



The Food Dilemma in The Carolinas'

by Wyounda Horton, 2022 CTI Fellow
Druid Hills Academy

This curriculum unit is recommended for:
English Language Arts Grade 8

Keywords: ELA, Science, Land Access, Food Availability, Food Justice, Food Liberation, Arguments, Claims, Healthy Food, Essays, Debate, Community, Organic, Industrial Organic, Food Labels, Health, Local Sustainable, Food Choices, Pesticides, Food Desert

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Students will explore food justice and availability as it relates to their communities. They will research different topics that impact access to healthy food, write expository essays that lead them to write an argumentative essay, and conduct debates in front of an audience, about the food choices they think would benefit their community the best. Using the anchor text “*The Omnivore's Dilemma*” by Michael Pollan, watching video clips on the related topics, listening to podcasts, and their own independent research findings, students evaluate the authors’ motives, purposes and points of view, before choosing their stance for their claim. Examining food choices, availability and where our food comes from, will help students make informed decisions to present their argument effectively. This unit aligns with the North Carolina English Language Arts standards to delineate and evaluate the argument and claims in a text, and support claims with relevant evidence and clear reasoning. The summative assessment requires students to conduct short research projects to answer the question “What does food justice and availability mean to them and their communities,” and defend their stance during a debate. Writing essays, and participating in a debate, while drawing from several sources, and generating additional related focused questions, students will have multiple avenues of inquiry for extended learning beyond what we do in the classroom.

I plan to teach this unit during the coming year to 30 students in English Language Arts Grade 8.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

The Food Dilemma in The Carolinas'

Wyounda Horton

Introduction

In this unit students will read and research answers to questions such as *What is the main reason behind our food choices, availability or costs? Why are our food choices important for our family and communities, and what can they do as students to help their parents and communities make informed choices?* Exploring the positions they stand on as youth, and being able to support their position with sound reasoning, is a unit goal. A large part of this unit is based on research and inquiry, which means students will generate their own questions that arise from their learning about food liberation and justice and what that means to them personally. Drawing inferences from the text and delineating arguments will enable students to articulate their ideas to others confidently, which is a 21st century college and career ready learning skill. This skill is aligned to the CMS district goal for students of African-American descent to score Level 4's and 5's on EOG exams.

As it stands, most 8th grade students don't really think about the foods they eat, where the food comes from, or why they are eating it, they just eat what they "like" or what their parents feed them. This unit will open their eyes to the choices they have and why the choice is important to them and the community as a whole. Researching topics about access to healthy food, writing and speaking about their findings in different formats will turn students into critical thinkers in which they are applying their knowledge.

Demographics

I teach English Language Arts at Druid Hills Academy. Druid Hills is a Pre Kindergarten-8th Grade school located in the West Learning Community of the Charlotte- Mecklenburg Schools district. According to their website, Charlotte-Mecklenburg Schools (CMS) provides academic instruction, rigor and support each school day to more than 141,100 students in kindergarten through 12th grade in 162 schools throughout the cities and towns of Mecklenburg County. CMS believes setting high standards for all students creates a greater opportunity for future success – in our communities, within the region and across our diverse and global society. Each day, CMS students are prepared to be leaders in a technologically savvy and globally competitive world.

CMS is proud of its diverse mix of students who represent 160 different countries and various cultural and ethnic backgrounds. CMS offers an extensive range of magnet programs in 40 of its schools to nurture the talents of students who have interest and ability in specific areas. CMS also educates, supports, and meets the needs of students with learning and physical disabilities as well.

CMS is one of the largest employers in Mecklenburg County with approximately 18,800 teachers, support staff and administrators. CMS is fortunate to have tremendous support from Charlotte's corporate, faith and business communities and more than 43,000 mentors and volunteers that support learning and instruction in CMS classrooms.¹

The Druid Hills neighborhood where the school is located is very unique. Less than 2 miles from Center City Charlotte, it is the home to the only urban horse stable in the City of Charlotte, and has the highest number of seniors 65+ and senior housing, however the neighborhood is rapidly changing as individuals with various socio-economic levels realize the hidden gem of Druid Hills. The current student population of the school is 262 enrolled students, of which 177 are African-American, 68 are Hispanic, 11 are Asian, 4 are White and 2 identify as other. The student-teacher ratio is 11:1 which is better than the district average. 49% of the students are female, and 51% are male. The Upper school is housed on the 2nd floor for grades 6-8. 99% of the enrolled students are considered economically disadvantaged, and we have approximately 40 teachers. The core unit will be taught to 8th grade students in ELA, while 7th grade students are introduced to the topic with their science curriculum.

