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INTRODUCTION

Atlanta Community Food Bank

Background Information

The mission of the Atlanta Community Food Bank is to fight hunger by engaging, educating and empowering our community.

The Atlanta Community Food Bank is a network of people working together to fight hunger and build community. A member of the national Second Harvest Food Bank Network, the Atlanta Community Food Bank began serving the community in 1979. The Food Bank distributes over 17 million pounds of food every year to over 750 non-profit agencies which assist hungry people in metro Atlanta and 38 north Georgia counties. In 2004 these agencies provided 11,424,903 pounds of food in food boxes to 322,985 households. Partner meal programs served 9,074,105 meals to 682,600 individuals.

The ACFB has seven projects besides its basic food distribution. **Atlanta's Table** collects prepared and perishable food from hotels, restaurants, caterers and other food service operators. The food is transported directly to non-profit community kitchens, night shelters and residential programs for immediate use.

The Hunger Walk began in 1984 and several years later became a project of the Food Bank. The Walk provides a fundraising opportunity as well as a forum for recognition and discussion of hunger in our community. The Hunger Walk funds benefit different local, national and international hunger relief organizations. Hunger Walk '02 raised over \$214,000 for organizations fighting hunger in Georgia.

Hunger 101 was developed to serve as the principal education component of the Food Bank. Currently, materials are available for classes of young children, adolescents, or adults. All classes have interactive aspects, which focus on identifying populations at-risk for hunger, the causes and effects of hunger and strategies to address hunger. All Hunger 101 students are introduced to the concept of community building and invited to join the corps of volunteers that are essential to the Food Bank's success.

Other projects include **Kids In Need**, **Product Rescue Center**, our **Community Garden Initiative** and **TACK**. Please contact us if you would like more information about the Atlanta Community Food Bank, what we do or how you can get involved!

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Looking through Stories' Windows

Representations of Hunger and Poverty in Literature

INTRODUCTION

As a child few things gave me more of a sense of wonder or took me further from the mundane life of a dull small town than stories. The novels I read introduced me to Jo March and Nancy Drew. The Tales of the Arabian Nights took me to far-away lands and introduced me to new cultures. Real stories about people fascinated me, too. Anne Frank taught me that hope and courage are gifts to be treasured. Helen Keller showed me no obstacle was so great it was impassable.

Many people find such enlightenment through the use of literature. Well-written stories help us to see the world through others' minds, hearts, and eyes. We can experience situations beyond our own time, place and opportunities. This is the reason we are offering several short excerpts from works of American literature, some fiction, others not, as vehicles toward understanding the impact hunger has.

For example, the opening sentences from our Bastard Out of Carolina selection are: "Hunger makes you restless. You dream about food - not just any food, but perfect food, the best food, magical meals, famous and awe-inspiring, the one piece of meat, the exact taste of buttery corn, tomatoes so ripe they split and sweeten the air, beans so crisp they snap between the teeth, gravy like mother's milk singing in your bloodstream."

These words describe a young girl's physical and emotional reactions to the pangs of hunger. This is an experience many Americans will never have to face - and that lack of physical experience excludes us from the sensory responses suffered by those who do. This lack can make it difficult to understand the depth of suffering, the breadth of its impact and the width of its misery.

Luckily, there are authors who give their readers the images and voices necessary for a taste, a smell, a sight, a touch and the ear to begin to comprehend. Their stories are portholes through which our senses can learn.

Guidelines for Using Hunger 101

Looking through Stories' Windows

This curriculum Guide is an educational resource developed to foster awareness about hunger through the use of stories. The materials are appropriate for most high school and adult audiences. This Hunger 101 curriculum is intended for students with little or no prior knowledge of hunger and poverty issues. These materials can be incorporated into existing lesson plans for social studies, English or civics.

There are seven excerpts. Six are works of fiction; one is from a memoir. Each excerpt references the original work and author. *Bastard Out of Carolina*, *Native Son* and *The Grapes of Wrath* have been made into films and are available on videotape.

A Discussion Guide follows each excerpt. Materials necessary for demonstration are listed at the top of each discussion Guide. The Hunger 101 staff of the Atlanta Community Food Bank is eager to have your feedback about these materials. If you have found other excerpts from other works of fiction that would be appropriate here, please let us know.

Teachers using this material are encouraged to involve students in discussions and activities. Some students may have, or are experiencing, some of the situations discussed and recognition of this fact is important. Teachers must be sensitive to this possibility and should avoid "victim blaming" and "finger pointing" among students. For example, one student may want to contend that poor people are lazy and do not want to support themselves. Such a stereotypical assumption offers the teacher an opportunity to lead a discussion about why some people may not be working: lack of education and/or job training, lack of affordable child care, presence of discrimination based on age, race, gender and/or sexual orientation.

The teacher can explain that poor people face the same types of personal emergencies as more well-to-do individuals: hospitalizations, chronic illnesses, deaths, births, etc. Students should be able to begin to see the complex issues which contribute to the problems of poverty and hunger.

Gap Creek
By Robert Morgan



An Excerpt From:

Gap Creek

By Robert Morgan

In 2004 the United States Department of Agriculture stated that more than 36.3 million Americans were living in poverty. This excerpt from Robert Morgan's novel offers the view of a young couple, Julie and her husband, Hand, in their first year of marriage struggling to survive on a small farm in the foothills of North Carolina at the turn of the century.

It's shameful to admit that you have been hungry, that you have been hungry as a grown woman, as a married woman. It's even more embarrassing to admit you've been hungry while carrying a baby. We made do with what we had on the place and what church members give us. But there was a time in the late winter when things got lean and hard, and we just had to outlast them.

By the end of March all our meat was gone, down to a little fatback. The smokehouse smelled bare and stale. The taters were gone, and the canned stuff that had survived the flood was all eaten up. There was nothing left in the house but a little cornmeal and grits from corn we had saved from the flood.

Hand took Mr. Pendergast's shotgun and went into the mountain everyday. But the turkey had all been killed by the hard winter, or shot by other hunters. They had disappeared from the holler where they had been so plentiful. It was the wrong season for shooting squirrels and rabbits, but sometimes he killed a squirrel and I would make it into a stew. And then he ran out of shotgun shells.

"A shell costs so much it's not worth wasting on a squirrel." Hank said.

"Couldn't you borrow more shells?" I said.

"I'd be ashamed to ask to borrow shotgun shells," Hank said, "Unless there was something bigger to kill than squirrels."

"It'll be spring soon, " I said.

"Not soon enough," Hank said.

I knew that if I asked Elizabeth or Joanne or Preacher Gibbs or half a dozen other people they would help us out. But they had already helped us out, and besides, everybody had had a hard time that winter. It was up to us to look after ourselves. If we were going to be grown up married folks who were about to

raise a family, we would have to learn to take care of ourselves. It would be a disgrace to depend on other people to bring us things to eat.

When all the dried beans and dried apples were gone, we had nothing but cornmeal and the eggs the chickens laid. There were half a dozen hens left after the flood, and they almost quit laying in the late winter. But I was still getting ten eggs a week, and you can live a long time on grits and eggs if you have to. But there wasn't enough eggs for both Hank and me to have one every day. When there was only one egg I would scramble it and give Hank half.

"No, you have the egg. " Hank would say.

"I don't want the whole egg," I'd say.

"You're eating for the baby," Hank would say.

"The baby don't want the egg," I said.

"It would turn my stomach to eat that egg," Hank would say. "It would taste like sand."

I discovered hunger don't make you resentful. Hunger makes you slow and brooding, like you are just waiting and waiting. You don't feel like going anywhere or doing anything. Hunger makes you sit around, makes you want to go to bed early and sleep late. You don't want to think about anything, for if you think, you will think about good things to eat. When you're hungry you don't want to think at all. You want time to pass. You are waiting for something to happen. You don't want to waste effort. You are saving the fat on your bones and the strength in your blood. You are saving your breath. When you're hungry you don't even daydream a lot. You just drift through the hours and the first thing you know another day is over, another night has gone by. Mostly you want to forget.

