



Famine

Unit Summary

Students strive to understand famine's causes and recommend changes for the future by engaging in a project-based learning activity. They work with the International Famine Centre to identify ways to address current relief needs and to propose recommendations for reducing famine in the world. Students begin in their role-specific groups and identify what their role can contribute to an understanding of famine. They do this by creating a brochure of their role and possible contributions to understanding and solving the problem of famine. Each team presentation includes a list of ways to address current relief needs and recommendations for reducing famine in the world. The recommendations are compiled by the teacher, and the information in the brochures and presentations are combined into a class Web page as a culminating experience.

Curriculum-Framing Questions

- **Essential Question**
Am I my brother's keeper, and who is my brother?
- **Unit Questions**
Can famine be prevented?
What should be the U.S. role in the prevention and relief of famine?
How do different professional perspectives influence prevention and relief recommendations?
- **Content Questions**
What is famine?
What causes famine?
What is currently being done by the U.S. and other countries to eliminate famine?
How does famine in one country affect food resources in another country?

Assessment Processes

View how a variety of student-centered [assessments](#) are used in the Famine Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

Instructional Procedures

Introduction to Unit

Ask students to read the article "[What Is Famine?](#)"* Ask them to think about the following questions while they are reading and to take some notes to prepare for a discussion:

- *What is famine?*
- *What causes famine?*
- *Can famine be prevented?*
- *What is currently being done by the U.S. and other countries to eliminate famine?*
- *What should be the U.S. role in the prevention and relief of famine?*
- *How does famine in one country affect food resources in another country?*
- *What does famine have to do with me?*

Discuss briefly how some famines are created by weather patterns and other famines are caused by war, economic collapse, governmental incompetence, or maliciousness. Famine is not selective. In the 20th century alone, famines raged through India, China, and various parts of Africa, Russia, and North Korea. That does not mean that the famine problem is insurmountable. Despite hunger, the world already produces enough food to feed everyone, according to the

At a Glance

Grade Level: 9-12

Subjects: Economics, Life and Earth Science

Topics: World Hunger, Agriculture, Economy, Politics

Higher-Order Thinking

Skills: Synthesis, Cause and Effect, Systems Thinking

Key Learnings: Human Impact, Worldwide Famine

Time Needed: 6 weeks (completion time depends on research pace and students' ability to work together)

Background: From New Mexico, United States

Things You Need

[Assessment](#)

[Standards](#)

[Resources](#)

United Nations' statistics. One area that offers hope is the use of powerful computer-based technologies. Throughout the discussion, let students know that they will study and learn how to connect with the world, create feedback, and affect real change through their efforts.

After students have read the article and held a short discussion, pose the Essential Question, *Am I my brother's keeper, and who is my brother?*, for a [Socratic Discussion](#)*

Put students in small groups and ask them to come up with five questions that need to be answered before an individual, organization, or nation commits resources to helping people in need (for example, *How great is the need? How do our skills and resources meet the need?*). Post lists of questions around the room. Ask students to read the other groups' questions, and then return to their groups and discuss. Circulate through the room as groups discuss, taking anecdotal notes. Refer to the notes to help students needing further clarification and additional instruction, and to assess growth over the course of the project.

Introduce the unit with a presentation that includes introductory information about the International Famine Centre and famine. Place students in groups of four or five, distribute the [United Nations Memo](#), and describe the following situation:

Your team has been asked to work with the International Famine Centre to identify ways to address current relief needs and propose recommendations for reducing famine in the world.

Ask the groups to assign each person to one of the following roles:

- Agricultural engineer
- Agricultural scientist
- Economist and community planner
- Politician
- Public health professional
- Social anthropologist

Brochure

Put students into groups based on the roles they will play in the project, so all students with the same role are in a group together. Give students the [self-direction rubric](#) to help them plan, monitor, and learn from this project experience.

Inform students that the brochure needs to answer the question, *How do different professional perspectives influence prevention and relief recommendations?*

Share the [Anthropologist sample brochure](#) and review the [brochure assessment](#).

Provide two to three days for completion of this portion of the project, scheduling team conferences to provide frequent feedback on progress. Share with the students the [Webliography: Am I My Brother's Keeper?](#) to help them get started with the research process.

After the brochures are complete, have students return to their original groups and share their publications. Review the brochures using the brochure assessment and provide feedback before the next activity.

Presentation

Ask students to return to their original groups (in which each student has a different role). Explain that teams will select a country or area currently experiencing famine and will research a problem and pose solutions to the problem. Solutions will be presented at a "National Conference."

Show the [Famine in Somalia sample presentation](#) and review the [presentation assessment](#), clarifying and modifying it as needed. Ask students to review their roles and discuss the following questions:

- *What responsibilities will all the roles share?*
- *What unique responsibilities will each role have?*

After students have had an opportunity to refine their presentations, ask the teams to provide peer feedback on the draft presentations using the [presentation assessment](#) as a guide.

When the final presentations are complete, as a form of affirmation, invite parents, school personnel, and other community members to participate in a "National Conference". For best results, hold the conference in a computer lab where several students can show their presentations at once. As guests walk around to view the slideshows, students can answer questions and receive recognition for their work.

Concluding Activity/Wiki

To synthesize learning, divide students into four new groups with each group member coming from a different presentation group. Assign each group the task of creating one or more Web pages addressing one of the following topics:

- Introduction that describes the class and the project, including general information and definitions related to famine

- and a rationale for providing relief to countries experiencing famine
- Main facts about each of the countries investigated in the presentations with prioritized recommendations for involvement
- Survey that collects information from visitors about their feelings regarding famine, the United States' responsibility, and the effectiveness of the Web site, minimally answering the Unit Question, *What should be the U.S. role in the prevention and relief of famine?*
- Annotated collection of Web and print resources about famine and a list of recommended organizations involved in famine relief with directions for getting involved
- Discussion of the Unit Question, *What should be the U.S. role in the prevention and relief of famine?*

Show the sample [wiki*](#) and discuss the strengths and weaknesses of each page and the site as a whole. Help students to create a rubric outlining four levels of proficiency. Traits to consider when building the rubric include:

- Content
- Writing
- Graphic Design
- Layout
- Links
- Navigation
- Sources

Ask students to use the rubric as a guide when designing their wikis. See a sample [wiki rubric](#).

