World Hunger: A Growing Problem

Dear Teacher,

As the economic crisis deepens—both at home and abroad—hunger is on the rise (see p. 6). According to the United Nations World Food Programme, 923 million people around the globe face extreme hunger every day. In this issue, JS introduces readers to the problem, and to young people who know what it feels like to go to school on an empty stomach. “In the beginning, I just went to school so that I could eat lunch,” recalls Nimdoma Sherpa of Nepal.

With help, Nimdoma has since overcome the challenges she faced as a child, but many more children continue to suffer. After reading our article, you and your students can find information in our Teacher’s Edition about ways in which they can work to help overcome hunger (see pp. T-2 and T-8).

With modern-day pirates also in the news (see p. 4), your students may enjoy acting out our classroom play about corsairs of old (see p. 10). In the late 1700s, as the United States was savoring its independence, pirates off the Barbary Coast routinely disrupted crucial trade routes on the Mediterranean Sea, threatening an important livelihood for the young nation. The act of finally taking on the Barbary Pirates would help transform the U.S. into a major naval power.

As always, we hope this issue leads to fruitful classroom discussions.

Suzanne McCabe
Suzanne McCabe, Editor
smccabe@scholastic.com

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Worldwide, the number of people who are suffering from hunger has been on the rise. Wars, droughts, and HIV/AIDS are only some of the reasons for this serious problem. This article covers the plight of world hunger.

## World Hunger Basics

Some statistics from the World Food Programme (WFP):
- In 2007, the WFP provided **3.3 million tons of food** for **86.1 million people** in 80 countries worldwide. More than half (51.8 percent) of those people were in Africa, including:
  - **53.6 million** children
  - **8.8 million** internally displaced people
  - **1.9 million** refugees
  - **1.3 million** people affected by HIV/AIDS
- **Total cost:** **$2.97 billion** in U.S. dollars

## Vocabulary

- **biofuel** *(n)*: fuel made of or produced from plant material or animal waste, such as wood, corn, or cow dung.
- **famine** *(n)*: a severe, widespread shortage of food; also extreme hunger; starvation. From French *faim*, and Latin *fames* *(FAH-meez)*, both of which mean “hunger.”
- **programme** *(n)*: the British spelling for *program*. (See “Language Arts,” next column.)

## Related Resources

For more information on the aid agencies mentioned in this article, visit their Web sites:
- Mercy Corps: [mercy corps.org](http://mercy corps.org)

## Content-Area Questions

### GEOGRAPHY

1. How many independent countries in the Americas are rated “extremely low” in terms of percent of population undernourished? (three: Canada, the U.S., and Argentina. Greenland is not an independent country.)
2. What is Nepal’s capital? (Kathmandu) Nepal is on which continent? (Asia)

### LANGUAGE ARTS

1. Note the spelling of “programme.” Americans and the British both speak English, but with differences in spelling and sometimes meaning. Examples: *colour* instead of *color*, *jumper* for *sweater*. How many other examples can you find? (Answers will vary. Some include *humour*, *trainers* for *sneakers*, *crisps* for *potato chips*, *chips* for *french fries*, *lift* for *elevator*, *flat* for *apartment*.)

### MATH

1. What is the difference in the percent of income that Haitians and Americans spend on food? (45 to 55 percent)

### SCIENCE

1. Why is clean drinking water as important as nutritious food? (Good food is useless if the water causes diarrhea, which accounts for about 8 percent of all deaths in Africa and Asia.)
2. What health hazards does Clyde Otieno Odour face in his neighborhood in Nairobi, Kenya? (open sewers, garbage in the roads, shortage of wholesome food)
News: And the Winner Is . . . (p. 3)

The winner has been decided, but this isn’t the end of JS’s coverage of Election 2008. Upcoming features include reports on the inauguration and the new Obama administration.

Food for Thought
Until Franklin D. Roosevelt’s second inauguration in 1937, Presidents were inaugurated in March. In an era when traveling was on horseback or by carriage, it took time for the new President to travel from his home to the capital. The Twentieth Amendment, ratified in 1933, changed the date to January 20, three months closer to the election. Today, some people think that new Presidents should take office even sooner after the election. What do you think? Give reasons for and against such a change.

