

19,000 Children Died from Hunger Today: A C3 Framework Inquiry Project

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Abstract

World hunger, because it is a profound moral and global issue, is an excellent topic for a C3 inquiry project in social studies classes. The College, Career, and Civic Life Framework (C3 Framework) for Social Studies State Standards was created to foster student's intellectual capacity to apply social science research methods—developing compelling questions, formulating hypotheses, collecting and analyzing data, evaluating empirical evidence, and drawing conclusions—in order to take informed actions as citizens in a pluralistic democracy and highly complex and interdependent global economy. Thus, the C3 Framework is designed to focus on the social studies themes of history, geography, civics, and economics. This paper will create an original application of the C3 Framework using the theme of world hunger to demonstrate how students can create an inquiry project requiring research, reading, writing, and technology to produce a curriculum unit plan that could be implemented in social studies courses.

Key Words: world hunger, poverty, diseases, inquiry C3 Framework, social studies

I. Introduction

Charles Darwin, writing in *The Voyage of the Beagle* in the 1830s, asserted “If the misery of our poor be caused not by the laws of nature, but by our institutions, great is our sin” (Gould, 1996, 19). It is reasonable to assert that the 19,000 children under the age of five that die each day from poor nutrition or hunger-related diseases represent the ultimate manifestation of human misery; this is almost seven million children annually, 95 percent of these children live in Asia, Africa, and Latin America. (The Hunger Project 2014). This global tragedy occurs despite the fact that there is more than enough food to provide every person on earth with 2,800 calories daily, assuming equal global distribution and access to the total food supply (Conway 2012, 8; Moore Lappé and Collins 2015, 17). World hunger, because it is a profound moral issue correlated with all of the social studies themes and is amenable to student activism, is an excellent topic for a “College, Career, and Civic Life” (C3) Framework Inquiry Project. Furthermore, while world hunger has been a major killer of humanity and has caused incalculable human suffering, progress has been made since 1990—a 42% reduction in the number of undernourished people in the developing world—demonstrating to students that highly complex problems can be effectively addressed by fusing political willpower with collaboration, developing sound policies and feeding programs, hard work, changing entrenched attitudes, and reforming political and economic institutions (Hunger Notes 2015; Moore Lappé and Collins 2015).

And while 95% of the hungry live in the developing world, 48.1 million (16%) Americans lived in food-insecure households in 2014, including 15.5 million children (Feeding America 2015). Examining hunger in the United States, especially in specific communities, will personalize the topic and increase its relevance for students. Furthermore, there are numerous opportunities for students to be involved in actively combating hunger in their communities and schools, as well as foreign countries. Of course, it is vital that students understand that poverty is relative and America's poor, even the 19.9 million that live in extreme poverty (family income is \$10,000 for a family of four, this is less than half of the poverty line) are much better off than the almost one billion who live in absolute poverty (\$ 1.25 a day or less) in Africa, Asia, and, to a lesser extent, Latin America (Hunger in America 2015; Moore Lappé and Collins 2015; Hunger Notes 2015).

Approximately one billion people are chronically undernourished—they lack the most basic access to food security, the proteins, calories, carbohydrates, minerals, and vitamins required for good physical and mental health—and are highly susceptible to death via starvation or infectious diseases (Conway 2012; Hunger Notes 2015; The Hunger Project 2014). Moreover, 98% of the chronically undernourished live in Asia (525.6 million), Africa (214 million), and Latin America/Caribbean (37 million); in fact one third of all childhood deaths in Africa are attributable to hunger and related infectious diseases (Moore Lappé and Collins 2015; The Hunger Project 2014; World Food Program 2014). There is substantial empirical evidence to support Darwin’s suspicion that institutions—political, economic, and cultural entities with specific goals, values, and practices—are the root cause of world hunger (Moore Lappé and Collins 2015).