As a final activity, ask students to write an in-class essay incorporating specific information from their own presentations and those of their classmates to answer the Essential Question, *Am I my brother's keeper, and who is my brother?*

Prerequisite Skills

- Understanding of historical scope and significance of famine, including basic geographic knowledge of regions affected by drought
- Familiarity with Internet search and retrieval methods
- Experience with basic word processing and publishing software

Differentiated Instruction

Resource Student

- Repeat instructions verbally and in writing
- Check for understanding
- Allow extra time for assignment completion
- Allow for assisted technologies according to Individualized Educational Plan (IEP)

Gifted Student

- Provide open-ended assignments
- Emphasize group learning skills and development
- Focus on problem solving skills and creative aspects
- Focus on inductive and deductive reasoning

English Language Learner

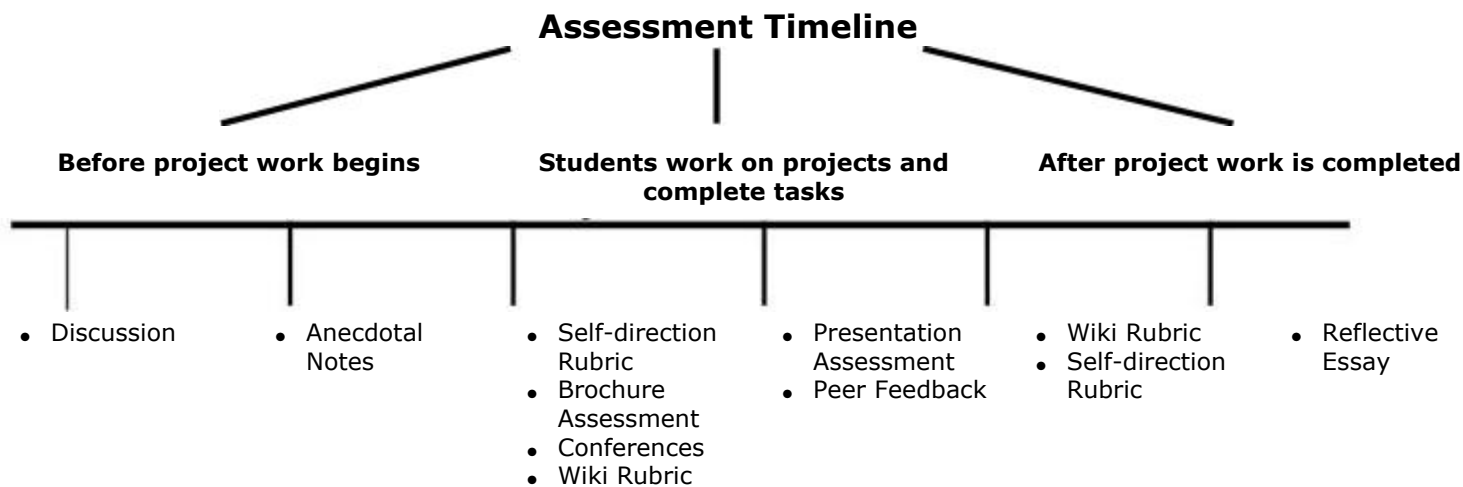
- Allow the use of some resources in the student's first language
- Provide suggested resources that are at an appropriate reading level
- Allow students to work with other bilingual students

Credits

Scott Gullett participated in the Intel® Teach Program, which resulted in this idea for a classroom project. A team of teachers expanded the plan into the example you see here.

Designing Effective Projects: Famine Assessment Plan

Assessment Plan



Use informal assessments throughout the unit, such as anecdotal notes, questioning, and conferences to assess content understanding and task completion. The [self-direction rubric](#) helps students plan and monitor their projects, as well as look back on their learning to set new goals. Use the [brochure assessment](#) and [presentation assessment](#) to provide feedback and assess final products. Students use the same assessments to self-assess their learning and provide peer feedback. Students also create a [wiki rubric](#) and use it as a guide while working on their wikis. A final reflective essay answering the Essential Question, *Am I my brother's keeper, and who is my brother?* provides information about students' abilities to synthesize their learning.

Designing Effective Projects: Famine

Content Standards and Objectives

Targeted Content Standards and Benchmarks

New Mexico Secondary Social Studies Standards and Benchmarks

Strand: Geography

Content Standard II:

Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

9-12 Benchmark II-E:

Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

9-12 Benchmark II-F:

Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources, in order to predict our global capacity to support human activity.

Student Objectives

Students will be able to:

- Identify political, environmental, economic, and social forces that may impact famine occurrence, prevention, and relief
- Prioritize needs and develop guidelines for involvement in famine relief
- Develop an understanding of the different roles that contribute to famine relief

Designing Effective Projects: Famine Resources

Materials and Resources

Printed Materials

- Kempth, S. (1987). *Finding solutions to hunger: Kids can make a difference*. World Hunger Year. Retrieved from: www.kidscanmakeadifference.org/teac.htm*
- World history and social studies texts

Supplies

- Folders and storage for student electronic and printed work
- One classroom storage bin that includes paper, pens, and markers for Socratic discussions

Internet Resources

- United Nations World Food Programme
www.wfp.org/*
Frontline United Nations Agency whose mission is to provide food for life, growth, and work
- China: The People Bomb
www.msnbc.com/news/307034.asp*
Explains China's growing population, along with additional information about population increases and ways to deal with them
- International Famine Center
www.ucc.ie/famine/*
An international Web page with links to other famine and famine relief organizations worldwide
- El Niño Update
www.pmel.noaa.gov/toga-tao/el-nino/nino-home.html*
Complete information about El Niño and how it works and information about the weather phenomenon La Niña, which includes information about how these two weather phenomena affect rain pattern and affect drought.
- Doctors Without Borders
www.dwb.org/*
Nobel-prize winning group of emergency-based doctors who respond to refugee and famine crises across the world with links to other organizations and fact-based sites

Technology – Hardware

- Computer for research and creation of various documents
- Internet connection for research
- Printer to print off brochures for presentations

Technology – Software

- Desktop and Web publishing for brochure and Web page
- Presentation software for slideshow presentations
- Encyclopedia on CD-ROM for research
- Web browser for research
- Image processing to edit pictures

Assessing My Project Management Skills

Directions: Use this rubric to help you successfully manage your project.

