



Food Availability

Subjects Social Studies, Mathematics

Grade Level 3-5

- Student Learning**
- Students will experience uneven food distribution.
 - Students will represent data in a chart.
 - Students will work as a team to solve a problem.
 - Students will discuss the causes of hunger in Oklahoma.

Performance Task

If time is limited, focus on steps 1-3.

1. Before class, prepare individual portions of food for each student. The food should be something small that can easily be divided, like popcorn, pretzels, or candy. One portion should have 35 pieces of food. About 15% of the portions should have 10 pieces of food. All remaining portions should have only one piece of food. (If you don't have access to snacks, you can use pictures of food, common classroom items like crayons, or even note cards with hash marks or numbers on them.)
2. In class, tell the students that you are going to give them a snack, but not to eat it yet. Randomly distribute the prepared portions of food.
3. Once students realize that the snacks have been distributed unevenly, ask why they think that was. Explain that the portion sizes are modeled after the division of assets in America. (Be prepared to explain what assets are.) Focus the discussion on food distribution.
4. Have students create a chart that represents the distribution of snacks in your class. (For classes that are new to charts, use the provided form.)
5. Ask students for suggestions on how to correct the uneven distribution of snacks in the class. Supervise them in executing the plan that the class thinks is best.
6. While students eat their snacks, remind them that food availability isn't an issue in Oklahoma, and discuss why people go hungry if there is so much food. Tie the discussion into the snack distribution.

Pass Skills

- Mathematics Process Standard 1: Problem Solving
- Mathematics Process Standard 5: Representation
- The student will demonstrate an understanding of collection, display, and interpretation of data and probability.
- The student will use data analysis, statistics, and probability to interpret data in a variety of contexts.

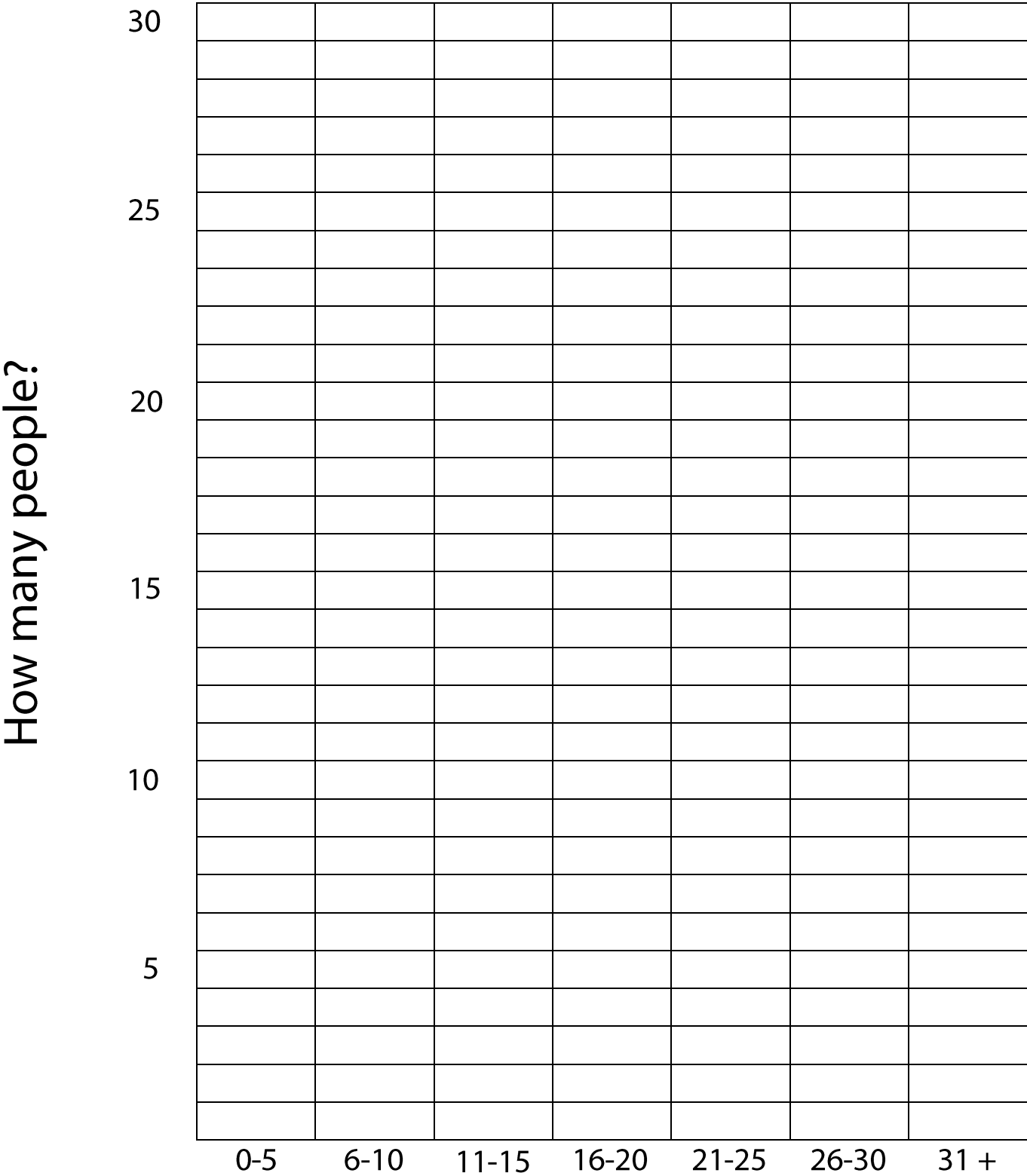
Common Core Standards

- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.

HUNGER 101: ACTIVITY 2

Name:

Color in the boxes to show how many students are in each section.



How many pieces of food?

HUNGER 101: ACTIVITY 2

Name: Sample

Color in the boxes to show how many students are in each section.