Morgan, Robert. Gap Creek. New York: Simon & Schuster, 2000

Atlanta Community Food Bank
Hunger 101: Looking Through Stories' Windows
3/2003

Discussion Guide

Materials needed: Flip chart
Easel
Markers
8 ounces cornmeal and 2 eggs

1. Ask students to discuss what the story's narrator means in the opening paragraph:

"It is shameful to admit that you have been hungry, that you have been hungry as a grown woman, as a married woman. It's even more embarrassing to admit you've been hungry while carrying a baby."

Why does she attach shame to hunger and poverty?

2. How does her sense of shame further the troubles she and Hank are experiencing?

- What does SHAME really mean?

Definition:

1. A painful emotion caused by strong sense of guilt, embarrassment, unworthiness or disgrace.

- Get the students to discuss ways that shame hurts people in our current society.
- Does anything good come from shame?
- How do we as a society shame those who are poor and in need of emergency food assistance?
- Ask students to tell brief stories about times they were embarrassed.

3. What special dietary needs does a pregnant woman have?

- ❑ 3-4 servings of calcium per day, such as 1 cup yogurt
- ❑ 2-3 servings of protein per day, such as 3 oz. cooked meat
- ❑ 6+ servings of bread and grains, such as 1/2 cup cooked pasta
- ❑ 5+ servings of fruit and vegetables, such as 1 piece of fresh fruit
- ❑ 2-3 servings of fats and oils, such as 20 peanuts
- ❑ 8-10 cups of water per day
- ❑ foods rich in fiber to avoid constipation

- ❑ multivitamin supplement usually is recommended, special attention to receiving the proper amount of folate, vitamins B12, C, D and A
 - ❑ avoid excessive amount of vitamin A (more than 10,000 I.U. has been shown to cause birth defects)
 - ❑ limit caffeine rich products
4. Ask two students to take the cornmeal, grits and some water to a nearby kitchen. Instruct them to prepare a meal with these 3 ingredients. Give them 10-15 minutes to complete this task. Have them bring the prepared dish back to the larger group and have everyone taste the results. Ask students how they think they might feel if this was the only meal they ate every day for two weeks. Remind them of the narrator's description of her lethargy and depression.
5. Have the students do a search on the internet to find nutritional resources for pregnant, low-income women. Suggested search words:

U. S. Department of Agriculture
Food Stamps
Nutritional health
Pregnancy

Note: WIC is the federally funded nutrition and prenatal health care program for low-income pregnant women and infants. Administered by USDA, the program has been in operation since the early 1960s. You might consider inviting a WIC social worker/nurse to speak to the students about the problems poor women face with establishing good nutritional health.

Suggestions for vocabulary and Cultural Knowledge Development:

- ❑ Appalachia
- ❑ Nutritional health
- ❑ Brood (v)
- ❑ Fatback
- ❑ Smokehouse

Bastard Out of Carolina

Dorothy Allison



An Excerpt From:

Bastard Out of Carolina

By Dorothy Allison

During the 2003 fiscal year, 16.4 million low-income children received free or reduced price meals through the National School Lunch Program. Unfortunately, just over two million of these same income-eligible children participated in the Summer Food Service Program that same year. USDA

Hunger makes you restless. You dream about food - not just any food, but perfect food, the best food, magical meals, famous and awe-inspiring, the one piece of meat, the exact taste of buttery corn, tomatoes so ripe they split and sweeten the air, beans so crisp they snap between the teeth, gravy like mother's milk singing in your bloodstream. When I got hungry my hands would not stay still. I would pick at the edges of scabs, scratch at chigger bites and old scars, and tug at loose strands of my black hair. I'd rock a penny in my palm, trying to learn to roll it one-handed up and around each finger without dropping it, the way my cousin Grey could. I'd chew my fingernails or suck on toothpicks and read everything I hadn't read more than twice already. But when Reese got hungry and there was nothing to eat, she would just sob, shiny fat tears running down her pink cheeks. Nothing would distract her.

We weren't hungry too often. There was always something that could be done. Reese and I walked the side of the highway, picking up return deposit bottles to cash in and buy Mama's cigarettes while she gave home permanents to the old ladies she knew from the lunch counter. Reese would wrinkle her nose and giggle as she slipped a pack of Pall Malls into Mama's pocket, while I ran to get us a couple of biscuits out of the towel-wrapped dish on the stove. "Such fine young ladies," the women would tell her, and Mama would pat her pocket and agree.

Mama knew how to make a meal of biscuits and gravy, flour-and-water biscuits with bacon-fat gravy to pour over them. By the time I started the fourth grade, we were eating biscuit dinners more often than not. Sometimes with the biscuits Mama would serve a bowl of tomato soup or cold pork and beans. We joked about liking it right out of the can, but it was cold because the power company had turned the house off - no money in the mail, no electricity. That was hunger wrapped around a starch belly.

One afternoon there was not even flour to make up the pretense of a meal. We sat at the kitchen table, Reese and I grumbling over our rumbling bellies. Mama laughed but kept her face turned away from us. "Making so much noise over so little, you'd think you girls hadn't been fed in a week."

She got out soda crackers and began to spread them with a layer of dark red ketchup spotted with salt and pepper. She poured us glasses of cold tea and told us stories about real hunger, hunger of days with no expectation that there would ever be biscuits again, how when she was a kid she'd wrestled her sisters for the last bacon rind.

"We used to pass the plates around the table, eight plates for eight kids, pretending there was food gonna come off the stove to fill those plates, talking about food we'd never seen, just heard about or imagined, making up stories about what we'd cook if we could. Earle liked the idea of parboiled puppies. Your Aunt Ruth always talked about frogs' tongues with dew-berries. Beau wanted fried rutabagas, and Nevil cried for steamed daffodils. But Raylene won the prize with her recipe for sugar-glazed turtle meat with poison greens and hot piss dressing."

After a while Reese and I started making up our own pretend meals. "Peanut butter and Jell-O. Mashed bug meat with pickles." Mama made us laugh with her imitations of her brothers and sisters fighting over the most disgusting meals they could dream up. She filled our stomachs with soda crackers and ketchup, soda crackers and mayonnaise, and more big glasses of tea, all the time laughing and teasing and tickling our shoulders with her long nails as she walked back and forth. Reese finally went outside to chase dogs from next door and yell insults at the boys who ran them. But I stayed back to watch Mama through the kitchen window, to see her fingers ridge up into fists and her chin stand out in anger. When Daddy Glen came back from fishing with my uncles, she was just like a big angry mama hen, feathers up and eyes yellow.

"Soda crackers and ketchup," she hissed at him. "You so casual about finding another job, but I had to feed my girls that shit while you sat on your butt all afternoon, smoking and telling lies." She shoved her hands under her arms and sucked her lips in tight so that her mouth looked flat and hard.

"Now, Anney..." Daddy Glen reached out to touch her arm. She slapped his hand down and jumped back like a snake that's caught a rat. I backed away from the window and ran around to the side of the house to watch from the open door to the driveway. I had never seen Mama like that. It was scary but wonderful too. She didn't seem to be afraid of anything.

"Not my kids," She told Daddy Glen, her voice carrying like a shout, though she was speaking in a hoarse whisper. "I was never gonna have my kids know what it was like. Never was gonna have them hungry or cold or scared. Never, you hear me? Never!"

from Bastard Out of Carolina by Dorothy Allison, New York: Plume Fiction, 1992.

About Dorothy Allison: A National Book Award finalist, Allison's work has been described as "gritty, homespun southern tragedy." Allison was born in Greenville, South Carolina in April 1949. Bastard Out of Carolina was a semi-autobiographical work, which was first published in 1992. Other works by Dorothy Allison include, The Cavedwellers.