	4	3	2	1
Setting Goals	I set challenging, achievable goals.	I set achievable goals.	I begin the task without clearly defined goals.	I make no effort to identify a goal.
Developing Timeline	I create a well-reasoned, detailed timeline.	I create and stick to a useful timeline.	I create an incomplete timeline.	I do not create a timeline.
Monitoring Progress	I consistently review my progress and learning experiences to resolve problems that may be interfering with achieving my goals.	I usually review my progress and learning experiences to resolve problems that may be interfering with achieving my goals.	With help, I review my progress and learning experiences to resolve problems that may be interfering with achieving my goals.	I rarely review my progress and learning experiences to resolve problems that may be interfering with achieving my goals.
Managing Time	I consistently manage time and resources in an efficient manner to achieve goals.	I usually manage time and resources in an efficient manner to achieve goals.	I manage time and resources with some help to achieve goals.	I need ongoing help in managing time and resources to achieve goals.
Implementing Feedback	I ask for and take into account feedback from many sources.	I take into account feedback from many sources.	I take into account some feedback.	I do not take into account feedback from others.
Staying on Task	I monitor my commitment to goals, and I develop and apply a wide variety of techniques to stay on task.	I monitor my commitment to goals, and I develop and apply some techniques to stay on task.	I do not monitor my commitment to goals. I apply techniques to stay on task with help.	I do not consider techniques to stay on task. I easily give up on tasks.
Using Criteria	I consistently identify and describe the criteria and performance standards for quality work.	I usually identify and describe the criteria and performance standards for quality work.	I identify and describe criteria and performance standards for quality work with some help.	I cannot identify or describe the criteria and performance standards for quality work.
Learning Continuously	I reflect continuously to help me set new goals. I effectively incorporate lessons learned from successes and failures.	I reflect at the end of my work to help me set new goals. I incorporate lessons learned from successes and failures.	I do not use reflections to help me set new goals. I may consider but do not incorporate lessons learned from successes and failures.	I reflect on work and set new goals with help. I do not consider lessons learned from success or failures.

Am I My Brother's Keeper?

Brochure Rubric

Content	4	3	2	1
Description of role	Role description includes a general explanation of the profession and thorough descriptions of the work done by professionals in the field, including several specific examples.	Role description includes explanation of the profession and the work done by professionals in the field, with some specific examples.	Role description may include some incomplete or inaccurate descriptions and may have insufficient examples.	Role description may be inaccurate or include no examples.
Identification of professionals in the field	<p>The work of several professionals that work(ed) in countries or areas experiencing famine is highlighted by</p> <ul style="list-style-type: none"> • Describing the context in which the work was done and how the professionals responded to the context • Describing the work in an appropriate amount of detail • Connecting the work to the general skills and responsibilities of the role • Describing the unique contributions of each professional 	<p>The work of at least two professionals that work(ed) in countries or areas experiencing famine is highlighted by</p> <ul style="list-style-type: none"> • Describing in appropriate detail the context in which the professional worked and the work that was done 	<p>The work of at least one professional that work(ed) in a country or area experiencing famine is highlighted by</p> <ul style="list-style-type: none"> • Describing the work of the professional in the field 	The work of professional(s) is described inaccurately or incompletely.
Description of how professionals in the role can contribute to knowledge and relief of famine	<p>Description of how professionals in the role can contribute to knowledge and relief of famine reflects</p> <ul style="list-style-type: none"> • Thorough understanding of the 	<p>Description of how professionals in the role can contribute to knowledge and relief of famine reflects</p> <ul style="list-style-type: none"> • Understanding of the role 	<p>Description of how professionals in the role can contribute to the knowledge and relief of famine reflects</p> <ul style="list-style-type: none"> • Some, superficial understanding of the 	<p>Description of how professionals in the role can contribute to the knowledge and relief of famine reflects</p> <ul style="list-style-type: none"> • Little or inaccurate understanding of the

	<p>role</p> <ul style="list-style-type: none"> • Deep, accurate knowledge about the causes and effects of famine in a variety of contexts 	<ul style="list-style-type: none"> • Knowledge about the causes and effects of famine 	<p>role</p> <ul style="list-style-type: none"> • Incomplete knowledge about causes and effects of famine 	<p>role</p> <ul style="list-style-type: none"> • Inaccurate information about causes and effects of famine
<p>Articles about three situations in which professionals in the role have contributed to famine relief</p>	<p>Three articles about work in famine relief related to professionals in the role include</p> <ul style="list-style-type: none"> • Political, social, and cultural context of the famine • Specific references to the skills and strategies related to the role • Descriptions and explanations of the interrelationships of countries and individuals related to famine • Synthesis of information from more than one source and the author's point of view 	<p>Three articles about work in famine relief related to professionals in the role include</p> <ul style="list-style-type: none"> • Context of the famine • References to the skills and strategies related to the role • Synthesis of information from more than one source 	<p>Two or three articles about work in famine relief related to professionals in the role include</p> <ul style="list-style-type: none"> • A few references to the context of the famine • A few references to the skills and strategies related to the role • Information often paraphrased from one source 	<p>One or two articles about work in famine relief related to professionals in the role include</p> <ul style="list-style-type: none"> • Copied or paraphrased information from only one source
<p>Answer to the question "Am I my brother's keeper?" from the perspective of the role</p>	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Thorough understanding of the skills and responsibilities of the role • Understanding of the complexity and scope of the concept of caring for all those who suffer from famine 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Understanding of the skills and responsibilities of the role • Some understanding of the complexity and scope of the concept of caring for all those who suffer from famine 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Limited, possibly inaccurate, understanding of the skills and responsibilities of the role • Superficial understanding of the complexity and scope of the concept of caring for all those who suffer from famine 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Inaccurate, incomplete, or superficial understanding of the skills and responsibilities of the role • Inaccurate, incomplete, or superficial understanding of the concept of caring for all those who suffer from famine