A systematic analysis of world hunger requires an examination of economics, politics, history, and geography; these are the four core subjects in the 2013 C3 Framework created to improve social studies education in the United States (NCSS 2013). Moreover, there are numerous cultural factors—such as authoritarian regimes, female illiteracy and powerlessness, ethnic discrimination, and entrenched attitudes and behaviors inimical to success in the modern world—that contribute to hunger in many developing countries (Conway, 2012). Thus, world hunger is an interdisciplinary topic with a powerful moral component that is suitable for a social studies inquiry project in secondary schools.

World hunger, despite recent progress, remains a major human rights issue in the early 21st century and is inextricably linked to numerous infectious diseases, historically the biggest killers of humanity (Attoh 2010; Conway 2012; Cullather 2011; Diamond 1999; Sachs 2005 Young 1997). Advocates for universal human rights avow that death from starvation and related diseases is a moral abomination caused by unjust political, cultural, and economic values, practices, and institutions that promote power and profits over human well-being. The chronically hungry, while diverse in terms of race, ethnicity, religion, and geography, share a common trait: They live in absolute poverty and are politically powerless. Thus, world hunger is an excellent topic for the College, Career, and Civic Life (C3) Framework, designed to prepare students for university studies, careers, and civic participation in a highly competitive and technologically sophisticated global economy. The C3 Framework focuses on history, civics, economics, and geography; this inquiry-based project is a holistic approach to social studies that requires critical thinking, research skills, knowledge of the scientific method, collaboration skills, designing creative solutions to problems, communication skills, and engaging in civic action to further democratic values, such as increased liberty, equal opportunities, reducing discrimination, and expanding human rights.

The National Council for the Social Studies (2015) asserts human rights education based on the moral and democratic principles of liberty, equality, and a respect for the common humanity of all mankind is essential for civic education. In fact, “The National Council for the Social Studies affirms that Human Rights Education, in both its civil and its humanitarian aspects, is a necessary element of social studies programs and should be integrated throughout the educational experience of all learners from early childhood through advanced education and lifelong learning” (NCSS 2015). Social studies educators have a unique opportunity and responsibility to educate students about universal human rights and should incorporate the core ideas on American democracy and international humanitarian law—equality of opportunity, liberty, compassion, civility, respect for all human beings, civic participation, and the rule of law—into their courses. Amnesty International—many of their arguments are based on the Enlightenment ideals of equality, natural law and liberty—argues that all human beings have natural political, economic, and social rights, including a right to food; these rights are inalienable and are not dependent on race, religion, ethnicity, socioeconomic status, language, sex, or other categories.

It is reasonable to assert that the right to accessible food is a basic human right that is being denied, for a plethora of complex political, geographic, cultural, and economic reasons, to roughly 11% of the world’s population (Moore Lappé and Collins 2015). A tragic irony in this human catastrophe is that the world now produces more than enough food to feed all 7.1 billion people; astonishing advances in agriculture, such as scientific agriculture, mechanization, genetically modified crops, the application of complex irrigation systems, fertilizers, and pesticides have rendered widespread naturally-caused famines an anachronism in the modern world (Moore Lappé and Collins 2015). Contemporary world hunger is not an intractable problem caused by the laws of nature; it can be eradicated by transforming political and economic systems, both domestic and international, if humanity musters the political will to do so.

Thus, the reasons why seven million children die annually from hunger and related diseases becomes a compelling social studies question that is amenable to a structured inquiry project.

There are answers to this compelling question that can be found in the social sciences and history; secondary school students, with proper guidance from the teacher, can develop the skills needed to answer this compelling question via sound research, implementing the tools of the social sciences, and an emphasis on data analysis and empirical evidence. Furthermore, world hunger is an excellent topic for a social studies class because it is an interdisciplinary issue with powerful moral connotations and can appeal to the cognitive, reflective, and affective domains (Chapin 2015). Furthermore, world hunger is an engaging and compelling issue that secondary students can become passionate about as they engage in research in order to take informed and effective action in pursuit of social justice.