Discussion Guide

Materials needed: One piece of round fruit such as an orange or apple
Paring knife
Hunger 101 Glossary

1. The story's narrator discusses ways being hungry affected her behavior. Have students discuss ways poor nutrition has affected their own behavior.

(Note: See "Malnutrition, Poverty and Intellectual Development," Scientific American . Feb. 1996, page 38-43.)

2. The first words of the second paragraph are: "We weren't hungry too often." This is an ironic statement. Have students discuss what they think the narrator means . Ask students how often they think a child can "go hungry" before it would have a physical or emotional consequence.

(Note: See above reference.)

3. Ask students to think of the foods they would buy if they were unsure whether or not their family could pay its utility bills. How would they store perishable foods? How would they make sure family members got proper nutrition despite the lack of gas/electricity?

(Note: Offer examples of nonperishable substitutes: powdered milk instead of fresh milks. Any perishable foods would have to be eaten immediately.)

4. Take a piece of fruit (apple, orange, pear) and divide into four sections. Ask one student to volunteer to be the mother/father. Select five students to pretend to be the family's children. Challenge the mother/father to make sure each child has an equal portion of the fruit. They should seek a way to have some of the fruit for themselves, as well. Have mother/father discuss his/her thoughts on dividing the fruit. Explain that this is a problem faced by many low-income parents at every meal, every day.

5. Ask students what they think Anney Boatwright (the story's mother) could have done differently. What steps, if any, could she have taken to make sure her children were **Food Secure?** (See Glossary)

(Note: Good conversation could lead to the realization that no one can be positive they will never be hungry. The other side of this conversation is that everyone knows they will be able to share resources with someone, sometime. Enable students to see the ingenuity with which Anney turns the lack of food into a game for her children.)

6. What does "hunger wrapped around a starch belly" refer to?
7. Why does the oldest daughter call her mother's anger, "scary but wonderful too."?
8. Encourage students to read the rest of Allison's novel (There is frank language and a child molestation scene within the story). Have them reflect upon Anney's choices once they have completed the entire book.

Suggestions for Vocabulary and Cultural Knowledge Development:

- Chigger
- Starch
- Pretense
- Bacon rind
- Parboiled
- Dew-berries
- Rutabaga
- Irony

All Over But the Shoutin'

Rick Bragg



All Over but the Shoutin'

by Rick Bragg

Readers' note:

In their 2001 hunger study, America's Second Harvest found that their food bank network of emergency food providers served 23 million people in a year and more than 9 million of those served were children. Nearly two-thirds of adult food recipients were women, and more than one in five were elderly. Rick Bragg's memoir about growing up poor in Alabama during the 1960s is a tribute to his remarkable mother. All Over But the Shoutin' is "the story of the life Bragg was able to carve out for himself on the strength of his mother's encouragement and belief." Bragg is a national correspondent for "The New York Times" and is based in Atlanta. The following excerpt is from the book's first chapter.

"(My mother) did what she could to support us with her own work, her own sweat, but sometimes it was just too hard. I know it killed her deep inside to go begging, but it would have destroyed her to watch her three sons do without. She stood in line at the welfare office, stood in line for government cheese. She fawned over the church people, year after year, who showed up at Christmas with a turkey or a ham. I saw her follow them back to their big cars, thanking them, a hundred times, and walk back to the house pale and tightlipped..

I did not know then, like I know now, that my momma never ate until we were done, or maybe I did know but was too young to understand why. I did not know then that she picked all the meat out of the soup and stew and put it on our plates. I did not hear her scraping pots, pans and skillets to make her own plate, after her three little pigs ate most of what we had. But I can still see her sliding the bones off plates and gnawing them clean, after we were done, saying how she liked that meat close to the bone, that we just didn't know what we were missing. It is not that we were starving, just that the quality of life for her children inched up a little if she did without."

(page 41).

"...It would be years before I was old enough to realize that the way we lived was somehow less than the way of other people, years before I began to chafe under it, until finally I was ashamed to bring friends into our house. It would be years before I had to duck my head when we went to the dump to burrow, and years before I knew that I was supposed to be ashamed that when a teacher called roll for lunch money, my name was never called. It was stamped "FREE." Welfare lunches. "(Page 42)

Bragg, Rick. All Over but the Shoutin'. New York: Pantheon Books, 1997

Discussion Guide

Materials needed: 1 piece of round fruit such as an orange, apple or peach
Paring knife
Glossary
Addendum exercise (optional)
Plant A Row for the Hungry flyer

1. Ask students to think about the first paragraph of the excerpt. Why do they think Bragg's mother would "walk back to the house pale and tightlipped" after receiving food from "church people?" Ask them to remember the last time they had to "beg."

(Note: If necessary, remind them of times during childhood when they begged their parents for a new toy, clothing, etc.) Did the begging have any dignity attached to it? What tricks did they use to get their desired outcome? How did it feel to succeed? fail?)

2. Food Security is defined as "access by all people at all times to enough food for an active, healthy life." Was Rick Bragg's family food secure? Have the students list ways in which low-income families can increase their food security.

(Note: Some examples might be applying for food stamps, making sure the children get free breakfast and lunch at school, forming a buying club with neighbors so food can be purchased at lower, bulk-rate prices, growing a garden, preserving food, shopping in stores that carry good quality foods, enrolling elderly family members in Meals-on-Wheels programs)

3. Slice a piece of fruit (apple, orange, pear) into four equal sections. Ask one student to volunteer to be the parent. Select five students to be the parent's children. Challenge the parent to make sure each child has an equal portion of the fruit. S/he should seek a way to have some of the fruit for themselves, as well. Explain this is a dilemma faced by many low-income parents at every meal, every day. Have the "parent" discuss how it felt to try to solve this problem.

4. Bragg discusses his own and his mother's shame about being so poor. Ask students to talk about why being poor is considered to be shameful by many in our society. What ways does society use to hide or erase hungry and poor people from our collective consciousness?

(Note: For example, some cities have made it illegal for homeless people to congregate in public parks. Many of Atlanta's public housing communities are built in geographic areas that are relatively remote from city services and other neighborhoods. There are infrequent occasions when poor people are portrayed on television or in popular movies)

5. Ask students to imagine ways that individuals, charities and government programs could offer dignified, respectful help to hungry people. Challenge them to put one of their ideas into action.

(Note: Help them design a plan, contact a local resource (such as the Food Bank) and implement the idea. An example might be a Plant-A-Row for the Hungry project. Students could grow vegetables and donate them to the local Food Bank.)

The Grapes of Wrath

By John Steinbeck



An excerpt from:

The Grapes of Wrath

by John Steinbeck

Thousands of farm workers travel the nation's highways following the seasons and crops. Georgia farmers rely on migrant labor to plant, tend and harvest such crucial food crops as vidalia onions, peanuts and corn. This is hard, manual labor that is not covered by the federal minimum wage law.

Steinbeck's best known, some would call it controversial, work, The Grapes of Wrath, is a story about migrant farm laborers during the Great Depression era. A complex novel about injustice and poverty, it focuses on the Joad family from Oklahoma. The Joads lose their farm during the "dustbowl" drought of the 1930s and head to California looking for work and a better life. Thousands of other farmbelt families do the same. The journey west is long and eventful; the families arrive to find the only work available is farm labor picking vegetables and fruit. The "Okie" families discover life in California to be less a dream and more a nightmare. The winter rains bring an end to work and many of the families must resort to finding shelter in abandoned barns, sheds or in tents as they wait for better weather and more work. The passage below speaks to the hopelessness many of the characters felt at that point in the novel.

