

MEDIA AND SOCIAL JUSTICE



ESSENTIAL QUESTION

- How can media be used to advance social justice?
- How can we connect our learning from the entire unit?



OBJECTIVES

Students will:

- Analyze text to determine the author’s point of view on a given topic.
- Use this information to form their consensus/build an understanding of a topic.
- Collaborate with a team of peers to create a campaign to advocate for Black communities experiencing food insecurity.
- Create a video that presents a problem with multiple solutions.



LEARNING STANDARDS

See the [standards alignment chart](#) to learn how this lesson supports New Jersey State Standards.



TIME NEEDED

75–90 minutes



MATERIALS

- Teacher Edition—Vocabulary Planning and Definitions
- Recording device(s)- *Note: If there are rules around media-sharing at your school that prohibit this form of communication, please omit.
- Presenting materials such as poster board, markers, crayons, index cards, and construction paper
- Blog: 4 Black Inventors: <https://www.feedingamerica.org/hunger-blog/4-black-food-inventors>



VOCABULARY

CONTENT

Advocate
Health Equity
Mobilize

Social Media

Media Platforms
Food Insecurity
Hunger

ACADEMIC

Collaborate
Analyze
Determine

PART 1

Introduction (15 min): Knowledge Building

- 1** Say: *Let's begin thinking about how we can use our learning about the inequitable treatment of Black people to advocate for an issue that impacts many Black communities: food insecurity. When you hear the phrase food insecurity, what comes to mind? (Allow time to share responses.)* **Food insecurity is the condition of not having access to sufficient food, or food of adequate quality, to meet one's basic needs.**
- 2** Say: *The Black community consistently faces hunger at higher rates than white communities due to social, economic, and environmental challenges, as the videos we are about to watch will explain. In 2021, nearly 20% of Black individuals experienced food insecurity, more than three times the rate of white households. (Feeding America, 2023)*
- 3** Say: *We spoke earlier in the unit about representation and why it matters. Remember, for some young students, portrayals of people of color, people with varying abilities, religions, and gender identities in the media affect how others see them and how they see themselves. The success of movies like "Black Panther" and "Crazy Rich Asians" sent a message to Hollywood producers that it's important for everyone to have representation, and that our stories (or variations of our stories) matter. Now that we have discussed ways to advocate for visibility, how can we lift our voices to advocate for all students in our school community? It's one thing to be visible, but how do we address the quality of life for underrepresented people in Black communities? How can we create a social media campaign video that brings about awareness of the food insecurities plaguing our country for many Black families and communities?*

PART 2

Content Analysis (35 min)

- 4** Say: *When we advocate for, or bring attention to, specific issues, we must ensure that we have facts to help us prove our points. To do that, we must collect facts about a specific issue. We will look at 2 videos about hunger in Black families. While you watch the video and read the captions, take notes, and write down one fact that surprised you. I will then ask you to share that fact with a partner. We will pause after each video for 2 minutes to write and 2 min for a partner discussion.*
- Video 1: <https://www.cnn.com/2021/09/08/politics/us-da-food-security-report-2020/index.html>
 - Video 2: <https://www.ebony.com/hunger-disproportionately-affects-blacks-981/>
- 5** After students share their facts, urge them to discuss what's most important for the health of Black families experiencing food insecurity.
- 6** Share and discuss the following statistics with students and allow them to discuss the statistics with each other in small groups:
- According to the USDA, in 2021 nearly 20% of Black individuals lived in a food-insecure household. In addition, Black people are almost three times as likely to face hunger as white individuals.
 - Black children are more likely to experience hunger than children of other races. According to the USDA, in 2021 22% of Black children lived in food-insecure households. Black children were almost three times as likely to face hunger than white children.
 - While the United States has an overall poverty rate of 11.4%, within the Black community, the poverty rate is 19.5%. Meanwhile, poverty in the non-Hispanic, white community is 10.1%. (Source: Feeding America)
- 7** Say: *These statistics are as recent as 2021, meaning this is a very current and ongoing problem. Our work today, as changemakers, will be to create a campaign to bring awareness to this issue.*
- 8** Define a campaign as an organized set of actions to achieve a common goal. The goal is to bring awareness to people, locally and globally, by creating a video that addresses the impact that the issue of food insecurity has on Black families.

- 9 Explain to students that the video campaign must include the following:
- The presentation in the video must be clear and easy to follow. The issue must be clear and the facts must be in alignment with the issue.
 - Students must use the appropriate language and grammar when presenting their ideas. The language must be appropriate for the specific audience.
 - Students must understand the topic and make a clear case for advocating for the topic.
 - Students must use a variety of media (music, images, etc.), crafts (posters, signs, etc.) and/or performances (dance, spoken word, rap, etc.) to showcase their point.
 - Video sections are 3–5 minutes.
- 10 Explain the responsibilities involved in their presentations and that their videos will be posted to either the class/school social media page or they will create a YouTube video for public consumption. **Be sure to check the permissions of the school for social media usage and designate waivers if necessary. Another option is for students to create posterboard presentations to be displayed around the school.**
- 11 Students will work together to decide how they wish to present the issue and what facts they wish to present. Help students search for information about food insecurity and its impact via a Google search, and outline websites that are appropriate for student usage (i.e., Time Magazine for Kids, BrainPop, CoolKidFacts, etc.). If your school has specific websites designated for student research, please follow steps in accordance with those regulations.
- 12 For 20 minutes, students will research facts based on the topic they chose, as a group or independently. Students will then decide how they wish to present the topic and its facts for 10 minutes. Finally, students will use their usual writing time of 30 minutes to practice and record their campaign.

PART 3

Project Work-Practice/Recording (30 min)

- 13 Students will use this time to practice and record their campaign using tablets or phones.
- 14 Allow students to share their videos (or poster) as is, before combining all the videos to make a class campaign for their chosen topic (if applicable).

PART 4

Share/Closing (10 min)

- 15 If applicable, students will watch each other's video campaigns and give 1 form of praise and 1 connection they have to their own work.
- 16 Quick Write (*a brief response to a question or probe*): How will your group's campaign help better the lives of students experiencing food insecurity?
- 17 This work can also be shared with other classes as a class presentation, and with school administration/leadership staff. One question posed to leadership can be: Given the information you received today, **what is your call to action?**



Teacher Edition: Vocabulary Definitions

This document is meant to serve to build teacher knowledge and capacity. Please use the following document to know and understand the vocabulary for this lesson. Review and define these terms before teaching your lesson to help better understand and frame the content. There is also space to add any context necessary for your students.

Word	Definition	Teacher Notes/Context
CONTENT VOCABULARY		
Advocate		
Health Equity		
Mobilize		
Social media		
Media platforms		
Food insecurity		
Hunger		
ACADEMIC VOCABULARY		
Collaborate		
Analyze		
Determine		