World hunger is a vital human rights issue that is strongly correlated with history, economics, geography, culture, and global connections, and political science. This topic can be fused with the 2013 NCSS C3 Framework (College, Career, and Civic Life) that is designed to prepare students for college work, careers, and active and informed civic participation. The C3 Framework is essentially a student-centered inquiry project based on the development of compelling questions (questions that are provocative, engaging, reflect an enduring issue, and can form the intellectual foundation of an inquiry project). Moreover, students apply social science methods—gathering and evaluating facts and statistics, analyzing empirical data and historical evidence, applying the tools of the social sciences, drawing conclusions, and proposing solutions and policies—to the entire inquiry project. The C3 Framework is a conceptual curriculum—one that also incorporates the humanities, science, and technology—that can be applied to any social studies topic.

Human rights education is referenced in the C3 Framework and at least 35 states include human rights content into their social studies standards (NCSS 2015). One of the outstanding features of the C3 Framework is that it is a conceptual curriculum that can be applied to any social studies discipline or issue; this article will demonstrate how this can be achieved by describing and explaining an application of the C3 Framework to world hunger, a major human rights issue in much of the developing world, as well as an important issue in the United States.

Furthermore, incorporating world hunger into the C3 Framework has the potential to motivate students to take informed action to reduce hunger; it is a topic that inspires passion because it is a profound moral issue that secondary school students find compelling. Of course, teachers can choose other compelling issues—war, inequality, racism, environmental problems, capital punishment, First Amendment issues—depending on their state standards, district requirements, and their specific needs and circumstances. And while the selected compelling issue and questions are important, it is vital to recognize that the C3 Framework fuses research skills, literacy, communication skills, and collaboration with content knowledge into a holistic inquiry project that prepares students for college, career, and civic life—the primary goal of social studies education. Of course, educators are free to modify the C3 Inquiry Project based on specific state requirements, the age and ability level of their students, and the interests and needs of their students. For example, a ninth grade class may wish to focus only on hunger in the United States—an ironic situation given America’s unprecedented wealth in human history—and the political, social, and economic causes and consequences for afflicted individuals and society.

Finally, as students engage in research, they will discover that the root cause of hunger is the absence of democracy—broadly defined as a political system in which governments are accountable to all people and basic human rights and liberties are protected in practice—in the Global South (generally defined as poor countries in various stages of development). Furthermore, extreme poverty is correlated with the absence of democracy, ethnic conflicts, and pervasive discrimination against women. Students will also discover that world hunger is not the inevitable destiny for the world’s 800 million hungry people; since 1990, significant progress has been made in reducing the number of hungry people, especially in East Asia, from one billion to 800 million (Moore Lappé 2015, 7). Students will realize that hard work, the political will by individuals and organizations, viable political and economic policies, and the expansion of democracy can end world hunger—a moral abomination, like slavery, that can be abolished by transformational changes in thinking, attitudes, and behaviors (civic participation and activism).

II. The C3 Framework and World Hunger

World hunger is a superb topic for the C3 Framework because educators and students can develop several compelling and supporting questions for inquiry in all of the social studies disciplines. Furthermore, there are excellent opportunities to engage in research, critical thinking skills, and applying disciplinary tools to create an inquiry project that connects the past and the present in a meaningful way.

This section will outline in three stages how teachers can construct this C3 Inquiry Project. First, this section will provide a compelling question for the entire inquiry project and supporting questions for each social studies discipline. It is important that students establish the connections between the past and the present; students are more interested in social studies when they see the contemporary relevance to their lives. Second, guidelines will be provided for developing procedures, collecting and analyzing data and evidence, and activities. Students will not have any difficulty in locating resources, such as books, journal articles, videos, Internet sites, and organizations that deal with world hunger. Finally, guidelines will be given on how students can communicate their findings and engage in civic participation. Of course, teachers can make any modifications based on grade and ability levels, state or district requirements, and other considerations. The questions and resources provided in this article serve as examples and teachers, working in conjunction with their students, may develop other questions or move the inquiry in another direction. The C3 Framework is available online (<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>) and this guide will help teachers create their world hunger inquiry project. In addition, the resources cited in this article will lead students to myriad other sources that can help them answer the compelling and supporting questions and design their projects.

