food: Transforming Food Systems for People and Planet"](#) by Frank Eyhorn. While watching, students will answer the following questions. These questions are also added to the previous handout:

1. What issues exist in our current food system?
2. How does the food system impact the environment?
3. According to Frank Eyhorn, what solutions could help improve the food system?
4. How does our current food system impact our health?

Summary:

1. What did you learn about our food system?
2. How is our health impacted by the food system?

DAY 2: Investigating Problems in Our Food System

Warm Up Discussion Questions:

1. What challenges do we currently have in our food system?
2. Based on the video and map we viewed yesterday, how can consumers take more control of their food choices?
3. What lingering questions do you have about our food system?

Jigsaw Activity:

1. Students will independently read one of the news stories and complete the attached [graphic Organizer](#) to process their understanding of the issues discussed in the article.
2. After time has been provided to read and complete the graphic organizer, students will group up based on the article they read and share their findings.
3. Students will then pair up with someone who has read a different news story and share the significant issues, challenges, and solutions identified. This step will be repeated an additional time.
4. Discuss how these issues are interconnected as a whole class and identify any overarching themes affecting our food system. Ask the students to determine how the food system impacts public health.
5. Students will then chart their findings and connections onto a teacher-created Padlet.

The Padlet will present significant findings in a visually appealing, organized, and digitally accessible manner. Each student will be responsible for creating three posts on the Padlet:

1. In one of the columns (food access, food production, or environmental impact), identify an issue mentioned in the news story you read and include a relevant image, statistic, or quote from it.
2. In the Solutions column, identify a proposed solution from the article or one you have developed yourself.
3. Under someone else's post regarding an issue or solution, ask questions or provide a connection related to the news story you read or something you have witnessed or experienced in your community.

Summary:

What role do we have in supporting a healthy food system?

DAY 3: Proposing a Solution

Warm Up Discussion Questions:

1. What are some actions we can take to help support a healthier food system?
2. Why is it important to take action in supporting a healthy food system? If we don't make changes what are the consequences?

Using [Canva](#), students will create an Instagram carousel highlighting a significant finding regarding problems in our current food system and proposing action/s consumers can take to support a healthy food system.

1. The first image must contain an eye-catching image and text.
2. The following images and text should identify a problem with our current food system, discuss the impact this system has on public health, and propose a solution that consumers can implement to promote a healthy food system.
3. The caption should explain why we should care about our food system. This may include information from the stories they read, ways in which food choices impact health and the environment, and encouragement to make choices that support health, community well-being, and sustainability.
 - a. [Draft Example](#)
4. [Assessment Rubric](#)

Students will evaluate each other's posts and vote for the most compelling Instagram post to promote a healthier food system and grab their community's attention. The top three voted Instagram posts will be uploaded to the school's Instagram page.

Summary:

1. What does a healthy and sustainable food system look like?
2. How can we move towards creating a healthier and more sustainable food system?

Performance Task(s)
• Class discussions • JigSaw Activity with completed graphic organizer • Charting information from articles onto a Padlet
Assessment
• Student created Instagram carousel