Content Research

Food Choices

When it comes to food choices that will benefit students and their communities the best, there are a few key things we need to consider. There comes a question of the types of food to buy that students don't officially decide. The options range from Industrial, Organic, Local Sustainable, or Industrial Organic meals. Of these four food choices, Author Michael Pollan, of *The Omnivore's Dilemma*, suggests some key tips for eating, which determines what we should purchase. He suggests, **"Eat Real Food"** which does not include EFLS (edible food-like substances i.e potato chips, snack cakes, and oven bake pizzas) which we often find in our grocery stores and restaurants. *"Don't eat anything your great-grandmother wouldn't recognize as food."* *"Don't eat anything with more than five ingredients, or with ingredients you don't recognize or can't pronounce."* *"Don't eat anything containing high-fructose corn syrup (HFCS)."* **"Buy Real Food"**, fresh vegetables, fresh fruits, and seasonal crops. *Try getting your food from the outside perimeter of the supermarket and try to avoid the middle aisles.* *"Don't buy, or eat, anything that doesn't eventually rot."* *"Shop at the farmers' market, through a CSA (Community Supported Agriculture), or at a farmstand whenever you can."* **"Eat Real Meals"**, meals that are prepared at home that you cook, and know what the ingredients are. *"Cook, garden, try not to eat alone, eat slowly and stop when you're full, and eat at a table."* ²

Druid Hills Academy along with 67 other elementary, middle, and high schools in Charlotte Mecklenburg, are considered to be Community Eligibility Provision Schools (CEP). This means all enrolled students at the school will receive healthy breakfasts

and lunches each day at No Charge for the students. The **Breakfast Program** includes: 1) an entrée made with grain and/or meat/meat alternate 2) one milk 3) two servings of fruit or juice (limit of one juice per meal). The **Lunch Program** includes: 1) an entrée made with grain and/or meat/meat alternate 2) one milk 3) vegetable 4) fruit.³ All students are required to take the minimums outlined to receive the meal at no charge. I watch daily as several students get the meal at no charge, and immediately take it to the trash and dump it. Are the students making informed choices when they dump their trays and share snacks such as Takis, and candy, or are they simply just eating the foods they like and what they are used to, not considering the source, availability or costs? I will go with the latter. As the learning occurs during the inquiry based research in this unit students will understand why it is important to consider the source, availability and costs' like they haven't done in the past.

The majority of the students that attend Druid Hills live in the immediate area. Currently the area is considered a food desert. A food desert is defined as “an impoverished area where residents lack access to healthy foods. Food deserts may exist in rural or urban areas and are associated with complex geographic and socioeconomic factors, as well as with poor diet and health disorders such as obesity. Food deserts are likened to physical desert regions because the search for and acquisition of nutritious foods is not easily accomplished in either environment.⁴ Indeed, food deserts often are not readily traversed, particularly by people without cars who rely on public transportation. Furthermore, if nutritious foods are available, they often are unaffordable. However, despite numerous investigations, the criteria that define food deserts and their boundaries and the reasons for their existence are not fully understood.”³ Knowing these facts can help students better understand why it is important to consider their food choices more, and why that choice is not only important for them but for their communities as well. Food deserts take out the options of Organic, Local Sustainable, and Industrial Organic meals, so they are already operating in disparity. There is a program currently at Druid Hills that tries to compact this issue, unfortunately it is not enough. Every three months the school hosts Second Harvest Food Bank for “Pantry Night”. This is a night for 2 hours, where families drive through and receive staples like bread, milk, fruit, meat, vegetables and non-perishables, all boxed up and ready to go at No Cost based on the family number provided as they enter the parking lot. This is a Great program that many families take advantage of. We often see multiple families in one car at times, and that shows us that the families are interested in getting these healthier options for their homes, and that's an awesome first step in changing the food choices to better options.

