A Narrative Inquiry Based on Teacher Experience
with The Learning Through Storytelling Curriculum

by

Gail Harper Yeilding

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Approved by

Dr. Michael Cook, Chair, Associate Professor of English Education
Dr. Carey Andrzejewski, Professor of Educational Foundations, Leadership, and Technology,
Dr. Charles Lesh, Associate Professor of English
Dr. Nancy Barry, Professor of Curriculum and Teaching

Abstract

What can curriculum do? When faced with a global pandemic, lockdowns, and virtual learning in the fall of 2020, I began working with Roger Thurow and a hunger group at my university to create an English language arts curriculum focused on hunger titled Learning Through Storytelling. Through the real-world storytelling of hunger that Thurow writes based on his travel as a foreign correspondent, I wanted to further explore the story of hunger and how the use of narrative could influence the work of teachers in a tumultuous moment in history. I wanted to investigate not only this exchange of storytelling, but also the stories teachers and students might put together after participating in the curriculum as well as how we can collectively meet our students' needs. I implemented narrative inquiry methods to answer the following questions: "In what ways do ninth- through 12th-grade public school teachers describe their community's story surrounding hunger?" and "How do ninth- through 12th-grade public school teachers report the experience of teaching curriculum within the current context? I conducted semi structured interviews as well as evaluations to collect data on how teacher participants used Learning Through Storytelling as a curriculum to address hunger.

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For All My Relations

Lynn and Richard Yeilding, Hampton and Bart, James, Mose, and Eden Stephens, Tom and Caroline, Louise and Hardy Yeilding, Dr. Ruth Hill Yeilding, Rudy and Scarlett Frey

For all my students, past, present, and
future,
May you always strive for a better world

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ELA   English Language Arts

GG Cohort   Global Guides Cohort

LTS   Learning Through Storytelling

NCTE   National Council of Teachers of English

SDG   Sustainable Development Goal

UN   United Nations

Chapter One:

Introduction

As an emerging scholar within the English education field, I have explored the experiences of teachers who I interviewed and who evaluated an English language arts (ELA) curriculum centered on hunger that I cocreated with Roger Thurow. Through doing this work, I began to wonder how an ELA curriculum focused on hunger could involve sustainable development goals (SDGs) and how could curriculum do more for teachers. I saw a clear gap within English education research and the United Nations Sustainable Development Goal of ending hunger by 2030, so I began consulting current literature and curriculum surrounding hunger specifically. Through an exploratory search of past curriculums, including Fowler's (1977) *Dance as Education*; McMichael's (1992) Community Childhood Hunger Identification project; Navarro's (2009) *Transforming the Curriculum, Using Hunger Issues to Enhance Teaching and Learning* Rubin's (1984) food-first curriculum; and Joy and Regan's (1983) *World Hunger, Learning to Meet the Challenge*, among others, I did not find curricula that centered on hunger and an ELA framework of storytelling from a primary source. Within this search of curriculums specific to hunger—such as Rubin's food-first curriculum, Joy and Regan's *World Hunger: Learning to Meet the Challenge*, and Neeson's (1984) *World Hunger: Famine in Africa*—I found these to be close to what I envisioned for the project, but they also fell short in the aims as well as primary accounts of hunger in various contexts. Thurow's (2012, 2016; Thurow & Kilman, 2009) three books describe the stories of this work, fighting and documenting the varied nuances that continue to allow hunger in our world. I believed this knowledge to be extremely important for all students. The reality that hunger continues to cause conditions such as stunting and loss of life in today's world is a universal problem and one that I believed had potential to unite educators in a tremendously divisive time.

In *The First 1,000 Days*, Thurow (2016) reminds us all that global hunger is detrimental and devastating to humanity. The World Bank stated that hunger costs $3.5 trillion dollars annually; however, as Thurow (2016) wrote, hunger truly costs us all what could be,

> a poem not written, a song not sung, a novel not imagined, a mystery not solved, a horizon not explored, an idea not formed, an inspiration not shared, an innovation not nurtured, a cure not discovered, a kindness not done. (p. 12)

Therefore, this narrative inquiry—based on the experiences of teaching a curriculum coupled with real-world experiences from a journalistic point of view and my own experience across cultures and educational contexts—offers a lot to the English education field.

Throughout the process of designing and recruiting participants for the Learning Through Storytelling (LTS) curriculum, in this qualitative narrative inquiry, I aimed to understand the experiences of teaching the curriculum, free and widely available through Google Classroom and Canvas Catalog. Understanding the experiences of teachers in our current context was important to me as well as the opportunity to amplify the challenges and successes the field has faced during a global pandemic and civil unrest. Therefore, I designed this study based on the following research questions:

1. In what ways do ninth- through 12th-grade public school teachers describe their community's story surrounding hunger?
   a. What does hunger mean to participants?
   b. What does hunger look like in ninth- through 12th-grade public school teachers' context?
2. How do ninth- through 12th-grade public school teachers report the experience of teaching an ELA curriculum focused on hunger within the current context?
   a. How might participants imagine hunger impacting their students and

communities?

b. How do ninth- through 12th-grade public school teachers believe that hunger does/does not relate to teaching?

Purpose

My purpose was to explore the experience of ninth- through 12th-grade public school teachers and further investigate the gap between hunger and ELA. I sought to know how relevant the LTS curriculum was to teachers who face the complexities of our current environment. Additionally, I was interested in the stories of teachers within our current context, and what type of preparation teachers needed to meet today's complex challenges. Thurow's works center on the human experience of hunger, which is a different but comprehensive approach to hunger. Thus, I designed LTS to provide further storytelling through an exchange of stories, from real- world inspirational stories, teacher-to-teacher advice on how to teach these topics, and SDG action projects. Many researchers have demonstrated that storytelling is an effective practice and theory as well as an emerging method (Arredondo, 2021; Dominguez, 2021). Narrative inquiry leans on storytelling (Coulter et al., 2007 Dhunghana, 2022; Kroik et al., 2020). Furthermore, Khaled Hosseini emphasized the importance of storytelling when he stated, "I think stories are the best means we still have of placing ourselves in the minds of fellow human beings" (National Council of Teachers of English [NCTE], 2021). I believe it is increasingly important for students to be able to express and understand empathy, which storytelling provides. As an emerging English education scholar, I aimed to demonstrate the value of these types of narratives and hoped to encourage this type of sharing and discussion amongst teachers and students as a dialogic. Last, this research informed my future as an English educator as well in that it helped me know how to best prepare preservice teachers.

Significance

The context in which I designed this study presented several challenges, but the events of 2020, such as the COVID-19 pandemic and civil unrest in a variety of contexts, increased this significance as levels of hunger continued to rise. English education is a well-developed field, but hunger, including the connection to ELA and hunger, is not well-explored. As a result of the pandemic, hunger increased globally due to shortages as well as conflict, and at the same time, inflation and grocery prices continued to increase. The study of a curriculum centered on the story of hunger and ELA at this time was particularly relevant for this reason. This study was important to conduct due to our current environment with daily debates surrounding education as well as the increase in mental health issues amongst school-aged children (Desai, 2020; Middaugh et al., 2017; Villa et al., 2018). This research was important to me as well because, as a teacher, it concerns me whenever any student is suffering, and as an English educator, I am interested in working with teachers to engage in how best to meet these needs. I believe this research is important to the field of English education because I saw a clear gap in how we as a field address evident needs within all our communities. By designing the curriculum in a way that allowed course delivery to be widely and freely available, I aimed to connect communities and engage participants in developing their lens as a "hunger warrior" no matter what subject they teach. This research was also significant particularly for teachers and students because the stories of hunger are connected and reveal deeper issues than a typical ELA curriculum.

Defining Terms

In this section, I define the key terms for my study as well as the philosophical assumptions that underpin how I view the discussion of hunger and ELA. I include these as a guideline to understanding my lens for this research and reference these terms throughout the dissertation.

English Education: Drawing primarily from Gee (2012) and Yagelski (2006), I define English education as the study of English and how best to prepare preservice teachers to teach young adults. As my doctorate and a majority of my studies have been in English education, I saw a gap in the study of hunger and ELA; thus, I explored how hunger connects to English education as well as what teachers' experiences were in learning about hunger through the LTS curriculum.

English Language Arts (ELA): Drawing on Applebee and Langer (1983), Parker (1967), and Franzen and Peters (2019), I define ELA as the study of English literature and expressing oneself through language and inquiry. ELA also consists of a "tripod" of language, writing, and reading (Heller, 2019) and I argue much more as well.

Hunger: Based on the World Food Programme's approach, I define hunger as fewer than 2,100 calories per day, along with four types of hunger defined in LTS by Dr. Kate Thornton, including hidden, acute, short term, and chronic. The LTS curriculum and corresponding storytelling materials are centered on hunger and the objectives include raising awareness about various kinds of hunger as well as inspiring hunger warriors to end hunger and malnutrition.

Hidden Hunger: Based on Thurow (2016), I define hidden hunger as what occurs when people lack micronutrients even if they consume adequate amounts of calories and protein. This concept is important in studying a community's experience of hunger. Further, Thurow and the *Global Nutrition Report* identified an oxymoron of hunger in America, where although "two thirds of adults and nearly one-third of children adolescents are overweight or obese, about 15 percent of households are food insecure" (p. 11).

Food Insecurity: I define food insecurity similar to Roger Thurow, as a euphemism for all types of hunger including hidden, acute, short term, and chronic. Food insecurity generally indicates hunger or a person's condition of living within a food desert, another word for this within a school context is students who are on free and reduced-price lunch. According to Legreco and Douglas

(2017), other related words for food insecurity include hunger, food hardship, food desert, and food apartheid. This concept is important in understanding communities as well as my participants' descriptions of their school context.

Malnutrition: Based on Thurow and the World Food Programme, I define malnutrition as being underweight for one's age (stunted), dangerously thin (wasted), and deficient in vitamins and minerals, referring to both undernutrition and overnutrition. This term is part of hunger, which may be described as part of the community's experience of hunger as well as a distinction of hunger.

Literacy: Drawing mostly from the research of Barton (2007) and Gee (2012), I define literacy as a set of practices within a subject or skill that leads a student to be proficient in making meaning. Barton defined literacy practices as common patterns in using reading and writing in a particular situation. Gee described literacy practices as "almost fully integrated… into the very texture of wider practices that involve talk, interaction, values, and beliefs" (p. 41).

Multiliteracies: Whereas Barton (2007) and Gee (2012) made the assertion of the expanding aspects of literacy, Cazden et al. (1996), or the members of the New London Group, coined the phrase of multiliteracies earlier by their exploration of pedagogy and social futures. I define this term as a pedagogy that embraces the multimodalities and metalanguages that are involved in learning and communicating effectively in English. I wanted to explore further the connection between hunger and literacy as well as how food literacy is an example of multiliteracies and what other literacies are brought forth by the SDGs.

Storytelling: Drawing largely from NCTE's position statement on storytelling and many researchers who utilize storytelling as pedagogy, I define storytelling as a culture's knowledge that is shared and passed down through generations. Noting the foundational nature of storytelling to all cultures, including griots in African cultures, bards in Shakespeare's time, as well as the indigenous epistemology of storytelling to many tribes in the Americas, storytelling served as a guiding

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inspiration for my study. Both as a goal of the LTS curriculum as well as part of my theoretical framework, I analyzed the teachers' stories about teaching the curriculum and their community's hunger to create a story of this experience. I also framed my research with this understanding, particularly that storytelling as a method involves the following:

Living: each of us live stories, and live in stories. Telling: each of us tell stories. Re- telling: while each of us live and tell stories we may not get the opportunity to re-tell our stories; to think deeply about the multiplicity of stories shaping our experiences, our 'stories to live by', and perhaps come to see our stories differently. (Casey & Schaffer, 2016, p. 6)

Social Justice: First, I want to clarify a contentious term in our current context but one that has been part of my education since my undergraduate studies. By this term, I am referring to the St. Ignatian concept of care and concern for the marginalized as well as Cosacchi (2019) who described that social justice is seeing the world through the poor and marginalized.

Sustainable Development Goals (SDGs): Based on the United Nation's (UN) definition, I define the SDGs as 17 goals developed by the UN in 2015, which has become a shared blueprint for peace and prosperity to be achieved by 2030. LTS is aligned with the SDGs through every lesson, and the end project of the curriculum is for students to create action projects centered around the SDGs.

Narrative Inquiry: Drawing from several examples as well as Clandinin and Connelly's (2004) *Narrative Inquiry*, I define narrative inquiry as a method for research centered around a question and aiming to tell the story surrounding that question in a personal way that centers the participant in the narrative.

Narrative Mode of Writing: Drawing from my experience as an ELA teacher, I would like to clarify the difference in the mode of narrative writing that describes the way a story happened with

a beginning, middle, and end, which is different than narrative inquiry as a method, which

Clandinin and Connelly (2004) described as multilayered and many stranded.

In this chapter I introduced the reader to myself, including my context, purpose, and

positionality within the study. I explained the purpose, significance, and definitions of the study,

which provide a lens into my approach to this body of research. I also explained the current context

of our moment, which presented the problems as well as many questions that guided this research.

Chapter Two:

Literature Review

In Chapter 1, I introduced myself as an emerging English education scholar, and I described my research questions, purpose, and the significance of my study. I also defined several key definitions, which are important in understanding my research and the lens that informed my design and analysis. In this chapter, I consult the literature to identify gaps and shifts in English education, ELA, and literacy, including historical framing, pedagogy, trends, journalism, hunger in America, and hunger overall. From this exploratory work, I note how the English education field has adapted and changed, as well as reveal a gap in the literature surrounding hunger and literacy, which elucidated the need for my study and more research in this area. Noting that ELA is integral in developing a person's sense of communication, expression, and thought, connecting this field to hunger studies serves as an important reason for why this study contributes to the English education field. I then describe the trends and themes that informed my research as well as how this body of scholarship has informed the LTS curriculum, theoretical framework, and methodological framing. Last, I argue that investigating this gap is relevant to the study of ELA because understanding the story of hunger assists in developing empathy as well as helping educators better address all students' needs.

History of ELA

Historically, ELA and English education have continued to shift and change in both the knowledge surrounding the discipline as well as the pedagogy that informs their teaching practice. Scholars have continued to explore these shifts and expanded much of what has traditionally been considered "English." For example, based on their studies of what has been published in NCTE journals from 1912 through 2011, Brass and Burns (2011) demonstrated this shift and called for the

teaching of English, which is rooted in a more historical framing. However, Smagorinsky (2015) noted the complexities of teaching "disciplinary literacy" (p. 145), specifically surrounding writing and advocating for teachers to help students develop "communicative competence" (p. 143). In Heller (2019), the author interviewed high school English teacher, Lisa Scherff, and together they explored questions surrounding shifts and posited an important, guiding question: "What is English and who decides?" Similarly, Young et al. (2018) in *Other People's English* and Barton (2007) in *Literacy* both wrestled with these same questions surrounding expanding notions of language and literacy. Further, Macaluso et al. (2016) argued for the changing and expanding of "many Englishes" by using case studies about ELA teachers and the "unwieldy" field in which teachers are situated (p. 46). Both Kirkland (2008) and Winn (2013) advocated for similar justice-oriented dispositions in ELA, Kirkland describing a "new English education" and Winn defining how English can be "truly restorative" by employing literature and writing that seeks justice and transformation (p. 127).

Storytelling and Storywork

My study is foregrounded by storytelling because as an ELA teacher, I believe stories to be vital to our lives as humans. As a white researcher, and out of respect for the many cultures of this country, I first consulted indigenous epistemologies found in Linda Tuhiwai Smith (1999) and Jo-Ann Archibald (2008). Archibald identified "storywork" as pedagogy in *Indigenous Storywork*, in which the author described how she implemented First Nation stories in the Sto:lo Sitel curriculum project. As part of what defines the *Indigenous Storywork* framework, Archibald identified what makes storytelling powerful: "stories have the power to make our hearts, minds, bodies, and spirits work together" (p. 12). In a similar way, Dr. Dustin Louie, a member of the Dakelh people, centered storytelling as an important indigenous methodology and applied Smith's 25 projects to case studies of teachers implementing these types of projects (Louie et al., 2017). In one example, a teacher

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stated, "storytelling in the classroom helps to create a space where individual perspectives are honored and where understandings are generated collectively" (Louie et al., 2017, p. 27). Further, Sherry (2019) envisioned English education for a sustainable future as well as a similar emphasis on storytelling: "the stories we tell about our world have the power to shape our lives" (p. 405).

The Story of Hunger

The story of hunger is a central narrative for students to learn. Some might approach the study of hunger with statistics and pictures of the starving, but based on the literature, another gap exists, which is to take the perspective of a more humanizing lens through real-world storytelling. For this reason, I chose a qualitative approach because humanizing research is also an emphasis of most qualitative research (Stake, 1995; Yin, 2012). By centering a narrative inquiry surrounding hunger with an exchange of storytelling, I wanted to foreground key indigenous projects such as Linda Tuhiwai Smith (1999), who described "oral histories and the perspectives of elders and of women... But the point about the stories is not that they simply tell a story or tell a story simply... these new stories contribute to a collective" (p. 144). This "collective storytelling" is the emphasis of my study, and the emphasis of LTS, which challenges students to write collectively as well as plan action projects together. Similarly, Louie et al. (2017) described case studies of each participant teacher bounded by one of Smith's indigenous projects. One specifically noted how a teacher used storytelling in her classroom by "creat[ing] an environment in which learning emerges from individuals' meaningful experiences and multiple ways of knowing are honored" (p. 28). Archibald (2008) described the deep work of storytelling in which she focused on "the principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy" which are all important when studying an injustice such as hunger (p. 140). Lastly, in Dutro's (2019), *Vulnerable Heart of Literacy*, the author presented storytelling as pedagogy to create a healing space. Therefore, the

story of hunger is one that is relevant, if not essential, and can be done appropriately and respectfully for all students.