It is vital that teachers guide students' research, scrutinize the validity of all resources, and help prepare students for the inevitable frustrations—contradictions among experts, propaganda and myths masquerading as facts, incomplete data, and the unethical and dishonest manipulation of data for political or economic purposes—associated with research. Helping students develop the proper skills and attitudes for meeting these challenges, and overcoming various forms of adversity, are essential for significant educational accomplishments and employment in a high-tech global economy where problem-solving, creativity, initiative, and collaboration are premium virtues for success. The C3 Framework, if implemented properly, helps students acquire knowledge, skills, and the civic virtues and behaviors that are at the center of democratic social studies education.

2.1 Stage One: Developing a Compelling Question and Supporting Questions

During this critical stage—the development of excellent questions is the foundation for a successful C3 inquiry project—teachers and students can work together to create questions. A compelling question—one that is relevant to students, requires interdisciplinary research, and reflects an enduring social studies issue—is the foundation for a successful inquiry project. However, teachers should be aware of the fact that students will possess limited knowledge that hinders their ability to create good questions. Teachers may start this process by introducing the topic of world hunger via a PowerPoint presentation using music, art, pictures of hunger victims, a short video showing the relationships among hunger, population, and politics, or a brief fact sheet on world hunger to stimulate interest and motivation. The questions must be open-ended, require an interdisciplinary approach, intellectually challenging, stimulate thought and passion, and have the potential to lead to new inquiries.

Compelling Question: Why do 19,000 Children Die Each Day from Hunger or Related Diseases?

This question reflects an enduring issue in history and the social sciences, and students will find it an interesting topic because of its human and moral characteristics. This question requires students to examine all of the core social studies disciplines in order to develop a comprehensive inquiry project; critically, this compelling question has a strong moral component that generates passion and empathy. Moreover, world hunger—especially since the majority of victims are children—has the potential to make an enormous emotional impact on students and may help them to become passionate about fighting for social justice. Furthermore, this compelling question can be taken in several directions giving students flexibility and allows them to be creative. In addition, this topic has the potential to help students develop the civic virtues, such as compassion, responsibility, courage, participation, and others that are essential to civic participation.

All of the following supporting questions are suggestions and designed to stimulate thought, motivation, and guide students in their research; students and teachers are encouraged to create their own supporting questions. By providing supporting questions in each social studies core discipline, it helps students focus their research, organize their data, and reduces the enormity of the project into discrete tasks. As students engage in their research, they will develop a keen understanding of the interdisciplinary nature of social studies issues; this awareness will allow them to appreciate the necessity of professionals from across the disciplines—medical doctors, economists, geographers, policymakers, agricultural experts, managers, logistics experts, and international organization—collaborating in order to reduce world hunger and human misery.

Of course, for logistical and practical purposes, specific inquiry projects could focus on supporting questions from one or two social studies themes, or different groups could be assigned specific themes based on teachers' needs and circumstances.

Supporting Questions for History:

1. How many people have died from hunger and related diseases in history?
2. What are the major causes of hunger today?
3. What are the major causes of famines?
4. How was food used as a weapon by governments in the past?
5. What were the causes of famine in the Soviet Union in the 1930s?

Supporting Questions for Economics:

1. What economic system(s) may be the most effective in fighting hunger?
2. What role do multinational corporations play in agriculture?
3. What is the relationship between educating women and hunger?
4. Why do some countries that suffer from hunger grow crops, such as sugar, for export?

Supporting Questions for Geography:

1. How does climate impact food production in Africa?
2. What countries are most impacted by hunger?
3. How does the presence and spread of infectious diseases contribute to hunger?
4. What are the best environmental conditions for food production?