"Then some of them went to the relief offices, and they came sadly back to their own people. They's rules--you got to be here a year before you can git relief. They say the gov'ment is gonna help. They don' know when. And gradually the greatest terror of all came along. They ain't gonna be no kinda work for three months.

In the barns, the people sat huddled together; and the terror came over them, and their faces were gray with terror. The children cried with hunger, and there was no food.

Then the sickness came, pneumonia, and measles that went to the eye and to the mastoids. And the rain fell steadily, and the water flowed over the highways, for the culverts could not carry the water.

Then from the tents, from the crowded barns, groups of sodden men went out, their clothes slopping rags, their shoes muddy pulp. They splashed through the water, to the towns, to the country stores, to the relief offices, to beg for food, to cringe and beg for food, to beg for relief, to try to

steal, to lie. And under the begging, and under the cringing, a hopeless anger began to smolder. And in the little towns pity for the sodden men turned to anger, and anger at the hungry people turned to fear of them.

Then sheriffs swore in deputies in droves and orders were rushed for rifles, for tear gas, for ammunition. Then the hungry men crowded in alleys behind stores to beg for bread, to beg for rotting vegetables, to steal when they could.

....The rain stopped. On the fields the water stood, reflecting the gray sky, and the land whispered with moving water. And the men came out of the barns, out of the sheds. They squatted on their hams and looked out over the flooded land. And they were silent...

No work till spring. No work.
And if no work--no money, no food."

from: *The Grapes of Wrath*, New York: Viking Press, 1939.

About John Steinbeck: Winner of the Nobel Prize in Literature in 1962, Steinbeck was a prolific author who told stories about the American landscape and its people. Born in 1902 in Salinas, California, he spent much of his life in the area. He worked a number of jobs such as a farm laborer, ranch hand and assembly plant worker before attending Stanford University. His first novel, Cup of Gold was published in 1929. His first popular and critical success was Tortilla Flat (1935). Steinbeck spent the years of World War II as a correspondent for the *New York Herald Tribune* and reported from Europe and the Soviet Union. Steinbeck died in 1968.

Other works by the author include: Of Mice and Men, The Pearl, East of Eden and The Winter of our Discontent.

Atlanta Community Food Bank
Hunger 101; Looking through Stories Windows
11/02

DISCUSSION GUIDE

Materials needed: Hunger 101 Glossary
Flip chart
Easel
Markers
Internet access

1. Most of the families affected by the Dustbowl storms and drought in the American Midwest during the 1930s had no other work experience besides family farming. Steinbeck speaks of this group as having its own identity: “...**they came sadly back to their own people.**”

Have students discuss their own definition of their “own people.” How many different groups can they identify with? Help them discover the broad array of identities we each have. Categories to consider are gender, age, family ranking, nationality, race, class, club memberships church/synagogue/mosque affiliation, and place of residence. Ask students to think about which three categories hold the highest priority for each of them.

2. Think about the line: “**And under the begging, under the cringing, a hopeless anger began to smolder.**” What would lead these people to a hopeless anger? Are there groups of people in our society today who may be confronting hopeless anger? Who? Examples might be inner-city youth, refugees, disabled persons unable to find employment, migrant farm workers, homeless persons. Ask the group to think about ways a person might display hopeless anger. What behaviors might she or he show?
3. Next ask students to think about the following line: “**And in the little towns pity for the sodden men turned to anger and anger at the hungry people turned to fear of them.**” What is the connection between pity-anger-fear? Have students give examples of current events or personal situations in which this connection has been manifested. Encourage discussion about people’s emotional responses to troubled times and people.
4. The last line in the excerpt makes the connection between work and money and food. Ask students under what circumstances they would be willing to offer money or food to a person in need. Have them

- discuss the notion of **Food Security** (see Hunger 101 Glossary). Ask them to brainstorm situations in which our society deems it appropriate to give persons free food. Does the fact that the food is free imply the recipient should be thankful for whatever is offered? Does the fact that someone else is paying for the donated food give the donor the right to determine what foods are given to whom?
5. The title of the book comes from the following passage: ***“In the souls of the people the grapes of wrath are filling and growing heavy, growing heavy for the vintage.”*** The Joads and other families have spent long hours picking grapes, other fruits and vegetables for the large growers. The workers’ harvest is small, the work backbreaking. Ask students what they think the phrase “grapes of wrath” refers to; some ideas might be: they imagine the grapes as a metaphor for people’s lost hopes and damaged dreams; or as the farmers’ children, or as worker’s discontent with poor labor conditions.
 6. Ask the students to research the *Great Depression* and the *Dust Bowl* on the Internet. Have them discover which five states were most affected by the Dust Bowl of 1930. (Kansas, Colorado, New Mexico, Texas and Oklahoma) The Dust Bowl was an ecological and economic disaster. Have students discover what farming practices combined with what natural forces led to the erosion of land. (Non-rotation of crops, dependence on nutrient depleting cash crops, drought).

Note: Helpful websites include:
www.nasm.edu/ceps/drylands/bowl.html
www.pbs.org/wgbh/amex/dustbowl
www.nara.gov/exhal/newdeal/newdeal.htm

7. Much of Steinbeck’s book refers to the hard labor done by migrant farm workers. Have students study the history of the United Farm Workers Union. (Internet site: www.ufw.org) Ask them to research the following questions:
 - ❑ Who was Cesar Chavez?
 - ❑ What was the “short handled hoe” and why did workers hate it?
 - ❑ Who was Dolores Huerta?
 - ❑ When did the union sign its first contract with a grower?

8. Suggest students write a diary entry or letter using the point of view of a young person whose family has moved from a failed farm in Oklahoma to California during the 1930s. Have them describe their living conditions, friends, foes, work, entertainment and/or health.

Suggestions for Vocabulary and Cultural Knowledge Development:

- Dustbowl
- Great Depression
- Relief (n)
- Mastoids
- Sodden
- Hams
- Migrant Labor
- Farm Belt
- Dry lands

Native Son

By Richard Wright



An excerpt from:

Native Son

by Richard Wright

Homelessness is a dilemma that plagues communities of all sizes and geographic locations. There are shelters and soup kitchens in Georgia towns as different as Atlanta and Toccoa, Macon and Valdosta, Athens and Tifton. While many people assume that homelessness primarily affects single men, a recent national study found there were approximately 3.5 million homeless people in the United States. In Atlanta, according to a 2003 Homeless Census and Survey in the Tri-Jurisdictional area: 6,956 people were found to be on the streets, in shelters, in transitional housing or in institutions.

Wright's novel was published in 1940. It is a frank, telling story about the destructiveness of racism and poverty written with remarkable skill and artistry. Native Son was a controversial novel and brought the author much public criticism. Wright's protagonist, Bigger Thomas, was one of the first "anti-heroes" in American literature. The following excerpt describes Bigger's experience with homelessness and hunger.

"Hunger came to his stomach; an icy hand reached down his throat and clutched his intestines and tied them into a cold, tight knot that ached. The memory of the bottle of milk Bessie had heated for him last night came back, so strongly that he could almost taste it. If he had that bottle of milk now he would make a fire out of a newspaper and hold the bottle over the flame until it was warm. He saw himself take the top off the white bottle, with some of the warm milk spilling over his black fingers, and then lift the bottle to his mouth and tilt his head and drink. His stomach did a slow flip-flop and he heard it growl. He felt in his hunger a deep sense of duty, as powerful as the urge to breathe, as intimate as the beat of his heart. He felt like dropping to his knees and lifting his face to the sky and saying; "I'm hungry!" He wanted to pull off his clothes and roll in the snow until something nourishing seeped into his body through the pores in his skin. He wanted to grip something in his hands so hard that it would turn to food. But soon his mind rose from the desperate call of his body and concerned itself with the danger that lurked about him. He felt something hard at the corners of his lips and touched it with his fingers it was frozen saliva."