Why do Food Choices Matter?

When we examine the different types of Organics like local sustainable, the importance of that choice is not only health related, but they are arguably better for the environment as well, which is what I want the students to consider for the long haul. Locally produced food is fresher and requires less energy to produce and transport to you. The reduction of food miles, which are the number of miles food has to travel by road, air, rail or sea, before it gets to the grocery store for you to purchase. This is important.

Food miles have been associated with increased carbon emissions.⁵ The less miles food has to travel before you consume it the better for you and the environment. Teaching students to be good stewards of the environment and consider their health is a big goal. Units such as this one, is a great step in getting the process started.

Organics

Local organic and Industrial Organic are better food choices for our health and the environment. Organic food is grown without the use of synthetic chemicals, and does not contain genetically modified organisms (GMO's). Organics support our local producers and the production of crops that are appropriate for our environment. This in turn, strengthens the local economy and the community as a whole. As the numbers in the community increase, the strength of the community should increase as well. Residents can collaborate and grow their local economy, just by where and how they buy their food. Organic products reduce the public health risks for the farmer, their families and the consumer.⁶ Eating local and seasonal foods that are more in tune with our intuitive nutritional needs supports a healthy lifestyle and balance, which is the goal.

Industrial Organic

Refers to a food chain that has elements of organics, grown without chemical fertilizers or pesticides, and industrial practices as well. Some of the agricultural systems adopted include mass production, long distance distribution and processing, all while avoiding synthetic fertilizers and pesticides. Because of these reasons, this choice is still viewed with more positive effects than conventional farming practices. Organic food contains fewer pesticides, is often fresher, and tends to be better for the environment. When affordability is of no issue, one would see the option to purchase traditional organic food or industrial organic as a better option for themselves and their families. There are several health issues impacting the community and food choices is one way some of those issues can be addressed. So even if a family can't afford general organic food they could consider industrial organics for future health benefits.

Food Justice

Before a family like one who lives in the Druid Hills community can go to the store and buy items, some of the choices have already been reduced on the shelves and made for them in essence. Food Justice refers to the holistic and structural view of the food system that sees healthy food as a human right and addresses the structural barriers that prevent access to healthy, nutritious, culturally appropriate foods.⁷ The food justice movement has been around since the founding of the United States. The movement works to ensure universal access for all. However, the racial hierarchy that permeates our food and agriculture systems today have historically perpetuated racial injustices. It is an obstacle that our community and communities like ours across the states can't recover from in a short period of time. It's woven into how we live our lives and the food choices we make each day. Food Justice is closely intertwined with environmental

justice and sustainability movements as well, so the choices are two fold. The Druid Hills community family, like many other families across the state will need some assistance with food at some point. Today, about one in four Americans participates in at least one federal food and nutrition assistance program, at some point during the year.⁸ In Mecklenburg County, the number of households that are food insecure and don't have regular access to healthy food is higher than the state and national average. As families make decisions about what food they can afford, often organic, and sustainable choices are left behind on the shelves as the cost outweighs the health benefits in their eyes, which looks at the wallet first, and healthy living second.