Supporting Questions for Civics/Government:

1. What should the United States do to help end hunger in the developing world?
2. How do religious institutions and charities fight hunger?
3. How do authoritarian/totalitarian regimes cause hunger?
4. How can international organizations, such as the United Nations, combat hunger?
5. What types of political systems are the most effective in combating hunger?
6. What are the current global trends regarding hunger and mortality?

Supporting Question for Psychology:

1. Why is hunger so devastating psychologically on parents and family members?
2. How does hunger contribute to cognitive functioning and mental health?

Supporting Questions for Sociology:

1. How does hunger impact different social classes in a country?

2.2 Stage Two: Developing Procedures, Data Collection and Analysis, and Student Activities

After the compelling and supporting questions have been created, teachers should create groups of 4-5 students. Ensure that all students understand the questions and then provide guidelines for beginning their research. Of course, teachers have options on how they modify the assignment. For example, each group could be assigned to answer the supporting questions for one core discipline, but all groups make a contribution to the compelling question. An excellent place to start, given current technology and students' interest and capabilities on the computer, is with web searches on world hunger. A Google search entitled "world hunger" returned over 37 million websites; thus, it is vital that teachers vet numerous websites and guide students to scholarly sites that are accurate and relevant. For example, the Population Reference Bureau (2015) provides over 44 excellent articles in nutrition, hunger, agriculture, and political and economic factors associated with hunger. This website offers an excellent 20 minute video introducing students to the nature, causes, consequences and solutions to world hunger that will motivate students to learn more, ask more sophisticated questions, and seek answers. The video ties the economic issues, women's issues, political factors, cultural realities, and other factors into a holistic approach that is accessible and covers many social studies themes. Generally, secondary school students need some initial guidance and access to a few scholarly resources; subsequently, they will be able to locate other resources and conduct their own research.

For example, Bread for the World (2015) is an organization dedicated to ending world hunger via education, fund raising, citizens taking actions, and influencing policies. The website has a plethora of resources—simulations, games, fact sheets, lesson plans, activities, and companion websites designed specifically for educators and students. The website is informative and entertaining and treats world hunger as a moral, political, and economic issue that can be solved by action. Today, the Internet provides access to literally hundreds of millions of websites on specific topics; this presents a major challenge to teachers and students: limiting searches to the most accurate and relevant information in order to create a viable inquiry project. Teachers must guide students in this endeavor and place limits on the number of resources used in the project. By researching just a few excellent websites, books, or journal articles, students will be able to find vast amounts of information to complete their research projects.

In addition to websites, it is important that students use books and peer-reviewed journal articles in their research in order to support their project with empirical evidence; this is a major goal as the C3 Framework requires students to move beyond uninformed and unsubstantiated opinions to evidence-based claims. The books cited in this article are excellent resources to initiate the projects; they are scholarly, well-researched, and employ primary sources that are essential as students engage in research. It is important that students learn to check their resources for accuracy and biases. As they collect data, statistics, and relevant historical information they will encounter contradictions, discrepancies, distortions, and important omissions; teachers should use this opportunity to inculcate a healthy skepticism into students regarding sources. This is a major component of social science research and students must learn to verify information and question their methods, hypotheses, and conclusions. Effective research and positive civic participation require open-mindedness and flexibility; unquestioned certitude—especially when characterized by arrogance, ideology, and condescension—is the mortal enemy of all research. During this stage of the process—Applying Disciplinary Tools (Dimension 2) and Evaluating Sources and Using Evidence (Dimension 3)—it is essential that teachers provide close guidance in terms of literacy skills (identifying biases, the power of language to persuade opinion, authors' points of view, main ideas, and accuracy) and the relevance of all information (NCSS, C3 Framework, 2013). The process of gathering and evaluating data lead to tentative claims to be rejected or accepted based on empirical evidence and further research. Furthermore, students must understand that history is a complex and interpretive endeavor subject to revision based on new documents, advances in technology, and paradigms shifts in thinking.