Bigger takes the seven cents he has and uses five of it to buy a loaf of bread. He finds an empty apartment and breaks in to find shelter for the night:

“Then, slowly, so that the paper would not rustle, he unwrapped the loaf of bread and chewed a piece. It tasted good, like cake, with a sweetish and smooth flavor he had never thought bread could have. As he ate his hunger returned in full force and he sat on the floor and held a fistful of bread in each hand, his cheeks bulging and his jaws working and his Adam’s apple going up and down with each swallow. He could not stop until his mouth became so dry that the bread balled on his tongue; he held it there, savoring the taste.”

from Native Son by Richard Wright, New York: Harper and Row, 1940.

DISCUSSION GUIDE

Materials needed: Glossary
Poverty Trends Data
Flip chart
Easel
Masking tape
Markers

1. Richard Wright wrote this book in 1940 just as the Great Depression of the 1930s was coming to an end. One of the messages he tried to convey was there are particular groups of people who often get left behind when the national economy improves. Ask students if they can think of any groups that fit this description in today's world. See attached tables for data on demographic groups.
2. The ability to know that you're going to have all the healthy, safe food that you need to keep you and your family healthy and active is known as **FOOD SECURITY** (See Glossary). Is Bigger Thomas food secure? What would it take to make sure your family is food secure?
3. Bigger has to break into an empty apartment to find a place to sleep on a cold, Chicago night. Is he a threat to the buildings' tenants?
4. Hunger makes Bigger think about food in very descriptive ways. Use these descriptions to ask students to silently visualize the last thing, person, place for which they longed - "hungered." Give some personal examples. Ask students to remember how this "hunger" felt. Ask them for colorful phrases that describe this feeling. Make a list on a chart of the phrases.

Breath, Eyes, Memory

By Edwidge Danticat



an excerpt from:

Breath, Eyes, Memory

By Edwidge Danticat

This novel chronicles the coming-to-age of Sophie Caco, a young Haitian woman. Sophie was raised by her aunt and grandmother in Haiti. Her mother, who lives in New York City, sent for Sophie when she was twelve. The story describes Sophie's struggles as she adjusts from a sheltered childhood in Haiti to the unknowns of city living in the United States. The following passage is a brief conversation between Sophie, who has grown to young adulthood, and her mother.

"After I (Sophie) got married, I found out that I had something called bulimia," I said.

"What is that?"

"It's when you don't eat at all and then eat a whole lot—bingeing."

"How does that happen?" she said. "You are so tiny, so very petite. Why would you do that? I have never heard of a Haitian woman getting anything like that. Food, it was so rare when we were growing up. We could not waste it."

"You are blaming me for it," I said. "That is part of the problem."

"You have become very American," she said. "I am not blaming you. It is advice. I want to give you some advice. Eat. Food is good for you. It is a luxury. When I just came to this country I gained sixty pounds my first year. I couldn't believe all the different kinds of apples and ice cream. All the things only the rich eat in Haiti, everyone could eat them here, dirt cheap."

...Sophie's mother continues...

“In the beginning, food was a struggle. To have so much to eat and not to eat it all. It took me a while to get used to the idea that the food was going to be there today. When I first came, I used to eat the way we ate at home. I ate for tomorrow and the next day and the day after that, in case I had nothing to eat for the next couple of days. I ate reserves. I would wake up and find the food still there and I would still eat ahead anyway.”

From Breath, Eyes, Memory by Edwidge Danticat, New York: Vintage Books, 1994, page 181

About Edwidge Danticat: Born in Port au Prince, Haiti in 1969. Danticat immigrated to New York City when she was 12 years old. Educated at Barnard College and Brown University, she is a National Book Award finalist and the winner of the Pushcart Short Story prize. Breath, Eyes, Memory was published in 1994. Other works by this author include: Krick?Krak!, Behind the Mountain and Farming of Bones.

Discussion Guide

Materials needed: Hunger 101 Glossary
Flip chart
Easel
Markers
Optional for food exercise:
2 Bananas
2 Mangoes
2 Pomegranates
1 Coconut w/milk
3 short (4") Sugar cane stalks
5 cups prepared beans & rice

1. **Share** "Information about Haiti" with participants. Ask them to read the various points. *Using a map or globe point out Haiti to participants.*
2. Sophie and her mother live in the United States, however, the memory of not having enough food in Haiti lingers with each of them.

Ask students to remember the last time they "hungered" for something, someone, some place. Have them close their eyes as they try to remember the physical sensations this "hunger" created for them. **Ask** them to share these physical sensation memories. Has this 'hunger" led them to behavioral changes, i.e.: shyness, anxiety, headaches, etc.?

3. Sophie's mother tells her daughter that she has "become very American" when the younger woman uses the word "blame" (Lines 9 – 12).

Have students reflect why Sophie's mother finds this a very American comment. Is her perception on target or is the difference in vocabulary more likely a function of age, family roles or simply, individual opinion?

4. Food security is defined as "access by all people at all times to enough food for an active, healthy life." (*Distribute definition and/or use overhead transparency.*)

Read the mother's quote at the end of the excerpt aloud ("In the beginning...still eat ahead anyway."). **Ask** students to think about this statement in comparison to the definition of Food Security. Was the mother food secure as a child? Which words offer clues? **Ask** students to think of situations in which low-income people in the United States might be food insecure.

(Note: Good conversation could lead to the realization that no one can be positive they will always be food secure. Some students will make comments about ways food and money resources can be shared to prevent food insecurity and/or hunger. These ideas can be written as a list on the flip chart and used as a basis for selecting a 90-day anti-hunger project for the group in the weeks ahead.)

5. Display a selection of Haitian native foods: tropical fruits/vegetables and at least three cups of prepared beans and rice.

Ask students for 4 volunteers.

Divide volunteers into two teams: one of three people (representing 75% of Haitians living in poverty) and one person (representing 25% of Haitians living above poverty).

Offer the 3 person team three bowls of beans and rice (one cup per bowl). If available, give each member a short piece of sugar cane (Tell students to suck, not chew/swallow, the sugar cane). This represents their one daily meal.

Give the remainder of the food (fruits, 2 cups of beans and rice) to the one person team. None of this food is to be shared with the other group. This represents the 25% of Haitians who are food secure and will eat more than one meal each day.

Offer the entire class a few moments of quiet reflection.

Lead a discussion about the inequity of life in Haiti and how the lack of food and extreme poverty result in high rates of infant and child mortality as well as adult illness, disease and shortened life expectancy.

6. Sophie's mother left her baby in Haiti when she immigrated to the United States. **Ask** students to think about the many problems she may have faced as she adjusted to life in the United States. How would they react to the abundance of American life in contrast to the stark realities of Haitian poverty? *(Note: the instructor might like to invite a native-born Haitian to visit the class at a future date to discuss the differences between our the two cultures.)*

Information about Haiti

- Haiti is located in the Caribbean and is 10,714 square miles of coastal land and inland mountains. This island nation has a total population of 7.2 million. Comparatively, the state of Georgia is 57,918 square miles with a population of 6.5 million people. Georgians enjoy almost five times the space as Haitians.
- The capitol city of Haiti is Port-au-Prince.
- Spanish, French and African influences can be found in Haiti's social customs, religious observances, language and cuisine.
- Leading exports are coffee, sugar and bauxite.
- Leading import is food. While Haitians grow food, most is exported for market. Livestock, besides goats and chickens, do not thrive well in Haiti. Therefore, most meats and dairy products are imported and/or reserved for the well to do. A lack of appropriate and available land for agricultural cultivation limits the amount and type of foods Haitians are able to farm.
- Poor nutritional health among Haitian children makes them 50 pounds lighter and 6 inches shorter – on average – than a child of the same age in the United States. Infant mortality is a major dilemma : of 1000 live births, 71 Haitian babies will die before age one. *The United States' infant mortality rate is 7:1000. Georgia's is 9.4:1000 live births.*
- Life expectancy for Haitian men is 52.8 years. *Life expectancy for men in the United States is 73.4 years.*
- *Daily, average caloric intake for men and women in the United States is 3700; in Haiti this intake level is 1740. 56% of Haitians are undernourished.*
- Most of the Haitian population eats one meal a day, generally consisting of rice and beans.
- 75% of Haitians live below the international poverty line. *12.1% of Georgians live below the federal poverty line; 26% of Georgia's children live below the federal poverty line. The national poverty rate is 13%.*

