

# ABE UNIT—Community Food Security: What Part Do We Play in Our Current Food Systems?

<b>Class Level</b>	Level C (5.0-6.9)
<b>Anticipated Time in Hours</b>	20 hours
<b>Anticipated Time in # of Weeks</b>	3
<b>Author</b>	Dani M. Scherer
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## Rationale

The town of Ware fulfills some of the criteria of a “food desert” because of limited food accessibility and public transportation, resulting in implications for student health. This unit has the potential to improve the lives of members in the community by connecting community resources with community needs and creating awareness of food systems, food security, and food justice. Thus, it combines both social studies and science content.

## Unit Goal/Culminating Assessment

Students will gather and read diverse digital and print sources in order to understand the factors affecting food access in their own communities and the solutions to improve it. Students will demonstrate their knowledge by working in groups to produce brochures that share what they learned about local and national food systems. Each group’s brochure will relate to one of the main topics: Environment, Economy, and Nutrition. The brochure that will be shared with fellow community members. The teacher will use a rubric to give feedback.

## Essential Questions

1. Would changing the way we produce and consume food change our environmental impact? (ENVIRONMENT)
2. Who gets wealthy off our current food production system? (ECONOMY)
3. What is the connection between health care crises and the food we eat? (NUTRITION)

## Social Studies/Science Objectives

*By the end of the unit, students will be able to:*

### ENVIRONMENT

- list at least four pros and cons for farming organically or farming conventionally.
- cite three environmental differences between small scale and industrial food production.
- brainstorm approaches to solve some of the environment problems they uncover in their research.

### ECONOMY

- name three sectors that benefit from industrial agricultural production.
- name three sectors of the population who benefit from small scale agricultural production.
- discuss, using examples, solutions to case studies of small farming communities.

### NUTRITION

- identify three common diseases linked to nutrient deficiencies
- identify three primary changes that Americans can make to their diets to combat disease.
- discuss, using examples, approaches and strategies that can help Americans make changes to their diet.

ELA CCR Standards	Unit Objectives
<b>Priority Standards</b>	
<p><b>W2C</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	<ol style="list-style-type: none"> <li>Write a short informative text of 1 paragraph on a section of the brochure, that includes: <ul style="list-style-type: none"> <li>A clear heading</li> <li>A clear introductory sentence that states the main idea</li> <li>At least 3 facts that support the main idea</li> <li>At least 2 vocabulary words from this unit and 2 vocabulary words from previous units</li> <li>A sound conclusion</li> </ul> </li> </ol>
<p><b>R4C</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.</p>	<ol style="list-style-type: none"> <li>Determine the meanings of specific Tier 2 and Tier 3 words in readings related to food security.</li> </ol>
<p><b>R8C</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s).</p>	<ol style="list-style-type: none"> <li>Use a graphic organizer to map the reasons and evidence presented by an author to specific points being made about food security.</li> </ol>
<p><b>W6C</b> With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<ol style="list-style-type: none"> <li>Type a paragraph of the final version of a group section of a brochure into a Word document.</li> </ol>
<p><b>W8C</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<ol style="list-style-type: none"> <li>Make and organize notes from at least 3 resources related to food security, listing resources.</li> </ol>
<b>Secondary Standards</b>	
<p><b>R1C</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ol style="list-style-type: none"> <li>Cite resources explicitly during class discussions about food security and on the brochure.</li> </ol>
<p><b>SL1C</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussion and carry out assigned roles.</li> </ol>	<ol style="list-style-type: none"> <li>Collaborate effectively with others to discuss food security topics and a project plan.</li> </ol>
<p><b>L1C</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ol>	<ol style="list-style-type: none"> <li>Draft, revise, and edit sentences in the brochure for adherence to English conventions, clarity, interest, and style.</li> </ol>
<p><b>L2C</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p><b>L3C</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p><b>W5C</b> With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ol style="list-style-type: none"> <li>Use the writing process to develop a paragraph for the group brochure panel about food security; incorporate student and teacher feedback into to own writing.</li> </ol>

## Suggested Vocabulary Words

### Tier 2

crop  
agriculture  
pasture  
benefit/beneficial  
dilemma  
industrial  
sustainable  
diversity

### Tier 3

genetically-modified food  
biodiversity  
photosynthesis  
subsidies  
fossil fuels  
organic  
hybrid

[Teacher may determine other vocabulary as needed.]