Activism and Social Futures

Noting these significant gaps in the literature as well as continued debate about education, some English education scholars have taken a more activist or action-based approach to teaching and learning. First, Mirra and Garcia (2021) called into question what educators mean by "21st century literacy learning" and emphasized democratic engagement and social futures. To assist in students building agency and these "social futures" that Cazden et al. (1996)—or the members of the New London Group, as well as Mirra and Garcia—described as necessary for today's students, many of the current trends within English education emphasize action in the form of storytelling and public writing, which allows for the expansion of literacy practices. Civic action and engagement have been explored by focusing on teacher activism and advocacy as well (Cook, 2021; Hytten, 2017; Osmond-Johnson, 2018; Rose, 2017; Taha et al., 2015). In particular, Hytten (2017) described why classrooms are inherently activist: "classrooms are always political and moral spaces, we must be aware of the political posture and stance we take, both there and in the world beyond the school walls" (p. 389). Along with activism, the exercise of counternarratives is a position that allows students and teachers to challenge the dominant narrative through writing or other forms of storytelling (Hernandez et al., 2020; Mirra & Debate Liberation League, 2020). Despite many of these claims for teacher activism, hunger is not often a public topic nor something teachers address specifically, which is another reason a study implementing an ELA curriculum focused on the story of hunger is not only relevant, but also significant.

Hunger and Education

Several curriculums have been designed to address hunger itself, including McMichael's (1992) "Community Childhood Hunger Identification Project"; Navarro's (2009) "Transforming the

Curriculum, Using Hunger Issues to Enhance Teaching and Learning"; Rubin's (1984) "Food First Curriculum"; and Joy and Regan's (1983) "World Hunger, Learning to Meet the Challenge." However, when I looked under a microfiche of many of these curricula, they included somewhat cursory language as well as relied on fictional case studies of people who experience hunger, as if it only exists in countries far away. Through surveying the literature, it was evident that the study of ELA as related to hunger presented a clear gap within research; however, many scholars have described studies on hunger and schools.

First, in Thurow's (2016) *First 1,000 Days*, the author described a study done by Hormel and the United States Department of Agriculture with a school feeding program called Spammy. Teachers reported a significant reduction in school absences and increases in vitamin D and B12 levels, which resulted in cognitive gains (Thurow, 2016). Likewise, Au et al. (2020) explored the effectiveness of a school antihunger program called the "Healthy Hunger Free Kids Act," and similarly Youth Service America created a curriculum in 2013 focused solely on developing antihunger leaders with a semester-of-service framework. An older curriculum design by McKisson and MacRae-Campbell (1990) aimed to tackle poverty, hunger, and overpopulation, which demonstrated the persistence of this problem as well as various philosophies about why hunger persists. In Balestracci et al. (2019), the authors looked specifically at nutrition and hidden hunger in schools by studying the perceptions of participating in a nutrition education program in schools. Both Navarro (2009) and Harris et al. (2015) described the hunger banquet exercise, which is included in Rubin (1984), and created experiences in which the various aspects of hunger are experienced by participants based on class. Navarro argued that the lens of hunger is a valuable teaching tool to enhance student engagement, motivation, and global perspective. Harris et al. redesigned the hunger banquet for the study of sociological perspectives. Likewise, Rampal and Mander (2013) studied curriculum documents, such as syllabi and textbooks, using critical policy

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analysis in the Midday Meal Program and Right to Food Campaign. Lastly, Wright et al. (2006) linked classroom to community, focusing specifically on creating "learning communities" and "community as classroom," as well as the curriculum that young students in Singapore are exposed to. This is an overall problematic understanding of what many Americans seem to think, that problems such as hunger only exist in certain communities or other countries. Not many curriculums have examined the real story of people who experience hunger in the United States as well as abroad and noted these complexities. Thus, I sought to do just that, to include the stories of real people who experience hunger as well as the perspective of teachers who witness and choose to address this in their classroom.

Food Literacy

Not only does hunger present itself as one of the most pressing of the SDGs, but the literacies surrounding hunger should be studied more closely to understand the connection to ELA and hunger. Recently, Franzen and Peters (2019) described how the teacher researchers approached their food literacy class in various ways where food can be studied as a literacy through lessons on food maps, food narratives, and garden wisdom. Franzen and Peters also noted how the aims of discussions surrounding hunger and food literacy can often be problematic, including accusations of colonizing students' minds, creating vegans, or urging students to lose weight (p. 5); none of these were my aims. A few studies have written about the connection of literacy to hunger through the lens of Collins' (2008) *The Hunger Games*. Most specifically, Curwood (2013) critiqued *The Hunger Games* and the online affinity spaces that have emerged based on discussions of the book. Curwood drew on Gee's definition of "affinity spaces," which are defined as, "physical, virtual, or blended spaces," and suggests that online affinity spaces are a "new paradigm for young adult literature in a digital age" (p. 417). Through this study, Curwood noted the improvement as well as popularity of teaching within these online affinity spaces and concluded, "We need to trust

ourselves- and we need to listen to our students" (p. 426). Along with this and in our current context, an online affinity space for teachers such as the learning management systems that LTS provided participants, created a space for participants across geographic limitations and many different school contexts to engage in discussion surrounding areas of scholarship surrounding food literacy. By creating this type of space for teachers across types of schools and geography, I hoped these data would document the experience of teachers who are teaching about hunger and the collaboration it may inspire.

Narrative Inquiries Surrounding Hunger and Education

Although I found many of the curriculums surrounding these issues to be cursory, many scholars have grappled with this gap in the form of narrative inquiry. First, theoretical underpinnings surrounding narrative inquiry have been explored and defined (Brown, 2017; Clandinin, 2006; Creswell & Miller, 2000; Emden, 1998; Moen, 2006; Tamura, 2011).

Secondly, many narrative inquiries emphasize the dialogic exchange of storytelling (Buggins et al., 2021; Camilleri, 2022; Capper, 2022; Daugherty et al., 2019; Kroik et al., 2020; McAllum et al., 2019; Mokuria & Wandix-White, 2020; Yuen et al., 2021). To explore this experience further, Huber et al. (2013) explored narrative as pedagogy as well as the narrative bricolage of found poetry in Green (2018) and Casey and Schaefer (2016), who described the telling and retelling surrounding a living curriculum further. Thus, I continued to grapple with this gap that I began to see in both research and methods as far as how to approach and address the topic of hunger.

Theoretical Framework

I approached my data with the theoretical framing of storytelling, narrative inquiry, and methodologically I employed narrative inquiry to address each of my research questions, as discussed in the subsequent sections.

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Storytelling

Drawing largely from Linda Tuhiwai Smith (1999) and Jo-Ann Archibald (2008), storytelling is an important indigenous epistemology, which I chose to foreground this work. As a white researcher, I aimed to implement storytelling with my research through interviews and evaluation while demonstrating respect for my participants based on this practice not only as an indigenous epistemology, but a literacy practice that is universal. I used storytelling as a lens to study the experiences of teachers using LTS as well as the dialogic created by the teachers' responses to discussion topics based on Thurow's storytelling. This was done by analyzing what teachers reported about their classrooms and their reflections on the process of the curriculum, delivered through Google Classroom and Canvas Catalog. To engage with storytelling throughout my design and analysis, I considered it an integral part of the narrative inquiry process, which looks specifically at a "multiplicity of voices" (p. 147) as well as a "restorying quality" (p. 166) or the idea of living, telling, retelling, and reliving (Clandinin & Connelly, 2004). Although there are some exciting stories, I also wanted to recognize the influence of storytelling on the curriculum, the real-world storytelling that LTS offers, which I believe sets it apart, and then the story myself and the teacher participants could construct about it. To me, that is the telling, retelling, and reliving or storying and restorying. The literature supports an emphasis on storytelling as well through many uses of counter-storytelling as well as digital storytelling (Dahdal, 2019; Freeman et al., 2020; Greene et al., 2018; Luchs & Miller, 2016).

Rosile et al. (2013) described the history of storytelling approaches (p. 577) as well as what the author called a "Diamond Model," which includes six facets of storytelling, or "narrativist, interpretivist, abstractionist, living story, materialist, practice" (p. 561). I aimed to draw from the "living story" and "practice" approaches from this theory, which suggests the living story as

characterized by multiple perspectives and the practice approach, which includes "appreciative inquiry" while seeking to challenge dominant narratives (p. 562).

Narrative Inquiry

Based on this storytelling framing, my research has led me to conclude that I as well believe like Clandinin (2006), that "being in the field, that is, engaging with participants, is walking into the midst of stories" (p. 47). I believe that based on the experience of designing a curriculum and presenting it to participants, there are many stories that must be shared. Using narrative inquiry to address my research questions assisted me in telling these stories in a productive, respectful way. To accompany an emphasis on storytelling and two research questions heavily weighted on the storying and restorying of teacher experiences with LTS, I drew from narrative inquiry to answer both research questions: "In what ways do ninth- through 12th-grade public school teachers describe their community's story surrounding hunger?" and "How do ninth- through 12th-grade public school teachers report about the experience of teaching curriculum within the current context?" Although our current context has been tumultuous, it is also full of stories about teachers and how they have responded to the many varied events that have occurred while conducting my research. A good example of storytelling from an indigenous epistemology is stated by Kroik et al. (2020), who studied the Sami, or the indigenous people from Sweden, Norway, Finland, and Russia, and included a useful definition of traditional knowledge:

> the knowledge, innovations, and practices of indigenous and local communities around the world. [It is] developed from experience gained over the centuries and adapted to the local culture and environment, traditional knowledge is transmitted orally from generation to generation. It tends to be collectively owned and takes the form of stories. (p. 2)

This definition speaks to what I believe about how knowledge is created as well as the type of findings I would like to share with the research community. I chose storytelling as a lens as well

to help me identify key concepts about teacher experience and informed my approach to teacher education. The research on the experience of implementing LTS I aimed to create, as Dhungana (2022) wrote, apply a "pattern of dialogic storying as a process of narrative analysis" (p. 2).

Furthermore, I aimed for a narrative inquiry that Dhugana mentioned, "requires a process that mediates experience, knowledge, learning, and social change" (p. 4). By sharing the real-world experience of the books, I aimed to create an environment to share knowledge and learning and create social change overall. Lastly, Clandinin quoted a guiding concept from Jerome Bruner, who spoke of narrative ways of knowing when he stated, "telling stories is an astonishing thing. We are a species whose main purpose is to tell each other about the expected and the surprises that upset the expected, and we do that through the stories we tell" (p. 45). The context in which I approached my research presented several expected and unexpected challenges but capturing this through narratives was precisely the type of research I aimed to do as it corresponds to inspiration of the books and LTS curriculum.

Conclusion

Although hunger may seem of concern to only a small group of idealists, it should in fact concern anyone who cares about the world we leave the next generation. Through an exploratory investigation of the current literature on the many and varied topics surrounding literacy and hunger, a few overarching themes emerged. First, there has been a necessary shift in the definitions of English as well as literacy over time. Similarly, in merging the two bodies of scholarship of English education and hunger studies, the focus on how to create a better world is one that should be noted, as well as this transitory movement of goals to do this, as demonstrated in the Millennium Development Goals, which have since become the SDGs. Noting that with the disruption of COVID-19, these goals have had tremendous setbacks, more research and emphasis should be done within the educational community to address these very necessary as well as achievable goals. As

well as the many pressing needs that exist in today's current context, a lack of work in hunger surrounding ELA emerged through my review. At the same time, many studies have suggested an increasing need for work that addresses equity and involves student agency and social action (Mirra & Garcia, 2021). As well as the many pressing needs that exist in today's current context, an overwhelming lack of work in hunger surrounding ELA emerged through my review. Thus, the need for my dissertation study was intriguing as well as relevant.

In this chapter, I noted a variety of literature on topics such as English, literacy, and hunger curriculums, which demonstrates a gap as well as makes a strong case for my narrative inquiry of teacher experience with LTS. I discussed the themes and trends within English education and ELA, which suggests a need for my study. I noted the key theories that influenced my methodology, storytelling, and narrative inquiry. Next, I will explain my methods for this research.

Chapter Three:

Methods

Based on a review of the literature, I have noted the development of English as a field as well as the various nuances and historical shifts that have shaped the study of ELA. I have explained the gap I see in the study of ELA and hunger based on several studies and curriculum as well as made the argument that this gap should be more fully explored. Next, I discuss the methods I used for my study, including storytelling, narrative inquiry, methodology, paradigmatic commitments, sampling, data sources, data collection, data analysis, and ethical considerations. Drawing on the theories of storytelling and the methodology of narrative inquiry, next I describe how I conducted a qualitative, narrative inquiry to amplify the experience of teachers with LTS. I explain how I approached my data with the theoretical framing of storytelling, and methodologically, I employed narrative inquiry to address each of my research questions.

Throughout my research, I noticed a clear gap in the literature between hunger and ELA, so I aimed to connect the story of hunger to the story of participants and the real-world storytelling from Thurow's books. Furthermore, throughout the pandemic and the time of this study, there has been a documented increase in hunger across the world ("Global Hunger Index," n.d.; "Map the Meal Gap," n.d.) The World Bank estimates this cost $3.5 trillion annually and one in five children under the age of 5 are stunted (Thurow, 2016). Realizing this as a significant and devastating problem of practice, I approached my data with the theoretical framing of storytelling and narrative inquiry, and methodologically, I employed narrative inquiry so I could focus on the human story of hunger rather than a quantitative or stereotypical idea of what hunger is across contexts.

Positionality

To do this type of work, it is therefore important to know first that I write this from a southeastern university in which I acknowledge and wish to honor the Muskogee Creek and Poarch Creek People and pay my respect to elders both past and present. I also note that I write from a position of privilege as a white, cisgender, and heterosexual female. I have worked in a variety of contexts in which hunger persists and have been evident both through my work as a teacher and a volunteer. My positionality is also influenced by the privilege of being raised by two parents who have undergraduate degrees and emphasized the value of education through their example and in what they encouraged me to do with my life. My identities match the study's population because I have been a classroom teacher for 12 years and have worked in a variety of outreach experiences, which involved hunger-related work. As a teacher in a variety of settings, a member of the GG cohort and TALI, like my participants, and also as a result of my own work with food insecurity in community gardens, my positionality added to my credibility and my experience allowed me to relate authentically with my participants. To better understand my participants perspectives, I paid close attention to all my communications with participants to make sure I was clear and consistent in all my emails, phone calls, and via zoom for the semi structured interview. Because I could relate to a teacher's busy schedule, I made sure to build relationships with each participant to ensure I was understanding them completely. As a result of my experience as a classroom teacher and as a member of the same cohorts as many of my participants in which I got to know participants as colleagues, this aspect of my positionality allowed me to write authentically about each participant as well as created an honest conversation within the semi structured interview. My positionality also influenced how I coded my data, since I already had a fair amount of experience in hunger related work. I am particularly interested in the issue of hunger because I have witnessed hunger in a variety of contexts, both in my own life and in my career as an educator. I have also worked in a

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variety of school contexts in which students who qualify for free and reduced-price lunch is a large percentage of the school population, in almost every school I have worked in, including Boston, Grahamstown, Zuni, Birmingham, and Chelsea.

Food itself is an important aspect of my identity, and has informed my positionality as well, because my mom was a pastry chef, my dad kept a garden throughout his life, and I have worked in the restaurant business. My identity as a teacher and server positioned me with another unique perspective in which to study hunger through my lens. I have drawn from these experiences, and this is what has informed my purpose in research, curriculum design, implementation, and evaluation. In my position as a researcher, I was able to contribute resources to a group in a time in which I felt many needed an amplification of their voice as well as efforts. The purpose of this study was to document this experience of teaching an ELA curriculum focused on hunger and amplify the voices of teachers across the country. During my time as an undergraduate and graduate student, I was able to teach internationally in Grahamstown, South Africa and Lira, Uganda; on a reservation in Zuni, New Mexico; in urban environments in both Boston and Birmingham; as well as rural and suburban locations around Birmingham. From these experiences, I witnessed how storytelling is valued by all cultures including the Zuni, in New Mexico, the Xhosa, in South Africa, and the Lango, in Uganda. From all these culture, I also learned about what it takes to overcome food insecurity, for example, through the Zuni who developed waffle gardening to grow food in the desert. As an outreach for my position as a teacher, I have continued to engage with food security issues in all contexts in which I have taught. When I moved back to my hometown of Birmingham, I co-founded a nonprofit which sought to foster the development of community gardens and co-wrote a grant which funded an after-school program for court-appointed youth who built a garden in their community.

My positionality led me to choose hunger and ELA as an area of research since I identified a clear gap in these disciplines. Drawing from my lived experiences, such as preparing and sharing the Sunday meal at Eluxolweni Shelter in Grahamstown, South Africa, or cooking Zuni bread in the backyards of my students and their families in Zuni, New Mexico, I chose to conduct the study with this framing of storytelling and narrative inquiry because I have witnessed how hunger influences all people and how food can unify people. Through this work I have learned from the stories of many young adults across the world, and it has also developed in me a desire to make the world more just. A watershed moment for me, and one I will never forget from my student-teaching internship, centered on this type of storytelling when a student wrote her narrative to give to me simply for the reason, "so that I will know her story." Furthermore, I will always be influenced by the experience of living and teaching on the Zuni Reservation in which I learned many stories only saved by oral tradition as well as a language nearly lost by colonization. Lastly, I believe as well that, as Norman Borlaug stated, "You can't build peace on empty stomachs," likewise, kids cannot be expected to compete and perform their best when suffering from hunger. All these influences on my positionality led me to value the method of storytelling and made me belibed this was the best approach to a narrative inquiry on the experience of teaching LTS, an ELA curriculum focused on hunger.

Paradigmatic Commitments

Next, I explain paradigms that inform how I teach, how I designed LTS, and how I conducted data collection and analysis. First, I move through the world based on commitments of both transformative and pragmatic paradigms. From the beginning of this study, I have had the goal of doing work that was transformative, and I chose a social issue such as hunger because I wanted my research to address a real problem that I saw particularly in this current context.

According to Kivunja and Kuyini (2017), a critical or transformative paradigm is "the deliberate efforts of the researcher to promote human rights, and increase social justice, and reciprocity" (p. 35), which I aimed to do both in the curriculum design and through my analytic process. Secondly, I align with a pragmatic paradigm because I aimed for what Kivunja and Kuyini called a "relational epistemology" or research that focuses on the people who are my participants and the relationship I have built with them. Further, Nygreen (2006) described a framework for activist research that challenges the paradigm of technical rationality and notes that despite years of educational research, it often reproduces inequity; therefore, research should address political issues.