There are several women in the Charlotte area who are looking to change that. They are fighting for food justice in their communities with programs they have put in place to directly tackle the issue now, rather than waiting for policies that can take years to implement. Jean Blish Siers is the coordinator for "Society of St. Andrew". This is an organization that feeds hungry people by collecting surplus crops that farmers can't sell in practice known as gleaning. Gleaning has been around for centuries and is gaining popularity now as communities seek solutions to hunger. Society of St. Andrew partners with agencies like Loaves and Fishes, food pantries, senior housing communities, and low-income neighborhoods.⁹ Alisha Pruett, owner of "The Bulb" is another woman in Charlotte tackling food justice head on. Her program drives routes between grocery stores, including Trader Joe's and Earth Fare, and farms, where the drivers "rescue" unsold food. They distribute the unwanted goods through a system of pop-up markets across the region. Some days the markets are at Charlotte Transportation Center in uptown, other days they are set up in neighborhoods where residents can't easily get fresh food such as Edison Street in the Druid Hills community.¹⁰ Augusta Washington is Mecklenburg County's designated nutrition program educator for N.C. State University. She teaches people how to cook fresh food in ways that help stretch a limited budget. Her activities are part of the Expanded Food and Nutrition Education Program (EFNEP), a federally funded program that works to improve food security through nutrition education. They focus on limited resource families with parents or caregivers that have children in the home less than 19 years old. Cooking on a budget is a great skill to have for these families as they see their budgets stretched these days like never before.¹¹ Angela Gray created a business plan for a nonprofit grocery store, where donations from businesses and individuals would subsidize and reduce costs for low-income customers. She named it "Roots In the Community (R.I.C.'s) Market Foundation". Once built, it would be a radical approach to making healthy food both accessible and affordable. She believes "people feel more empowered and things are more valuable when they pay for something. People don't want a handout; they want to be able to provide for their families, and this gives them that opportunity."¹² Once the store is up and running, this will definitely be something the community can get behind and support while also being empowered and feeding their families more healthy food options which is the goal.

Availability of Healthy Food

When we examine the access to healthy food in the community, the government food system is a key component. Like food justice initiatives, availability is linked to communities we live in and what's available to purchase from certain establishments. Disparities in access to healthy food in communities across the United States have been well documented in cross-sectional analyses. Low-income and minority communities, compared to middle/high-income and predominantly white communities, tend to have more convenience stores, which sell predominantly highly processed, energy-dense foods with little fresh produce. This is the beginning of a much larger issue. In addition, these same communities tend to have fewer supermarkets, which carry a greater variety of nutritious food, and often at a lower price. Supermarket prevalence may also differ by race/ethnicity, with predominantly white neighborhoods having the greatest access, followed by black communities, and predominantly Hispanic neighborhoods having the fewest supermarkets. These disparities in healthy food access contribute to an urban environment in which healthy food is inaccessible and unaffordable for many of its residents.¹³ What is a family, like one who lives in Druid Hills, that is minority, and low-income to do, when it comes to feeding their families healthy food options when they are not readily available? The only grocery store in the Druid Hills neighborhood is Wayne's SuperMarket. Wayne's, located at 2050 N. Graham Street is essentially across the street from Camp North End. Camp North End is a multiplex on 76 acres that boasts "Eat Shop Art" but it is vastly different from Wayne's. The majority of the families that live in the area shop at Wayne's and have never visited Camp North End, even though they are so close together. Wayne's is a small, older grocery store that has a unique smell, as soon as you walk in you know you are at Wayne's SuperMarket! Local families know they can get certain food items there that they might not get at other stores that are not in their neighborhood, and the prices are what they can afford, unlike some of the food choices at Camp North End. Many of the food stalls at Camp North End are out of their family budget, but may be healthier in some ways. Food stalls like "Plant Joy", "Bleu Barn", "North End Farmers Market", and "Leah and Louise"¹⁴ to name a few, provide healthier choices.

Healthier food options matter because, as people settle for foods that are higher in calories and lower in nutritional value, they consume too much sodium, saturated fat, and sugar, increasing their risk of chronic diseases. Adults who eat a healthy diet live longer and have a lower risk of obesity, heart disease, type 2 diabetes, and certain cancers. Healthy eating can help people with chronic diseases manage these conditions and avoid complications. For example, fewer than 1 in 10 adolescents and adults eat enough fruits or vegetables. In addition, 6 in 10 young people aged 2 to 19 years and 5 in 10 adults consume at least one sugary drink on any given day.¹⁵ Health gaps are widespread among racial and ethnic minority groups like the families who live in Druid Hills. In 2017-March 2020, non-Hispanic Black (50%) and Hispanic (46%) adults had a higher prevalence of obesity than non-Hispanic White adults (41%), and the prevalence of diabetes was 21% among Hispanic adults, 19% among non-Hispanic Black adults, 18% among non-Hispanic Asian adults, and 12% among non-Hispanic White adults.¹⁶ These numbers matter. When we assess the health of a generation of people over a lifespan, if we want to change some of these outcomes, it starts with the children. A healthy diet helps children grow and develop properly and reduces their risk

of chronic diseases. If children are educated on healthy food choices and they make those choices at school and beyond, and share their knowledge with their families and the cycle starts, we can change the health trajectory of communities like Druid Hills around the Carolinas.

