

# Independent Study – World Food Prize Paper



**Hawkeye Community College &  
Sumner-Fredericksburg High School**

**Mrs. Meghan Bond**

**[meghan.bond@hawkeyecollege.edu](mailto:meghan.bond@hawkeyecollege.edu)**

**TOPIC:** Food Security in Other Countries

**LEARNING OBJECTIVES:**

1. Using problem solving skills, develop a solution to a challenge in a country of student choice.
2. Analyze how global trends shape a nation and affect the citizens of that nation.

**LEARNING STRATEGIES AND RESOURCES:**

STRATEGIES

1. Students will research a country and factor of their choice that is challenged by food security.
2. Students will choose and utilize either APA or MLA for citing in-text and bibliography.
3. Students will create notecards when documenting research to use in their paper.
4. Students will construct an introduction, body, and conclusion of their research paper into a rough draft.
5. Students will analyze editing suggestions and utilize those necessary to complete the final draft of his or her paper.

RESOURCES

1. List of countries
2. Resources for APA and MLA citations
3. List of possible resources
4. List of factors for research focus
5. Notecards

**COMPLETION TIMELINE:**

1. DUE DAY TWO - Student selects a country from the provided list.
  2. NOTECARDS DUE DAY 10 - Define a typical subsistence farm family or poor urban family in your country. Students will prepare notecards and cite the resource of information on each notecard in MLA or APA citation. Choose one type and be consistent.
    - MLA Style Guide: <http://owl.english.purdue.edu/owl/resource/747/01/>
    - APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- a. Family size and composition, diet, education and access to health care;

- b. Farm size, crops grown, and agricultural practices (if researching a farm family) or employment and wage, and where they typically purchase food and have access to private or community gardens (if researching an urban family); and
  - c. major barriers to improving agricultural productivity, employment and earning a living wage, and gaining access to food markets and adequate nutrition.
3. DUE DAY 15 - Student selects one key factor from the provided list as an area of research focus.
4. NOTECARDS DUE DAY 25 - Student researches information to answer a series of questions to understand how the elected factor affects food security in their chosen country. Students will prepare notecards and cite the resource of information on each notecard in MLA or APA citation.

- a. How does the factor you selected affect agricultural productivity, household income or food availability and quality in your chosen country? Discuss the following:

What role does the factor presently play in causing your family to not produce enough food, earn sufficient income to purchase food, or access adequate nutrition?

What is the present status of this factor? How severe is the situation? Is the environment being degraded? Are women, rural or urban poor, or developing countries particularly disadvantaged? If so, how?

Are the trends for this factor improving, worsening, staying the same? How are the trends for this factor measured? Do these measurements indicate the situation is changing? If so, how? Because of potential change, or no change, is the situation for your rural farm or urban family getting worse, improving or staying the same?

- b. How would improving or resolving this factor increase the amount or quality of food or income available to your family? Preserve the environment sustainably? Lead to economic development and poverty reduction? Benefit women, smallholder farmers or urban dwellers in your country of focus?
- c. How will other major issues (climate volatility, population growth, water scarcity, urbanization, energy demand, pollution, etc.) affect your chosen factor and the wellbeing of your family and their community in the decades ahead?
- d. Based on your research, give your recommendations on how to effectively address your selected factor to improve the food security of your rural or urban family in the country on which you have focused. What Millennium

Development Goals and associated policies, technologies, practices or investments do you recommend to solve this situation by 2015? Describe one or more local projects in your focus country that could be scaled up successfully.

- e. Give your suggestions for the appropriate role of communities, the national government, corporations and other organizations (United Nations, World Bank, international research agencies, non- governmental and civic organizations, etc.) in implementing your recommendations in your country. How should rural farm and urban families be involved as key players in implementing these recommendations?
5. DUE DAY 27 - Based on your research create an introduction for your paper. The introduction must be a half-page single spaced and 11 inch font.
  6. DUE DAY 29 - Based on your research create a conclusion for your paper. The conclusions must be a half-page single spaced and 11 inch font.
  7. Construct the body of your research paper using the notecards you created. The word count needs to be approximately 2200 to 3500 words (3 to 5 pages), excluding the bibliography. Use in-text citations with either MLA or APA.
  8. Create the bibliography page with at least five sources in your chosen type of citing (MLA or APA).
  9. Identify research paper left-hand corner of the first page providing the name of the student author, high school name, school city, school state, selected country and factor number, and essay title (in bold).