Noting that a social issue such as hunger can often be political, I felt that hunger and ELA have both personal and environmental factors for me, which Athey (1983) described as part of her paradigmatic commitments as well. These paradigmatic commitments influence how I teach because I have sought to work in diverse, public schools in a variety of locations both local and international. I have also been influenced by a Jesuit education, or a belief in being a man or woman for others, and Dewey (1903), who described a learning theory that is relational, and community based. Further, Lowan-Trudeau (2019) described an Indigenous paradigm that he defined as "locally relevant and culturally-rooted knowledge systems, values, and practices, are central; exhorts us to seek, build, and maintain relationships with each other, the Land, and the natural world" (p. 2). For these reasons, I drew from example Indigenous paradigms, curriculums, as well as my own experience teaching with Indigenous populations to design a curriculum that empowered teachers and engaged them with both locally relevant and culturally rooted knowledge systems. I was cautious as a white researcher to not do—as Ogden (2008) described—an often problematic aspect of a postcolonial paradigm in which many white researchers fail to "step off the veranda" of their privileged world view. Therefore, I created LTS and the corresponding study to assist teachers

and students in broadening their world view as well as to document their experience and privilege their voice. All these paradigmatic commitments influenced how and why I conducted this study.

Methodology

As far as data collection and analysis, I aimed to design the study based on these paradigmatic commitments as well as a social justice methodology, which is foregrounded by the Ignatian concept of seeing the world through the eyes of the poor and marginalized. Within this framing, I aimed for LTS to inspire participants to engage in this way and chose semi structured interviews and evaluation as my data sources to gain a better sense of what my participants' experiences were. To ensure I approached this in an appropriate way, I noted that Aydarova (2019) explored the power dynamics of interviewing, which I aimed to be cognizant of as I approached data collection. To ensure I approached semi structured interviews in an appropriate way, I noted that Aydarova (2019) explored the power dynamics of interviewing, which I aimed to be cognizant of as I approached data collection. I did this by building relationships with my participants and asking questions that built on each question. This process mattered to me because I wanted to get as close to the data as possible by hearing directly from participants and their experience. I realized this was a privilege considering the busy nature of my participants as teachers and I designed my semi structured interview protocol so that I could get closer to participants and better understand their experiences. I aimed to privilege my participant experience by creating a research question specifically about participant experience, actively listening to participant answers, and including direct quotes in the findings.

Further, I believe reality and knowledge are nonsingular as well as subjective and this is an important aspect of how I have positioned myself within research on hunger, which is often viewed in a problematic way. I aimed to do work that I would like to be considered "a value-laden axiology" because I ultimately wanted my work to benefit people (Kivunja & Kuyini, 2017). I

believe the nature of reality is one that my research has aimed to better understand or make sense of, as I believe reality is often chaotic and constantly changing. For me, research is an opportunity to make sense of reality as well as understand reality more completely by contributing my perspective and sharing this with my field. I hope my research will create knowledge that might inform another researcher's learning or inspire another educator's teaching. I would also like for the LTS curriculum to increase agency within school communities and empower teachers to use their voices to make a difference.

Therefore, I first developed my research questions, which led me to develop a theoretical framework that crystallized the data through narrative inquiry and the storytelling generated by the objectives of LTS and my data sources. I aimed for a cross-sectional design because I did not look at a cause-and-effect relationship, but I sought to describe a general snapshot of the participants' experiences with hunger and LTS. Many of my participants had a variety of different variables including types of schools, subjects taught, and parts of the country they were from. First, concerning storytelling, Dr. Dustin Louie (2017), a member of the Dakelh people, stated that storytelling, "helps to create a space where individual perspectives are honored and where understanding are generated collectively" (p. 27). This aspect is important to inform the ways in which I shaped the iterative process of LTS, the narratives of my findings, which aimed to honor the teachers and what they shared.

As a result of my positionality and out of respect for the first people in our nation, I drew on Indigenous epistemologies specifically to do this work, noting that Smith (1999) and Archibald (2008) have had a significant influence on both Indigenous epistemology and the process of reporting the experience of teaching curriculums. Because I consider these works to be foundational, and out of respect for Indigenous epistemologies, I started with these scholars as framing for my work. Next, I looked towards narrative inquiries that drew from storytelling as well;

for example, Kroik et al. (2020) implemented storytelling and narrative inquiry to describe how the Indigenous Sami population, who are from Sweden, Norway, Finland, and Russia, approach death. Huber et al. (2013) described their work with narrative inquiry as "living narrative inquiry as pedagogy" and specifically with counter-stories in education, which include "stories that evolve, stories of reconstruction and of recomposing lives" (p. 231–233). Tanner and Berchini (2016) interpreted stories surrounding whiteness in education, which demonstrates a narrative that unfortunately dominates education. Last, the NCTE's Teaching Storytelling position statement notes the importance of storytelling according to many scholars and describes the many purposes of storytelling, not only as part of "human socialization" but also the many different aims including inquiry, social justice, tradition sharing, counternarratives, and digital storytelling.

Narrative Inquiry

Just as Clandinin (2006), stated, "being in the field, that is, engaging with participants, is walking into the midst of stories" (p. 47). Therefore, I aimed to deepen the storytelling by adding an additional layer of narrative inquiry. Based on the experience of designing a curriculum and presenting it to participants, I have had the privilege of walking into many stories that I believe must be shared in a meaningful way. Using narrative inquiry to address my research questions and the corresponding methodologies I chose assisted me in telling these stories in a productive, respectful way. To accompany an emphasis on storytelling, I aimed for the research questions to be heavily weighted on the storying and re-storying of teachers' experiences with LTS. I drew from narrative inquiry to answer both research questions: "In what ways do ninth- through 12th-grade public school teachers describe their community's story surrounding hunger?" and "How do ninth- through 12th-grade public school teachers report the experience of teaching an ELA curriculum focused on hunger within the current context?"

Storytelling

As I described previously, drawing largely from Linda Tuhiwai Smith (1999) and Jo-Ann Archibald (2008), I aimed to implement storytelling with my research through semistructured interviews and evaluation, along with a curriculum based on storytelling. First, I wanted to use storytelling as a lens to study the experiences of teachers using LTS as well as the dialogic created between Thurow's real-world storytelling and the corresponding dialogue created by the teachers' responses to discussion topics surrounding hunger. This was done by analyzing what teachers reported about their classroom.

I viewed storytelling as necessary in design and analysis, and I considered to address the "multiplicity of voices" (Clandinin & Connelly, 2004, p. 147) outlined as part of narrative inquiry as well as a "re-storying quality" (Clandinin & Connelly, 2004, p. 166) or "the idea of living, telling, retelling, and reliving." Furthermore, I wanted to recognize the tradition of storytelling in most cultures, the real-world storytelling that LTS offered, which I believe sets it apart, and then the story myself and the teacher participants could share about it. Both storytelling and narrative inquiry were implemented in this way: narrative inquiry as the method, and storytelling as the theory that was applied throughout the design, study, and analysis of the findings. Through the data sources, I provided participants opportunities to tell stories, which I analyzed through piecing together the narrative. The literature supports an emphasis on storytelling as well through many uses of counter-storytelling as well as digital storytelling (Dahdal, 2019; Freeman et al., 2020; Greene et al., 2018; Luchs & Miller, 2016). For this work, I aimed to closely examine the "living story" and "practice" of my participants and the living story as characterized by multiple perspectives and the practice approach, which includes "appreciative inquiry" while seeking to challenge dominant narratives, which I believed included problematic assumptions that surrounded much of what I knew about hunger.

Storytelling is further described by Kroik et al. (2020) who studied the Sami, or the Indigenous people from Sweden, Norway, Finland, and Russia, with a useful definition of "traditional knowledge" surrounding storytelling:

the knowledge, innovations, and practices of indigenous and local communities around the world. [It is] developed from experience gained over the centuries and adapted to the local culture and environment, traditional knowledge is transmitted orally from generation to generation. It tends to be collectively owned and takes the form of stories. (p. 2)

This definition spoke to what I believed about how knowledge is created as well as the type of findings I wanted to share with the research community stemming from my paradigmatic commitments. The research on the experience of implementing LTS I hoped would—as Dhungana (2022) wrote—create a "dialogic storying," which the author described as "connecting thematic aspects of narrative analysis and subjective and ideological exploration as an analysis process" (p. 175) and "requires a process that mediates experience, knowledge, learning, and social change" (p. 176). I aimed to engaged in this aspect of narrative inquiry by sharing the real- world experience of the books, creating an environment to share knowledge, learning through Google Classroom, and clarifying the objectives of LTS, which aimed to create social change overall. Lastly, a guiding concept that Bruner (2004) stated about narrative inquiry is that "narrative imitates life, life imitates narrative" (p. 2); therefore, the context in which I approached this research presented several expected and unexpected challenges but capturing the teachers' experiences and their narratives proved to be a significant way to approach the data collection process.

Sampling

To recruit participants for my study, I aimed to draw from a cross-section of data, which I pieced together as a narrative bricolage. I aimed to include participants who were public secondary teachers with criteria including various geographic locations, types of school, disciplines, and

academic levels. I employed convenient sampling because I chose teachers who were able to schedule interviews and complete work within the learning management systems of Google Classroom and Canvas Catalog. I continued to recruit teachers and keep track of the data through a spreadsheet, which included the contact, the date I reached out, the medium for how I contacted the teacher, and a description of their response. I reached out to 18 contacts and gained consent by getting participants to fill out a Qualtrics survey which narrowed my study to five participants. All of these methods helped me stay organized, held me accountable, and maintained authenticity of my data.

Analytic Process

I approached my data analysis first through coding, drawing largely on Saldaña (2015), a notable scholar in Qualitative Research and English Education. I was more familiar with this method based on previous research and the approach made sense for how I wanted to put together a narrative of the findings. Also, Daiute (2014) looked for similarities for coding, guided by questions, analytic memos, and several rounds of coding, which is what I did. Some narrative researchers created their own type of coding, which I aimed to do as well (Delve & Limpaecher, 2020). Next, I will explain to what extent I justified this and how I drew from Daiute, Delve and Limpaecher, Saldaña, to guide my analytic process.

First, I collected and analyzed data based on transcriptions of my semi structured interviews, which I used Descript software to complete. I read through these initially, correcting for accuracy, then I read through these transcripts again, making comments on the text using process coding. Next, I read through these codes and looked for observations that seemed significant or were repeated. From this, I listed initial codes in my codebook, which I kept in an Excel spreadsheet. I identified these codes to be that teachers seemed to be:

- commenting on complexity, leading to questioning teacher practice

- addressing food culture

- recognizing food as part of culture and literacy

- identifying food as lens to understand culture

- questioning student motivations

- seeking collaboration to address issues

- noting a problem, and addressing it, mainly school lunch

Then I read through the data again and pulled out significant narrative snippets, which I listed as raw data in the codebook. I read through the transcripts again using Saldaña's (2015) questions to guide my analytic process, which included what struck, surprised, intrigued, or disturbed me. This process looked like the following in Table 1 from my codebook, first, I listed my raw data as narrative snippets from each participant.

Table 1

Example from Codebook

Participant	Raw data
Kristen	K: There was a student just a couple days ago, I have lunch duty right now, and he was talking to, you know, we were talking to him and he was kind of, you know, pretty down on school lunch and, and my colleague said, why don't you pack your own? And he said, And I. I, you know, I just thought, oh, but, um, he said, he goes, We don't have anything to eat at my house. And she said, and she said, well, she goes, Gary, that's what, that's what the food pantry was, is for. We've gotta, we have so many good things in there, and all you have to do is ask. And I mean, we, you can, you can, well, I don't, I don't like the people who work there and, you know, he's, he's sort of a, he's one of those Eeyore kind of grumpy kids. So, everything is like, but it was interesting to me that he just admitted. I think you know that of course there were just two of us. It was just my colleague and I and Gary and we both know him really well, but he just admitted that he doesn't have food at home so he can't pack a lunch. And the fact that it's just so blasé tells me it's a lot of kids that are having that same thing going on.

Next, I listed a preliminary code verbiage as seen in Table 2.

Table 2

Codebook: Preliminary Code Verbiage

Preliminary codes
Noticing school lunch stigma, reality of nothing to eat at home, and promoting the food pantry/ accessibility

Next, I listed the initial code with an example and a description seen here in Table 3.

Table 3

Codebook: Initial Codes, Example, and Description

Initial codes
Noting a problem and addressing it, school lunch
Example
There's something very like human about that. Yes. That I wish we could. Um, I'll probably like start tearing up a little bit, but I mean, I just wish we could continue. I wish we could continue that because there, you know, there's so many lines already that are separating our kids and it's just a travesty that some can't eat or that some, you know, again, and I know it's no fun to have school lunch every day. I mean, I mean, I'm on lunch duty. I know that sometimes the lunch is like not fantastic, but it's also not terrible.
Description
Participant is reflecting and identifying a complex problem or issue, and proposing what to do about it

Next, I looked back at the initial codes and looked for areas in the initial codes that seemed similar and started to list codes that could be collapsed. I then listed each code by participant, the questions I asked as I looked at the data, and then I counted how many times these codes occurred within the semi structured interviews. This looked like the following in Table 4.

Table 4

Coding Process with Collapsed Codes

Initial codes
Noting a problem and addressing it, school lunch
Commenting on complexity, leading to questioning teacher practice
Addressing food culture
Recognizing food as part of culture and literacy
Identifying food as lens to understand culture
Questioning student motivations
Seeking collaboration to address issues

Kristen
School lunch stigma
Healthy options
Questioning herself
Showing vulnerability
Outreach and civic engagement
Teaching / Food Story
Food literacy/ SDGs

Rachel
Recognizing food waste
Issues of availability
Food literacy/ SDGs
School lunch stigma
Noticing difference across contexts
Teacher philosophy/ approach
Teaching/ Food Story

Ashley
Teacher philosophy/ Approach
Outreach and civic engagement
Seeking collaboration
Food literacy/ SDGs

Jane
Outreach and civic engagement
Noticing difference across contexts
Student engagement, growth
Food literacy/ SDGs
Teacher philosophy/ Approach

Jasmine
Student engagement, growth
Outreach and civic engagement
Food literacy/ SDGs
Noticing difference across contexts
School lunch stigma
Teacher philosophy/ Approach

Questions to guide next round of coding
How often does each code occur?
What does school lunch stigma connect to?
How do teacher participants share their food story?
What differences exist across contexts? Why is it this way?
What does this show about hunger and ELA? hunger and literacy?

Next round of codes	Amount of times seen in data
School lunch stigma	III
Healthy options	I
Questioning herself	I
Showing vulnerability	I
Outreach and civic engagement	III
Teaching / Food Story	I
Food literacy/ SDGs	IIII
Recognizing food waste	I
Issues of availability/ access/ food security framework	I

Next round of codes	Amount of times seen in data
Noticing difference across contexts	I
Teacher philosophy/ approach	IIII
Seeking collaboration	I
Student engagement, growth	I
Collapsed codes	
School lunch stigma, recognizing food waste, healthy options, Food Literacy/ SDGs	
Questioning herself, showing vulnerability, teacher philosophy, teaching, food story	
Outreach and civic engagement, seeking collaboration	
Student engagement and growth	
Issues of availability/ access/ food security framework	
Noticing difference across contexts	
Teacher philosophy/ approach	

After that, as analytic memos, I wrote reflections on how I was conceptualizing each code and why I thought they were significant. As I interviewed each participant, I first wrote through a summary and reflection about each interview, and then I did the same for each code. This process looked like the following from my analytic memo notebook which I have typed into text as seen here:

Coding Description: Round 1

1. Noting a problem and addressing it, specifically school lunch

Several of the teachers discussed the topic of school lunch. K discussed the equity in practices that her school does. R discussed food waste at lunch and different ways school lunch is handled in other countries where she has taught. J described her pantry program for her school, including farmers.

Next, I began thinking through collapsed codes in my analytic memo and I have typed these here in the following text:

  4. Recognizing food as part of culture and literacy

  - Food as lens

  - Food and literacy.

  - These maybe could be collapsed.

  5. Identifying food as a lens to understand culture

All teachers acknowledged these complexities surrounding food and culture. R noted the different places she's taught as well as the lack of nourishment in many American foods. After collapsing codes, I then began thinking through organization of the data, weaved together like the QUITch quilt artifact, so I wrote as an analytic memo:

  Here I've got the SDGs written all together, which then helped me list the following refined codes:

- Food literacy and the SDGs

- Teaching philosophy connected to food story

- Outreach and civic engagement

- Grappling with the food security framework

  Next, I went through another round of coding in which I read through the data this time using my own questions to guide my analysis, which included how often each code occurred, what did X connect to, and how were teacher participants sharing their story. I then wrote reflections to each of my own questions, including what differences existed across contexts? What were similarities across contexts? Why did teachers say they believed it to be this way? What did this show about hunger and ELA? And finally, what did my analysis mean? as reflection memos with

examples from the data to justify each answer. This process can be seen here in my analytic memo in Figure 5 which I have typed into text here:

Process Coding

    1. Questions to guide the next round of coding:

    2. How often did each code occur?

    3. What does X (school lunch stigma) connect to?

    4. How do teacher participants share their story?

Reflection Memo Topics

    1. What differences exist across contexts? What the similarities

    2. Why do teachers say they believe it to be this way?

    3. What does this show about hunger and ELA?

    4. Major revision shift

Example Reflection Memo

What differences exist across contexts? What are the similarities?

I saw that although the contexts of each teacher were similar, their experience of hunger and perception of it in school seemed different. I also noticed that many participants described what they as hunger by what they saw during school lunch, as well as particularly the stigma of school lunch. Teachers' engagement with hunger seemed overall varied, but all teachers seemed involved with hunger in some capacity. All participants wrestled with what food literacy was and what food reveals about culture.

I then looked at all the codes by participant, listing them in my analytic memo notebook, as well as on the Excel document, as I saw these repeating across participants, counting each of these, and then I collapsed these codes again to include:

- school lunch stigma

- recognizing food waste

- healthy options

- food literacy/SDGs

- questioning herself, showing vulnerability

- teacher philosophy, teaching, food story

- engaging in outreach, seeking collaboration, noticing student engagement and growth

- identifying issues of availability, access, food security framework

- noticing difference across contexts,

- describing teacher philosophy and approach.

From this, I read through the codes again and narrowed them down to the final codes and described each (Table 5).

Table 5

Final Codes and Descriptions

Final codes	Descriptions
Food literacy and the SDGs	Recognizing food as part of culture and literacy; addressing food culture; identifying food as a lens to understand culture
Teaching philosophy connected to food story	Commenting on complexity, leading to questioning teacher practice; questioning student motivations
Outreach, civic engagement	Seeking collaboration to address issues, working outside the school and for the community
Grappling with the food security framework	Nothing a problem and addressing it; for example, school lunch

Note. SDG = Sustainable development goal.