<p>Answer to the question “Can famine be prevented?” from the perspective of the role</p>	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Thorough understanding of the skills and responsibilities of the role • Deep understanding of the variety of causes and consequences of famine • A realistic and well-reasoned point of view supported by credible evidence 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Some understanding of the skills and responsibilities of the role • Consideration of the causes and consequences of famine • Good reasoning and evidence 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Limited or inaccurate understanding of the skills and responsibilities of the role • Little consideration of the causes and consequences of famine • Flawed reasoning or poor evidence 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Inaccurate understanding of skills and responsibilities of the role • No consideration of the causes and consequences of famine • Flawed reasoning and poor evidence
<p>Writing is interesting and contains appropriate style, structure, and mechanics</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Has a structure that enhances the intended meaning • Flows smoothly from topic to topic and within topics using effective transitions • Is interesting and lively, with effective and creative use of language, variety of sentence, and paragraph structure • Reflects appropriate tone and voice • Uses interesting and appropriate vocabulary for subject and audience • Has no spelling, punctuation, capitalization, or usage errors 	<p>Writing:</p> <ul style="list-style-type: none"> • Has a structure that conveys the intended meaning • Has transitions that connect ideas • Is interesting, with effective use of language and some variety of sentence and paragraph structure • Uses appropriate tone and voice • Uses appropriate vocabulary • Has no spelling, punctuation, capitalization, or usage errors that detract from meaning 	<p>Writing:</p> <ul style="list-style-type: none"> • Has a structure that may interfere with the intended meaning • Has a few transitions that connect ideas • Uses predictable language and simplistic sentence and paragraph structure • May use inappropriate tone or voice • Uses limited vocabulary • Has some spelling, punctuation, capitalization, or usage errors that detract from meaning 	<p>Writing:</p> <ul style="list-style-type: none"> • Has no discernible structure • Has no transitions to connect ideas • Has predictable language and simplistic sentences and paragraphs that detract from the meaning • Uses inappropriate tone and voice • Uses very limited vocabulary • Has many spelling, punctuation, capitalization, or usage errors that detract from meaning
<p>Appearance: Graphic elements effectively enhance</p>	<p>Brochure is made aesthetically pleasing and catches the reader's attention by using</p>	<p>Brochure is made aesthetically pleasing by using</p> <ul style="list-style-type: none"> • Graphics and images 	<p>Brochure's appearance interferes with the content by having too many, too few, or inappropriate</p>	<p>Brochure's appearance interferes with the content by using no graphics, images, or font styles to</p>

the meaning of the content	<ul style="list-style-type: none">• Graphics and images to complement, enhance, and support content of the brochure• Various fonts and layout styles that contributes to the overall design and meaning of the brochure	<ul style="list-style-type: none">• appropriately• Fonts and layout styles appropriately	graphics, images, or font styles.	complement the content, or too many graphics with very little text.
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Am I My Brother's Keeper?

Presentation Rubric

Content	4	3	2	1
Identification of political, cultural, social, economic, community and health factors in the country experiencing famine	Presentation thoroughly and accurately identifies and describes the political, cultural, social, economic, community, and health factors contributing to the famine from the perspective of the different roles. Presentation also discusses the interaction among the various factors.	Presentation accurately identifies and describes the political, cultural, social, economic, community, and health factors contributing to the famine from the perspective of the different roles.	Presentation identifies and describes some of the political, cultural, social, economic, community, and health factors contributing to the famine.	Presentation superficially describes a few of the political, cultural, social, economic, community, and health factors contributing to the famine.
Conclusions about the major concerns facing famine relief and prevention in the country	Conclusions about major concerns reflect deep understanding of the <ul style="list-style-type: none"> - Various factors contributing to the famine and how they interact with each other - Prioritization of issues 	Conclusions about major concerns reflect understanding of <ul style="list-style-type: none"> - Factors contributing to the famine - Prioritization of issues 	Conclusions about major concerns include references to the factors contributing to the famine, but some may be only superficially understood or addressed.	Conclusions about major concerns include minimal, inaccurate, or superficial references to the factors contributing to the famine.
Recommendations for famine relief and/or prevention	Recommendations reflect careful reasoning that take into account the complex nature of famine relief by considering <ul style="list-style-type: none"> - Physical characteristics of the country - Political, cultural, social, economic, community and health environment - Both practical and visionary aspects of relief 	Recommendations reflect consideration of a variety of factors related to famine.	Recommendations reflect consideration of a few factors related to famine, or recommendations reflect faulty logic or superficial and simplistic understanding of the complex nature of famine relief.	Recommendations fail to consider the complex nature of famine relief.
Answer to, "Am I my brother's keeper?"	Answer reflects an in-depth understanding of the choices that need to be made and the issues involved in taking action in response to famines around the globe.	Answer reflects some understanding of what is involved in famine relief.	Answer reflects a superficial understanding of what is involved in famine relief.	Answer reflects little or no understanding of what is involved in famine relief.
Writing	Writing is appropriate for information conveyed in	Writing is mostly appropriate for information	Writing is somewhat appropriate for information	Writing is often inappropriate for

<p>Writing is interesting and contains appropriate Style Structure Mechanics</p>	<p>multimedia presentations.</p> <p>Bulleted sentences and phrases are compact, tightly written, and densely packed with information.</p> <p>An appropriate amount of information is presented on each slide.</p> <p>Bulleted lists have parallel construction.</p> <p>Introductory slide engages the viewer and reflects the purpose and tone of the presentation.</p> <p>Concluding slide reflects the most important ideas in the presentation in a memorable way.</p> <p>The order of the slides logically presents information in a sequential way that builds viewers' understanding.</p> <p>Writing has no spelling, punctuation, capitalization, or usage errors.</p>	<p>conveyed in multimedia presentations.</p> <p>Information is conveyed in tightly-worded bulleted sentences and phrases.</p> <p>Information is divided appropriately among slides.</p> <p>Most bulleted lists have parallel construction.</p> <p>Introductory slide reflects the purpose and tone of the presentation.</p> <p>Concluding slide reflects the most important ideas in the presentation.</p> <p>The slides appear in a clear, logical order.</p> <p>Writing has no spelling, punctuation, capitalization, or usage errors that detract from meaning.</p>	<p>conveyed in multimedia presentations.</p> <p>Information is generally conveyed in bulleted phrase and sentences.</p> <p>Most slides have an appropriate amount of information, but some may have too much or too little.</p> <p>Some bulleted lists have parallel construction.</p> <p>Opening slide introduces the presentation.</p> <p>Concluding slide closes the presentation.</p> <p>Slides generally appear to follow a sequence.</p> <p>Writing has some spelling, punctuation, capitalization, and usage errors that detract from meaning.</p>	<p>information conveyed in multimedia presentations.</p> <p>Information is often conveyed in lengthy sentences.</p> <p>Most slides present an inappropriate amount of information.</p> <p>Bulleted lists do not have parallel construction.</p> <p>Opening slide is missing or inappropriate.</p> <p>Concluding slide is missing or inappropriate.</p> <p>Slides appear to follow a random sequence that confuses the viewer.</p> <p>Writing has numerous spelling, punctuation, capitalization, and usage errors that detract from meaning.</p>
<p>Appearance</p> <p>Graphic and audio elements are used effectively to enhance the meaning of the content</p>	<p>Presentation is aesthetically pleasing and catches the reader's attention by using the following elements:</p> <ul style="list-style-type: none"> - Graphics and images that complement, enhance, and support the content - Variety of fonts and layout styles that contribute to the overall design and meaning of the presentation - Sounds and transitions that enhance, rather than detract 	<p>Presentation is aesthetically pleasing and appropriately uses:</p> <ul style="list-style-type: none"> - Graphics and images - Fonts and layout styles - Sounds and transitions 	<p>Presentation's appearance interferes with the content by having too many, too few, or inappropriate graphics, images, sounds, transitions, or font styles.</p>	<p>Presentation's appearance interferes with the content by using no graphics, images, sounds, transitions, or font styles to complement the content, or too many graphics and effects are used with very little text.</p>

	from, the overall purpose of the presentation			
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Famine Wiki and Survey Rubric