Instructional Implementation

Close Reading: This is a reading strategy students will use throughout the unit to comprehend and analyze the texts we are using. Scholars will read sections of texts multiple times, annotating the text to clarify meanings and unfamiliar words, and summarize it. Scholars will use their annotations to help them discuss the text in small groups to solidify their understanding.

Think-Pair-Share: Students get questions to answer and think about on their own first. Next, the student pairs with a partner to compare their thoughts to the question and come up with the best answer to the question. Finally, the pairs share their answers with the class. The teacher uses the students' answers to generate a class discussion and ensures each student has a chance to share their thoughts.

Technology: I will be integrating the use of technology by utilizing several video clips from *NourishLife*, which is an educational initiative designed to open meaningful conversations about food, health, and sustainability that students can understand and relate to, podcasts, and students will generate their own research questions as well. The different media will supplement the texts throughout the unit.

Inquiry-based instruction: This is a student centered approach to teaching and learning where the teacher poses questions and guides the scholars to come up with a method of inquiry or a strategy to solve a problem or find the answer to an essential question. For example, this works well within science when scholars are asked a question and then develop a hypothesis. The scholars are encouraged (and supported by the teacher) to come up with a method to answer the inquiry. Scholars record data and prove or disprove the hypothesis.

Graphic Organizers: These resources will help students organize their research and findings they gather from a text to use to write their essays and prepare notes for their debates.

Student Research: Students will choose the topics they would like to concentrate on for their research. Options include GMOs, pesticides, high-fructose corn syrup, organic food, food deserts, and the influence it has on our access to healthy food. Students will explore ways our access to healthy food can be increased or decreased. Students will then write an expository essay on how their research topic impacts access to healthy food, and prepare for their debates.

Classroom Activities

The lessons will focus on four Guiding Questions for the unit that will guide the work the students do and consider for their reading and writing.

1. Where does your food come from?
2. What should we prioritize when making our food choices- cost, health, both/other?
3. How should our food be grown and processed?
4. How can we share our findings with others in the community?

Introduction (Day One)

Overview: On the first day, students will build their knowledge of food choices, availability, justice, health and why it all matters. They will be introduced to the anchor text, “*The Omnivore’s Dilemma*”. Read aloud with students pgs. 10-13 and review the four food chains (*Industrial, Industrial Organic, Local Sustainable, and Hunter-Gatherer*). Make sure they understand the differences between each one. Students will use the book as an additional resource for their research. Allow them to jump around in the book and read the sections they are interested in first. To get them thinking about their own food choices and health, provide each student with a copy of the “Weekly Food Log” (found in Appendix IV) to keep a journal of all the food they eat in a day. Students will track their meals for at least 3 days, up to a week and use the data to support their points when they write their essays.

Students should decide which guiding question they want to focus on to guide their research. Review credibility for sources, and model how to narrow down their questions to get more results. Once they have decided on their question, provide them with the research note-catcher (found in Appendix IV) to keep track of the information they gather.

(Day 2)

Overview: Students will continue to research their main focus question, adding “Evidence Cards” and solidifying their claim for the debate on Day 5. Debate Topic: **What Food Choices Will Benefit Your Community the Best.**

To make sure students understand how to make a claim and delineate an argument, complete a Mini Lesson, “**Coke vs. Pepsi**”. Create a slide and ask students to decide which one they think is better. Give each student an index card and tell them to list 3 reasons why their choice is better. Once students have completed their cards, divide the class in half with the Coke's on one side and the Pepsi's on the other. Give students 5-7 minutes to talk with the others in their group and decide on their 5 best reasons as to why their choice is the best. When the time ends, each group

will send a representative to the middle for the moderated debate. You can decide how long the debate should be and the specific class rules.