From this analysis, I then began piecing together the narratives in this way, by participant, weaving in the narrative snippets along with the codes to provide a layer and rigorous depth to the analysis, which Tracy (2010) identified as part of solid qualitative research. The quilt then guided

how I described my findings, which I then started describing as narrative bricolage, and I sought to weave together through codes and analysis. This looked like the following from my analytic memo which I have typed up here as well:

Figure 1

A Narrative Quilt

Jasmine	"SDGs as a moral compass"	Ashley
"How their eyes opened"	Kristen	"a basic human right"
Rachel	"The humanity in that"	Jane

From this I conceptualized the organization of my findings to include:

- Teacher profiles

- Bricolage

- Analysis

- Codes

- Discussion

Next, to begin piecing together the bricolage, I drew on examples of studies that used this method as well (Cilesiz & Greckhamer, 2022; Green, 2018). I pulled narrative snippets from the transcription of the semi structured interviews, which were initially connected to the coding process. Then I read through the transcription again and aimed to organize each participant's narrative based on the narrative snippets and my analysis supported by research. I particularly chose poignant points for me as a researcher to head each narrative. As I continued to write and revise, I looked for interrelationships between the categorized data by participant.

This process may seem to diverge from narrative inquiry, but as the researcher in this study, this seemed to make the most sense for a topic as sensitive as hunger and it seemed to best present the data in a respectful way that amplified teacher participants and their voices. From the beginning of this study, I wanted to present the story of hunger and teachers in a way that was different than most of the literature surrounding both these topics. I aimed to amplify the voices and work of teachers in a time when there was a significant amount of division and burnout. And so, I analyzed narrative snippets of data to piece together a narrative about the participants, their contexts' story surrounding hunger, and artifacts to weave the narrative together. I chose bricolage to present an initial report of these data within the dissertation. I hope to continue to study and write about this topic as I have previously mentioned and can see a variety of ways to do this.

Authenticity

Through the variety of theories and data sources, I aimed for my research to be authentic. As I embrace subjective ideas about knowledge, I realize that words can have a variety of interpretations and could mean that my initial understandings might not match the reality and knowledge I had before my research. As a pragmatic approach, every day I aimed to move the study and work forward, for students and for justice. This aspect about the nature of research helped me further amplify the teachers' experiences as well as include findings that are worthwhile to offer the field. I aimed for authenticity by having an important and relevant question in mind. I also aimed to have a proximate understanding of participants' voices by doing research with the participants as well as through my experience of working in education and food sectors. I aimed to maintain validity by drawing from a rich data set drawn from a process that was well thought out and executed. I did this so my research would be something current teachers would be interested in reading and would be beneficial in contributing to their beliefs about hunger, as well as how participants approach their own teaching and students. Quality research is done with an end in mind

that is worthy and notable for the field and provokes thought amongst its readers. Each set of data was intentional in addressing the research questions, and analysis was supported by both the literature and data. Finally, although I believe this research to be valuable and important, I do not believe my research is either accurate or inaccurate, but I believe I explained an experience in the most authentic way I could through narrative analysis.

Therefore, I first developed my research questions, which led me to develop a theoretical framework that crystallized the data through narrative inquiry and the storytelling generated by the objectives of LTS and my data sources. I aimed for a cross-sectional design because I did not look at a cause-and-effect relationship, but I sought to describe a general snapshot of the participants' experiences with hunger and LTS. Many of my participants had a variety of different variables including types of schools, subjects taught, and parts of the country they were from. First, concerning storytelling, Dr. Dustin Louie (2017), a member of the Dakelh people, stated that storytelling, "helps to create a space where individual perspectives are honored and where understanding are generated collectively" (p. 27). This aspect is important to inform the ways in which I shaped the iterative process of LTS, the narratives of my findings, which aimed to honor the teachers and what they shared.

Dependability

In the methods chapter I discuss my analytic process which included description of my codebook, coding process, and analytic memos. I also described how I recorded the interview, transcribed them, and built relationships with participants, included pseudonyms, and aimed to privilege participant voice in how I presented the data. This was important to me to hold myself accountable and to attune to dependability of my research. I established myself as trustworthy, based on the curriculum I designed, my previous teaching experiences, knowledge of the curriculum, and relationship building with participants. My study aligns with many of Tracy's

(2010) "Big Tent Criteria for Excellent Research," including that first, it is a worthy and relevant topic because there is rich rigor derived from a comprehensive curriculum, and I am sincere in the necessity of this study. It is a significant contribution because it brought together a group of teachers' experiences through a narrative inquiry. I followed ethical considerations as outlined previously as well as by my committee and the IRB. The overall data provided meaningful coherence to important questions about English education and more. Throughout my research, I have kept field notes of conferences, meetings, and planning sessions which are all in one notebook, and I have kept a research journal which documents my processes and decision making throughout the dissertation. This notebook and journal documented what I have done as well as collaboration amongst teachers. These artifacts were something I kept as a collection of themes and itemizations as well to document my thinking and research process behind how this study all came together. This all added to me establishing dependability.

Trustworthiness

Next, I selected five participants based on specific criteria including geography, type of school, and teaching grade level. It was important to me to include several criteria because it allowed the participants to be more representative and it seemed more interesting to see research across physical boundaries to get a more complete, narrative of what the experience of teachers has been. Maintaining privacy and respecting each teachers' personal information and participation was essential in establishing my trustworthiness and it influenced how authentic my data would be. Therefore, my design ensured privacy by consenting teachers for participation, creating pseudonyms for the teachers that are included in the narrative inquiry, and properly monitored how teachers engage with the curriculum material as well as who consents to interviews. These teachers implemented the curriculum across different subjects, and some worked with their colleagues to complete their work schoolwide. I accounted for these different populations by noting their location,

on a map, included here in Figure 7. I relied on participant evaluations as well as used the coursework to create a narrative that includes information by themes across the overall collective teacher experience.

I established myself as trustworthy, based on the curriculum I designed, my previous teaching experiences, knowledge of the curriculum, and relationship building with participants. My study aligns with many of Tracy's (2010) "Big Tent Criteria for Excellent Research," including that first, it is a worthy and relevant topic because there is rich rigor derived from a comprehensive curriculum, and I am sincere in the necessity of this study. It is a significant contribution because it brought together a group of teachers' experiences through a narrative inquiry. I followed ethical considerations as outlined previously as well as by my committee and the IRB. The overall data provided meaningful coherence to important questions about English education and more. Throughout my research, I have kept field notes of conferences, meetings, and planning sessions which are all in one notebook, and I have kept a research journal which documents my processes and decision making throughout the dissertation. This notebook and journal documented what I have done as well as collaboration amongst teachers. These artifacts were something I kept as a collection of themes and itemizations as well to document my thinking and research process behind how this study all came together. This all added to me establishing trustworthiness.

Validation

To ensure validation of my findings and analysis I considered how Stake (1995) describes that a qualitative researcher must have a "respectable concern for validation of observations" (p. 45). Since I believe knowledge is subjective, my research is informed by the fact that Stake also describes how subjectivity is an essential element of understanding (p. 45). I acknowledged my subjectivity both in my positionality as well as how I approach and design my research. I drew again on Tracy (2010) who describes member validation through the form of reflections which she

suggests should be an umbrella term of "member reflections" (p. 844). Participants shared self-reflections with me at the end of the course, and I completed a member checking process which included sharing the transcriptions of interviews as well as my final draft with the participants. Noting the complex history of member checking to ensure validation according to (Candela, 2019; Motulsky, 2021), I employed member checking after the interview and at the end of the study. First, I sent participants the transcripts of their interview following my initial meeting with them. I then sent each participant an email that thanked them for participating as well as gave them the opportunity to correct anything within the transcript. I then offered to meet with each participant to discuss the transcription, which no participants requested a meeting, nor did they make any corrections to the transcriptions. Additionally, Sevnarayan (2019) described a study which implemented three types of validity: construct, internal and external and drew from semi structured interviews as well (p. 7). I have aimed to do this as construct, semi structured interviews, internal, participant evaluations, and external, the GG cohort artifacts to achieve crystallization of the narrative by drawing on several data sources (Appendix C). These are all actions I did to attune to the validation of my study.

Authenticity and Accuracy

Through the variety of theories and data sources, I aimed for my research to be authentic. As I embrace subjective ideas about knowledge, I realized that words could have a variety of interpretations and might mean that my initial understandings might not match the reality and knowledge I had before my research. This aspect about the nature of research excited me and helped me to further amplify teacher experience as well as include findings that were worthwhile to offer the field. I aimed for authenticity by having an important and relevant question in mind. I also aimed to have a proximate understanding of participant voice, by doing research with the participants, and the findings were member-checked by the participants. I aimed to maintain validity

by drawing from a rich data set drawn from a process that was well thought out and executed. I did this so that my research would be something that current teachers would be interested in reading and is beneficial in contributing to their beliefs about reality and knowledge, as well as how participants approach their own teaching and students. To me, quality research is done with an end in mind that is beneficial to the field and provokes thought amongst its readers. Each set of data was intentional in addressing the research questions, and analysis was supported by both the literature and the data. I do not believe my research is either be accurate or inaccurate, but it explained an experience in the clearest way that I could.

Conclusion

In this chapter, I have explained my methodological choices for implementing a study on an ELA curriculum focused on hunger and the experiences participants had teaching it. First, I introduced the topic and positionality that informed my research design. Second, I described the paradigmatic commitments that led me to develop the methodology utilizing narrative inquiry, supported by theories of storytelling. Last, I explained my methodological choices, and how this influenced the study's sampling, analytic process, and authenticity.

The methodological choices I described in Chapter 3 influenced how I organized my findings in Chapter 4 foregrounded by methods of narrative inquiry and theories of storytelling. My organizational choices centered around the process of coding, narrative analysis, and bricolage, or a quilt of data and findings that then became the narrative findings, organized by participant, a central phrase that was particularly striking, and narrative snippets with analysis organized by each code. My rationale was to present a snapshot of teacher experience to make a general conclusion about how participants described their community's experiences of hunger and why participants shared their information in the way they did. Based on how I conducted coding and my analytic process described in this chapter; I pieced together the findings in this way so that I could address my

research questions completely and privilege the voices of my participants authentically. In Chapter Four, the reader will learn about my participants, the influences and discussion topics which described each of their experience, as well as the artifacts which exemplified our work. I will describe key tensions which guided my analysis. Next, I present to the reader a narrative quilt of participant experience guided by narrative inquiry and storytelling.

Chapter Four:

Findings

In the last chapter, I discussed my methods, the methodology, and paradigmatic commitments that underpinned my methodology including the recruitment of participants, sampling, data sources, data collection, data analysis, and ethical considerations. In this chapter, I describe my findings through teacher profiles, bricolage, codes, analysis and discussion, or a quilt of data and findings that then became the narrative. I conceptualized this format based on my work with the GG Cohort and the process of interviewing and coding data. Our initial small group, or GG cohort, met in Iowa and each teacher designed and implemented their own "reusable learning artifact." One professor within this cohort organized a fundraiser for Feed the Children using what she called "po-artry" by creating a quilt of panels, which answered the question, "What is food security?" and titled the project "QUITCH" (see Figure 2). To me, this image made me realize how hunger is a problem that takes an interdisciplinary approach, and it also realize what unites this narrative consisting of many different types of teachers, from all areas of the United States. The quilt project began as a prompt, "What does food security look like to you?" The panel that I submitted included poems from a PoetryX Hunger project, featuring voices of hunger from around the world and the central question.

Figure 2

QUITCH (Quilting to Combat Hunger)

I chose to focus on this piece of art and the structure of a quilt because I thought it was the most representative of the study and I wanted to privilege the participants' voices in the most authentic way. Quilts are also important to my positionality as the Gee's Bend quilters are famous in Alabama and quilts are an important heirloom to pass down from generation to generation. To approach my findings, I then aimed to present a snapshot of teacher experience to make a general conclusion about how participants described their community's experiences of hunger and why participants shared their information in the way they did. Overall, I wanted to present the narrative in a way that positioned all the participants together while describing each of their experiences individually. As I wrote up the narrative, I aimed to address what I saw as the underlying connections. The structure of the quilt helped me then think about weaving together my narrative

analysis because it helped me create a quilt, each panel being the bricolage. I aimed to know more about how participants described their school and the complete narrative snippets of what they said to address each question, layered with my analysis in the discussion of codes. I did not aim to use participant excerpts to construct a narrative, but to use my analysis to compose a narrative that I felt represented my participants and data. I used my analysis to compose a narrative that best represented my participants and data surrounding their experience. This approach to my analysis helped me answer my research questions because it assisted me in analyzing the data, focusing on teacher experience, specifically how they described their community's story surrounding hunger and how they shared their experience of teaching about hunger in their context.

To continue to weave this narrative together, I thought it was important to share a community poem that we wrote with the prompt of fighting hunger globally, "images in my mind..." I wanted to include this in my findings as well because it was another example of how teachers from across geographical limitations, pieced together a story like what I wanted to do with my own findings. Each person commented on the prompt with one line that added to the prompt surrounding hunger (see Figure 3). I included these figures to be a representation of my participants and to begin the narrative of the LTS participants, what we believe, and what we completed together.

Figure 3

Community Poem

> Images in my mind...
> continue to linger
> A hole in my belly
> horrible for Africa
> Educators are hope
> We all eat
> thanks to a farmer
> Will we all
> take the time
> to sow hope
> and harvest joy
> or will we

Shutter at responsibility
I choose action
to get us
my future dreams
And the shared dreams of our society
Together we can
change
We will alter
the way we
Live.

I included this poem because it speaks to the motivations of the study, the current moment, and what our cohort's beliefs were surrounding the current state of hunger. Creating this poem together demonstrates how I explored hunger and ELA. These figures represent the scope of this study and are solid representations of how many teachers have been collaborating in a variety of ways. These two artifacts helped me truly grapple with my research questions and were useful in foregrounding the goals my study.

Research Questions

Based on my recruiting stages, I chose and consented five teachers in a variety of teaching positions, subject areas, and geographical locations to represent a cross-section of participants and to address the research questions across contexts and different experiences of hunger. The research questions were as follows:

1. In what ways do ninth- through 12th-grade public school teachers describe their community's story surrounding hunger?

    a. What does hunger mean to participants?

    b. What does hunger look like in ninth- through 12th-grade public school teachers' context?

2. How do ninth- through 12th-grade public school teachers report the experience of teaching an ELA curriculum focused on hunger within the current context?

    a. How might participants imagine hunger impacting their students and

communities?

b. How do ninth- through 12th-grade public school teachers believe that hunger does/does not relate to teaching?

These two pieces of narrative represent the study as well as demonstrate ELA projects that can involve hunger as a topic of writing. To continue to address my research questions, I looked more closely at interview transcriptions and evaluations as data. Due to the political climate where discussions of curriculum, banned and not, are regular, and divisive-issue laws are emerging across the United States, the time many teachers had to contribute to this project was limited. If participants were not able to implement LTS, they evaluated it so I could improve on its design and delivery. As mentioned before, the pilot group of teachers were from the GG cohort, and I built from those connections by reaching out to a variety of teacher groups and colleagues from professional organizations of which I am part. I conducted several rounds of coding, which I described in Chapter 3 and based on much of what Saldaña (2020) described as his research process. Based on coding and my analysis of participants' semi structured interviews and evaluations, the final codes I narrowed down from across the data included teachers conceptualizing issues surrounding food literacy and SDGs, teaching and their food story, outreach and civic engagement, and grappling with the food security framework. Throughout the data, participants described much of what they were struggling with as well as what they were doing in their classroom to address hunger in their communities. I next share the teacher descriptions and narrative bricolage, including interviews and evaluations, to convey a snapshot of the participants and their work, which assisted me in answering the research questions.

Participant Narratives

After several rounds of coding, which I described the process of in Chapter 3 by sharing my analytic notebook and codebook, I organized the codes that participants described in the interviews

into codes surrounding food literacy and the SDGs, teaching philosophy related to food stories, examples of outreach, and issues surrounding the food security framework. I did this part of my analysis this way based on my research of coding and what made the most sense for this particular data set (Daiute 2014; Delve & Limpaecher 2020; Saldaña 2015). The process of interviewing helped me draw out the narrative storytelling I aimed for as part of this narrative inquiry. I now describe each narrative based on codes that I saw throughout the data.

"I Cannot Summon the Energy"

Kristen teaches in the Midwest at a ninth- through 12th-grade high school of approximately 450 students. She described the school as in a small town of 7,000, where 20% of students are Hispanic and 34.6% of students are on free and reduced-price lunch. Kristen was a fellow in my GG cohort in 2021. Kristen is originally from Fort Worth, Texas and attended the University of Iowa, specifically as part of the Iowa Writing Workshop. She has taught for 25 years and has been at her current position as an instructional coach for 7 years. She interviewed with me and completed some journal entries, taught some of the curriculum, and due to personal reasons, was only able to finish the evaluation. On the evaluation, she indicated on a Likert scale out of 5 that the curriculum was 5/5, or very much relevant, and she scored a 5/5, or very much, for how satisfied she was with LTS. Along with stating that "she can't summon the energy," which conveys much of what many teachers have been feeling throughout the past few years, Kristen responded to the interview questions (Appendix A), which assisted me in continuing to piece together a narrative surrounding this study.

Food Literacy and the SDGs. Kristen discussed many important points surrounding her school's story of hunger. One moment that stood out to me specifically surrounding school lunch stigma occurred when I asked, "As far as your school currently, what do you know about hunger in your school?" Kristen responded,

There was a student just a couple days ago, I have lunch duty right now, and he was talking

to, you know, we were talking to him, and he was kind of, you know, pretty down on school

lunch and, and my colleague said, "why don't you pack your own?" And he said, and I, you

know, I just thought, oh, but, um, he said, "we don't have anything to eat at my house." And

she said, well, she goes, "Greg, that's what, that's what the food pantry was, is for. We've

gotta, we have so many good things in there, and all you have to do is ask." And I mean, we,

you can, you can, well, I don't, he said, "I don't like the people who work there" and, you

know, he's, he's sort of a, he's one of those Eore kind of grumpy kids. So, everything is like,

but it was interesting to me that he just admitted. I think you know that of course there were

just two of us. It was just my colleague and I and Greg and we both know him really well,

but he just admitted that he doesn't have food at home so he can't pack a lunch. And the fact

that it's just so blasé tells me it's a lot of kids that are having that same thing going on.