## Student Texts

- **Pollan, Michael. *The Omnivore's Dilemma* 2015 (Young Reader's edition).**  
Reading Level C (GLE 4-7; Lexile 930).
  - Publisher: Dial Books
  - ISBN-10: 1101993839
  - ISBN-13: 978-1101993835
  
- **Small groups will identify further readings.**

## Other Materials and Resources

- Project Rubric (attached)

## Additional Activities

- Visit the local Food Bank for the *Making Ends Meet* presentation.
- View *Food INC* [Video]

## Suggested Instructional Sequence

Day	Vocabulary (& Close Reading)	Project Work
1	<p>Read introduction to <i>Omnivore's Dilemma</i>. Use text to answer: What is the omnivore's dilemma?</p> <p>Close reading: Model close reading and using post-it notes to tab information that answers the question.</p>	<p><b>Self-assessment:</b> "What's most important to me about this topic?"</p>
2	<p>Vocabulary introduction: Self-assessment</p>	<p><b>Introducing final project:</b> Students assess a variety of brochures; group brainstorm: what worked, what features do we want to make sure we include in our brochures?</p>
3	<p>Vocabulary practice: matching game, cross word, and making flashcards.</p>	<p><b>Draft, edit, and sign group work contracts.</b></p>
4	<p>Vocabulary quick review (brief)</p>	<p><b>Mapping reasons and evidence to main points, 1:</b> As a class, complete a graphic organizer for one chapter. Assign chapters to each group and have them read and start completing a graphic organizer on chart paper.</p>
5	<p>Vocabulary assessment</p>	<p><b>Mapping reasons and evidence to main points, 2:</b> Groups finish graphic organizer and share with class. Group evaluation</p>
6	<p>Vocabulary reinforcement: Listen for words during guest lecture; use during group work.</p> <p>Guest Lecture and Science experiment: "Organic vs. Non- Organic Horticulture research project".</p> <p>Fill in pro and con (organic and conventional) graphic organizer.</p>	<p><b>Online research:</b> Students find resources on teacher-identified websites</p>
7	<p>Introduce new vocabulary set: Self-assessment</p>	<p><b>Making a Notes Chart, 1:</b> Teacher models how to make a notes chart (with a column for each source), and then students fill in one column while reading one of their sources.</p>
8	<p>Vocabulary practice: matching game, cross word and making flashcards.</p>	<p><b>Making a Notes Chart, 2:</b> Students complete 2 more columns independently, reading two more of their resources.</p>
9	<p>Vocabulary practice</p>	<p><b>Synthesis and Outline:</b> Students bring knowledge back to group to compile a summary of key points related to</p>

Day	Vocabulary (& Close Reading)	Project Work
		topic/brochure. Each group makes an outline or map of what they want to include in their brochure, keeping track of the sources of the information. They decide who will write which parts, making sure everyone has an equal part.
<b>10</b>	Vocabulary Assessment	<b>Writing sentences:</b> Lesson on writing a clear paragraph from an outline. Individuals draft a paragraph related to one section of the brochure they are individually responsible for. Group evaluation.
<b>11</b>	Vocabulary review: Review as a class. Incorporate at least 2 words from current unit and 2 words from past units into brochure section.	<b>Individual Writing:</b> Groups peer-review paragraphs written in previous lesson, paying particular attention to sentence structure and clarity. Individuals revise paragraphs.
<b>12</b>	Vocabulary assessment: Assess vocabulary application in brochure.	<b>Group Writing:</b> Groups check to make sure the brochure is flowing the way they want. They submit all sections for teacher review using the Project Rubric.
<b>13</b>		<b>Typing:</b> Groups revise their section as needed, and then type it into a brochure template set up at a computer. Each member types his/her part. Then they upload their picture/graphics.
<b>14</b>		<b>Unit conclusions, implications, and journaling.</b> Where do I fit in this? What will I change? What will I keep the same?  <b>Catch up as needed.</b>
<b>15</b>	Use vocabulary words in the presentations.	<b>Present brochure</b> to other members of the Ware Adult Learning Center.  <b>Complete group and self-reflection activity.</b>

## **ASSESSMENT PLAN: *Community Food Security***

Students will gather and read diverse digital and print sources in order to understand the factors affecting food access in their own communities and the solutions to improve it. Students will demonstrate their knowledge by working in groups to produce brochures that share what they learned about local and national food systems. Each group’s brochure will relate to one of the main topics: Environment, Economy, and Nutrition. The brochure that will be shared with fellow community members. The teacher will use a project rubric based on Writing Anchor 2 (see attached) to give feedback on the brochures.

