I Can Give a Helping Hand!

Introduction:
The focus for this lesson plan are the issues surrounding homelessness and hunger. This lesson plan is designed to allow students to learn about social justice and being an informed citizen both individually, and as part of whole group instruction.

Lesson Topic: Homelessness and Hunger
Content Area: ELA
Target Grade Level: 3rd
Time Needed: 2 Class Periods of 60 minutes

Reference to Maine Common Core State Standards for Reading Grade 3

Key Ideas and Details
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integration of Knowledge and Ideas
7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Text Types and Purposes
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
b. Develop the topic with facts, definitions, and details.
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information

Research to Build and Present Knowledge
7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Lesson Plan:
A Helping Hand for Homelessness and Hunger

Teacher: Dana Bierwas

What do I plan to teach?
This is an introductory lesson on homelessness and hunger. After completing this lesson, students will describe how individuals within a community interact with others for the common good. They will create a brochure to highlight agencies within their community who help people in need of services such as homeless shelters, food/soup kitchens, and nursing homes. This lesson will lead to the classroom community project of collecting food for a local food pantry.

What do I want students to know and be able to do at the end of the lesson?

1. The student will be able to define the term philanthropy.
2. The student will be able to define the term common good.
3. The student will be able to list one or more philanthropic agencies involved in their community.
4. The student will be able to describe the philanthropic activities occurring within the community.
5. The student will be able to identify needs in the community.
6. The student will be able to brainstorm ways community needs could be met.
7. The student will be able to connect their lives to the text.

How will this relate to their lives?
This lesson will make the students aware of the issues of poverty, homelessness, and hunger that exist in their own community. The students will learn what it means to be homeless and hungry, possible reasons why these issues exist, and the agencies available in their community to help people who are in need.

What Materials do I need to teach this lesson?
“Uncle Willie and the Soup Kitchen” by DyAnne DiSalvo-Ryan
Chart paper
Black Sharpie
Construction paper (assortment of various colors)
Crayons, colored pencils, markers, etc
1 copy of Uncle Willie and the Soup Kitchen worksheet for each student
1 copy of the inside of the Give a Hand Brochure for each student
Various brochures from agencies in our community and surrounding communities
(Work that will have already been completed by me)
Computers with internet access
Frontloading Activity.
I will ask the students to close their eyes and think about the dinner they had last night. I will tell them to think about the smell of the food cooking. Did it smell good? Did it make your tummy growl? I will tell them to think about where they ate. Did you eat around a table? Who was at the table with you? I will then ask them to imagine that their tummies are growling and there is nothing in the kitchen to cook for dinner. They look in the cabinet and in the refrigerator and there is nothing to eat. How would they feel? What would they do? Now, imagine that you do not have a house to live in. Where would you sleep at night? What would you do for food? What would you play with?

How will I teach the lesson?
1. After the frontloading activity, I will explain that all people have needs, and we will briefly discuss some of these needs. I will explain that this lesson will focus primarily on the need for food and shelter. I will create a T-Chart on chart paper, labeled Community Needs and Solutions (explaining what each means as I write them down).
2. I will then ask: What happens when people have needs but don't have the resources to fill those needs? For example, if you are hungry but do not have any food, what can you do? How do people take care of the needs of others? I will allow time for the students to give suggestions of some of the Community Needs that they can think of and Solutions of how those needs might be met. I will record these on the T-Chart.
3. I will introduce the word philanthropy, and give the children the definition - giving of one's time, talent or treasure for the common good. I will explain that treasure is usually considered money, but it can also be giving things, for example, food, coats, hats, mittens, or other items of clothing.
4. I will introduce the book “Uncle Willie and the Soup Kitchen” and ask the children to listen for examples of philanthropy as I read the book to them.
5. After I have read the story, I will ask the students to give examples of the philanthropy that they heard in the story.
6. I will discuss the definition of the term common good. I will guide them to the understanding that common good involves individual citizens, like each one of them, having the commitment and motivation to promote the welfare of the community to work together with other members for the greater benefit of all. I will explain to them that this often involves giving of their own time and money to help someone who is in need. I will then bring their attention back to the T-Chart, and ask if they would like to add any other Community Needs or Solutions to the lists.
**Activity 1** (Frontloading Activity and Activity 1 will be completed in 1st class period)

*Uncle Willie and the Soup Kitchen Worksheet*

I will have the students draw a picture of what they think it would look like if they were homeless. What strengths do they have that would help them through the difficult time? What weaknesses would make it more difficult for them? I will then have the students write a few sentences about what they can do to help someone who is really homeless. This page will be included in their language arts journal, and used as a formative assessment. I will walk around the room to answer questions and provide guidance as needed.