	4	3	2	1
Content	<p>Our wiki includes extensive general information and definitions related to famine.</p> <p>We describe a well-reasoned rationale for providing relief to countries experiencing famine with abundant supporting evidence.</p> <p>We prioritize the list of countries we investigated using facts to justify our ranking.</p>	<p>Our wiki includes general information and definitions related to famine.</p> <p>We describe a rationale for providing relief with some supporting evidence.</p> <p>We prioritize the list of countries we investigated and explained our reasoning.</p>	<p>Our wiki includes some information and definitions related to famine.</p> <p>We attempt to describe a rationale for providing relief, but our rationale is not well-thought-out and our supporting evidence is rather weak.</p> <p>We try to prioritize the countries we investigated, but our reasoning is flawed.</p>	<p>Our wiki includes sketchy information and weak definitions related to famine.</p> <p>Our rationale is missing or unsupported by evidence.</p> <p>We do not prioritize the countries we investigated.</p>
References	<p>Our wiki includes an extensive list of categorized, relevant Web sites with brief descriptions for each resource.</p>	<p>Our wiki includes a list of categorized, relevant Web sites.</p>	<p>Our wiki includes a list of Web sites.</p>	<p>Our wiki does not include references to relevant Web sites.</p>
Organization	<p>Our wiki is well-organized, with a home page that describes the purpose and content of the wiki and provides links to move around the site.</p> <p>Our links allow readers to navigate around our site easily.</p>	<p>Our wiki has a home page that describes the content and provides links to move around the site.</p> <p>Our links allow readers to navigate around our site.</p>	<p>Our wiki has a home page and provides some links to move around the site, but the purpose of the site may not be clear.</p> <p>Some of our links do not work.</p>	<p>Our wiki is missing a home page.</p> <p>Most of our links do not work.</p>
Graphic Elements	<p>We use images and other Web elements to make our site engaging and to communicate our message.</p>	<p>We use images and other Web elements to make our site engaging.</p>	<p>We use images and other Web elements, but they are sometimes not appropriate or detract from our purpose.</p>	<p>Our wiki is almost all text, or we use images and other Web elements that are distracting.</p>

<p>Survey</p>	<p>Our survey collects extensive information about readers' feelings about famine, the responsibility of the United States toward famine relief, and the quality of our wiki.</p> <p>Our questions are fair, unbiased, and designed to collect a wide variety of points of view about famine.</p>	<p>Our survey collects information about readers' feelings about famine and the responsibility of the United States toward famine relief.</p> <p>Our questions are fair and unbiased.</p>	<p>Our survey collects information about readers' feelings and opinions about famine, but does not address the role of the United States specifically.</p> <p>Some of our questions are leading and only allow particular points of view.</p>	<p>Our survey collects information that is only weakly related to the role of the United States in famine relief.</p> <p>Most of our questions are leading and allow only one point of view.</p>
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United Nations

TO: United Nations Famine Team

FROM: Secretary General, United Nations

RE: Recommendation Task Force for Relieving World Famine

Your class has been asked to join a task force with the International Famine Centre to identify ways to address solutions for reducing famine in the world. Your team of five will include a politician, economist/community planner, social anthropologist, agricultural engineer scientist, and medical doctor. This is an extremely important mission, and one for which I am sure that you will give your full support.

Famine is a human tragedy that shreds the lives of millions of people around the world each day. Some famines are created by weather patterns; other famines are caused by war, economic collapse, and governmental incompetence—or maliciousness. Famine is not selective: In the Twentieth Century alone, famines raged through India, China, various parts of Africa, Russia, and North Korea. That does not mean that the famine problem is insurmountable. Despite hunger, the world already produces enough food to feed everyone, according to United Nations statistics.

At the basis for the work of this task force is an essential question: Am I my brother's keeper? For purposes of this project, however, we are asking you to focus on the international issue of famine: Can famine be prevented? What should be the United States' role in the prevention and relief of famine? And, how do different professional perspectives influence prevention and relief recommendations?

You will first identify what your role can contribute to an understanding of famine by creating a brochure about your role and how it can contribute to solving the problem of famine. Then, you will jigsaw to your Task Force Sub-team, and select a current or past major famine in a country/area to research and pose solutions for. This will be presented in a national conference. Included in each team presentation will be a list of ways to address current relief needs and recommendations for reducing famine in the world.

Finally, these recommendations will be compiled by the Task Force Chairperson (your teacher) and the information in the brochures and presentations will be combined into a class Web page as a culminating experience.

Thank you in advance for your hard work and dedication.

*Kofi A. Annan **

U.N. Secretary General Kofi A. Annan

WHAT IS AN ANTHROPOLOGIST?

Anthropology is the social science that studies the origins and social relationships of human beings . Therefore, an anthropologist studies people! Often, anthropologists do their work by living with the people that they are studying. This is called "fieldwork," and it often leads to surprising discoveries about why people do what they do. Famous anthropologists include Margaret Mead, who studies teenage girls in New Guinea and Louis Leakey, who studied early man by examining bones.

HOW DO ANTHROPOLOGISTS CONTRIBUTE TO RELIEF OF FAMINE?

- They can explain the cultural, social, and historical characteristics of a people who live under famine conditions.
- They can expose what meaning people make of famine and how those meaning structures may limit relief efforts.
- They can work with local people to promote peace and restore agriculture and other productive activities.
- They can conduct studies that help us understand the causes and effects of famine.

REFERENCES

- Economists (and an Anthropologist) to the Rescue
www.dateline.ucdavis.edu/033100/DL_econ.html
- Effects of Famine: Short Stature Evident in North Korean Generation
http://seattletimes.nwsourc.com/html/nationworld/2001857855_korea14.html
- Report Says Resolving Violent Conflicts Key to Ending Hunger; Cites Sudan Famine
<http://www.ifpri.org/pressrel/060398.htm>
- Anthropology Biography Web
www.mnsu.edu/emuseum/information/biography
- All images were taken from Microsoft Office Clip Art.

UNITED NATIONS FAMINE TEAM

AM I MY BROTHER'S KEEPER?

