



LEVEL: 8<sup>th</sup> Grade

SUBJECT: Language Arts/History

LESSON 1

**Materials Needed:**

Internet Access

PowerPoint

Slide Handouts

Academic Notebooks

**Procedures:**

1. Hook: Students will watch a four minute video clip detailing the issues surrounding the hunger crisis in Africa. After watching the clip, ask the students to complete a think-pair-share with a partner. Take a few moments for a group discussion to share overall impressions. [http://news.bbc.co.uk/2/hi/in\\_depth/africa/2006/africa\\_food\\_crisis/default.stm](http://news.bbc.co.uk/2/hi/in_depth/africa/2006/africa_food_crisis/default.stm) "Reports on the food crisis in Africa"
2. PowerPoint slides: The students will examine a map and three key images related to poverty, aids, and drought in Africa. These slides will serve as a means to assess students' prior knowledge and to begin to develop new understandings.
  - a. Give copies of the slides to partners and begin the presentation.
  - b. Review the instructions on the first slide together. The partners will have five minutes to examine each slide. They must record their observations and questions.
  - c. After the students have recorded their thinking for all the slides, ask them to highlight one observation and one question they would like to share with the class. Lead a group discussion.
3. Have the students to respond to the activity in their academic journals.



LEVEL: 8<sup>th</sup> Grade

SUBJECT: Language Arts/History

LESSON 2

**Materials Needed:**

Article printed on 11 x 13 paper for each pair of students and blow up of the first section of the article on chart paper

"Africa's hunger – a systemic crisis"

<http://news.bbc.co.uk/2/hi/africa/4662232.stm>

Dictionaries

Academic Notebooks

**Procedures:**

1. Write the title of the article on the board. Ask the students to predict what type of information they expect to find in this piece and what a "systemic crisis" may mean.
2. Complete a think aloud, reading the first section of the article to the students. Model how to code the text, marking the following:
  - a. Surprising facts (!)
  - b. Inferences (I)
  - c. Questions (?)
  - d. Difficult Vocabulary (circle)
3. Assign partners, providing each pair with a copy of the article and a dictionary. The partners should read one paragraph at a time, stopping to code it. Have them work their way through the entire piece. While the partners work, you can provide support through roaming conferences.
4. As a group, complete a few whipshares around the room. Share something that surprised you, something you want to know more about, and the most important thing you learned.
5. Ask the students to complete a quickwrite, explaining their current understanding of the problems in Africa. This can serve as their exit slip and provide you with formative assessment information.



LEVEL: 8<sup>th</sup> Grade

SUBJECT: Language Arts/History

LESSON 3

**Materials Needed:**

Laptops or computers with internet access

Academic notebooks

Printer

\*This lesson may require an extended period or may be split into two periods.

**Procedures:**

1. Assign each student one of three countries: Malawi, Zimbabwe, or Somali. Exploring the information about their country will give them an opportunity to learn more about Aids, drought, or political factors that affect the people of Africa. Have them go to the “Mapping the Crisis” section on the internet site. [http://news.bbc.co.uk/2/shared/spl/hi/africa/05/crisis\\_map/html/1.stm](http://news.bbc.co.uk/2/shared/spl/hi/africa/05/crisis_map/html/1.stm)
2. Ask each student to record their country’s name on the top of a page in their academic notebook.
3. Have them read the introduction, study the map, record key facts.
4. The students will then click on their country and record information about the number of people who need help and the underlying reasons for hunger in the area.
5. Finally, the students will find a link at the bottom of their map that will take them to a related story. Each of these is a photo album with accompanying text or an article relating personal stories. As they examine the pictures and read the text, they should collect key information about the difficulties these people face.
  - a. Malawi: “One Village’s battle with Aids” (link at bottom of map facts)
  - b. Zimbabwe: “Dumped in Villages” (Link at bottom of map facts)
  - c. Somali: “ In pictures: Somali drought” (Click on article link at bottom of map facts then go to link for the day in pictures in the side bar)
6. When they have finished, ask the students to choose what they consider to be the most powerful image and print it. At the bottom of the image, ask them to record why they chose this picture.

7. Place the students in groups of three so that each country is represented. Ask them to take turns sharing the facts they collected and explaining the significance of the image they chose.
8. Have students write a learning log entry, detailing their current understanding of the issues contributing to the hunger crisis.



LEVEL: 8<sup>th</sup> Grade

SUBJECT: Language Arts/History

EXTENSION

Ask students to work individually or in small groups to develop a presentation for their advisory. The presentation should last approximately ten minutes, provide basic facts about the crisis in Africa, and include both a visual and oral component. The students can produce PowerPoints, posters, brochures, persuasive essays, poems, scripts, etc. When the partners have agreed on the basic components of their presentation, conference with them to develop a project specific rubric and provide guidance. After the class has presented the information to their advisory group, invite a representative from Rice Bowls to discuss their program and provide the advisory with information about how to participate.