Sources: [Hunger in a Global Economy](#), Bread for the World Institute, 1998
[The State of American's Children](#), Children's Defense Fund, 1998
[The 1997 Georgia County Guide](#), University of Georgia, 1998
[Haiti](#), Roseline Cheong-Lum, 1997

Peanuts and People

Population and Food Production Activity

Objective: Demonstration of the problems of food distribution and availability

Materials needed: 85 peanuts in shell
5 clear bags
5 large sheets paper/poster board for signs
World map/globe
Space to separate 25 students into 5 groups

Time: 30 minutes

Use the chart below to divide students into 5 groups. The number of students for each geographic region is based on its population. Distribute peanuts as a symbol of the amount of food produced in each geographic region. The number of peanuts is based on the total food produced (not necessarily consumed) in each region. The total world food production exceeded the basic caloric requirements by nearly 13% in 1989. The world needed a total of 75 peanuts to meet our minimum food requirements, but had 10 more peanuts than necessary.

- Group students from each region (Asia, Africa, Europe, Latin America, North America) so they can see clearly how the world's population is distributed.
- Have each group make a sign to label its region.

Use peanuts as a symbol of the food produced in each region. See below for distribution of peanuts to each group.

- Give each group a small, clear bag filled with the appropriate count of peanuts.
- Ask each group to divide its peanuts among its members

<u>Regions</u>	<u>% of World Population</u>	<u># of Students</u>	<u># of Peanuts</u>
Asia	59%	15	38
Africa	12%	3	5
Europe	16%	4	23
Latin America	8%	2	6
North America	5%	1	13
Total	100%	25	85

Questions for Discussion:

Peanuts and People Exercise

1. Ask students how they felt as they saw how the food was distributed. (*Note: 3 peanuts each in a group of 25 represents the amount of food needed for an active and healthy life.*) How many have students have less than 3? How many have more than 3?
2. Tell students that less than $\frac{1}{4}$ of the world's people live in nations where basic needs for food, clean water, health care and housing are met. More than $\frac{3}{4}$ of the world's people live in countries in which basic necessities are not always easily obtainable. Explain these people must struggle daily to survive. Such an existence precludes people from participating in activities, which enrich life: music, literature, education, community development, civic engineering, etc. Ask students how they feel about these facts.
3. Ask students to find an alternative way to divide the peanuts as equally as possible between the groups. Next, ask them to redistribute among the individuals. Now, how many have at least 3 peanuts? How did the students resolve the distribution problem?
4. Ask the students to think of reasons why there is such an unequal distribution of food throughout the globe. (*Reasons could include: population density, climate: too cold, too hot, too dry, war, terrain: too mountainous, little land area available for cultivation, transportation problems, unequal distribution of resources within individual nations.*)
5. Can they think of ways to share food in a more equitable manner? Can they think of ways in which food is shared within the United States? (*Food stamps, School breakfast and lunch programs*) Within Georgia? (*Georgia Assn. of Food Banks, Atlanta Community Food Bank, Meals on Wheels, etc.*) Write down students' ideas on flip chart paper titled, "Creative ideas for fighting hunger." Ask students to think of ways they can act on their suggestions. Encourage them to follow through.

G:\H101\Peanuts and People.doc

Resource: World Hunger: Awareness, Affinity, Action. Alan Shawn Feinstein
World Hunger_Program, Brown_University, 1992.

Angela's Ashes

By Frank McCourt



Angela's Ashes

By Frank McCourt

Frank McCourt's memoir, Angela's Ashes, is an extraordinary testimony about growing up poor and hungry, about taking action and holding on to hope.

Paddy Clohessy has no shoe to his foot, his mother shaves his head to keep the lice away, his eyes are red, his nose always snotty. The sores on his kneecaps never heal because he picks at the scabs and puts them in his mouth. His clothes are rags he has to share with his six brothers and a sister and when he comes to school with a bloody nose or a black eye you know he had a fight over the clothes that morning. He hates school. He's seven going on eight, the biggest and oldest boy in the class, and he can't wait to grow up and be fourteen so that he can run away and pass for seventeen and join the English army and go to India where it's nice and warm and he'll live in a tent with a dark girl with the red dot on her forehead and he'll be lying there eating figs, that's what they eat in India, figs, and she'll cook the curry day and night and plonk on a ukulele and when he has enough money he'll send for the whole family and they'll all live in the tent especially his poor father who's at home coughing up great gobs of blood because of the consumption. When my mother sees Paddy on the street she says, Wisha, look at that poor child. He's a skeleton with rags and if they were making a film about the famine he'd surely be put in the middle of it.

I think Paddy likes me because of the raisin and I feel a bit guilty because I wasn't that generous in the first place. The master, Mr. Benson, said the government was going to give us the free lunch so we wouldn't have to be going home in the freezing weather. He led us down to a cold room in the dungeons of Leamy's School where the charwoman, Nellie Ahearn, was handing out the half pint of milk and the raisin bun. The milk was frozen in the bottles and we had to melt it between our thighs. The boys joked and said the bottles would freeze our things off and the master roared, Any more of that talk and I'll warm the bottles on the backs of yer heads. We all searched our raisin buns for a raisin but Nellie said they must have forgotten to put them in and she'd inquire from the man who delivered. We searched again every day till at last I found a raisin in my bun and held it up. The boys started grousing and said they wanted a raisin and Nellie said it wasn't her fault. She'd ask the man again. Now the boys were begging me for the raisin and offering me everything, a slug of their milk, a pencil, a comic book. Toby Mackey said I could have his sister and Mr. Benson heard him and took him out to the hallway and knocked him around till he howled. I wanted the raisin for myself but I saw Paddy Clohessy standing in the corner with no shoes and the room was freezing and he was shivering like a dog that had been kicked and I always felt sad over kicked dogs so I walked over and gave Paddy the raisin

because I didn't know what else to do and all the boys yelled that I was a fool and a feckin' eejit and I'd regret the day and after I handed the raisin to Paddy I longed for it but it was too late now because he pushed it right into his mouth and gulped it and looked at me and said nothing and I said in my head what kind of an eejit are you to be giving away your raisin.

Mr. Benson gave me a look and said nothing and Nellie Ahearn said, You're a great oul' Yankee, Frankie.

From: Angela's Ashes, New York: Scribner, 1996.

Discussion Guide

Materials Needed: Flip Chart
Easel
Markers
Dictionary

Possible Activity:

Bag Game- you will need the following materials:

Lunch bags filled with different amounts of boxes of raisins or small bags of pretzels. (Directions below)

1. If possible, read this aloud and let the students listen. They will hear a child's voice telling the story.
2. Get a definition of "famine." (Famine is mentioned at the end of the first paragraph.) Ask the students what they know about famines and where they happen. Ask them if they know anything about the potato famine in Ireland in the 1850's.

Amartya Sen who won the Nobel Prize in Economics said, "There has never been a serious famine in a country - even an impoverished one - with a democratic government and a free press." Why do you think this is true? How is getting enough food related to everything else that is going on in someone's life or everything that is going on in a country's life?

3. Get several definitions of "generosity" from the group. Talk about them. When is someone truly generous? Must it involve sacrifice?
4. Ask them what they think Paddy Clohessy feels like in that classroom. You may want to make the connection to people in shelters and community kitchens.
5. Ask people to think about when they've been generous - the donor or the giver - and what that feels like. Ask them when they've received someone else's generosity and what that feels like.