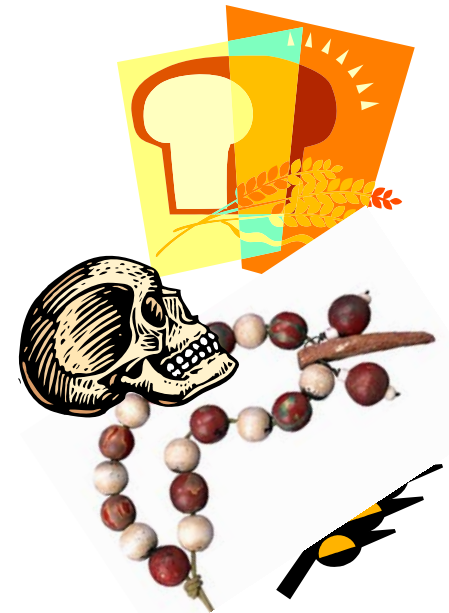
YES! ANTHROPOLOGISTS CARE ABOUT THE WORLD. WE HAVE A RESPONSIBILITY TO HELP SOLVE THE PROBLEMS THAT THREATEN THE COMFORT AND QUALITY OF LIFE OF THE PEOPLE OF ALL NATIONS ON EARTH!

CAN FAMINE BE PREVENTED?

YES! THERE IS ENOUGH FOOD TO FEED THE WORLD, BUT WE NEED TO WORK TOGETHER WITH LOCAL PEOPLE TO PROMOTE PEACE, RESTORE AGRICULTURE, AND ENCOURAGE OTHER PRODUCTIVE ACTIVITIES. ANTHROPOLOGISTS CAN CONTRIBUTE TO THESE GOALS THROUGH RESEARCH, PLANNING, AND IMPLEMENTATION.

UNITED NATIONS FAMINE TEAM

What Social and Cultural Anthropologists Contribute to Understanding and Solving the Problems of Famine



Anthropologists for
Social Action

ANTHROPOLOGISTS HELP FIND SOLUTIONS TO FAMINE

Report Says Resolving Violent Conflicts Key to Ending Hunger

Throughout the 15-year civil war in Sudan, government and opposition forces have used food and hunger as weapons to control territory and people. Presently, 2.6 million people are in need of emergency food aid, and one-third of the country's children are malnourished. The warring parties continue their protracted struggle over southern Sudan's land, water, and petroleum, as well as its religious culture.

According to a new report from the International Food Policy Research Institute (IFPRI), creating a hunger-free world in the 21st century will require prevention and resolution of violent conflicts, such as the one in Sudan, as well as concerted efforts to rebuild war-torn societies.

"In Sudan, hunger itself has been a weapon of war," said Ellen Messer, an anthropologist at Brown University's Watson Institute for International Studies and the principal author of the report. "The international community really has to re-think ways to deliver aid so that it leads to peace and does not further fuel conflict," she added.

Anthropologists have also documented that emergency aid has to be more than just handouts. Wherever possible, efforts to stave off famine with food assistance should include working with local people to promote peace and restore

Effects of Famine: Short Stature Evident in North Korean Generation

At 16, Myung Bok is old enough to join the North Korean army. But you wouldn't believe it from his appearance. The teenager stands 4-feet-7, the height of an American fifth- or sixth-grader. The short stature of North Koreans has become an international humanitarian crisis — and one fraught with diplomatic and political overtones. Conservatives — in South Korea and the United States, among others — who may prefer a change in leadership in North Korea point to residents' shrinking stature as evidence of leader Kim Jong Il's failure.

South Korean anthropologists who measured North Korean refugees here in Yanji, a city 15 miles from the North Korean border, found that most of the teenage boys stood less than 5 feet tall and weighed less than 100 pounds. In contrast, the average 17-year-old South Korean boy is 5-feet-8, slightly shorter than an American boy of the same age.

The height disparities are stunning because Koreans were more or less the same size — if anything, people in the North were slightly taller — until the abrupt partitioning of the country after World War II.

South Koreans, feasting on an increasingly Western-influenced diet, have been growing taller as their estranged countrymen have been shrinking

ANTHROPOLOGY COMES TO THE RESCUE! UC DAVIS LENDS ITS EXPERTISE TO ASIAN COUNTRIES

Extending their reach from the basic struggle for survival in North Korea to the intricacies of international trade, seven UC Davis professors, including a professor of anthropology, are changing the way East Asia does business. They have advised government officials of several countries in the region and the leaders of an alphabet soup of international economic organizations. They've created exhaustive data sets that have reshaped the way the United States and Chinese governments do business. And the research of one professor promises to influence domestic policy on private research organizations. Among the most compelling challenges the professors have tackled is the recurring famine and malnutrition in North Korea.

With Chinese researchers, UC Davis professors are now tackling the food shortage of the isolationist country through a back door. They are surveying farmers in three abutting Chinese provinces about the effects of agricultural reforms.

Webliography: Am I My Brother's Keeper?

Famine

- **World Food Programme**
 - www.wfp.org/
 - Frontline United Nations Agency whose mission is to provide food for life, growth, and work.
- **China: The People Bomb**
 - www.msnbc.com/news/307034.asp
 - Explains China's growing population, along with additional information about population increases and ways to deal with them.
- **International Famine Center**
 - www.ucc.ie/famine/
 - An international page with links to other famine and famine relief organizations worldwide.
- **El Niño Update**
 - www.pmel.noaa.gov/toga-tao/el-nino/nino-home.html
 - Complete information about El Niño, how it works. Plus, information about the weather phenomenon La Niña. Includes information about how they affect rain patterns, and affect drought.
- **Irish Potato Famine**
 - www.seark.net/~sabrapotato.html
 - Strong historical collection, including images, of the Irish Potato Famine.
- **Are Famines so Difficult to Predict?**
 - www.esig.ucar.edu/ijas/ijas.html
 - A summary of possibilities in early famine warning systems for nations such as Africa, where famine has been a persistent killer during the past 20 years.

Example of Multiple Perspectives on a Topic

- **Complex-City**
 - www.healthycities.org/complexcity.pdf
 - This paper presents a disaster scenario because it is at times of crisis that people become highly motivated to create working relationships. The disaster shows that sustaining the health of a community goes beyond medical care. Health is also a matter of public health educators, city planners, the media, environmentalists, and other community-level actors. The different perspectives presented in this paper will illustrate how their decisions and actions can enhance the health of the community.