During this stage of the inquiry project, teachers can create a variety of assignments that can help students develop their research, cognitive, and collaboration skills. For example, students may wish to create a mannequin characterized by malnutrition symptoms, such as wasting, edema, and susceptibility to infectious diseases and explain how hunger impacts the body and mental health of malnourished people. In addition, students could research how modern agriculture has developed new seeds and methods to increase food production and how organizations such as The Hunger Project, try to improve distribution and storage systems in the developing world. Students could, if feasible, interview nutritionists, epidemiologists, medical geographers, and biomedical researchers to gather expert testimony on the medical aspects of hunger. Today, highly sophisticated GIS (Geographic Information Systems) programs allow researchers to describe and graph large amounts of data and show the geographic patterns of infectious diseases, chronic diseases, migration patterns, climates, war zones, and other phenomena that students could incorporate into their projects.

Another interactive and student-centered activity would involve producing a video or multimedia presentation describing world hunger and the geographical, economic, and social reasons explaining the specific patterns in affected countries or regions. This might include looking at topography, trade routes, demography, living conditions in urban and rural areas, and the political and cultural systems in developing countries. Teaching history via primary sources allows teachers to teach literacy skills—interpretation, the use of metaphors, symbols, allegories, analogies, recognizing biases, distinguishing between facts and opinions, and vocabulary terms—that are essential for college and civic participation.

Since the C3 Framework is highly interdisciplinary, one interesting assignment would involve examining the arts and literature produced on famines and their consequences on affected populations. For example, in 1993, photojournalist Kevin Carter took a picture of a starving child attempting to crawl towards a feeding station in war-torn Sudan. Carter was awarded a Pulitzer Prize for this highly disturbing photograph; however, he committed suicide in 1994 haunted by the horrible memories of the famine (in addition, there were several other unrelated factors contributing to his depression and suicide).

The fine arts, especially art, photography, and music can have a profound impact on secondary students. Carter's *Starving Child* is emotionally captivating, especially when students realize that the unbearable suffering of hundreds of millions of people, like the little girl in the photograph, is the direct result of intentional policies implemented as a war strategy. According to Zevin (2011), one of the most important goals in social studies is developing lesson plans that accomplish didactic goals (factual knowledge and data acquisition), reflective goals (critical thinking, creativity, and problem-solving skills), and affective goals (the examination of controversies, values, beliefs, and ethical issues). Students viewing *Starving Child* will be uncomfortable (itself an important educational goal to force students to confront unquestioned beliefs, values, attitudes, and behaviors) but should be motivated by human compassion and intellectual curiosity to find solutions to world hunger. The arts have enormous power to motivate people to take actions in the name of social justice; students will come to understand that hunger, in its ultimate essence, is a deep moral issue that transcends political economy. Provoking public outrage—as Americans did over slavery, segregation, and myriad forms of discrimination—is often a prerequisite for transformational social change.

Teaching students how to interpret art and literature is an essential social studies skill because the humanities reflect political, economic, and social events, values, laws, and attitudes of specific historical eras. Moreover, teaching students how to interpret art, music, and literature is central to a liberal arts education and fuses social studies goals with language arts skills. This will require social studies teachers to instruct students on analogies, symbols, metaphors, similes and other literary devices essential for understanding the humanities. In addition, Bread for the World (2015) presents a series of quotes on hunger that will stimulate discussion on moral, political, and economic issues. These quotes are ideal as a set induction to generate interest in famines and their relationships to politics, economics, and geography.

One of the most important dispositions that students must learn is trying to understand the mindset of people experiencing catastrophic events, like hunger, war, extreme poverty, and environmental crises. For example, a classroom discussion on the topic of empathy would help students gain insight into radically different ways of thinking throughout history and the contemporary world. This would help meet some of the C3 goals for Dimension 2 in history; specifically analyzing how peoples' perspectives are shaped by the historical context—different eras have specific paradigms for morality, acceptable attitudes, values, and behaviors, and political and economic institutions—and interpreting the past is fraught with challenges (NCSS, C3 Framework 2013). It is vital that students understand that governments frequently revise history to support the current regime and suppress atrocious behaviors via censorship, secret police, propaganda, and controlling education. Ancient and medieval famines are not analogous to modern famines caused, not by nature and the lack of medical knowledge, but by deliberate actions by governments, flaws in the world economy, or warring factions in a country.

