

LESSON PLAN

Food Justice: Mapping Access in Our City

Grade band: 9–12 · Estimated time: 45 minutes

A publication of Global One Urban Farming · Kansas City, MO

Learning objective

Students investigate food access in their neighborhood, quantify the concept of a food desert, and propose a community-level intervention.

Standards alignment

- C3 Framework D2.Geo.6.9-12: Systemic causes of geographic patterns
- C3 Framework D4.7.9-12: Assess options for individual and collective action
- CCSS ELA-Literacy.WHST.9-10.7: Conduct research to answer a question

Materials

- USDA Food Access Research Atlas (online)
- City map, printed
- Colored pencils
- Interview protocol handout
- Kansas City food desert case study reading

Lesson sequence

- Read the USDA definition of a food desert. Locate your school on the Food Access Atlas.
- In pairs, students walk or drive a 1-mile radius from school and log every food retailer they find (grocery, corner store, gas station, fast food, farmers market).
- Color-code the map: green for full-service grocery, yellow for limited fresh options, red for no fresh options.
- Read the case study on Kansas City's east side. Compare their findings to the case study data.
- In groups, draft a 500-word proposal for one community-level intervention: mobile market, corner store partnership, urban farm, transit route, or policy change. Present to the class.

Extension & assessment

Assess the proposal for realism, feasibility, and use of evidence from the map and case study. Extend by inviting a Global One staff member or a local council member to hear the proposals and give feedback.