Word’s Worth
• transition (n): a change or passage from one state, phase, subject, or place to another; the process of such a change. The word is from the Latin transientem, meaning “passing over or away.” The prefix trans, meaning over, through, or across is common in English. Examples: transportation, transit, transparent, transcendent, transfer, and transatlantic. How many others can you name—and define?

Keep Track
As President-elect Obama and his transition team announce appointees to the new Cabinet, have students list their names and titles-to-be in their notebooks or on a wall display.

WEB LINKS
• Front pages of newspapers, from the U.S. and abroad, on November 5, the day after Obama was elected President: newseum.org/todaysfrontpages or obama2008.s3.amazonaws.com/headlines.html.
• For more Web links related to this and other features in this issue, please visit scholastic.com/juniorscholastic/urls.

American History: The Barbary Pirates (pp. 10-13)

Early Americans were not so sure that the country could afford a navy. But attacks on U.S. ships and the ensuing Tripolitan War (1801-1805) helped convince Congress of the need for a naval force.

Backstory
After the U.S. gained independence from Britain in 1783, many citizens wondered: Do we still need a navy? A majority in Congress said no. To them, a navy was not worth its enormous expense. Leaders such as Thomas Jefferson also warned against building a powerful military establishment, like the one the British had used to control its American colonies. As a result, George Washington’s Continental Army, which had won the Revolution, was reduced to 700 men. The Navy was disbanded.

But pressure to protect U.S. interests at sea increased. In 1798, Congress passed an act authorizing a permanent U.S. Navy. The act also established “a corps of marines.” The role the first Marines played in the Tripolitan Wars has been immortalized in the words “to the shores of Tripoli” in the “Marines’ Hymn.”

Rapid Review
• The young United States waged a periodic conflict with pirates and their sponsors from the Barbary States that lasted until 1815.
• The Barbary Coast of North Africa borders which body of water? (Mediterranean Sea)
• Which four countries were known as the Barbary States? (Tripoli; Tunis, Algiers, and Morocco)
• Which U.S. President sent a fleet of four ships to the Mediterranean in 1801? (Thomas Jefferson)

WEB LINKS
• Captain Stephen Decatur, history.navy.mil/bios/decatur.htm
• Thomas Jefferson and the Barbary Pirates, youtube.com/watch?v=F2jig2Wlkao
• The Tripolitan War, infoplease.com/ce6/history/A0849443.html
CROSSWORD PUZZLE

Take our crossword challenge before reading this issue. Then come back and fill in any blanks. The starred clues refer to the article on pp. 6-9.

ACROSS

1. Tabletop spices: ___ and pepper
5. African-American natural hairstyle
9. A farmer uses this to break soil.
10. Filthy, as in bad
11. Let or permit
12. Down
13. Many children get only ___ meal a day.
14. Slangy yes
15. Hunger kills more people than ___, tuberculosis, and malaria combined.
16. Latin meaning “that is” (abbr.)
17. National League’s All-Star Game opponent (abbr.)
18. Regulation or law
19. Chief of the Norse gods
20. Misplace
22. Some starving Haitians eat cakes of ___.
23. Violence that broke out in Haiti in 2007 over 6 Down
26. Landed, as a plane
28. Continent of the two most-populous countries
29. Give temporarily
30. Organizations such as the WFP help hungry people in ___.