Politician

- **Irish Potato Famine**
 - http://en.wikipedia.org/wiki/Irish_potato_famine
 - Encyclopedia article from which you can pull information about the government role in the Irish potato famine.
- **U.S. Prepares 'Big-time' Response to Famine**
 - www.usatoday.com/news/world/2002/05/01/famine-relief.htm
 - Article written in 2002 about the famine in southern Africa

Economist and Community Planner

- **Economist Wins Nobel Prize for Work on Famines and Poverty**
 - www.wright.edu/~tdung/sen.htm
 - 1998 *New York Times* article about the Nobel Prize winning economist. Amartya Sen whose work focuses on relieving famine.
- **Economists (and an Anthropologist) to the Rescue**
 - www.dateline.ucdavis.edu/033100/DL_econ.html
 - Article about University of California at Davis professors lend their expertise to Asian countries suffering trade woes, famine and currency irregularities.
- **Economists for Peace and Security**
 - www.epsusa.org/

- The Web site of an organization of economists, headed by James K. Galbraith, dedicated to inform the public about the economic costs of conflict, including hunger.

Social Anthropologist

- **Economists (and an Anthropologist) to the Rescue**
 - www.dateline.ucdavis.edu/033100/DL_econ.html
 - Article about University of California at Davis professors lend their expertise to Asian countries suffering trade woes, famine and currency irregularities.
- **Effects of Famine: Short Stature Evident in North Korean Generation**
 - http://seattletimes.nwsources.com/html/nationworld/2001857855_korea14.html
 - Results of study by anthropologists.
- **Report Says Resolving Violent Conflicts Key to Ending Hunger; Cites Sudan Famine**
 - www.ifpri.org/pressrel/060398.htm
 - According to a new report from the International Food Policy Research Institute (IFPRI), creating a hunger-free world in the Twenty-First Century will require prevention and resolution of violent conflicts, such as the one in Sudan, as well as concerted efforts to rebuild war-torn societies.

Agricultural Engineer and Scientist

- **Feast and Famine**
 - www.newscientist.com/news/news.jsp?id=ns9999427
 - 2001 article about the impact that agricultural practices have on future food production
- **Sherlock of Spuds**
 - www.smithsonianmag.si.edu/smithsonian/issues02/dec02/peoplefile.html
 - Scientists have long assumed they knew what caused the potato blight that starved a million Irish in the mid-19th century: the 1b strain of the funguslike water mold called *Phytophthora infestans*.
- **1970-85 Famine Based on Pollution**
 - www.cbsnews.com/stories/2002/07/21/world/main515765.shtml
 - Article explaining how scientists believe that the famine in Africa during the seventies and eighties was caused by pollution

Medical Doctor

- **Doctors Without Borders**
 - www.dwb.org/
 - Nobel-prize winning group of emergency-based doctors who respond to refugee and famine crises across the world. Links to other organizations and fact-based sites.

SOMALIA

Recommendations for Famine Relief and Prevention

Presented by START

Students Taking Action Response Team

Summary of Presentation

- Location of Somalia
- Basic facts on famine in Somalia as contributed by each team member:
 - Politician
 - Social Anthropologist
 - Economist/Community Planner
 - Medical Doctor
 - Agricultural Engineer/Scientist
- Team concerns and recommendations
- What sources were used



Bruce Brander/Photo Researchers, Inc.

Foreign governments set up feeding centers in Somalia, such as the one pictured, in order to help the Somali people overcome starvation.

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Somalia, Africa



Somalia is located in Eastern Africa, bordering the Gulf of Aden and the Indian Ocean, east of Ethiopia.

Famine in Somalia

Major Causes: War

- One major reason for famine in Somalia is the factional fighting that has consumed the continent of Africa.
 - As a result, many people are denied food simply because they are on the wrong side of a war.



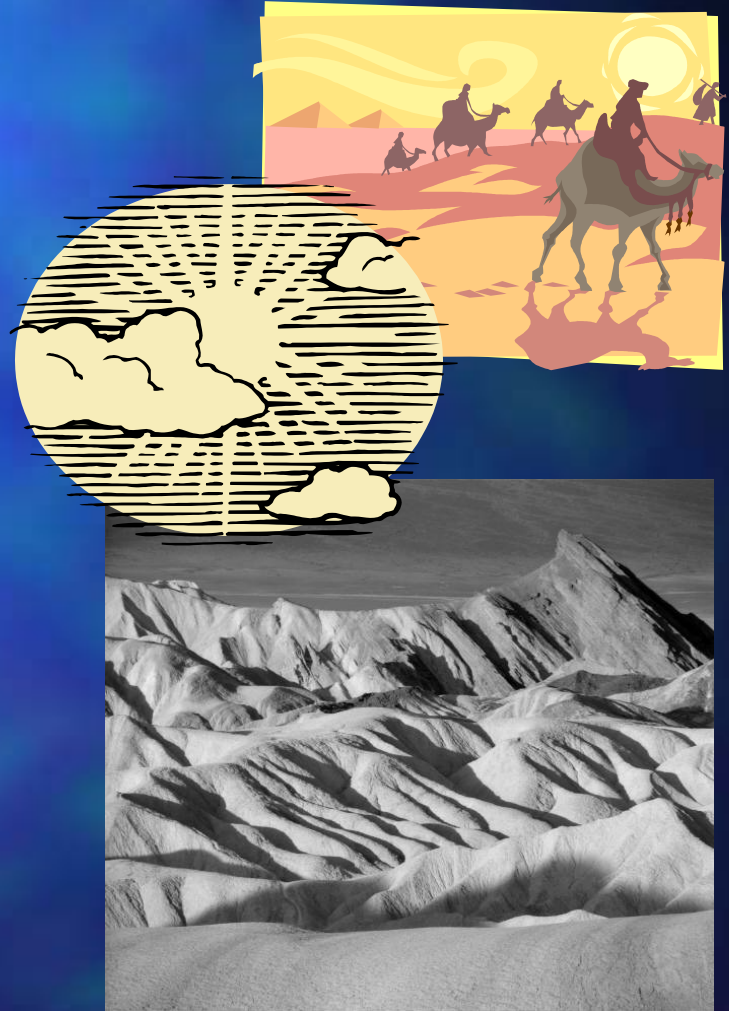
United States troops were sent to Somalia in December 1992 to protect food and relief supplies and to help restore order in the country, which was ravaged by civil war. Here, a U.S. soldier opens a sack of food for the people.