After the debate, give students the Example Claim Note-Catcher (found in Appendix IV) to complete. Students will locate one source that affirms, and one source that contradicts. When students have completed both of these activities they will have a strong grasp on arguments, claims, and debates. Students should solidify their claim and research additional sources to include at least 2 articles that they will use on class debate day. At the end of the lesson, students should have completed evidence cards and support for their claim, ready to write their essays.

(Day 3)

Overview: Remind students of their food logs, and check progress. They should have up to Day 3 breakfast and/or snacks completed at this time. Review argumentative essays, structure and function. Use the style that best represents where your students are with the writing process, painted essay or model essay work best. Students will use the evidence cards they completed the day before to plan their essay. It may be helpful to have students number their evidence cards 1-3 that can represent their 3 reasons. Use the class period for planning, writing, peer reviews, and edits. This can be done in pairs or small groups.

Argumentative Essay Outline

Paragraph 1- Introduction, Claim, and Thesis with 3 reasons

Paragraph 2- Reason #1 with Evidence and Reasoning

Paragraph 3- Reason #2 with Evidence and Reasoning

Paragraph 4- Counterclaim, Rebuttal, Refute

Paragraph 5- Conclusion

(Day 4)

Overview: Students should wrap up their essays on this day and get an idea of their debate teams. Give each student half sheet note cards for debate notes. Students should use their essay's and all the research they did in the previous days to note on their cards their strongest points to use in the debate. Remind students this work is not just about them personally, but their community as a whole. We want students to walk away with a good understanding of why this work is important.

(Day 5)

Overview: Debate Day! Topic: **What Food Choices Will Benefit Your Community the Best?**

Students should be excited and ready to go. Allow them to get in teams of shared interest. Allow 15 minutes for review and then conduct debates. I suggest 20-30 minutes maximum. At the conclusion of the debates, bring the class back together for a class discussion focused on the “Bigger Picture” why this matters. Students should have a completed food log at this time. They can analyze their own eating habits and take a deeper dive into why they eat the way they do. Answering the question What food justice and availability means to them and their community? If students can get solid answers to the questions posed throughout the unit, I think we will be well on our way to having young adults be more involved and ready with knowledge to help their families and others make informed decisions when it comes to what's on their plate. Let Eat Carolina and be Good Stewards for the Earth and Community as Well.

Appendix I: Teaching Standards

North Carolina- ELA Grade 8, Reading for Information

R.I. 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

R.I. 8.4: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts

R.I. 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

R.I.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced

North Carolina- ELA Grade 8, Writing

W.8.1: Write arguments to support claims with clear reasons and relevant evidence

W.8.6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

Appendix II: Resources for Students

The Omnivore's Dilemma (Young Readers Edition) by Michael Pollan- In this book, Pollan follows each of the food chains that sustain us—industrial food, organic or alternative food, and food we forage ourselves—from the source to a final meal, and in the process develops a definitive account of the American way of eating.

Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food. NourishLife

Appendix III: Resources for Teachers

[The Omnivore's Dilemma](#) by Michael Pollan- I recommend reading the book in totality in advance, and providing students with sections of the text to concentrate on for the lessons you will complete.

[Chew on This: Everything You Don't Want to Know about Fast Food](#) by Eric Schlosser and Charles Wilson

This book shares with kids the truth about what's between those sesame seed buns in the fast-food “hamburgers” they get, and what a chicken ‘nugget’ really is, and how the fast food industry has been feeding off children for generations.

[Is Eating Healthy Really More Expensive?](#) by Margaret Marshall

This is a blog on Huffington Post, that discusses what it really means to “eat healthy” She discusses the price of food as it relates to being cost effective with making the right choice to begin with.

[Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food](#)- Show a few of the general films like “Food is Health”, “ What You Can Do”, and “Youth Making Change” to the whole class, and then allow students to choose others for their specific research topics. The videos are currently on DVD, you can look for on-line versions if you are unable to play a DVD in your class or speak with your librarian that can show the DVD for you via closed circuit television if they have the equipment in the library.