By noting this particular student, Kristen identified what many participants did as well, that there

seems to be a general disdain or stigma surrounding school lunch. However, here Kristen also noted

how some of the negativity is the embarrassment of not having food at home as well as not knowing

how to ask for help. Her last sentence reveals the experience of many of her students, and how often

we as teachers do not know what is going on unless it is a priority, or teachers ask directly.

Teaching Philosophy Connected to Food Story. Kristen expressed frustration as well as

ambitious goals and a desire to do more to combat hunger within her school community. In one

instance she became emotional when discussing a student, Greg, who needed food but was not

aware of what was available. She also noted how although this might be what one student

verbalized about these issues, she recognized that this undoubtedly is the experience of more

students. She continued, answering the same question, "As far as your school currently, what do

you know about hunger in your school?" She seemed to grapple with giving students healthy food choices, and at the same time questioning herself and showing vulnerability:

Um, there was a kiddo in my room today, and I asked her if she wanted a snack, and I opened my snack drawers and I just realized all I had was junk, you know? And she looked in there and she's like, "Oh, that's okay." You know, I had granola bars, but I mean, and then I had candy, and I had cookies, and I had, and I just thought, I have, like, is this child abuse, like giving this kid just candy? Um, and it's not like she's starving or anything, but I just thought, gosh, you know, I used to bring like little things of oranges and bananas and things like that. Um, I just thought like my own, my own eating I think has not been great this last year. So, I think, it also is reflected in what I maybe take to school to offer the kids, you know, as snacks, I think of, I get, I get sugary things and I don't feel like that's helping them in the long term.

Like many teachers, Kristen described how many teachers struggle with how to best meet students' needs, and they grapple with other questions surrounding food no matter what subject they teach (for example, the question of providing healthy or unhealthy snacks or the stigma of free and reduced-price lunch). This is an important part of the food pantry program that Jasmine described as well. Further, she acknowledged that the year has taken a toll on her personal health and eating habits. Kristen went on further to discuss her food story and teaching philosophy. I asked, "So, I wanted to know more about your students in class. Do you notice [hunger] impacting their learning or their performance academically?" She responded,

Just anything you make, you know, you try to create. I mean, I really think food is part of environment. Um, and when you're trying to create a, a warm and welcoming classroom, and a sense of community, I mean, generally food is part of any other community you're a part of. So, I don't know why school would be any different.

Last, Kristen emphasized her philosophy for creating a welcoming classroom environment in which food literacy is included. It seems to be part of her teaching philosophy as well to create a warm, welcoming environment for all her students. Kristen shared important stories surrounding the frustrations and complexities of teachers and their school community's story surrounding hunger. There is so much work to be done, but it is often tedious and disheartening to realize what students do not share, and the personal toll it takes on teachers and their personal lives is another moment in this interview that was really telling about the sacrifices teachers make.

Food Literacy, the SDGs, and Outreach and Civic Engagement. Later in the interview, I asked Kristen, "Tell me more about your school. How would you describe it?" She responded with what I thought touched on food literacy, the SDGs, and a sort of outreach and civic engagement, which seems to not always be clearly defined or recognized for teachers, but many do. She stated,

> It was nice when we didn't have to and then every kid could eat for free because like last year and the year before, it was so nice to, I mean, I remember there was, it was a kiddo, um, and he's an emerging bilingual, you know, and I said, why don't you go eat lunch? He goes, and he is just like, didn't know that was an option. And I'm like, I said, just go get lunch, it doesn't cost anything. It's, it's free for everybody. And I think the equity in that, that nobody knows who's with and who's without, and just everyone can go and eat. There's something very like human about that. Yes. That I wish we could. Um, I'll probably like start tearing up a little bit, but I mean, I just wish we could continue. I wish we could continue that because there, you know, there's so many lines already that are separating our kids and it's just a travesty that some can't eat or that some, you know, again, and I know it's no fun to have school lunch every day. I mean, I mean, I'm on lunch duty. I know that sometimes the lunch is like not fantastic, but it's also, not terrible.

Here Kristen got emotional by expressing her desire to help, but also the frustration that some of it is beyond her control. When she stated, "There are so many lines already that are separating our kids and it's just a travesty that some can't eat..." she revealed a lot about her passion for teaching and demonstrated thinking on a global scale as well as locally within her classroom how food can create a warm and welcoming culture. She described ways in which the school environment can truly address students' needs, both tangibly with hunger but also the division, which she mentioned as well.

"You Aren't Angry, You Are HANGRY"

Rachel is another fellow in my GG cohort. She is in her sixth year teaching eighth grade science and three afterschool programs in Arizona. She has also taught in Kuwait, India, and Kazakhstan or the former USSR. She described her school as 70–80% free and reduced-price lunch, with the town surrounding the school having a population of about 4,000. She implemented the LTS curriculum in April and May and completed the evaluation in which she indicated on a Likert scale out of 5 that the curriculum was 5/5, or very much relevant, and she scored a 5/5, or very much, for how satisfied she was with LTS. As far as feedback on her evaluation, Rachel stated, "Walcott is a small rural agricultural town. We have a huge migrant population, and my students could relate to the stories that we shared." In the interview, she continued to describe many of her experiences teaching in different contexts such as India, Kuwait, and the former USSR in which the approach to food she described was very different than the United States. She also focused on food waste and changing the food culture in her school. She described what she called the School Health Advisory Committee and continued by commenting on the role of nutritious foods and a condition some of her students described, which many might relate to, as not angry but "hangry."

Food Literacy, the SDGs, and Teaching Philosophy Connected to Food Story. Within the interview, Rachel seemed to continue to grapple with both food literacy and the SDGs as well as

her teaching philosophy connected to her food story. For example, I asked Rachel, "Could you tell me about an afterschool program or any type of extracurricular you do with students?" and she responded about three different afterschool programs she directs, one in which they discussed their food stories:

> Uh, so it's amazing when we sat down last week when we spoke about our food and food memories and, uh, and uh, different kind of food and we have such a diverse population. It was amazing. It was amazing to hear from each per family what their food traditions are and how they have adjusted to the new circumstances. How, what it used to be when we were growing up and what it is now.

First, Rachel described some of the storytelling work she had already done with her students and their families. This type of discussion is explained more fully in Franzen and Peter's (2019) research as well as in the LTS curriculum. I adapted this discussion into Google Classroom assignments with example food maps and food stories. This experience demonstrated some of the literacies surrounding food as well as the benefit of sharing these cultural experiences as a lens for understanding culture.

Grappling with the Food Security Framework. At the end of the interview, I asked Rachel, "Well, is there anything you'd like to talk about or just, anything going on this year?"

> No, I would really like to, honestly, I know it's too, too much to say that a few people can change the food culture here, but I would really like to see people start honoring those like everything that we have on our table has come from a hard work from somebody.

Like most educators, Rachel seemed passionate and opinionated about the type of environment she designed for her students. Another important point Rachel demonstrated was, along with her outreach described in the previous bricolage, she described her understanding of food culture at her school as well as her desire to change that narrative to emphasize honoring the labor associated with

food production and to work against food waste. It is a common practice amongst discussions of food and hunger to engage with the food security framework, and in my findings, I noticed that particularly issues of access and availability, emerged often throughout the interviews.

Teaching Philosophy Connected to Food Story. Rachel continued to discuss some of her frustrations with food literacy surrounding food waste:

> Somebody has put hours of labor to produce what you have on your plate. So, I just want my students to realize that nothing has just popped out of the blue, so honor it. So, when you honor it, you will, you'll be, no, it'll be a blessing to you and the person who's worked hard for it.

Furthermore, Rachel emphasized a need for her students to understand the labor involved in food production as well as an appreciation for food as a blessing. This perspective aligns with much of what the slow food movement and Alice Waters (2022) have emphasized. When a student understands the labor and production of food, it helps them better understand the food system as well as why our decisions as consumers matter. Rachel's approach to food and the appreciation of it also connected to her teaching of science. I asked, "Do you have teachers within your school who are supportive of or collaborating with you?" Her response began to elucidate more about her teaching philosophy as connected to her food story:

> And I wish it becomes a priority because once it's a priority, then we will actually start seeing changes. In one of my schools, this was, uh, uh, mandatory teachers were assigned to dining tables at the cafeteria. So, at lunchtime, teachers went and sat with the students and ate. So, what do you think if an adult is sitting there watching you while you're eating, would you waste food? What do you think of a child? And you, you wouldn't because, oh my God, I'm being watched. I better finish what is on my plate.

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Next, Rachel touched on another important aspect of the study, which is the idea of the literacies surrounding food and the stigma of school lunch, which Kristen identified as well. For example, Rachel discussed eating lunch with her students and how this influenced some of the food behaviors she discussed previously. To further explore more about Rachel's ideas surrounding food literacy, I asked Rachel, "Could you then tell me more about your approach to teaching about hunger, or as you envision, including more about hunger or the SDGs, what do you think would be important for your students?" She responded,

> Yes. Why? Just, why is, does everyone consider cafeteria food unfit for consumption? Like, where is this coming from? It's not cool to eat at school, I don't know. I'm like, why is it not cool? Like my son, I struggle with him at times now he's in 10th grade, so he goes home to eat at lunch time, but a couple of days when he has to eat at school, he makes a fuss about it.

> Last, Rachel discussed another significant point about the findings, which was the stigma surrounding school lunch. Rachel expressed her frustrations with this stigma as well as her son's behaviors surrounding school lunch, such as going home at lunchtime and making a fuss when he must eat at school. Overall, Rachel drew on many varied experiences to inform how she shared her school context and food story, both professionally and personally.

"SDGs as a Moral Compass and Conduit for Peace"

Ashley is a World Food Programme sponsor, a GG alum in years prior to my cohort, and she will be accompanying myself and several teachers this upcoming June in a Fulbright Hays program in Lira, Uganda. She lives in Indiana and teaches in a town in which her husband owns a farm. She described that 38% of students participate in free and reduced-price lunch. She teaches ninth-through 12th-grade science including anatomy and physiology and environmental science, drawing heavily on project-based learning by being part of Project Lead the Way and a Teach SDGs ambassador. She described her school as a combination of rural, suburban, and urban, with a student

population of about 1,900. She started the LTS curriculum the week of January 17, 2023, and completed the evaluation in which she indicated on a Likert scale out of 5 that the curriculum was 4/5 relevant and 5/5, or very much, for how satisfied she was with LTS.

Food Literacy and the SDGs. In the interview, I asked Ashley, "At your school, how would you define hunger?" and she responded,

> Um, gosh, I, I, I honestly don't know that answer because I'm not in the cafeteria, right. So, I don't see those things. Yeah. I don't monitor breakfast in the morning. Um, those are just, are not part of my extra duties. So, um, I guess I don't monitor hunger as much as I monitor the emotional, well-being of my students and can oftentimes, you know, if I pick up that somebody is off on that day, um, whether it is hunger related or just trauma, you know, trauma related or stress related, I, I think it's just an intuition.

I was initially struck by this comment when Ashley identified how she interacted with hunger at her school, which she described as minimal directly, but the intuition of it or a student having an off day is more so what she addresses as a teacher. I found that although this may seem undesirable, it is also the case for many teachers who are busy attending to other aspects of the learning process and student life. This aspect of what we do not know about students as teachers was described by Kristen as well. So, another common experience I gathered from this study is that unless a teacher takes the initiative to become involved in issues surrounding hunger, they might not interact with or have a real sense of what that means for their school community.

Teaching Philosophy Connected to Food Story. In her response to my next question ("In your thinking of hunger in your classroom, what do you anticipate your students might get out of this? How might they react?"), Ashley continued to discuss food literacies and the SDGs. She spoke to her teaching philosophy and food story:

But as a student, as a 14-year-old, I just want you to go, gosh, there's more to, there's more

to life than just this. And I can see beyond my own blinders. So that's really my hope and

why I use the SDGs as kind of that moral compass, if you will, for my teaching.

Ashley is passionate about teaching and has a clear philosophy about what she wants her students to

gain from her teaching. She also specifically seeks learning that pushes students beyond their

comfort zones with the SDGs, which she described as her "moral compass." Ashley went on further

to respond to the question, "In your thinking of hunger in your classroom, what do you anticipate

your students might get out of this? How might they react?" and she described more about her

teaching philosophy:

Um, the message is if I can get you to think about something or somebody outside of

yourself and what they might need, um, as opposed to all the things that you want, um, then

I've done my job. You know, so we read the stories to, to promote, you know, to, to keep them

engaged.

Ashley continued to describe her teaching philosophy, which is guided by her own food

story as well as her sharing of stories. She also aimed to push students beyond themselves aside

from what is typical of adolescent development or, as she stated, the things she wants. This

characteristic of Ashley's teaching is the essence of what I hoped to deliver to teachers and students

through LTS, the opportunity to share and learn from food stories so we can all better address

hunger within our context.

The Reality of the Pandemic. Throughout my work on this, the pandemic underpinned the

study by being a factor which almost everyone was struggling with, particularly with increased

amounts of hunger and challenges. While I did not necessarily delineate this as a code, I thought it

was interesting that it was important to acknowledge. Further, Ashley commented on her experience in

the following bricolage when I asked her, "Anything else you might share as far as stories from your

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classroom that might demonstrate that distress or hunger or where you knew that a student needed additional support due to hunger?" She stated,

> Um, so, you know, I definitely can feel a gap this year, um, in my students learning and their ability to advocate and kind of that executive functioning is really, it's really hard to make a decision and pick and be okay with what your decision is. So that seems to be something that we're struggling with as a whole. So again, whether that's tied to hunger, I can't say, but definitely, pieces of the puzzle that are missing.

Last, Ashley noted a difference in pre- and post-Covid executive functioning, which she identified as "piece[s] of the puzzle that are missing." Undoubtedly, the effect of COVID-19 and its consequences has surfaced in a variety of ways, but it should be noted as well how much it has impacted educators and their teaching. Ashley's statement also demonstrates how hunger can have a variety of factors as well as consequences, particularly in disaster or emergency experiences.

Outreach and Civic Engagement. I asked Ashley, "Do you participate in any extracurricular service work with your students?" She had many instances of engaging with her community, including food banks, service learning, and hunger banquets. She responded,

> I just reached out this week to our local food bank and said, you know, post-Christmas, okay. I know there's lots of people that give during Christmas, and I wanted to alleviate that. Um, I've always wanted to kind of reach out and start that, but it just hasn't, it just hasn't worked its way into my curriculum. Um, so now that it is, it's going to become one of the things that we do. So, I can't make students go, um, you know, I can't make a service, I, I can't make a service-learning project required. Some people don't have the way to get there or means to get there or they have to work or whatever the case may be. So, it'll be just more opportunities. Um, like for example, I gave them opportunities this semester to go and do like invasive removals at different state parks, and I would give them extra credit if they

could go. So, we organized one great big invasive pull in our own, um, wetland. And so, I'll do something similar like, oh, here's an opportunity here. Here's an opportunity here. Hey, on this as many of us are gonna go and you're gonna have this opportunity. Um, a couple years ago we did do a hunger banquet, and I think we're gonna rekindle that.

Ashley has a clear passion for engaging with her students in a variety of ways and maintained a positive and infectious teaching philosophy throughout the interview and study. She demonstrated much of how she interpreted the food literacies of her community as well as her teaching philosophy, which were foregrounded by peace and the SDGs, refreshing aspirations within a context characterized by chaos and division. Ashley demonstrated as well that the outreach opportunities she described allow her to know more about her students, which, as she said at the beginning of the interview, she does not necessarily see during the school day.

"A Basic Human Rights Issue"

Jane is a teacher I know from another cohort I am calling TALI, which is a Holocaust and Human Rights studies organization. She teaches social science and global studies in Langhorne, Virginia. She is a Teach SDGs ambassador, and the founder and director of the International Youth Leadership Summit. She travels with students and shares this via social media and the SDGs through an Instagram account called LIYLS, or the Langhorne International Youth Leadership Summit, a forum for young leaders across the world. She described her school as socioeconomically and racially diverse within a system of 18 high schools, of which hers is the third most economically disadvantaged, with 40% of students on free and reduced-price lunch. Initially, she described hunger as a basic human rights issue and stated an interesting aspect of her school's approach to hunger: "I feel really fortunate to teach in a place that by and large everyone's sort of bought into this idea of like, we've gotta make sure everyone has the same opportunities." I met Jane in 2018, and she started implementing LTS in April and May of 2023. On the evaluation, she

indicated on a Likert scale out of 5 that the curriculum was 5/5, or very much, for how satisfied she is with LTS and 5/5, or very much, for how relevant she believed LTS to be. Within the interview, Jane discussed much surrounding hunger and her school context, which is prominent in the news for a variety of reasons.

Food Literacy and the SDGs. To begin, Jane described more about food literacy and the SDGs, particularly access. I asked Jane, "Can you tell me more about what hunger looks like to you in your class and how might you define it?" She responded,

> I, I think honestly the, the biggest issues for my students that have hunger difficult isn't necessarily access to food, um, as much access to the, the most nutritious and um, healthy foods. So I go, if they're in Backpack Buddies, they're getting a lot of ramen noodles. They're getting a lot of non-perishables, but a lot of times that's empty carbs and it's not fresh fruits and vegetables. And so, um, they're hunger issues isn't necessarily just lack of food or calories as much as like they need to be to, to be able to, you know, perform academically and, you know, athletically, and otherwise, uh, at the same level as their peers that are wealthier, just they would need a diet that have more protein and more fresh fruits and, and vegetables. So, I think we're, we're fortunate that we don't have just like the severe hunger is the issue as much as just the access to nutritional food.

Throughout the data, many teachers pointed to aspects of the food security framework, which Jane described as an issue of access to nutritious foods. She also described her school's outreach program to address hunger, Backpack Buddies, but also acknowledged that this is often achieved through unhealthy food or more nonperishables and empty carbohydrates. This aspect is also connected to the food security framework as well in that in her context, it does not seem to be an availability issue but an access to nutritious foods issue.

Teaching Philosophy Connected to Food Story. I also asked Jane, "How about with your travel with students, have you all addressed SDGs in that context or seen them in a different way?" She responded,

> I think, um, just thinking about hunger as a basic human rights issue is, uh, important for students. And I think especially from that, that global perspective of, um, you know, if we're, we're all human, we're all humanity. We, we have enough resources on this planet for people not to go hungry.