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Facts on Famine in Somalia

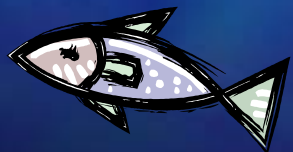
Major Causes: Weather

- A second major reason for famine in Somalia is weather conditions.
 - Somalia is largely desert, with sections that flood each year.
 - Many scientists believe that global warming is changing our weather patterns, and affects rainfall in crucial areas.
 - El Nino has contributed to severe flooding in Somalia.



Economic Concerns and Issues

- **Somalia has a very poor economic situation:**
 - Agriculture is very important
 - Livestock accounts for about 40% of GDP and 65% of export earnings, but some countries ban the import of Somali livestock.
 - Livestock, hides, fish, charcoal, and bananas are Somalia's principal exports, while sugar, sorghum, corn, qat (a mild narcotic), and machined goods are the principal imports.
 - Nomads and semi-nomads, who are dependent upon livestock for their livelihood, make up a large portion of the population.
 - Ongoing civil disturbances and clan rivalries have interfered with economic development and international aid arrangements.





Political Perspectives on Somalia

- Somalia's economic fortunes are being driven by its deep political divisions.

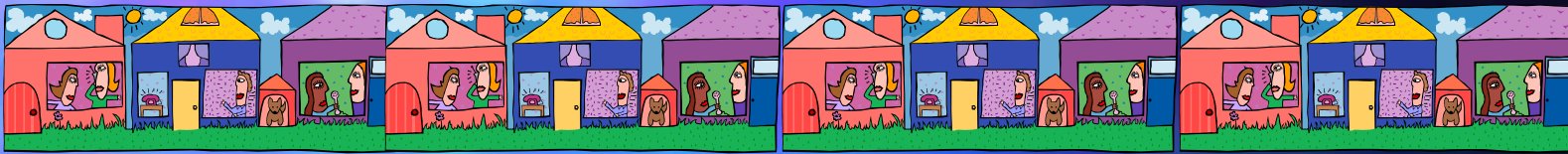
- There is lack of leadership



- There is no permanent national government; transitional, parliamentary national government
- Numerous clan and sub-clan factions are currently vying for power

- Beginning in 1993, a two-year UN humanitarian effort (primarily in the south) was able to alleviate famine conditions, but when the UN withdrew in 1995, having suffered significant casualties, order still had not been restored.





Anthropology's Contribution

- Civil war has been a fact of life in Somalia since 1977.
- Many people are illiterate and face other problems:
 - Only 38% of people are literate, and only 25% of women are literate.
 - Life expectancy is to 41; women have an average of 6 children.
 - Population counting in Somalia is complicated by large number of nomads and by refugee movements in response to famine and clan warfare.
- Family and community life is inconsistent:
 - Periodic crop failures and losses of livestock often occur when seasonal rains fail or when unusually heavy storms cause widespread flooding.
 - During such times, a family's emergency food supplies diminish rapidly, and hunger and starvation become commonplace until weather conditions improve and livestock herds are subsequently rejuvenated.
 - For centuries, this has been the general pattern of life.

Science and Agricultural Weigh in With Additional Information



- There are negative agricultural conditions in Somalia:
 - Somalia is in Eastern Africa and is slightly smaller than Texas.
 - The land is desert - mostly flat, rising to hills in north.
 - Only 1.67% of land is arable, and only 2,000 sq km is irrigated.
 - Natural hazards include
 - recurring droughts
 - frequent dust storms over eastern plains in summer
 - floods during rainy season
 - Other problems that contribute to famine include:
 - use of contaminated water contributes to human health problems
 - deforestation and overgrazing
 - soil erosion and desertification



Medical Concerns are Also Problematic



- Casualties of civil war are extreme
 - Many people have lost limbs; no facilities exist to make prosthetic devices
- 200,000 people are living in displaced persons camps, where conditions are reported as severe: high levels of malnutrition and near starvation; widespread skin and gastro-intestinal illness and festering war wounds.
- Hospitals throughout country have very limited medical supplies
 - and are without screens on windows to keep insects
 - Little to no oxygen available and no inhalation anesthesia possible
 - Insufficient doctors, nurses, and medical staff to support the needs
 - Few beds, no food available to inpatients
- Long-term disorders resulting from famine and war: pathological grief, Post-Traumatic Stress Disorder (PTSD), and aberrant behavior in children.

Major Concerns

- For the health and welfare of Somalia people, we must get them food!
- There is little prospect of food production in Somalia increasing this year in comparison with last year, even if the weather is kind. Lack of seeds and agricultural equipment combined with insecurity means that smaller areas will be planted, and less food will find its way to market.
 - Most of the shortfall must be made good by international aid.

Other Major Concerns

- **Distributing food in Somalia is logistically straightforward but requires extremely careful planning to ensure security.**
 - Food relief does not move freely to all areas.
 - We need strategies for moving food through the country from ships at the ports.
- **A more general problem is the danger of attacks by looters and undisciplined soldiers.**
 - Delivering food can be hazardous. An aid worker was shot and died during a dispute during a food distribution.
 - Since that time, all distributions have been done by clan elders, not directly by the aid agencies themselves.
 - While this means that the targeting of food to the most needy, especially women and children, may be less than optimal, it is by far the best arrangement under the circumstances.

Conclusion and Recommendations

- We all agree that food is the issue and that food must be brought in from external sources.
- The security problems associated with food delivery by the U.N. are likely to be greatest in the first few weeks of a major delivery program. The dangers will lessen as food becomes cheaper and more readily available. There are a number of elements critical to the success of such an operation. These include:
 - Sending food without waiting for the ceasefire negotiated by the U.N. to hold, without any other additional guarantees, before Mogadishu port is reopened or there is free access to all areas of the city.
 - Sending food simultaneously to ports or airports to the north and south of Mogadishu, so that the food relief program does not become a strategic asset to one side only, thereby inviting attack from the other side.
 - Making sure that the first shipments are heavily guarded, by deploying professional troops from the armies to serve escort duty.
 - Creating the confidence that the first deliveries will not be the last. This confidence is just as important as the food itself; if there is the expectation that food will become readily available, merchants will unload their stocks of food, thereby decreasing market prices, and the motives for stealing food will be reduced.
- Once we have started the food deliveries, we will then need to turn to increasing medical and economic resources.

Am I My Brother's Keeper?

- YES! Famine is a world-wide issue and the United States needs to be involved in prevention and relief of famine because:
 - We are a world power and with such power comes responsibility
 - Famine results in additional disease that can be transmitted to others
 - Famine results in additional conflict between and within nations that leads to additional deaths and famine

Sources

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- [International Famine Center](#)
- [El Nino Update](#)
- [Irish Potato Famine](#)
- [World Food Program](#)
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