<b>Objectives based on CCR Standards</b>	<b>Assessments</b>
<p>1. Write a short informative text of approximately 3 paragraphs on the unit topic, that includes:</p> <ul style="list-style-type: none"> <li>• A clear introduction to the topic</li> <li>• Well organized, bulleted information</li> <li>• Clear headings</li> <li>• At least 2 definitions</li> <li>• At least 3 other facts that support a clearly stated main idea</li> <li>• At least 3 vocabulary words from this unit and 3 vocabulary words from previous units</li> <li>• A sound conclusion</li> </ul>	Rubric item
<p>2. Determine the meanings of specific Tier 2 and Tier 3 words in readings related to food security.</p>	Vocabulary assignments; Rubric
<p>3. Map the reasons and evidence presented by an author to specific points being made about food security.</p>	Students submit a graphic organizer demonstrating their ability to identify the reasons/evidence presented by an author to make a particular point in a text.
<p>4. Type a paragraph of the final version of own section of a brochure into a Word document.</p>	Must do as part of project
<p>5. Make and organize notes from at least 3 resources related to food security, listing resources.</p>	<p>Throughout the unit, students construct a 3-column note chart (at least) with the information they are finding from their sources (one column per source X one row per question). After 1-2 lessons, individual students submit an article that they have read and taken notes on. Teacher reviews this informally to assure that the student has appropriately paraphrased instead of copying word for word from their source.</p> <p>At the end of the unit, groups submit a 3-column note chart (at least) with the information they found for each source, related to key questions. They list the sources used in the chart. (The information in the brochure panel comes from these sources.)</p>

<p>6. Collaborate effectively with others to discuss food security topics and a project plan.</p>	<p>Students develop a small group contract where they designate roles and expectations. Students fill out an informal student evaluation for each other each week and at the end of the unit.</p>
<p>7. Draft, revise, and edit paragraphs in the brochure for adherence to English conventions, clarity, interest, and style.</p> <p>Use level-appropriate capitalization, punctuation, and spelling in a paragraph developed for the group brochure.</p>	<p>Rubric item</p>
<p>8. Cite resources explicitly during class discussions about food security.</p>	<p>Informal classroom observation</p>
<p>9. Use the writing process to develop a paragraph for the group brochure about food security; incorporate student and teacher feedback into to own writing.</p>	<p>Portfolio</p>
<p><b>Content Objectives</b></p>	<p><b>Assessments</b></p>
<p><b>ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>list at least four pros and cons for farming organically or farming conventionally.</li> <li>cite three environmental differences between small scale and industrial food production.</li> </ul> <p><b>ECONOMY</b></p> <ul style="list-style-type: none"> <li>name three sectors that benefit from industrial agricultural production.</li> <li>name three sectors of the population who benefit from small scale agricultural production.</li> </ul> <p><b>NUTRITION</b></p> <ul style="list-style-type: none"> <li>identify three common diseases linked to nutrient deficiencies</li> <li>identify three primary changes that Americans can make to their diets to combat disease.</li> </ul>	<p>Exit tickets at the end of the small group presentation on each topic.</p>
<p><b>ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>brainstorm approaches to solve some of the environment problems they uncover in their research.</li> </ul> <p><b>ECONOMY</b></p> <ul style="list-style-type: none"> <li>discuss, using examples, solutions to case studies of small farming communities.</li> </ul> <p><b>NUTRITION</b></p> <ul style="list-style-type: none"> <li>discuss, using examples, approaches and strategies that can help Americans make changes to their diet.</li> </ul>	<p>Required section of brochure (“Proposed Solutions”)</p>

**Unit: Community Food Security**

**PROJECT RUBRIC**

To be completed for each student's section of the brochure

<b>CATEGORY</b>	<b>(4) Excellent</b>	<b>(3) Good</b>	<b>(2) Almost</b>	<b>(1) Not Yet</b>
<b>Organization</b>	The author organizes and formats the content in a way that makes it user-friendly and attractive. All of the following are handled well:	The author organizes and formats the content for ease of use. Most of the following are handled well: <ul style="list-style-type: none"> <li>• A clear introduction to the topic</li> <li>• Well organized, bulleted information</li> <li>• Clear headings</li> <li>• Clearly stated main idea(s)</li> <li>• At least 3 supporting details</li> <li>• A sound conclusion</li> </ul>	The author has started to organize and format the content, but more work is needed. Some of following are included:	It is difficult for the reader to follow this section of the brochure. The following required components are missing.
<b>Content</b>	The brochure section accurately presents the required information.	The required information is presented and is mostly accurate.	The material contains inaccurate information and not enough information to inform the reader.	The material contains incorrect information or not enough information to be helpful.
<b>Word Choice</b>	The brochure panel uses strong vocabulary, including at least 2 vocabulary words from this unit and 2 vocabulary words from previous units.	The brochure panel uses mostly strong vocabulary, including some new (1-3) vocabulary terms.	The brochure panel uses strong vocabulary in places, but may not use any new vocabulary terms.	The brochure panel does not use appropriate vocabulary for the task.
<b>Writing Conventions</b>	All of the writing is in complete, clear, and interesting sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is in clear and complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
<b>Sources</b>	At least 2 sources are cited and online sources have a working link.	2 sources are cited.	1 source is cited.	0 sources are cited.