DOWN

1. Place to relax
2. Supporter in times of trouble
3. Girl’s name
4. Even numbers can be divided by ___.
5. Initials of soul singer Aretha
6. A dire lack of ___ can be caused by war or drought.
7. Competes in a footrace
8. Spanish cheer
9. Prefix meaning bad or inadequate, as in ___ nutrition
12. A good meal is useless if drinking ___ isn’t clean.
14. Author of the original James Bond books: ___ Fleming
15. Hunger kills more people than ___ meal a day.
16. Latin meaning “that is” (abbr.)
17. National League’s All-Star Game opponent (abbr.)
18. Regulation or law
19. Chief of the Norse gods
20. Misplace
21. Hockey games sometimes end in ___ (2 words)
22. Prefix meaning bad or inadequate, as in ___ nutrition
24. Author of the original James Bond books: ___ Fleming
25. Unhappy
27. Score in football (abbr.)
**READING A THEMATIC MAP**

**AFRICA: THE STRUGGLE FOR INDEPENDENCE**

The map below shows Africa’s 53 countries and the year that each nation came into being, gained independence, or established its present form of government. Use the map’s information to answer the questions. Write your responses on a separate sheet of paper.

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**QUESTIONS (Write your answers on a separate sheet of paper.)**

1. Which large island nation is located off Africa’s eastern coast?
2. During which decade did most African nations gain independence or establish their present form of government?
3. If you crossed Africa from east to west along the equator, through which countries would you travel?
4. When did modern Egypt gain its independence?
5. Which African lake is located on the equator?
6. What body of water separates Sudan from Asia?
7. How many miles wide is Africa at the Tropic of Capricorn?
8. What southern African country, before its independence in 1980, was called Rhodesia?
9. By the early 1900s, European nations had colonized almost all of Africa. What do you think countries hoped to gain by establishing these colonies?
10. What challenges do you think face a country trying to rule an overseas colony a continent away?
Organizing a Group Effort
World Hunger and Food Aid

This lesson plan relates to the world hunger article and map in this issue (pp. 6-9). It is by Andrew Liss, a seventh-grade social studies teacher at Thomas Jefferson Middle School in Edison, New Jersey.

NOTE: If you would like to contribute a lesson plan related to one of the upcoming JS features (see our updated planning guide at scholastic.com/juniorscholastic), please e-mail a brief summary of what it would entail to junior@scholastic.com.

OBJECTIVES
1. Understand the causes of world hunger by using the article in this issue of JS to comprehend and analyze text, pictures, and maps.
2. Plan and take action to help combat world hunger by raising money or other resources to contribute to a reputable aid organization. Skills will include researching, prioritizing, organizing, investigating, following through, and then assessing what was and was not achieved.

DO FIRST
After reading the article, students will think about and be able to discuss: Why do nearly 925 million people around the world go hungry every day?

PROCEDURE
1. Students will share results by creating a class web on a chalkboard.
2. Read the article “World Hunger” with your class. Create a short organizer that will allow students to list the reasons given in the “Global Food Crisis” section for rising food prices. Also, list the three steps to ease food shortages outlined in the “Two Types of Hunger” section.
3. Complete the article and discuss and answer the “Think About It” questions. Focus on the photographs and discuss how kids who are starving look and how it might feel to be in their situation.
4. Ask students to review the three steps to ease food shortages. (See the “Two Types of Hunger” section on p. 7.) Ask students if they think that they can help to increase food production worldwide and, if so, how they would go about doing it.
5. Have students research aid organizations, including those mentioned in the article (the World Food Programme and Mercy Corps). Other organizations include Heifer International, Oxfam, and Kiva (see below). To get started, check out the “Web Links” box on p. T-3 and the “Useful URLs” area of JS’s Web site.
6. Introduce, discuss, and develop ideas for raising funds or other resources (canned foods, blankets, etc.) to contribute to the organization chosen. (Note: Ensure that students always check with the aid organization before raising funds or equipment, to find out what is most needed, how it should be donated, and any other requirements.)
7. Once plans have been made and vetted—and you and your students have been given administrative approval—students can raise money by holding a student-faculty sporting event, conducting a raffle or a car wash, or soliciting contributions from local businesses and community members.

A note about Kiva
My students and I support Kiva, a nonprofit venture that facilitates loans through micro-finance institutions. To get started, we reviewed Kiva’s Web site and chose an entrepreneur in need of funding. Our class then conducted a fund-raiser and used the proceeds to make a loan. We now check our lending page to see how our entrepreneur is doing. In two years, my classes have loaned more than $7,000 to 204 businesses. You may view our lending page at www.kiva.org/lender/andrew9411.