Jane is outspoken and passionate. Here you can see a combination of her teaching philosophy and food story. She clearly believes and teaches surrounding human rights and global perspectives because she knows this will help her students be more well-rounded, empathetic citizens. She is committed to the belief that there are enough resources to end hunger, which guides her teaching, particularly with an SDG framing.

Outreach and Civic Engagement, Food Literacy, and the SDGs. Jane described much of her work around food literacy and the SDGs, including outreach and civic engagement, which I thought was interesting because sometimes teachers are not aware of the amount of outreach and civic engagement they do. I asked Jane, "Are there other ways you would describe hunger in your classroom or how it impacts your teaching?" She responded,

> But the, the beauty of working to have students address hunger is that, you know, by making a donation or something that they can actually kind of, you know, see a tangible impact, um, what they're doing in terms of addressing an issue like that.

Here Jane acknowledged why she believes hunger to be a tangible source for students to understand the SDGs because she described that, regarding hunger, students can witness the actual result from their efforts. This snippet reveals an aspect about hunger and literacy, which Gee (2012) might identify as a literacy practice surrounding food. Erickson (2004) also noted this when he wrote

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about the literacy practices he observed while a family sat around the dinner table. This comment reflects why the story of hunger and ELA matters, and the connection of multidisciplinary studies is significant.

      SDGs, Food Literacy, and the Teaching Philosophy Connected to Food Story. Like all the participants, Jane is a phenomenal teacher who gets the most excited about her students' engagement and growth. I asked Jane, "Do you talk with your students about what they think the most important SDG is? And do they tend to lean towards one in particular?" She described how her students responded and noted how one is not more important than the other but that they build off each other. She went on to describe how her students responded to a project she implemented with the SDGs:

> It was, it was, it was amazing. Like it got to the point that the students that were developing it or sort of beyond the capacity, that like I could individually guide them, so I had to call in the science specialist and the social science specialist for the, for the county and another teacher that was, uh, working as an instructional facilitator to kind of help give them some guidance. Cause I was like, oh my gosh. Like, I, like I I, I'm kind of wrapping my head around this, but I feel like they need a little bit more, uh, adult support because it was so, um, sophisticated, but essentially that model they came up with Fall of 2020 that we first implemented in spring of 2021. We've, um, we just, we keep replicating it now, and there's, yeah. But while the students that are facilitating it now are, I don't think they could have developed it. They, they're bought in enough to it that they're, um, yeah. They're able to, to take those old, uh, files and plans each year and, and re- implement it.

Here Jane noted an important aspect of teaching, which is about student engagement and ownership. She also demonstrated how this work can be multidisciplinary as well as collaborative,

which enhances her students' agency and learning. It seems to be an "aha!" moment, and one that demonstrates not only the relevancy of this work but also the rigor.

Teaching Philosophy Connected to Food Story. Something I asked all the participants was, "Do you believe that hunger does or does not relate to your teaching specifically?" Jane responded with more of her thoughts surrounding local and global sustainability issues:

I think it does. And, um, yeah, both the local and the, the global context because I think it's that, that issue of, you know, we human beings and a well-resourced planet, like what responsibility, and as a social studies teacher and the other course I teach is predominantly government. Like what responsibility do we have to the other humans to make sure they have access to these resources? And I guess within my government course, you know, what responsibility does government have to make sure that humans' basic resources are being met? Um, yeah. And I'll be doing the curriculum in an elective Global Social Issues. But even in my, um, government class, there's student projects with voice and choice as well. And I did have students, um, explore government's role in addressing both, I had one group do local, um, hunger and one do global hunger, um, for a recent, um, project as well. So, I think it is a, a question students find in intriguing thinking about that, that role of government and ensuring people's basic, um, uh, needs are met.

Her questions here are so important and touch on the social justice aspect of teaching about hunger as well. She also noted again the voice and choice aspect of her teaching and how this empowers her students' learning. Additionally, Jane proudly explained more work her students have done surrounding hunger both on a local and global level. She also raised an important question about responsibility within the debate surrounding hunger.

Outreach and Civic Engagement. I continued to be intrigued by this response, so I asked Jane, "Has your school responded well to that or not?" She responded,

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It's, it's been kind of a political rollercoaster, um, so, Fall of 2020. Our school district, I think, took one of the, the most progressive steps in our state where the, um, school board adopted a resolution expressing a commitment to dismantling white supremacy, which was, or no, not white supremacy, systemic race, systemic racism. Um, which, um, you know, coming out of that summer of 2020 and, um, a lot of the protests like was very much applauded by, um, like the NAACP and other groups have been sort of calling on, um, some systemic issues to be addressed and then, and then that seemed to open the floodgates for other folks in the community to claim that the critical race theory was, was being taught somehow, and they never came back to that resolution as being the problem. But, um, I feel like that was like a trigger for them perhaps cause all the, the talk of like, oh, they're teaching critical race theory started shortly after that and basically, we don't teach critical race theory. Um, but we do acknowledge or, but we did acknowledge that systemic racism was a problem. We were committed to dismantling it. And then, and then at some point the superintendent changed, some of the school board changed. And so, then they adopted a new equity statement that, um, took out the words, uh, dismantling systemic racism. And we still expressed a, a commitment to equitable practices in our school division and as they pertain to race.

Jane ended with a description of her current context, which is a further commentary surrounding hunger as it relates to race, and specifically noted how her school has approached this in their school resolutions. This observation was intriguing specifically because these topics were debated prominently throughout the pandemic and in the aftermath of the murder of George Floyd. The issue of race is a contentious one as well in our current moment, especially when discussing food deserts and food apartheid and Jane's school is representative of how schools are grappling with issues surrounding diversity, equity, and inclusion. In Perry and Zemelman (2022), the authors

described more teacher narratives such as Christopher, Fredeisha, and Vanessa, who both design units rooted in Sealey-Ruiz's (2021) racial literacy framework. Both these resources are excellent means for teachers and students to engage with the complicated nuances surrounding race in today's classrooms. In LTS, along with the story of a Black Alabama farmer, George Hall, there is also the possibility for teachers and students to engage in privilege walks, a Spent poverty simulation, and Bread for the World's Racial Wealth Gap simulation. Jane identified in this bricolage how her school approached these topics and how this topic is continuing to influence students and their lives at school, which is true for most schools.

"How Quickly Their Eyes Opened"

Jasmine is a business education teacher in Oakview, Iowa and was part of the GG cohort as well. She described her school as very rural with fewer than 500 students, pre-K to 12th grade. She described the community as a food desert as well as close knit with the school being a large part of the community. Because the school is small, the percentage of students receiving free and reduced-price lunch fluctuates between 40–60%. She taught LTS as an independent studies course in their January term, which then became global studies in business, and she would like to turn it in to a whole class next year. To do this, she added Iowa Core Standards surrounding citizenship, which were approved by her principal and included objectives such as,

> communicate and work productively with others, incorporating different perspectives and cross-cultural understanding to increase innovation and quality of work, demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology, and identify with other feelings, needs and concerns to enhance interpersonal relationships.

On the evaluation, she indicated on a Likert scale out of 5 that the curriculum was 5/5, or very much, relevant and she scored a 5/5, or very much, for how satisfied she was with LTS.

Outreach and Civic Engagement, Food Literacy, and the SDGs. Jasmine is involved in a variety of outreach initiatives within her school community, both as a farming community and as her role with the National Honor Society and the food pantry they run at the school. I asked Jasmine about this, specifically, "Can you tell me more about what that's looked like as far as putting the pantry together and how do you keep it stocked?" She responded,

> Um, and so our community food right now, um, we had it at the school pre Covid. We did a backpack program, um, post covid or during covid we had to move it to, um, the community accessible area because people couldn't come into school. Um, and so it is, uh, housed in a building attached to one of our local churches, but it's its own separate entrance. Um, my NHS students, um, run it. Um, and it's open every week. Uh, when it gets low. We do food drives here at the school, as well as like, coin wars, penny wars, however, you want to call it, to help fund that. We're really lucky that we can give, um, a monetary donation. So, if you come in and you come to the food pantry, we're able to give you some cash to go get that milk or the, the butter, the things that you need, to make the food that we have.

Immediately Jasmine demonstrated her passion as well as the partnerships she has organized to meet the needs of her community, including a backpack program, penny wars, food drives, and a food pantry, which, as the sponsor of her school's National Honor Society, she runs with her students.

Outreach and Civic Engagement. Jasmine described much of her work as a business teacher is centered on food security as demonstrated by her outreach and civic engagement. I asked Jasmine, "Can you tell me more about what that's looked like as far as putting the pantry together and how do you keep it stocked?" Jasmine responded,

> Um, the students that do run it know that if they, they see someone there, they don't see them in real life, they've never met them before, um, and they sign a confidentiality agreement

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before they agreed to work at the food pantry. Um, they have to go through some training

about food safety. Um, we haven't had, there's never a time where someone hasn't visited our

food pantry when it's opened. We always have people that come. Um, and if we do get word,

like from our guidance counselors or from somebody in the community that like, there was a

fire or there was, um, so a death in the family. We'll make a box, and we'll take it to them.

Next, Jasmine described the details of privacy and stigma surrounding her students who work with

the food pantry. She also described some of the accessibility issues surrounding the food pantry and

how she leads her students in a way that protects the students from the stigmas surrounding food

donations or food pantries. She acknowledged the impact this work has in her students' lives and

their families, particularly in the event of tragedy.

Food Literacy and the SDGs. I also asked Jasmine, "Could you tell me more about how

you would describe what hunger looks like in your context? Do you see it in your classroom, or do

you have a certain definition yourself?" Jasmine responded,

I think specifically for us, uh, in an area where we are used to having, uh, I mean we do have

farmers, we have people that have animals. Hunger looks differently maybe in that it's not,

maybe we don't get all the nutrients that we need, but maybe our bellies are full. Um, maybe

it's that, uh, we know the last paycheck of the month only lasts a week and not two weeks.

Um, and so maybe we do need to visit that pantry. Um, I know that our school is really good

about providing, um, things like snacks. We go down to the nurse. She always has like

crackers or cookies that she can hand out to tide you over until you get to lunch. Our school

breakfast program is really well utilized as well as our school lunch program. Um, we just

lost our, I think at the end of October we lost everyone getting free lunch. Um, and so now

we've, we've gone back to that. Um, so I'm hoping that maybe by the end of the year, if

there's any school lunch. That we can use some of our funds from a pantry to pay that off.

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Here Jasmine described the different experiences of hunger, which she sees within her community, and the struggles many face financially. She noted ways their school manages hunger, including the nurse providing snacks such as crackers. She also described what many schools have experienced as far as losing funding for free lunch programs, which she described were well utilized previously. She commented on her desire to address the changes in funding surrounding school lunch, which could be accounted for by her food pantry.

Teacher Philosophy Connected to Food Story. It is evident that Jasmine's teaching philosophy is connected to her context and the story of food. I asked Jasmine, "So, with that said, do you believe that hunger does or does not relate to your teaching?" She responded,

Yeah. I think it, it does because if, if I'm not making a global citizen, what am I doing, and in our own, um, in our own community we can see it because we know, uh, multiple times this year our food pantries run low. And so, we know that it's being utilized. Um, we can see that it's happening and being able to fill it back up and, and have our community supported is really what's important to me.

Jasmine addressed both her teaching philosophy as well as what she notices surrounding utilization within the food security framework. She also acknowledged how this outreach underpins why she teaches and what is truly important to her.

Outreach and Civic Engagement. Jasmine acknowledged her work with food literacy as part of her teaching philosophy as well as her outreach and civic engagement. I asked Jasmine, "Can you tell me more about how you imagine hunger impacts your students and the community around you?" She responded,

Um, and so, being able to be in a position where I can say this will really impact this family and being able to take a box to their house is absolutely so impactful and so powerful. For our community itself, um, I do believe hunger is a problem, but I also think nutrients and

like having, um, the correct food is a problem since we are so far away from any real sources

of a grocery store. I mean, we have Dollar General, we have Casey's, which is great, but, um,

donuts don't provide all the things that we need. Uh, pizza does not provide all the things

that we need, and, uh, Dollar General is really expensive in the long run.

Jasmine discussed the influence of her work and all that she does in supporting school families. She

identified issues surrounding food literacy and healthy foods, which many of the other participants

did as well. She addressed an issue of undernutrition or hidden hunger as well, which is the paradox

of hungry Americans that is identified within the LTS curriculum.

Furthermore, in a photovoice study, Dougherty et al. (2018) described more issues

surrounding the problematic notions of American food (in)security or what in LTS we call the

paradox of hungry Americans:

For example, there is a significant difference between the meaning of the word "hunger" for

a person who is on a diet, compared to a person who does not have consistent access to food.

The person on a diet is likely to be viewed as healthy, while the person experiencing food

insecurity is likely to be stigmatized for their hunger. (p. 444)

Food Literacy, the SDGs, and Teaching Philosophy Connected to Food Story. Lastly, I

asked all my participants, "Do you feel like you believe it is possible to end hunger?" Jasmine

responded with what I think demonstrates much about her teaching philosophy as connected to her

beliefs surrounding food literacy and her own food story:

Yeah, I wholeheartedly believe that we have the resources to do so. Um, in our country, in our

global economy, I, the resources are there. It's how we allocate them and who in power

believes that it's important. And, um, being able to, to allocate and find the people will

influence those people to make those decisions. So, the next generations that are, that we're

teaching now are going to be the ones that are going to be influencing and lobbying and

changing and making all of those decisions sooner than we think. And so, I'm really just, I, I, ideally, yes, absolutely. Um, realistically, I'm so scared that it won't be.

I absolutely loved hearing this response from Jasmine after describing her work within her school community. It is indicative of her teaching philosophy as well as her conviction and passion, which make her food story so much more than her food story. This belief is central and one that informs her teaching, including answering the how and why for what the story of hunger is in her school community and how she teaches about hunger in her school. To further document this, Table 5 identifies a narrative snippet of the answer to my first research question, "In what ways do ninth-through 12th-grade public school teachers describe their community's story surrounding hunger? What does hunger mean to participants? What does hunger look like in ninth- through 12th-grade public school teachers' context?" This points to one of the larger findings as well, noticing differences across context. Further, I believe this is the most intriguing finding as it reveals that hunger exists differently across contexts. I have included more narrative snippets that demonstrate this idea in Table 6.

Table 6

What Does Hunger Mean to You?

Participant	Narrative
Kristen	K: Well, I know kind of looking at it through the lens of GG cohort and things I learned there, you know, I think about food insecurity. So, you know, not starvation, but kids who get maybe two meals a day. I mean, hopefully they get two meals a day at least, you know, with breakfast and lunch at school. But then I think, uh, there are lots of kids who are not getting a third meal or don't have much to do, or don't have much to eat at home.
Rachel	R: What I've seen here is, is there's no lack of food. at least, I mean, there is, it's available. I'm not saying it's like, extremely, uh, we have a wide variety, but we, it is available. And, but the thing is, I, I would have realized this, uh, the new generation, they don't know, uh, how to, uh, eat nutritional food. Um, and, uh, I, I blame, uh, media for it because, uh, the ads they see and the fancy, uh, um, things that they see around probably do not have enough nutritional values. So, they think Takis is, is food. And I do not consider Takis food at all, so...
Ashley	A: Um, gosh, I, I, I honestly don't know that answer because I'm not in the cafeteria, right. So, I don't see those things. Yeah. I don't monitor breakfast in the morning. Um, those are just, are not part of my extra duties. So, um, I guess I don't monitor hunger as much as I monitor the emotional, well-being of my students and can oftentimes, you know, if I pick up that somebody is off on that day, um, whether its hunger related or just trauma, you know, trauma related or stress related, I, I think it's just an intuition.

Participant	Narrative
Jane	J: I think, um, just thinking about hunger as a basic human rights issue is, uh, important for students. And I think especially from that, that global perspective of, um, you know, if we're, we're all human, we're all humanity. We, we have enough resources on this planet for people not to go hungry.
Jasmine	J: Yeah, I wholeheartedly believe that we have the resources to do so [end hunger]. Um, in our country, in our global economy, I, the resources are there. It's how we allocate them and who in power believes that it's important. And, um, being able to, to allocate and find the people will influence those people to make those decisions. So, the next generations that are, that we're teaching now are gonna be the ones that are gonna be influencing and lobbying and changing and, making all of those decisions sooner than we think. And so, I'm really just, I, I, ideally, yes, absolutely. Um, realistically, I'm so scared that it won't be.

Feedback

Along with understanding each participant's story of hunger, I also wanted to gain feedback and an evaluation on the LTS curriculum so I could improve the quality as well as allow participants to contribute ideas. I included this because I wanted to account for the second source of data, the evaluations. I wanted to privilege the participants' voices and feedback by including both Likert scale scores and narrative feedback to re-story the experience once more. Attuning to the feedback on the curriculum gave me the ability to continue the process of storying and re-storying the story of hunger within each context. This practice helped me make it a living curriculum and I have shared the evaluation feedback in Table 7.

Table 7

Evaluation Feedback

Participant	How satisfied?	How relevant?	Key takeaway?	Additional feedback
Kristen	5	5	Hunger is an incredibly complex problem, and many forces (some natural, but many human-made) exacerbate the issue. Solutions or partial solutions to hunger can come from anywhere. Start small, and try something you think will work. Hunger is everywhere, and it can be fought in many different ways. Millions still die of hunger, and many children suffer the devastating effects of malnutrition. We grow enough food to feed and nourish everyone on our planet--yet millions still starve.	Strengths: short videos showing real people affected by hunger; short videos and audios from hunger- fighters explaining THE WHY behind many challenges; brief timeline of hunger—amazing to see what we've done, when we've done it, and it's a powerful nutshell to give students the historical context; myth-busting about how much aid is actually sent to foreign countries, and how it's used; the SNAP food challenge—50% of students in our district live at the poverty line or below, so this is a very real challenge, and a powerful reminder for students who've never used SNAP benefits; dittos for the racial wealth gap simulation; exploration of the UN's SDGs; clear progression through modules, starting with "The Beginning", and concluding with "The Future"— it's not just showing the problems, but also encouraging action, and showing how action is possible and effective; explicit statements of learning objectives and key concepts, as well as tasks; beautiful and striking visuals and graphs that instantly show what the text is explaining in detail; video module intros; quality videos built in; multidisciplinary richness and depth—biology, geography, history, storytelling, nutrition, civics,

Participant	How satisfied?	How relevant?	Key takeaway?	Additional feedback
			More lasting and sustainable solutions (like programs such as One Acre) are preferable to reactive solutions (emergency food aid). "Foreign assistance is not an end in itself. The purpose of aid must be to create the conditions where it's no longer a need." (Barack Obama) Through the UN's SDGs, we can work on all the other conditions impeding safety and equity	anthropology, economics; little checks for understanding.
Rachel	5	5	We know there is hunger in the world but this quantified it so we can objectively present this issue to our students.	Thanks for raising awareness about hunger around the world. Walcott is a small rural agricultural town. We have a huge migrant population and my students could relate to the stories that we shared.
Jane	5	5	Lots of voice and choice for students	It was very impactful.