Isiah Brandt  
Sumner-Fredericksburg High School  
Sumner, Iowa  
Burundi, Factor 20: Farm to Market

#### **Burundi: Improving Infrastructure to Increase Food Supply**

10. DUE DAY 36 - Research paper should be in Times New Roman, eleven-point font, single-spaced text, no indentation, and double-spaced between paragraphs. Submit rough draft of research paper and bibliography to the instructor for editing. The rough draft of the research paper will be returned for revisions within two days of submission to the teacher.
11. DUE DAY 40 - Student submits electronic copy of the final draft of the research paper to the instructor electronically in Microsoft Word.

## EVIDENCE OF ACCOMPLISHMENT:

The student will submit the following items by the deadlines posted above:

1. Selection of country. (Timeline #1)
2. Completion of notecards. (Timeline #2)
3. Completion of selected key factor affecting food supply in chosen country. (Timeline #3)
4. Completion of notecards. (Timeline #4)
5. Completion of introduction. (Timeline #5)
6. Completion of conclusions. (Timeline #6)
7. Completion and submission of rough draft and bibliography for editing. (Timeline #10)
8. Final draft of research paper including bibliography is submitted to the instructor electronically. (Timeline #11)

## EVALUATION OF LEARNING:

### Evaluation of Artifacts

Evaluation would occur based upon student meeting the deadline for each of the submissions listed below. Point values are given. A detailed expectation document would be provided to evaluate the following artifacts.

1. Selection of country. (Timeline #1: 5 points)
2. Completion of notecards. (Timeline #2: 30 points)
3. Completion of selected key factor affecting food supply in chosen country. (Timeline #3: 5 points)
4. Completion of notecards. (Timeline #4: 30 points)
5. Completion of introduction. (Timeline #5: 15 points)
6. Completion of conclusions. (Timeline #6: 15 points)
7. Completion and submission of rough draft and bibliography for editing. (Timeline #10: 70 points)
8. Final draft of research paper including bibliography is submitted to the instructor electronically. (Timeline #11: 30 points)

*\*The following can be used as a checklist for #7 of Evaluation of Artifacts to ensure students has included all items necessary for the research paper.*

Country selected: \_\_\_\_\_

\_\_\_ Define a typical family

\_\_\_ Family size and composition

\_\_\_ Diet

\_\_\_ Education

\_\_\_ Access to health care

\_\_\_ Describe a typical farm OR urban area

\_\_\_ Typical Farm

\_\_\_ Farm size

\_\_\_ Crops grown or animals raised

\_\_\_ Agricultural practices

\_\_\_ OR Urban Area:

\_\_\_ Employment and wages

\_\_\_ Access to purchased food

\_\_\_ Urban food production

\_\_\_ Describe major barriers facing the typical family

\_\_\_ Barriers to improving agricultural productivity

\_\_\_ Barriers to employment at a living wage

\_\_\_ Barriers to accessing food markets and adequate nutrition

Factor selected: \_\_\_\_\_

\_\_\_ Describe how the factor you selected affects agricultural productivity, household income, OR food availability and quality

\_\_\_ Describe the effect of the factor on the typical family in your country

\_\_\_ Describe the present status of this factor

\_\_\_ Describe the trends for this factor (improving, worsening, or constant)

\_\_\_ Describe how improving this factor would benefit your country

\_\_\_ Describe how other major issues (climate volatility, population growth, water scarcity, energy demand, pollution, etc.) will affect your chosen factor

Give recommendations on how to effectively address your factor to improve food security for the typical family in the country you have selected:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_ Describe one or more local projects in your focus country that could be scaled up successfully

\_\_\_ Give suggestions for the appropriate role of communities, the national government, and organizations in implementing your recommendations

\_\_\_ Describe how the typical family can be involved in implementing your recommendations