Instructions for the Bag Game:

If you have time, you might want the students to play the "Bag Game." Fill the bags with different amounts of raisins or pretzels. Have one bag stuffed. Have 1/3 of the bags empty. Have 1/3 of the bags with 1 box or package. Have the last 1/3 with between 2 and 4 packages in each. Staple each bag shut. Randomly pass out the bags. Have the students open the bags and show what they have received. Lead a conversation about what has happened and why. Talk about unequal distribution of resources and what happens when things are "unfair."

Give the students a minute or two to work out a more equal distribution of food.

Have a final conversation about the experience. Did anyone have to beg for more food? Was it easy to share? Would they change anything they said about "generosity?"

ADDITIONAL RESOURCES

Reading List

Icebreaker

Glossary

Evaluation

U.S. Hunger and Poverty Reading List

Writings about poverty and hunger expand quickly these days. Scholars, politicians, media personalities and advocates of all stripes are busily writing down their thoughts, citing statistics and recalling anecdotes to support their views. Below are references that our staff finds useful. Please add your own and share with us!

NON-FICTION

Beckmann, David and Simon, Art. Grace at the Table: Ending Hunger in God's World. 2002.

A primer on the causes of international hunger.

Blackside, Inc. America's New War on Poverty. 1995. A companion reader to the recent PBS series about the War on Poverty, this compilation of essays and excerpts speaks about the many facets of poverty in America, citing numerous illuminating facts and statistics, as well as some methodologies for addressing these issues.

Coles, Robert. The Call of Service: A Witness to Idealism. 1993. Coles interviews fascinating people who have dedicated time and energy in service to their communities.

DeGraf, John, and others. Affluenza, 2002. Based on the PBS documentary.

Edelman, Marian Wright. Families in Peril: An Agenda for Social Change. 1987. Based on Edelman's 1986 W.E.B. Dubois Lectures, this book gives an eloquently argued case for a broad national agenda to fight childhood poverty. (Edelman is the executive director of the Children's Defense Fund.)

Ehrenreich, Barbara. Nicked and Dimed: On (Not) Making it in America. 2001. This book gives us a compelling look at the challenges of being a part or America's growing working poor. Ehrenreich takes a year out of her freelance life to try making it in the low wage work force.

Ellwood, David T. Poor Support. 1988. Ellwood offers a wealth of information and data about the characteristics of poor people and the American welfare state, debunking many of the popular misconceptions that have been associated with poverty and the notion of welfare dependency.

Harrington, Michael. The New American Poverty. 1984. Harrington's reassessment of the issues just a few years before his death.

Harrington, Michael. The Other America. 1962. A cornerstone is social analysis, Harrington's story of "hidden poverty" in the United States served as the basis of the War on Poverty.

Jones, Jacqueline. The Dispossessed: America's Underclasses from the Civil War to the Present. 1992. A well-written account of the historical roots of the underclass, following the development of the 19th century Southern poor, both black and white.

Katz, Michael. In the Shadow of the Poorhouse: A Social History of Welfare in America. Describes how poverty existed and was dealt with by government and private groups throughout American history, from the colonial period to the present.

Katz, Michael. The Undeserving Poor: From the War on Poverty to the War on Welfare. 1989. Focusing on the last three decades, Katz's historical analysis follows the course of debate over issues of hunger and poverty in America referring to the differential treatment given to the "deserving" and "undeserving" poor.

Kotlowitz, Alex. There Are No Children Here: The Story of Two Boys Growing Up in the Other America. 1991. A powerful personal account of the lives of two families in the Chicago ghetto.

Kozol, Jonathon. Rachel and Her Children, Homeless Families in America. 1989. A deeply personal analysis of homelessness, which centers on the travails of one homeless family.

Kozol, Jonathon. Savage Inequalities: Children in America's Schools. 1991. Through a strong personal account, Kozol outlines the inequalities in school expenditures and facilities between poor and rich children in America.

LeBlanc, Adrian Nicole. Random Family: Love, Drugs, Trouble, and Coming of Age in the Bronx. 2003. LeBlanc provides a profoundly intimate portrait of a teenager, her family and a community in the Bronx throughout the 90's. It illuminates the complicated and many layered challenge of poverty. *"The lives of teenagers are demonized in the same way that those of children are sentimentalized. When these lives unfold in places exhausted by poverty and it's related burdens, the texture of their real experiences is obscured..."* Adrian LeBlanc.

Marmour, Theodore R. and Jerry L. Mashaw and Phillip L. Harvey. America's Misunderstood Welfare State: Persistent Myths, Enduring Realities. 1990. In separate chapters, analyzes the myths of the American system.

Phillips, Kevin. Wealth and Democracy. 2002. A social criticism and economic history of plutocracy, excess and reform.

West, Cornel. Race Matters. A collection of valuable essays from one of our principal social critics. West allows his readers to see race as a lens through which Americans view life.

FICTION

Allison, Dorothy. Bastard Out of Carolina. A well-written and deeply engaging story of a young girl growing up in poverty during the 1950's and 60's.

Arnold, Harriet. The Dollmaker. An enormously popular novel from the late 1940's, The Dollmaker is the dramatic story of an Appalachian family's move from the mountains of Kentucky to wartime Detroit.

Baldwin, James. Another Country. A genius of American fiction, this is one of Baldwin's most eloquent statements about the intersection of race and class.

Ellison, Ralph. The Invisible Man. A classic novel about the manner in which we refuse to see each other and the effects this has on our lives.

Erdrich, Louise. Love Medicine. Lends insight into life on and off Native American reservations.

Islas, Arthur. Migrant Souls. A tale of the conflicts of a Chicano family in south Texas.

Morgan, Robert. Gap Creek: A Story of a Marriage. 1999. A view of life at the turn of the century and the strength and grit required to gather, make and prepare food and the utter dependence upon nature.

Morrison, Toni. The Bluest Eye. Beloved. Jazz. Any work by Morrison speaks to the soul of our nation's character, dealing with the issues of race, class, and gender, as well as the basic struggles of human existence.

Mukherjee, Bharati. The Middleman. A National Book Critics Circle award winner about recent immigrants' struggle to survive in the United States.

Children's Fiction:

Greenwald, Shelia. My Fabulous New Life, 1993. An 11-year-old girl adjusts to new neighborhood in Manhattan.(For middle school students.)

Mathis, Sharon Bell. Sidewalk Story. 1986. The story of a young girl who comes to the aid of a friend and her family being evicted from an apartment across the street. Her compassion causes others to sit up and take notice. This is a wonderful introduction to advocacy.

Neufield, John. Almost a Hero. 1995. Young boy in Santa Barbara does community service assignment at a childcare center for homeless children.

Stories for the Young Child:

Bunting, Eve. Fly Away Home. 1991. A tender story about a boy and his father who live in the airport. This is a good story to introduce children to the issues of homelessness.

McGovern, Ann. The Lady in the Box. 1997. Two young children aid an elderly homeless woman and in doing so, become her friend. This story is a wonderful way to introduce children to the issue of homelessness and also ways they can be of service in community.

DiSalvo-Ryan, Dyanne. Uncle Willie and the Soup Kitchen. 1991. The story of a young boys introduction to work in a community kitchen. He learns from his Uncle Willie about how to help and support those living in poverty in his community.

Icebreaker Activity for Adults

Objective: Stimulate conversation about hunger and related issues. Ascertain each participant's current understanding of key concepts.