Participant	How satisfied?	How relevant?	Key takeaway?	Additional feedback
Ashley	4	5	Making the concepts tangible to our students makes it more meaningful, teaching the curriculum allows for students to see what their lives might look like if they were simply born in a different place in the world.	Strength: I appreciate the Padlet and Spotify lists. While they may seem insignificant, those small touches really provide opportunities for discussion in class. Additionally, I appreciate all of the student advocacy project options. A weakness: (if it's considered one) is just the density of the 3 texts. I have only read to completion 2 of the 3 and while I enjoyed them, my students would struggle to stay with them. Lots of great detail but close reading is a concept many have yet to master. Maybe a YA version of those texts?
Jasmine	5	5	Making the concepts tangible to our students makes it more meaningful, teaching the curriculum allows for students to see what their lives might look like if they were simply born in a different place in the world.	No response

Note. SDG = Sustainable development goal; UN = United Nations; YA = Young adult.

It might seem as though an ELA curriculum focused on hunger again is something only for idealists or a sense of false altruism; however, these teachers, including those all over the United States who do this type of work daily, are the fabric that weave our society together time and time again. So, what can curriculum really do? It can do a lot, but it is always the people behind the product who make it the most impactful. Most teachers might agree effective curriculums must diversify according to their students or depending on the type of school or what external factors are influencing a school community. Purpel and McLaurin (2004) debated effective curriculum by discussing the process of designing curriculum more specifically and made suggestions on how to address the need for change by advocating for active inquiry. In a similar way, Applebee (2008) made several suggestions for designing curriculum, beginning with conversation and knowledge in action. Although many hunger curriculums do not focus on English, Applebee addressed something that I admire about literature: "literature is a way of learning to make sense of the world… for making the inexplicable explicable, the uncommon common" (p. 122). So, my question is, why does this not apply to ELA and specifically food security? Lastly, drawing on storytelling and indigenous influences, Jo-Ann Archibald (2008) described her storywork curriculum with an emphasis on life experience and teaching through story and mentioned that "the story can become the teacher and we can live life through stories" (p. 101). All these curricular approaches influenced the design of the LTS curriculum, which aims to inspire new hunger warriors to conquer hunger and malnutrition because, ultimately, I believe, as the participants have demonstrated, it is possible.

Chapter Five:

Discussion and Implications

In the last chapter I explained the findings of this research by describing the participant narratives, my research questions, coding process and descriptions, and feedback. Next, I continue the discussion of my findings in conversation with relevant literature. I also conclude with implications to ELA, action items, and limitations and restrictions of this research. All teachers described experiencing and addressing hunger a bit differently and went above and beyond to address hunger and food insecurity in their communities. Much of what participants addressed about food literacy, food security, and the SDGs consisted particularly of recognizing food as part of culture.

Food Literacy and SDGs

Many times, participants addressed the food culture in their communities and described what they would like to change as well as what they currently do to combat hunger in their school and community. Overall, the participants' comments identified food as a lens to understand culture, and particularly the SDGs assisted them in how they approached their pedagogy. In her interview, Ashley stated,

> But as a student, as a 14-year-old, I just want you to go, gosh, there's more to, there's more to life than just this. And I can see beyond my own blinders. So that's really my hope and why I use the SDGs as kind of that moral compass, if you will, for my teaching.

This is particularly pertinent in a time that has been chaotic and divisive on so many levels. The SDGs are central to the narrative of LTS and align with every lesson plan. Moreover, Williams and Spicer (2019) outlined teaching with education technology as a founder of Teach SDGs and the Goals Project. In their book, *Teach Boldly*, Williams and Spicer shared their inspiration or teaching

story when they wrote, "Education as invention. From its outset, education was something created with thought and intention, out of a desire to make life better" (p. 43). Additionally, Franzen and Peters (2019) centered their curriculum on food literacy and the stories surrounding food maps, food narratives, and class meals, which give teachers and students the opportunity to truly make these connections by developing their own literacy practices based on what might often go unnoticed in the typical classroom walls.

Teaching Philosophy Connected to Food Story

Throughout the study, participants continued to comment on the complexity of what they face within their classroom and the surrounding school community. I noticed that this seemed often to lead teachers to question their own practice as well as question student motivations. This observation often corresponded to participants sharing their own food stories, which is part of the work that Franzen and Peters (2019) described, as well as something Rachel noted when she shared,

> Uh, so it's amazing when we sat down last week when we spoke about our food and food memories and, uh, and uh, different kind of food and we have such a diverse population. It was amazing. It was amazing to hear from each per family what their food traditions are and how they have adjusted to the new circumstances. How, what it used to be when we were growing up and what it is now.

Outreach and Civic Engagement

In describing the ways, the participants addressed hunger within their communities, I noted that they often engaged in outreach through programs such as a food pantries, service projects, and planting a community orchard. Teachers also continuously sought ways to collaborate to address their communities' issues surrounding hunger, and several teachers noticed how it was particularly challenging throughout the pandemic. Jasmine described issues surrounding food literacy and aspects of the food security framework:

Being able to be in a position where I can say this will really impact this family. Um, and being able to take a box to their house is absolutely so impactful and so powerful. Um, for our community itself, um, I do believe hunger is a problem, but I also think nutrients and like having, um, the correct food is a problem since we are so far away from any real sources of a grocery store.

Jasmine noted so much of what teachers confront in the classroom, but her work is informed through outreach and civic engagement in the clubs and initiatives she leads. She also described aspects of the food security framework in the access issues surrounding rural areas and the stores that are available in her community. As she continued in the interview, she commented on the availability of cheap stores such as Dollar General, which she stated is "expensive in the long run" due to the cost of buying low-quality and not nutritious foods. This description adds up to what we describe in LTS as a paradox of hidden hunger.

Grappling with the Food Security Framework

Throughout the data as well, I noticed many participants describing issues surrounding the food security framework similar to Jasmine. The food security framework is generally described with four components, availability, access, utilization, and stability, which is what we included in LTS. However, scholarship surrounding food and hunger debate more aspects of the food security framework; for example, recently Clapp et al. (2022) added agency and sustainability to the framework. Particularly in this study, participants tended to describe issues surrounding availability and access. Teachers also often described noting a problem and addressing it, particularly surrounding school lunch. Often, participants described that features of the food security framework can be applied in all aspects of hunger no matter what context. All these notions further helped me understand the complex narrative surrounding hunger. Noting this from participant data helped me

better understand the story surrounding hunger and why teachers described their experience teaching about it in such ways.

Application of the SDGs

Next, I apply the SDGs to the discussion of these findings, which demonstrates the last aspect of how this bricolage fits together, mainly, the SDGs, which provide a map that is similarly pieced together just like the quilt's beginning image. Each of these build off each other and they are all interconnected. When there is no poverty, there will be no hunger, and if there is no hunger, there will be good health and well-being for all, and so on. Think through this concept for a moment within the framing of all the work I have just described about my participants and dare to imagine that this could be possible. First, no poverty could lead to zero hunger, good health, and well-being. If we had quality education for all people, then there would be gender equality because a well-educated person has the freedom to do what they like. Already a major problem in the United States is clean water and sanitation. What if there was not a water crisis in Flint, Michigan or the same scenario happening in Jackson, Mississippi? What if no one had to walk for miles to a well to obtain water or we could wipe away the flies that swarm around a starving child? Next, if there was affordable and clean energy, more people could have decent work, which would lead to economic growth and thus increases in industry, innovation, and infrastructure. All this would lead to reduced inequalities, which would then allow for the creation of sustainable cities and communities. If everyone had sustainable cities and communities, that would lead them to be responsible about consumption and production. This would then influence the climate and help support life below water and on land, which would then lead to peace, justice, and strong institutions. Most importantly, this all begins with partnerships for the goals.

Furthermore, to revisit my research questions in conversation with literature surrounding the SDGs, first, in what ways do ninth- through 12th-grade public school teachers describe their

community's story surrounding hunger? I asked participants explicitly what hunger means to them and they described what hunger looks like in their specific context. Furthermore, Dougherty et al. (2019) approached the story of hunger with photovoice surrounding unemployment and food security, and more work continues to explore the SDGs (Fall, 2021; Hanemann, 2019; Hermann & Bossle, 2020; Riekki & Mämmelä, 2021). Secondly, I have been able to describe how ninth-through 12th-grade public school teachers report the experience of teaching an ELA curriculum focused on hunger within the current context. I shared how participants specifically imagine hunger's impact on their students and communities, how they believe that hunger does or does not relate to teaching, and whether they believed that we could truly end hunger. More research has been done that grapples similarly with these questions through curriculum and frameworks. For example, Kusi-Mensah et al. (2022) demonstrated the use of the accelerator model in Ghana and SDG targets and demonstrated a significant study by multivariable regression. Angelos et al. (2016) implemented a curricular framework through One Health focused on food safety and security. McKay (2018) focused more on SDG4, quality education, by describing the impact of a lifelong learning framework, centering participant agency and power. Similarly, Saric et al. (2022) described a capacity-building workshop for microgrants to support communities in Zimbabwe. Spiker et al. (2020) focused more on nutrition with a framework for action. And Tura (2019) used a human rights-based approach, with Chigangaidz et al. (2022) providing an ubuntu framework, or the idea that I am because of you.

Lastly, this all happens through partnerships; as we look for ways to partner with organizations in an equitable way and across divisions, then we can begin to achieve a better, more peaceful world. To say I have completely answered my initial research questions is more or less impossible. However, I have been able present the reader a narrative of a collective work of teachers across the country throughout 2 years. I have also shared a curriculum that begins a conversation

surrounding the SDGs, which everyone on this earth could begin with, no matter where they are or what sector they work in. I have also demonstrated that this is being done by teachers as leaders all over the world.

Suggestions for Further Research

I would have liked to further study the SDGs and literacies as I started thinking more about what I could do while completing this initial research. I began thinking through questions such as, "What are the literacies surrounding teaching and achieving the SDGs?" "How could we teach these?" and "How would that influence the achievement of the SDGs?" In July of 2023, I traveled to Lira, Uganda with a group of teachers through the United States Department of Education Fulbright Hays program, titled, "Teach Ag Uganda: Achieving the UN SDGs Together." While in the country, I did some working surrounding a goal of writing about this experience through ethnography and photovoice.

This dissertation is a scaled-down version of what I originally conceptualized the project to be. Next, I would like to look more specifically at what teachers and students do with the curriculum, in terms of the sort of action projects they create. I would also like to do a study surrounding photovoice of student participants, exploring how students perceive hunger in their community. I would also like to follow through with conducting some type of forum for students to share their work and research in the Council of Youth Hunger or I could become more involved with the World Food Prize and their initiatives with students.

Implications

Overall, more research should be done to explore the gaps surrounding hunger, ELA, and English education so we can better address students' needs. I am looking forward to continuing this study and believe the work in ending hunger and malnutrition is extremely important as well as it takes a collective community to address issues of students and teachers across the nation. Basing the

curriculum on Thurow's and my own international experiences, studying various aspects of hunger and education, particularly the role of policy, the experiences of women, and the oxymoron of hungry smallholder farmers, all helped to contribute to a sense of urgency as well as inspiration, which hopefully spurred on more work to address hunger in our schools and communities. I hope this study captured the teachers' experiences and the curriculum's ability to do this work as well as to create a community across physical borders during a time of great division and criticism of teachers. I hope in doing this study I was able to document our current environment in a way that demonstrated—despite all the chaos—how many teachers came together and worked through these issues with their students. I hope it gave teachers and students an opportunity to document their experiences through their action projects. I hope the audience of my dissertation gained a deeper understanding of literacy as well as the literacy practices that are embedded in all aspects of our lives. I hope it might also inspire my audience to do the same type of work within their own communities with an online affinity space to collaborate, share ideas, and spread stories through the delivery of the LTS curriculum.

It has truly been inspiring to be involved with this project, and I hope the stories from the teachers and real-world storytelling from the books will resonate with students and teachers everywhere. I believe that "an injustice anywhere is a threat to justice everywhere" and by writing this curriculum, I aimed to convey this to my audience by exploring hunger through a local and global lens. It was life-changing for me to travel to South Africa as a preservice teacher, and by working on this curriculum, I was able to channel all that I learned when I was there, including my experiences as a teacher in the United States as well as what I learned from Thurow's books. The LTS curriculum delivers an approach that draws from real-world storytelling and develops agency amongst participants through these stories and the corresponding resources, which is a bit different than many of the approaches that have been traditionally taken to address hunger. Understanding

the connection between hunger and ELA is significant because literacy is power. When teachers and students begin to break down the power structures that maintain the status quo, it might expose several problems as well as possibilities. Our world as it is today stands in severe need of addressing these conversations in thoughtful, inclusive, and accessible approaches to curriculum, which LTS addresses.

Limitations and Restrictions

The context within which this study was implemented provided several challenges that limited the type of data I was able to draw from. Because I could not rely on in-person learning or my ability to observe classrooms, I focused on the teachers' interviews and evaluations, which allowed me to capture the experience of teaching the LTS curriculum. My study depended on teacher participation, so I needed to be intentional about building relationships with teachers as I recruited and worked with them. Because I chose a qualitative approach, I narrowed the data down to what directly addressed my research questions through coding. I most likely still have data I did not write for this dissertation, and I hope I will be able to write more on this later in my career, which is exciting. A qualitative approach might leave out numerical evaluations of the effectiveness of the curriculum, but by drawing on two sources of data, I was able to present the most complete narrative that I could. This study was also limited to this period of post-Covid and the experience of teaching throughout a pandemic, so some inconsistencies and time restraints may have influenced participation as well as the results of the study.

Restrictions included how and when I could collect the data; for example, teachers could not share student work without permission or before I consented them as participants in my study. I needed to wait on Institutional Review Board approval for each step and made sure I followed my specific plan that was agreed on by my committee, the Institutional Review Board, and myself. I needed to be intentional about the teachers in my narrative versus the teachers who have access to

LTS, and I separated the data as such. There was potential that I lacked enough participants or that participants did not complete enough assignments to provide an accurate set of data. Due to current divisive-issue laws being implemented throughout the country, it might have limited which teachers could participate and what parts of the curriculum they could teach. However, I adjusted accordingly and kept moving forward, knowing what I felt was just, and believing in teachers who knew what was best for their students. Future research might include expanding on these stories, perhaps sharing, and analyzing student work, as well as more exploration of the literacies surrounding the SDGs. All of this was worthwhile to document because it is all part of the current context.

Chapter Six:

Addendum

Why an ELA Curriculum Focused on Hunger?

Throughout this process, many colleagues have asked, "How is this content really related to ELA?" Some colleagues suggested that this project seemed for fit for history or social studies disciplines; however, throughout the conceptualization and finish, I continued to be intrigued by pushing back on this assumption as well as challenging my field with ways in which to include food literacy and hunger in teaching. I also considered more and more how a multidisciplinary approach could continue to describe the story of hunger that much more effectively. This helped me get a better understanding of what teachers faced throughout this time. I believe it is relevant to English teachers specifically because this approach notes what teachers do regularly to address their students' needs. This research also demonstrates what a free and accessible curriculum could do through content that takes a different approach to English and provides real-world storytelling surrounding the topic of hunger. To focus on ELA and storytelling, I believe this serves to create empathy across contexts based on what teachers shared. Thus, this study relates to English because the study of English language is one that promotes empathy and the understanding of universal themes as well as encourages teachers and students to write about these issues in a variety of ways.

This work is important to the study of ELA and English education because it demonstrates that hunger exists in different ways across contexts. It is also important because it demonstrates what teachers are doing to address this issue and should encourage teachers to engage in this topic regardless of what content area they teach. All subjects can engage in this material. All the assignments are multidisciplinary in their approach.

It is also important to understand how literacy is connected to hunger, although I was not able to explore this specifically through this study. The more I studied hunger, however, the more I realized how much more could be done to combat its existence. The topic of hunger has tremendous relevance in our current environment in which hunger continues to increase. For example, The Global Hunger Index (2021) noted that 47 countries have ratings indicating "extremely alarming," "alarming," or "serious" levels of hunger and 47 countries will fail to reach zero hunger by the UN's goal of 2030. On a local level, Feeding America (2021) reported that currently, one in eight people in America face hunger, or 38,300,000 people, and one in six are children, or 11,700,000 children. Hunger also seems to be a topic that few can honestly say should continue; at the same time, few can say they have not been influenced by it in some way.

The story of hunger is remarkable because it is something we all experience, as we all eat, and I believe we could all do better to engage with topics surrounding the food supply and food literacy. I have been amazed at the work that has been done to address hunger through the World Food Prize Laureates as well as activists such as Sophie Healy-Thow and business owners such as Edezia nutrition's, Navyn Salem. Even in what I have learned so far about participants, I am completely amazed to understand what people overcome and I am inspired by stories of people like Jessica in *The First 1,000 Days* (Thurow, 2016), who desired to be known as an achiever rather than a quitter, or Shyamkali, who when faced with the immensity of her situation in India, stated, "'Greatness? That was a luxury not worth thinking about. How many more children can we support?' Shyamkali wondered instead." I hope as well that through this curriculum, more people will know about the impact World Food Prize Laureates such as Gebisa Ejeta and Rattan Lal have had on their communities. To me, this represents the best of what I can convey to students in a time unlike many of us have experienced.

Why LTS?