For example, as students conduct their guided research, they will encounter the 1932-1933 Ukrainian famine that killed about five million people and an additional one million people in the North Caucasus region and one million people in Kazakhstan (De Blij, Muller, and Nijman 2014; United Human Rights Council 2015). Stalin initiated the famine to destroy Ukrainian nationalism—Stalin was afraid that Ukraine could break away from the Soviet Union thus incentivizing other nationality groups to seek independence—and its highly effective agricultural production, which Stalin viewed as a direct threat to the collectivization of agriculture and the establishment of a totalitarian state (United Human Rights Council 2015). The Soviet police confiscated Ukrainian farms, crops, and livestock and imposed oppressive grain taxes to induce starvation (United Human Rights Council 2015). Moreover, the government issued internal passports to prevent Ukrainians from leaving their villages and towns. Resisters were killed in the Ukrainian Holodomor ("death by hunger") that resulted in cannibalism, forced deportations of kulaks (the best Ukrainian farmers), the murder of intellectuals and leaders, and the death of millions from starvation and infectious diseases.

Further research will lead students to learn about China's *Great Leap Forward* (1958-1962), the human-generated tragedy that resulted in the death of between 30 and 45 million people from starvation, murder, torture, disease, and exhaustion (De Blij, Muller, Nijman 2014, 473). Thus, the study of famines will help students destroy the myth that hunger and infectious diseases are caused only by nature—droughts, floods, crop failures, man's inability to produce enough food—and people have little to no control over hunger. An interesting activity might be creating a mock trial in the United Nations that prosecutes Stalin or Mao Zedong for genocide and other crimes against humanity. There would be numerous roles for students—lawyers, jurors, witnesses, and experts—and a mock trial is an excellent method to determine historical truths.

Finally, student activities could include dramatic play in which students take on the roles of different characters involved in world hunger—victims, multinational corporations, authoritarian/totalitarian leaders, warlords, religious and secular organizations dedicated to ending hunger—and act out the events of famines and the 805 million people who face hunger every day. Dramatic plays must be accurate, despite the horrors of hunger and oppression suffered by victims, families, and communities and, teachers must ensure that students are well-prepared for serious roles (Chapin 2015). Dramatic plays, mock trials, and role-playing are viable methods—they are especially beneficial for allowing students to develop empathy and understanding different perspectives—but can create emotional and controversial situations in the classroom (Chapin 2015). World hunger, like most social studies topics, can generate opposing viewpoints and cause students discomfort; this is especially true for students who have experienced discrimination, oppression, or victimization and teachers should always exercise prudence in the classroom. All classrooms must be characterized by civility, tolerance for dissent, rationality, and a shared belief in the moral equality of all people. This facilitates teaching about painful and controversial topics that, while interesting and vital to social studies education, can inflame hostility, disagreements, and intolerance.

The concluding activities in Stage Two involve creating the final project. This entails ensuring that the compelling and supporting questions were answered and substantiated by empirical data, statistics, historical evidence, or philosophical reasoning (many social studies topics, such as democracy, human rights, and law are rooted in moral reasoning). A good final project will require students to acquire content knowledge, apply the disciplinary tools of the four core social studies subjects, collaborate, and construct a coherent final product. The final project could include census data, pictures, art, music, literature, graphs, tables, charts, text, interviews, videos, excerpts from primary and secondary sources, and other tools that communicate the conclusions in a rational and organized manner. This is why a multimedia presentation is appropriate; it allows students to inform, entertain, and move audiences with a multisensory approach that involves the didactic, reflective, and affective domains.

