



K-12 Lesson Plan Development Award

Writing a Persuasive Essay on World Hunger

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English, Grades 9-10

UF CES Lesson Plan Development Competition

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Title: Writing a persuasive essay on world hunger

Theme/Topic: World Hunger & What Can We Do About It?

Introduction:

Students will become more aware of the issues of world hunger and possible solutions through class discussions, presentations, & writing a persuasive essay.

Subject(s)/Grade level(s): 9-10

Suggested Duration of Lesson: 3 - 4 class periods

Connection to Standards/Common Core:

- CCSS.ELA-LITERACY.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.

Essential Questions:

- What is world hunger and what's the impact of it?
- What steps can we take to help in the process of ending world hunger?

Learning Objectives:

- Students will understand the concept of world hunger and its impact on individuals and communities, and analyze the causes and consequences of world hunger.
- Students will explore potential solutions and actions to address world hunger.
- Students will develop their argumentative writing skills by writing a persuasive essay on the topic of world hunger.

Materials Needed:

- Online resources on world hunger
 - Articles or news reports on world hunger
 - Paper and pens/pencils
 - Whiteboard or blackboard
 - Projector or computer for multimedia presentations
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Pre-Assessment of Prior Knowledge:

Students will start with group discussion to share what they know about the definition of hunger, food security, and poverty. Talking Chips strategy will be used to ensure that everyone has a turn to talk and no one dominates the discussion. Teacher will be able to check students' prior knowledge about the topic by observing the discussion.

Procedure: Teacher will present three questions (What is hunger? What is food security? What is poverty?) and explain how Talking Chips work. Students will take turns using a marker or chip to share their answers.

TALKING CHIPS STEPS:

1. Each group member is given a marker or chip (a pen or pencil works)
2. To talk, place a chip/marker in the center of the table. An individual cannot talk again until everyone has placed her or his chip in the center of the table.
3. When all the chips have been used, the chips are retrieved, and anyone can talk again if they place her/his chip in the center again.
4. Steps 2 and 3 are repeated until the end of the discussion time

Teacher-Student Interaction:

Step One: What's the cause of world hunger and impact of it?

- Teacher will show three short videos
 - Zero hunger generation: main drivers of hunger:
<https://www.youtube.com/watch?v=cYpemn-5ITU&t=57s>
 - The Russian Famine (1921):
<https://www.youtube.com/watch?v=JYFXa5nEzDI&t=12s>
 - A global hunger crisis: how did we get here?
<https://www.youtube.com/watch?v=nw0BKZCFq7M>
- Teacher will show a website and explore it with students.
 - Hunger Map Live: <https://hungermap.wfp.org/>
- Teacher will introduce multiple websites for students to explore, and students will explore them silently on their chromebook.
 - What Causes Hunger?: <https://www.wfpusa.org/drivers-of-hunger/>
 - Child poverty across eastern Europe and Central Asia soars by 19 percent, as Ukraine war and rising inflation drive four million children into poverty:
<https://www.unicef.org/eca/press-releases/child-poverty-across-eastern-europe-and-central-asia-soars-19-cent-ukraine-war-and>
 - How the War in Ukraine Affects Food Security:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10648107/> (for advanced readers)

- Teacher will explain the students that they will do Fold-Over Paper activity about the websites they explored.
 - FOLD-OVER PAPER ACTIVITY PROCEDURE:
 - 1) Divide students into groups.
 - 2) Each group receives different colored sheet.
 - 3) The teacher provides a sentence starter as the prompt for a “quick write.”
 - 4) The first student records a written response and passes the paper to the next student.
 - 5) That student reads the first student’s response and writes either additional information, another point of view, a question, or an example.
 - 6) The second student folds the top of the paper over to cover the first student’s written response and passes the paper to the third student, who reads only the second student’s written response, adds his or her thoughts, and folds over the paper to cover the previous responses.
 - 7) The paper is passed on until everyone has recorded a response.
 - 8) At the end of writing period, one student from each group unfolds the paper and reads the responses to the group to stimulate discussion.

Step Two: What steps can we take to help in the process of ending world hunger?

- Teacher will share the following articles. Students will read them by themselves on their chromebook. If necessary, teacher will provide paper copies of each article.
 - Global Food Crisis Finding Solutions with the Global Food and Nutrition Security Dashboard:
<https://www.youtube.com/watch?v=UC8-vRSFPis&t=40s>
 - Polish supermarkets must donate unsold food or face fines:
<https://notesfrompoland.com/2020/03/02/polish-supermarkets-must-donate-unsold-food-under-new-law/>
 - Supermarket in Poland buys farmer’s misshapen beetroots to tackle food waste:
<https://notesfrompoland.com/2021/01/14/supermarket-in-poland-buys-farmers-misshapen-beetroots-to-tackle-food-waste/>
 - Woman fined for taking food thrown out by supermarket wins court battle in Poland:
<https://notesfrompoland.com/2022/11/29/woman-fined-for-taking-food-thrown-out-by-supermarket-wins-court-battle-in-poland/>
 - Biggest solar power plant in Western Balkans completed in Novaci in North Macedonia:

<https://balkangreenenergynews.com/biggest-solar-power-plant-in-western-balkans-completed-in-novaci-in-north-macedonia/>

- Teacher will explain the students that they will do a Big Paper: Silent Conversation activity about the articles they read.
- Teacher will give the prompt (“What steps can we take to help in the process of ending world hunger?”) and instruct the students that this activity will be done in silence.
 - BIG PAPER: SILENT CONVERSATION PROCEDURE:
 - Divide students into small groups
 - Each group will come up with one solution based on the readings and write it down on the center of the big paper
 - Each student in each group will add details on the solution based on their readings

Closing Activity:

- Teacher will display the different colored sheets from the FOLD-OVER PAPER activity and big papers from the BIG PAPER: SILENT CONVERSATION activity on the walls. Students will do gallery walk to gather information on the causes and impacts of world hunger and possible solutions.
- After the gallery walk, teacher will instruct students to write a persuasive essay about world hunger and steps that individuals and communities can take to help alleviate it, using the resources they gathered during the class and gallery walk. Teacher will encourage students to conduct additional research using reliable sources.
 - PERSUASIVE ESSAY GUIDELINES:
 - Review elements of a persuasive essay with the students.
 - Instruct students to brainstorm ideas, focusing on specific aspects of world hunger and solutions they want to address.
 - Instruct students to create an outline for their essay to organize their ideas before producing a final draft, including the main arguments and supporting evidence for each paragraph.

Resources:

- Websites & Youtube videos listed above

Extension Activities/Extending the Lesson/Cross-Curricular Connections):

- Students can focus on one specific country to address the world hunger issues to go

deeper by extending their own research.

- Students can create a set of Google/PowerPoint slides about their findings and arguments and present it to the class.