LTS is the name of the curriculum for this study because it involves the exchange of stories by teaching the books and creating action projects based on a multimodal approach. All three books are written in a narrative style, centering the history of hunger in *Enough* (Thurow & Kilman, 2009), smallholder farmers in *The Last Hunger Season* (Thurow, 2013), and mothers in *The First 1,000 Days* (Thurow, 2016). The overarching objectives are that participants will learn through storytelling, generate good outrage, incite inspiration, connect characters in the books to real emotions and faces, augment teaching about hunger, find their place in the fight against hunger, as well as enlighten and spark empathy. Standards and objectives are aligned with Common Core science literacy and language arts standards, the agriculture, food, and natural resources standards and the SDGs.

Students will be able to use ELA and literacy skills to read and analyze multimodal texts as well as to create these themselves. Unit 1 is based on *Enough: Why the World's Poorest Starve in an Age of Plenty* in which Thurow and Kilman described stories around the world, presenting policies and subsidies that have led countries into malnutrition and famine. In the next two units, students and teachers focus on the stories of people such as Leonida, Rasoa, Zipporah, and Frances in *The Last Hunger Season* (Thurow, 2013) for Unit 2 and Shyamkali, Maria Estella, Jessica, and Brenda, in *The First 1,000 Days* (Thurow, 2016) for Unit 3. In Unit 4, "More than Enough: Nourishing and Saving the Planet, Our New Gordian Knot," students will grapple with the current challenges of food shortages and food insecurity by participating in the Goals Project and Project Kakuma, as well as immerse themselves in data-based questions with topics such as managing water, girls leading, and agricultural innovation. In Unit 5, students will focus on "Hunger in America (The Oxymoron of Hungry Americans)," in which students will engage in exploring what factors have allowed hunger to continue within an abundant America. Lastly, students are called to action in

"Lead the Way: A Call to Action," which includes six ways students and teachers can engage in raising the clamor surrounding hunger, including gardening, poetry writing, creating a video, writing an essay like a journalist, creating a podcast, graphic novel or comic book writing, community organizing, and developing a public service announcement. All materials are delivered to teachers through Google Classroom, along with a Padlet of additional materials, a Flipgrid of writing prompts for each lesson, a NewsELA binder of selected current events on hunger, and a TED-Ed lesson based on Thurow's (2013), TEDx Change talk, "My Moment of Great Disruption." Overall, the LTS curriculum consists of the following (see Table 8), which is included to describe the curriculum and what participants engaged in surrounding the experience.

Table 8

LTS Curriculum Units

Unit	Name	Description	Example assignments
One	*Enough* (History, Impact, and Current Situation of Hunger and Malnutrition— How hunger abides in the 21st century)	Students are introduced to Hagirso as well as the policies and history that have continued to increase hunger throughout the world.	Photovoice in response to Hagirso's story, VR with places from the book, Why Care? discussion question
Two	*The Last Hunger Season* (The Importance of Smallholder Farmers in Ending Global Hunger)	Students are introduced to Leonida, Rasoa, Zipporah, and Frances, four smallholder farmer families in Kenya and will learn how they survive through the hunger season.	*The Last Hunger Season* Film Viewing Guide, Food Map, Food Narrative, Photovoice: take a picture of your own family meal
Three	*The First 1,000 Days* (The importance of good nutrition for Mothers, Children,	Students are introduced to Shyamkali and Anshika in India,	Acrostic poem writing, Famine Place Photo Essay, and Famine Series

Unit	Name	Description	Example assignments
	and the World)	Brenda and Aron in challenges of motherhood across the globe.	Guided Reading, Create an informational text

Unit	Name	Description	Example assignments
		Uganda, Maria Estella and Jorge in Guatemala, and Jessica and Alitzel in Chicago and will learn about the	about the First 1,000 Days for your community.
Four	More Than Enough (Nourishing and Saving the Planet, Our New Gordian Knot)	Students are introduced to the topic of planetary health and the challenge of both nourishing and saving the planet.	Teach SDGs, Goals Project, Project Kakuma virtual interaction, Chicago Council White Papers/ Data Based discussion questions
Five	Hunger in America (The Oxymoron: Hungry Americans)	Students are introduced to the issues of hunger in America, which have existed before the pandemic. Questions such as how hunger exists in the world's richest country? And what does the oxymoron of hungry Americans mean?	Personal Wellness Plan, Food Waste Project, SNAP Budget Project, Racial Wealth Gap Simulation, George Hall's Story
Six	Lead the Way by Raising the Clamor (A Call to Action)	The last unit is a call to action in which students get guidance on how to write their own poetry, spur change via videos, inform through writing blogs, stir emotions with photo essays, and raise the clamor	Garden Wisdom, Create one of the following based on SDGs: Public Service Announcement (PSA), Comic or Graphic Novel, Podcast, Reflective Essay, Video for Change, Poetry

with podcasts.

Note. SDG = Sustainable development goal; SNAP = Supplemental Nutrition Assistance Program; VR = Virtual Reality.

Multiliteracies and Multimodality

A larger implication of this work is the role of curriculum as well as the ways in which we in English education approach the development of literacy. Debates surrounding the science of reading and revelation by scholarship such as *Sold a Story* by American Public Media reporter, Hanford (2019), identified what many parents observed during pandemic Zoom teaching, which is that many teachers were not actually teaching reading. Based on the guidance of programs by Fontas and Pinnell and Lucy Calkins, without research to support their work, many teachers spend more time having kids figure out context clues or trying to read the next level book rather than sounding out the word, comprehending the information, and developing ideas about what they think about it. This is an injustice to our students because the joy of reading is a lifelong gift no matter who you are or where you came from. A shift such as this begins with a fundamental change in what many view as literate and by continuing to involve multiliteracies in the way we teach and by how students demonstrate their literacies.

What defines literature and literacy has continued to expand and this was central to my approach to this study. First, Gallego and Hollingsworth (1992) identified "new literacy" when the authors described the impact of their research on community, school, and personal literacies with middle school teachers. In a similar vein, Cazden et al. (1996), or the New London Group, noted the

"multiliteracies" that shape our work, including our public and private lives. Similarly, Barton (2007) and Gee (2012) discussed these changes in literacy. Barton analyzed the ecology of this history in *Literacy* and Gee noted the expanding nature of literacy in *Sociolinguistics and Literacy*. Further, Barton discussed the definition of literacy dating back to 1775 and described four words to consider in the conversation surrounding literacy: "literate, illiterate, literacy and illiteracy" (p. 19). Gee changed this narrative significantly by arguing against what he called the "literacy myth," which often implied that "being literate" gave more value or importance to a person. He further pushed back on this phenomenon through the New Literacy Studies, which reconceptualizes what literacy truly is.

In a series of essays on literacy, Freire and Macedo (2005) explored what they termed "critical pedagogy" and defined literacy as a "medium that constitutes and affirms the historical and existential moments of lived experience that produce a subordinate or lived culture" (p. 98). Understanding this problematic notion of literacy, which sets up a "subordinate" existence in the description of a lived experience, shapes what many conceptualize as "literate." Further, Freire and Macedo challenged notions of illiteracy by what they called "the illiteracy crisis" in the United States, in which "over sixty million Americans are illiterate or functionally illiterate" (p. 10). To further address these complexities of literacy, Leu et al. (2015) described the need for curriculum that further explored the new literacies of online research and comprehension. Leu consequently identified the new literacies of reading, which are needed to define, locate, and critically evaluate online information. Understanding these nuances in literacy reveals why English education and curriculum has been designed throughout the years. Also, the stories of real people all over the world is an important aspect of ELA, which I believe is foregrounded by reading stories, and even more recently, a mixture of fiction, nonfiction, and informational texts.

Furthermore, many researchers have advocated for curriculum that asks students to be knowledge producers (Gee, 2012; Mirra, 2020; Price-Dennis et al., 2015) and this is an inspiration for LTS as well. Gee (2012) emphasized a need for knowledge producers rather than consumers and noted that this is what made Japanese education successful in the 1980s. In the same way that Gee described the phenomenon of Japan, Mirra and Garcia (2021) stated that our current English education field, "demands that we value young people as knowledge producers" (p. 9). Price-Dennis et al. (2015) echoed this point when the authors described the effects of multimodal assignments and literacy practices found within the students in a classroom the teachers observed. Particularly when faced with a context of increasing hunger such as the present, I aimed to create a collective curriculum that aimed to expose students to various multimodal content in the form of books, photo essays, podcasts, and music and then provide spaces in which students can create these types of projects to demonstrate their learning.

For a Better World

Within current research trends then, it can be noted that although literacy has changed, hunger has not. Therefore, investigating literacy and hunger through the implementation of a curriculum that draws on real-world storytelling is another reason this study created a space for teachers to collaborate. If one believes as I do that education should be the great equalizer, then hunger and pedagogy have a lot to do with one another, and how we as educators approach the topic of hunger as well as the needs of students is crucial. So, my study addressed how best to meet the needs of today's preservice teachers and maybe what will change for preservice teachers. As noted previously, the current context and each student who currently sits in a desk in our classroom is presented with many problems stemming from both COVID-19, adolescence, and hunger. To me, what this current context suggests is that as many of our structures and histories are currently being challenged, we then have the possible silver lining of choosing to create a better world as a result.

After what these past 4 years have presented, is there anyone who agrees that this is the world we want? Is it not a time for education to take some risks to address problems that have remained the same for ages? And can we not focus to meet the needs of students quite a bit more fully? Then, maybe we can begin to be able to respond "no" to Thurow's (2020) question, "When a new post-Covid American normal dawns, will hunger still be a part of it?" I hope we can say no, and I hope we can say no because we all came together for a better world.

Appendix A:

Data Sources

The following data were used to address each research question:

Data sources	Interviews	Course evaluation	Artifacts
In what ways do ninth- through 12th-grade public school teachers describe their community's story surrounding hunger?	X		X
What do ninth- through 12th-grade public school teachers report about the experience of teaching curriculum within the current context?	X	X	

1. In what ways do ninth- through 12th-grade public school teachers describe their

   community's story surrounding hunger?

   a. What does hunger mean to participants?

   b. What does hunger look like in ninth- through 12th-grade public school teachers'

      context?

2. How do ninth- through 12th-grade public school teachers report the experience of

   teaching an ELA curriculum focused on hunger within the current context?

   a. How might participants imagine hunger impacting their students and

      communities?

   b. How do ninth- through 12th-grade public school teachers believe that hunger

      does/does not relate to teaching?

Google Classroom Evaluation

Curriculum Evaluation and Feedback

Thank you for participating in the course.

We want to hear your feedback so we can keep improving our logistics and content.

Please fill this quick survey and let us know your thoughts.

ghyeilding@gmail.com (not shared) Switch account

* Required

How satisfied were you with the curriculum? *

	1	2	3	4	5	
Not very	○	○	○	○	○	Very much

How relevant and helpful do you think it was for your teaching? *

	1	2	3	4	5	
Not very	○	○	○	○	○	Very much

What were your key take aways from this curriculum?

Your answer

Which units did you use with your students?

	Column 1
Unit 1: Enough	☐
Unit 2: The Last Hunger Season	☐
Unit 3: The First 1,000 Days	☐
Unit 4: More Than Enough	☐
Unit 5: Hunger in America	☐
Unit 6: Call to Action	☐

How satisfied were you with the course content?

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Did you have any interesting or relevant stories as a result of teaching this curriculum?

Your answer

What is one strength and one area of growth for the curriculum?

Your answer

Any additional feedback or suggestions you have about the curriculum?

Your answer

Appendix C:

Canvas Evaluation Form

Evaluation and Feedback Form

Started: Oct 14, 2021 at 11:38am

Quiz Instructions

Please use this form to give us feedback both in the design as well as, by completing this, you are agreeing to be part of a dissertation study, a narrative inquiry documenting the experience of teaching the curriculum. There is little to no risk involved and your identity will be kept private.
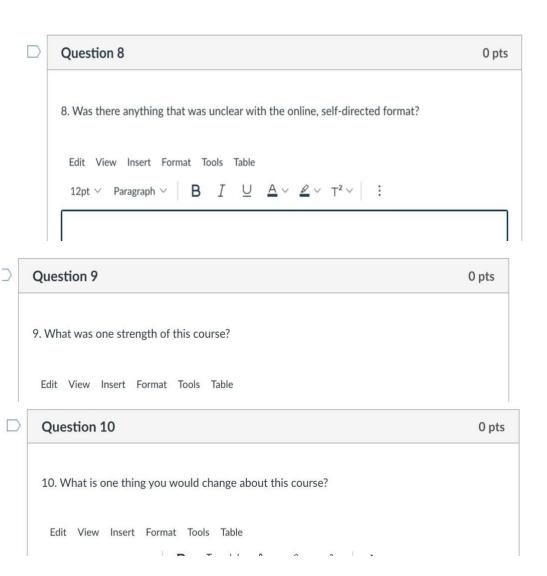
Many thanks for your participation!

Question 1	0 pts

1. The amount of work that I put into this course:

(Little Effort)   1   2   3   4   5   6   7   8   9   10   (The most effort)

Question 2

0 pts

2. The online format was an appropriate format for this course.

(Not appropriate) 1   2   3   4   5   6   7   8   9   10 (Appropriate)

Question 3

0 pts

3. Three CEU's is sufficient for the work done in an online course format.

(Not sufficient) 1   2   3   4   5   6   7   8   9   10   (Sufficient)

Question 4   0 pts

4. The content was authentic and meaningful to me.

(Not authentic) 1   2   3   4   5   6   7   8   9   10   (Meaningful)

Question 5   0 pts

5. What was the most important lesson you learned from this course?

Edit   View   Insert   Format   Tools   Table

12pt ⌄   Paragraph ⌄ | **B**   *I*   U̲   A̲ ⌄   ✐ ⌄   T² ⌄ | ⋮

Question 6   0 pts

6. Was your thinking stretched in any way?

Edit   View   Insert   Format   Tools   Table

12pt ⌄   Paragraph ⌄ | **B**   *I*   U̲   A̲ ⌄   ✐ ⌄   T² ⌄ | ⋮

Question 7   0 pts

7. Do you have any more suggestions for this course or the Google Classroom course?

Edit   View   Insert   Format   Tools   Table

115

Question 8   0 pts

8. Was there anything that was unclear with the online, self-directed format?

Edit   View   Insert   Format   Tools   Table

12pt ∨   Paragraph ∨ | **B**   *I*   U̲   A ∨   ✎ ∨   T² ∨ | ⋮

Question 9   0 pts

9. What was one strength of this course?

Edit   View   Insert   Format   Tools   Table

Question 10   0 pts

10. What is one thing you would change about this course?

Edit   View   Insert   Format   Tools   Table

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Appendix D:

Interview Protocol Rationale and Questions

I would like to engage in interviews with my participants because I believe this is one of the best sources of data as well as I would like to hear directly from my participants what their reflections are regarding hunger and curriculum. I interviewed participants whom I have selected as part of the narrative inquiry, and I scheduled these individually through zoom. I used warm-up questions to engage participants and help them get comfortable. I have included sub-questions in case I need more clarification or if participants are reluctant to speak. I recorded the zoom interviews and make use of their transcription. I let my participants know that I will be recording prior to beginning the interview and I will make sure this is part of the consent process as well. I will save all corresponding files and recordings with pseudonyms in Box and this information will not be saved to a personal device.

Initial Warm Up Questions:

1.   What do you know about the community you serve?
2.   How long have you worked in this school?
3.   How would you describe where you are from?
4.   What brought you to where you teach currently?
5.   What do you know about hunger in your school and in the community?
6.   What did/do you initially hope to get out of this curriculum?
7.   Do you have to do anything in your state to get curriculum approved?

Research Questions and Sub-Questions:

1.   In what ways do ninth- through 12th-grade public school teachers describe their community's story surrounding hunger?

- What type of school would you say that you teach in?
- How would you describe the community?
- Do you participate in extracurricular or service work with your students?
- What do you know about the number of students on free and reduced-price lunch at your school?
- Do you notice students who are hungry in your class?
- What does hunger mean to you?
- What does hunger look like in your context?

2.   How do ninth- through 12th-grade public school teachers report about the experience of teaching an ELA curriculum focused on hunger within the current context?

- What is your overall approach to your curriculum?
- By working through the LTS curriculum, how would you describe learning about hunger in this way?
- What units did you implement and what were some of the assignments you had students complete?
- How would you define literacy or a literacy practice?
- Do you anticipate any growth in your students in this area because of LTS or by discussing hunger?
- How do you imagine hunger impacts your students and communities?
- How do you believe that hunger does/doesn't relate to teaching?

Member checking protocol:

I employed member checking at after the interview and at the end of the study. I sent participants the transcripts of their interviews along with the audio file I saved in Box. Depending on availability, I offered to meet with the participant to share the transcription and audio and sent them this through an individual email with a thank you for participating as well as gave them the opportunity to correct anything within the transcript.

Appendix E:

English Language Arts Hunger Stories Book List

Anchor Texts*:*

Enough by Roger Thurow

The Last Hunger Season by Roger Thurow

The First 1,000 Days by Roger Thurow

Say Yes to Pears by Joseph Franzen

Suggested ELA List:

A Long Walk to Water by Linda Sue Park

American Harvest by Marie Mutsuki Mockett

American Wasteland by Jonathan Bloom

Animal, Vegetable, Miracle by Barbara Kingsolver

Bitter in the Mouth by Monique Truong

Coming to my Senses by Alice Waters

Fast Food Nation by Eric Schlosser

Hallelujah: The Welcome Table by Maya Angelou

Hunger for Memory by Richard Rodriguez

In Defense of Food by Michael Pollan

Moveable Feast by Ernest Hemingway

Night by Elie Wiesel

Salt by Mark Kurlansky

Save Me the Plums by Ruth Riechl

Tender at the Bone by Ruth Riechl
The Boy Who Harnessed the Wind by William Kamkwamba

Short Stories:

"A Modest Proposal" by Jonathan Swift

(To correspond with Irish Potato Famine chapter in *Enough)*

Gardener's Tale by Camara Phyllis Jones

Dragonfly's Tale, by Kristina Rodanas

The Boy, The Fox, The Mole, and The Horse by Charlie Mackesy

Articles:

Say Yes to Pears/ Bread Loaf Teacher Network Journal

Tweet by Chef Jose Andres

Save Local Restaurants

Mentor Texts for Writing Prompts/ Narratives

Multimodal Texts*:*

Outrage and Inspire (podcast)

The Last Hunger Season on You Tube

The Nutrition Nerd, World Food Program (6 videos)

Sophie Healy-Thow's Midday Snackbox (podcast)

Dr Martin Luther King, Jr. speeches

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