Charlotte Magazine, February 2019- Articles that address food justice issues in Charlotte and some of the women that are working to change it. This can be accessed online at www.charlottemagazine.com

Appendix IV: Resources for Classroom Use

Weekly Food Log

Day	Breakfast	Lunch	Dinner	Snack	Snack
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Independent Research Evidence Card

Focus Question: (Topic) _____	
Source:	What Makes it credible?
Answer and Evidence (paraphrase or quote)	

Example Claim Note-Catcher

Claim: Buying local food is better for the environment.	Source and Information That <u>Affirms</u> This Claim	Source and Information That <u>Contradicts</u> This
---	---	---

		Claim
Fewer Food Miles		
Food Tastes Better		
Connection with the farmer/farm and trust		

Strengthens local Economy		

Notes

¹<https://www.cmsk12.org/>

² Pollan, Michael. *The Omnivore's Dilemma* (Young Readers Edition). Penguin Young Readers, 2009

³
<https://www.cms.k12.nc.us/cmsdepartments/nutrition/Documents/2022-2023%20Community%20Eligibility%20Provision%20Schools.pdf>

⁴“Food Desert.” *Encyclopedia Britannica*, 2019

⁵https://en.wikipedia.org/wiki/Food_miles

⁶ota.com

⁷https://en.wikipedia.org/wiki/Food_Justice_Movement

⁸<https://www.foodsystemprimer.org/food-and-nutrition/hunger-and-food-insecurity/>

⁹⁻¹² Rogers, Amy. *Charlotte Magazine*. February 2019

<https://www.charlottemagazine.com/meet-the-charlotte-women-fighting-for-food-justice/>

¹³<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6650883/>

¹⁴<https://camp.nc>

¹⁵ <https://www.cdc.gov/chronicdisease/resources/publications/factsheets/nutrition.htm>

¹⁶ <https://www.cdc.gov/nccdphp/dnpao/state-local-programs/reach/index.htm>

Bibliography

Camp North End. n.d. Camp North End - Camp North End. Accessed November 17, 2022.

<https://camp.nc>.

Center for Disease Control and Prevention. n.d. "Poor Nutrition." CDC. Accessed

November 17, 2022.

<https://www.cdc.gov/chronicdisease/resources/publications/factsheets/nutrition.htm>.

Centers for Disease Control and Prevention. 2022. "Racial and Ethnic Approaches to

Community Health | DNPAO." CDC.

<https://www.cdc.gov/nccdphp/dnpao/state-local-programs/reach/index.htm>.

Charlotte Mecklenburg Schools. n.d. Charlotte-Mecklenburg Schools / Homepage. Accessed

November 17, 2022. <https://www.cmsk12.org/>.

Charlotte Mecklenburg Schools. n.d. "Community Eligibility Provision Schools," PDF.

Accessed November, 2022.

<https://www.cms.k12.nc.us/cmsdepartments/nutrition/Documents/2022-2023%20Community%20Eligibility%20Provision%20Schools.pdf>.

Encyclopedia Britannica. 2019. *Food Desert*.

"Food Justice Movement." n.d. Wikipedia. Accessed November 17, 2022.

https://en.wikipedia.org/wiki/Food_Justice_Movement.

Johns Hopkins University-Center for a Livable Future. n.d. "Hunger and Food Insecurity - Food and Nutrition." Food System Primer. Accessed November 17, 2022.

<https://www.foodsystemprimer.org/food-and-nutrition/hunger-and-food-insecurity/>.

Marshall, Margaret. n.d. "Is Eating Healthy Really More Expensive." huffpost.com.

Nourish Short Films DVD. n.d. nourishlife.org.

Organic Trade Association. n.d. OTA |. Accessed November 17, 2022. <http://ota.com>.

Pollan, Michael. 2009. *The Omnivore's Dilemma-(Young Readers Edition)*. New York, New York: Penguin Group.

Rogers, Amy. 2019. "Meet the Charlotte Women Fight for Food Justice." *Charlotte Magazine*, (February). www.charlottomagazine.com.

Schlosser, Eric, and Charles Wilson. n.d. *Chew on This: Everything You Don't Want to Know about Fast Food*.

Wikipedia. n.d. "Food miles." Wikipedia. Accessed November 17, 2022.

https://en.wikipedia.org/wiki/Food_miles.