

**CHILD SURVIVAL AND MATERNAL HEALTH**

<b>Lesson Title:</b> The Poverty of Distribution	<b>Grade:</b> 9	<b>Subject:</b> Math, Social Studies	<b>Time:</b> 1 hour	<b>Unit:</b> Patterns and Relations; Resources and Wealth	<b>Topic:</b> Food Security; Child Survival
<b>URL:</b> <a href="http://www.chf.ca/take-action/for-educators/resources/220-grade-7-10/lessons/692-poverty-of-distribution">http://www.chf.ca/take-action/for-educators/resources/220-grade-7-10/lessons/692-poverty-of-distribution</a>					
<p><b>Lesson Description:</b> World hunger is not a matter of having too little food to feed everyone, but is rather the consequence of unequal distribution of the world’s food. Explore food distribution through this math lesson. Students will explore the relationship between time and the people who die from hunger.</p> <p>Susan George, in her book “How the Other Half Dies- the Real Reasons for World Hunger”, argues that world hunger is not a matter of having too little food to feed everyone, but is rather the consequence of unequal distribution of the world’s food. She suggests that the business of agriculture, called <b>agribusiness</b>, is focused on maximizing <b>profit</b>, which in many cases is a barrier to sharing food more equally.</p>			<p><b>Curriculum Outcomes:</b></p> <ul style="list-style-type: none"> <li>• P9.1 Demonstrate understanding of linear relations.</li> <li>• RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.</li> </ul>		
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Poverty of Distribution Questions PDF</li> <li>• Poverty of Distribution Answers PDF</li> </ul>			<p><b>Extension:</b> Organize a hunger strike at your school where students pledge not to eat for 24 hours (juice and water is encouraged). Have people sponsor the students and send the money that you raise to the World Food Programme (<a href="http://www.wfp.org">www.wfp.org</a>). The hunger site (<a href="http://www.thehungersite.com">www.thehungersite.com</a>) has useful resources and facts to help with the strike.</p>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ 326 Adbusters, Jan/Feb 2002 #39</li> <li>➤ 327 George, Susan. How the Other Half Dies- the Real Reasons for World Hunger. Pelican Books, 1976.</li> <li>➤ 328 Chomsky, Noam. Understanding Power. Random House, 2006p. 365.</li> </ul>					
<p><b>Assessment:</b> Review student’s answers to the questions.</p>					

**Procedure:** \*See the PDF for full Procedure

Sometimes when expensive new technology is introduced into developing countries it doesn't provide lasting benefits. Can you think of any reasons why this could be the case?

Relationship between time and the number of people who die from hunger:

1. Explain the relationship between the number of hours and the number of people who die from hunger. You might want to start by saying "For each one hour, (this many people) die from hunger."

2. Write an algebraic equation to describe the relationship. First select two **variables** (letters), one to represent each of the categories. Then use your last answer to create an algebraic equation to show the pattern.

3. How many people die worldwide from hunger each month? Use your equation and show your work.

Make a comparison of your answer to something similar For example, the number is like the Sky Dome (now called the Rogers Centre – Why do you think the name Sky Dome – which was chosen by the public – got changed to the name of a corporation?) in Toronto being filled with spectators three full times.

4. The **World Food Programme** has done more current research and suggests that the number of **kids** who die each year from hunger-related diseases is 14 million.

5. Create a picture of one of those three answers in question four as a comparison to something that you can understand. For example, perhaps the number per hour is the same as the number of people who can fit in a five-story apartment building. If this was the case, draw the apartment building. (Find your own visual comparison...)

6. Why do you think that there isn't huge global outcry at the number of people dying of hunger? Think of the number who died on September 11th and the outrage that it caused.

7. Sometimes people argue that the problem is overpopulation of developing countries: "if they didn't have so many babies, they wouldn't have poverty and hunger."

a. If you and your family live in abject poverty, why is it possibly in your interest to have larger families? Isn't this counterintuitive?

b. Use the following table<sup>327</sup> to make a convincing counter argument to the idea that poverty and hunger is a problem caused by having too many babies.