Time: 15 – 20 minutes

Directions:

1. Separate the words and phrases on the following page into individual strips, allowing one word or phrase per strip.
2. Distribute one strip to each participant.
3. Ask each participant to read his/her word and reflect upon their personal understanding of the word/phrase.
4. Give each person a few moments for reflection.
5. Ask each person to tell the larger group his/her ideas about the word on his/her strip. No group discussion is to occur at this point. Each person will speak, in turn, for a few moments. Listeners may take notes.
6. Ask for comments once each participant has spoken. Did themes emerge from the group? Were there wide differences of opinion?
7. Explain that this exercise was done to demonstrate the breadth of knowledge and opinions about key concepts related to hunger and poverty.

Words and Phrases

for distribution during Adult Ice Breaker

Poverty

Homeless

Food quality

Food Stamps

Food safety

Welfare

Working poor

Malnourished

Livable Wages

Food Bank

Minimum wage

Soup Kitchen

Begging

Food Security

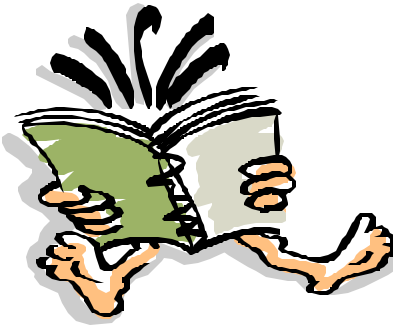
Shame

Invisibility

Prejudice

Voice

Food Banking Glossary



America's Second Harvest (A2H) – umbrella organization for certified food banks. Offices are located in Chicago. Website is www.secondharvest.org.

Anemia – a condition in which the hemoglobin concentration is lower than normal due to disease or as the result of a deficiency of one or more nutrients such as iron.

Community gardening – community gardening brings together neighbors and others of diverse cultures, ethnicities, ages and abilities to work for change by creating new community resources. Community gardens can serve as a catalyst for neighborhood development, beautification, recreation, therapy and food production.

Community Kitchen – often referred to as a soup kitchen, this is a charitable program providing hot meals to homeless and low-income residents of a neighborhood or community. Most such programs are volunteer led.

Daily calorie requirement – the average number of calories needed to sustain normal levels of activity and health, taking into account age, gender, body weight, and climate; on average, about 2350 calories per day.

Food Bank – private, nonprofit distribution warehouse affiliated with A2H, a national coordinating network for food banks. Food banks

provide a central location for the receipt of donated food and a decentralized method of food distribution to other nonprofits in local communities. Food banks operate in designated service areas assigned by A2H. A2H Food Banks have operated in the United States for close to 20 years.

Food drive – method employed by food banks and food pantries to raise donations of nonperishable food for distribution to low income people. Food drives are often sponsored by churches, civic organizations, schools or civic organizations, which collect food to give to the food bank.

Food pantry – community-based, nonprofit food assistance program most often found at churches, synagogues, mosques and social service agencies. Food pantries provide a limited amount of food to individuals and families facing either food emergencies or ongoing food needs.

Food security – access by all people at all times to enough food for an active, healthy life. At a minimum, this includes the ready availability of nutritionally adequate and safe foods and the assured ability to acquire personally acceptable foods in a socially acceptable way. Characteristics of a food secure community include:

- Availability of a variety of foods at a reasonable cost
- Ready access to grocery stores and other food sources
- Enough personal income to purchase adequate food to meet nutritional needs for all household members
- Freedom to choose acceptable foods
- Personal confidence in the safety and quantity of food available
- Easy access to good information about nutrition.

Food Stamp Program – the nation's primary food assistance program for poor people. The program provides purchasing power via EBT (electronic benefits transfer) cards to eligible households, which can be used to purchase food items only. Administered by the US Department of Agriculture, each state manages the eligibility screening

and distribution. Georgia' Food Stamp Program is administered by the Department of Family and Children's Services (DFACS).

Hunger – a condition in which people do not get enough food to provide the nutrients necessary for a fully productive, active and healthy life.

Hunger 101 – the ACFB's educational arm. A series of curricula designed by the ACFB to inform a wide range of audiences about hunger, poverty, food banking and food security.

Low birth weight – newborns weighing 2500 grams (5 pounds, 8 ounces) or less and are especially vulnerable to illness and death during the first months of life.

Malnutrition - a condition resulting from inadequate consumption or excessive consumption of a nutrient; can impair physical and mental health and contribute to or result from infectious diseases.

Nonprofit organization – refers to those legally constituted, nongovernmental entities, incorporated under state law as charitable or not-for-profit corporations that have been set up to serve some public purpose and are tax-exempt according to the IRS. All food banks and their partner agencies are IRS approved 501© (3) private, nonprofits.

Partner agency – food distributed by the ACFB is done through a network of nonprofit organizations, which have one of two broad types of food assistance on premise meal preparation and/or service and grocery distribution via food pantries.

Poverty line – official, federal measure of poverty. The United States instituted the poverty measure in 1967. It is based on a study that concluded that an average family spent one third of its net income on food. Subsequently, the net cost of poverty level living was set at triple the cost of the "Thrifty Food Plan" deemed a subsistence diet by USDA.

Prepared food recovery program – private, nonprofit programs based on the food banking model but concentrating on donations of prepared, perishable food from restaurants, hotels, caterers, hospitals, commissaries, etc. Strict adherence to food handling safety is a prime concern as is a quick turnaround

Of product from the donor to the food recovery program to on-site feeding agencies. The ACFB's program is Atlanta's Table. The national organization, Food Chain, is a part of America's Second Harvest.

Service area – each A2H certified Food Bank has an assigned service area. Nonprofit organizations in the assigned counties are eligible to “shop” at the food bank. The ACFB has 38 counties in its service area, which includes most of northern Georgia.

Share maintenance (contribution) fee – non-member agency purchases food at the Food Bank, but rather agrees to reimburse the Food Bank's staff for a portion of our work and service. This is the Share maintenance/contribution fee. Currently, A2H sets 16 cents per pound of food distributed limit on Share contribution.

SNAP (State Nutrition Assistance Program) – federally funded program administered by the state of Georgia to provide funds for Food Banks to purchase needed food products. Funding approval comes from the state legislature annually.

Social Safety Net – government and private charitable programs to assist the needs of low-income, disabled, elderly and other vulnerable people

Subsidiary Distribution Organization (SDO) – food banking term for a smaller food distribution organization, which is not certified by A2H but is affiliated with a certified food bank. ACFB's SDO is the Food Bank of Northeast Georgia located in Athens.

TANF (Temporary Assistance for Needy Families) – federally funded, cash assistance program signed into law in August 1997. This new program is often referred to as “welfare.” People must meet income

qualifications, have dependent, minor children and begin employment or training in order to receive TANF benefits. Administered in Georgia by the Department of Family and Children's Services.

TEFAP – The Emergency Food Assistance Program administered in Georgia through the Department of Education for USDA. Federal food commodities are made available to state food banks.

Vulnerability to hunger (at risk) – a condition of individuals, households, communities or nations which have enough to eat most of the time, but whose poverty status makes them especially susceptible to hunger due to changes in the economy, climate, political conditions or personal circumstances.

Looking through Stories' Windows

Student's Evaluation

Please help improve our materials by completing this evaluation form.

1. Hunger is a complex issue. Which of the following components do **not** have an impact on someone's **Food Security**? Circle all that apply.
 - A. Marital status
 - B. High unemployment
 - C. Quality of local schools
 - D. Gender of head of household
 - E. Food quality/safety

2. What are "socially acceptable ways" to acquire food? Circle all that apply.
 - A. Using food stamps
 - B. Using cash
 - C. Farming/gardening
 - D. Dumpster raiding
 - E. Food banks

3. What has changed about the way you view hunger and hungry people as a result of this class?

4. What did you like most about materials?

5. Was there anything you did not like about these materials?

6. What is your overall rating of these materials and the presentation?
 - A. Poor
 - B. Fair
 - C. Good
 - D. Excellent

Thank you!