2.3 Stage Three: Communicating Conclusions and Taking Informed Action

The final stage of the World Hunger Inquiry Project based on the C3 Framework involves students communicating their conclusions and taking informed action, ideally with the larger public community (NCSS, C3 Framework 2013). After the inquiry project is complete—students have answered the compelling and supporting questions based on the procedures set forth in the C3 Framework—each group will present its findings in the classroom. This gives all stakeholders an opportunity to evaluate and critique all of the projects and receive feedback from the teacher. Factual errors, important distortions or omissions, and flaws in their research methods can be discussed and corrected. It is crucial that the final project helps prepare students for college and careers; this is why the process is so important and the teacher must be actively involved in every stage to ensure an excellent final product. The project, because of the strong focus on research, the tools of each social studies discipline, data analysis, literacy skills, and evidence-based claims, is conducive to college level work. Furthermore, the emphasis on collaboration and communication, and personal responsibility are indispensable to success, the projects helps students develop the civic virtues required for informed participatory democracy.

This C3 Framework project is especially relevant today because hunger and associated infectious diseases remain a serious threat to humanity. Hungry people, especially children, are much more susceptible to infectious diseases because their immune systems have been compromised by a lack of nutrients, minerals, and vitamins. For example, malaria is the world's and Africa's most deadly vectored disease and kills one million people, most of them African children under the age of five, annually (DeBlij, Muller, and Nijman, 2014, 298). Poverty is the most powerful indicator of a child's susceptibility to infectious diseases in the developing world. Thus, students could assist in combating poverty by joining organizations that provide medications, mosquito nets (this is showing promising results), and eradication campaigns.

There are numerous non-governmental organizations, such as The Red Cross, Doctors without Borders, and the CDC Foundation, dedicated to fighting infectious diseases, as well as providing food, potable water, and access to doctors, medications, and education programs in the developing world. The current Ebola crisis and the HIV/AIDS pandemic, which has killed about 39 million people since the early 1980s (World Health Organization 2014), provide students with opportunities to join groups that provide education (this is vital in many inner city schools where HIV/AIDS rates are the highest among American adolescents) and support. Moreover, students should know that researchers have made remarkable progress in combating infectious diseases in the 20th and early 21st centuries; it is conceivable involvement in the World Hunger Project will motivate some students to seek careers in medicine as physicians, public health officials, or researchers.

Civic engagement is at the heart of democracy; ideally, this project (of course, this is just one example and students will have different passions and interests that should guide the development of topics and compelling questions; poverty, hunger, child abuse, social justice, war, the environment, women's issues, terrorism, religion, and other topics relevant to students can be fused with the C3 Framework to produce superb projects) will motivate students to take informed action—not because it is a course requirement for a grade but because they are passionate about the issue—by organizing student groups, working with local officials, charities, churches, and the private sector to solve problems, enhance democracy, and improve the lives of individuals and communities.

The C3 Framework has enormous potential (of course, no curriculum or teacher is a panacea for the serious problems—poverty, dysfunctional families, negative peer pressures, substance abuse, and crime—faced by so many students today) to improve civic education and prepare students for college, career, and civic life. The C3 Framework is intellectually challenging and rigorous; student success will require that they not only possess academic skills but the virtues—hard work, personal responsibility, compassion, self-discipline, honesty, perseverance, and collaboration—demanded for success in civic life, college and the workplace. The C3 Framework, in conjunction with high quality teaching, can provide students with the academic knowledge and skills, as well as the virtues, values, and habits that will foster success in college, careers, and civic life. Finally, it is important that students understand that complex problems, such as hunger and infectious diseases, can be alleviated by individuals and societies committed to social action and political reform aimed at moral improvement and expanding social justice and human rights. The idea that a problem, such as world hunger, is inevitable and insoluble is wrong and dangerous; it allows individuals and societies to stop working for solutions and condemns people to needless misery. Students must be taught that political action can improve lives and establish a higher moral order. This is an essential goal in democratic social studies education, and the C3 Framework offers students the means to reach these goals.

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