**Activity 2**

*Community Outreach Education*

We will have a group discussion about agencies in our community, and surrounding communities, who help people who are homeless and in need of food. I will assess the students’ knowledge of these agencies by asking them if they can name any that they have heard of, and writing the names on chart paper. I will then divide the students into small groups, and present each group with a brochure from a different agency in our community, or a surrounding community. I will have each group briefly research their agency, using the brochure and the internet, and present their findings to the class.

**Activity 3** (Activity 2 and 3 will be completed in 2nd class period)

*I can give a hand brochure.*

I will tell the students that they are going to make a brochure about the agencies available in our area to help people who are homeless and hungry. I will let the students choose a piece of construction paper, and have them fold it in half. On the front, I will have them write *I Can Give a Hand* at the top, and then trace their hand. On each finger, I will have them write one of the solutions from the Solutions list we created earlier. I will have them color and decorate the front and the back of the paper, as this will become our brochure cover. I will then pass out the inside brochure sheet, which will be folded, and ready for them to insert into the cover. I will have them choose 2 local agencies that help when people are hungry, and 2 local agencies who help when people are homeless. I will have them write the name of the agency, the address, and the phone number. Once the brochures are completed, I will staple the pages together. I will walk around the room to answer questions and provide guidance as needed.

**How will I end the lesson?**

We will discuss as a class what we have learned about philanthropy, and the common good. We will then discuss as a whole group the philanthropic work of the agencies the students researched during Activity 2, and how they help people in our community for the common good. I will let the students know that I will be taking their brochures to a local business (this will be pre-arranged with the business owner) where they will be displayed, and made available to anyone in the community who needs help. I will also introduce the students to our
community service project, which will be to collect food for a local food pantry (I will have already found out what specific kinds of food they need, so that we can focus on this). Exact details of the project will be given during the next class period.

**How will I differentiate to meet all of the needs of the students:**

I have differentiated this lesson plan for the logical-mathematical intelligence by asking students to think about what it would be like to be homeless or hungry. They must use their critical thinking skills to come up with solutions to the homeless and hunger problem within their community. I have differentiated this lesson plan for the interpersonal intelligence through the use of whole group discussion. I have differentiated this lesson plan for the linguistic intelligence through the use of the Uncle Willie and the Soup Kitchen read aloud story and accompanying worksheet. I have differentiated this lesson for the intrapersonal intelligence through the use of the Uncle Willie and the Soup Kitchen worksheet. This worksheet will allow the students the opportunity for self-reflection.

**How will I know if they have learned what you intended?**

Assessment will be throughout the whole activity by the teacher asking questions to check that the children understand what is being learned. I will also use the Uncle Willie and the Soup Kitchen worksheet as a formative assessment tool, to assess their understanding of what it is like to be homeless. The brochure will act as a summative assessment, and I will use a rubric to assess the quality of their work.

**Additional Uses for This Lesson:**

This lesson is extremely versatile. It can be used as a stand alone community service lesson, or it can be easily incorporated into a larger unit plan. I envision this lesson as an introduction to a school service project such as collecting canned goods, personal hygiene products, or money for area food banks and shelters. This lesson can also be a frontloading lesson for another text such as “Fly Away Home,” by Eve Bunting or “A Shelter In Our Car” by Monica Gunning. I also think this lesson could be easily tweaked for use in other elementary grades. This is an excellent lesson to combine the subject of Language Arts and Social Studies, as it covers many Social Studies standards as well.

**Resources**

- Rubric was pulled from [http://www.docstoc.com/docs/47996989/Elementary-Art-Project-Rubric](http://www.docstoc.com/docs/47996989/Elementary-Art-Project-Rubric) and edited to fit this lesson.
- Give a Hand Brochure was designed by Dana Bierwas.
Give a Helping Hand Brochure Rubric

Students Name: ___________________________ Grade: ______ Date: ______

This project shows that the student:

1. followed directions.
2. understood new concepts.
3. used creativity, did not copy another student’s idea.
4. displayed neat, tidy work and good craftsmanship.
5. finished project completely.
6. used time wisely.
7. put name and date on back of project.

Total Points Possible (21)

Total Points

Comments:
Name: ________________________________

Uncle Willie and the Soup Kitchen Worksheet

I can help people who don’t have a home by...

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________

____________________________________
People who are hungry can...

**Call or Visit**

Location: ______________

_____________________

Address: ______________

_____________________

Phone #: ______________

Location: ______________

_____________________

Address: ______________

_____________________

Phone #: ______________

People who are homeless can...

**Call or Visit**

Location: ______________

_____________________

Address: ______________

_____________________

Phone #: ______________

Location: ______________

_____________________

Address: ______________

_____________________

Phone #: ______________