



Maryland State Department of Education  
**Service-Learning Unit**  
**Read to Feed**

**Primary Subject:** Social Studies – World Geography/ Africa

**Grade Level:** 7<sup>th</sup>

**Additional Subject Area Connections:**

Math, Language Arts, Science

**Unit Title:** Read to Feed

**Type(s) of Service:** Indirect

**Unit Description:** “Read to Feed” will foster a love of reading in children, a passion to help others and a way to help create a better world. It is a wonderful global education opportunity.

**Potential Service-Learning Action Experiences:**

Modify pledge/reading to meet local community needs: food kitchen, homeless shelter.



**VSC Indicators Met**

**Social Studies:**

*People of the Nations:*

The student will demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.

*Indicator*

2.1.2 The student will evaluate the effectiveness of international alliances and organizations from the perspective of the United States.

**Geography:**

Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

*Indicator*

1. Analyze interrelationships among physical and human characteristics that shape the identity of places and regions around the world

*General reading processes*

Read a minimum of 25 self – selected and or assigned books or book equivalents representing various genres.

# Alignment with Maryland's Best Practices of Service-Learning: *Read to Feed*

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- 1. Meet a recognized community need**  
Students will read books and collect pledges to raise money for developing countries through an organization like Heifer International. Their project will address the issue of world hunger.
- 2. Achieve curricular objectives through service-learning**  
Students will explain how the physical and human characteristics, such as vegetation, climate, minerals, population density, and religion, of a region affect its economic growth.
- 3. Reflect throughout the service-learning experience**  
Students will record in their weekly reading log hours read and collect pledges for their ark. They will clothesline their final project experiences and create a song or poem about their service-learning experience.
- 4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)**  
Students determine the animals they wish to purchase and then collect the pledges to meet that need. Also, students must read the required amount of hours so the pledge will be met.
- 5. Establish community partnerships**  
Heifer International -- global community (or similar organization).
- 6. Plan ahead for service-learning**  
Teacher will log on website. See procedures.
- 7. Equip students with knowledge and skills needed for service**  
Students will learn about decision making (what to read and what animals to buy), time management (pages to read per night), problem solving (completing charts of time and calculate money to collect from pledges), responsibilities of citizenship.



# Procedures with Resources:

## *Read to Feed*

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*These procedures represent an example of a service-learning lesson on this specific topic, but can be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt this unit to fit your unique classroom and community and to solicit student input in planning and decision making.*

1. Introduce the service-learning project by discussing service-learning and citizenship with students and engaging in activities to explore those themes. A resource to support this topic can be found at [www.servicelearning.org/resources/bring\\_learning/](http://www.servicelearning.org/resources/bring_learning/).
2. Review African developing countries per curriculum.
3. Brainstorm problems in developing countries. How could you help?
4. Introduce World hunger map, [www.worldhunger.org/phn.htm](http://www.worldhunger.org/phn.htm).
5. Brainstorm why areas might be more undernourished than others.
6. View the video from "Read to Feed." It is a motivational introduction to the topic which can be obtained free from the "Read to Feed" website. Website for info: [www.heifered.org/getit/curriculum/default1.asp](http://www.heifered.org/getit/curriculum/default1.asp); [www.readtofeed.org/for\\_teachers\\_leaders\\_and\\_parents](http://www.readtofeed.org/for_teachers_leaders_and_parents)
7. Order Read to Feed curriculum, free video, teacher resources and many options for student use.
8. Books from Read to Feed concerning economics and children in developing nations for students to choose: [www.readtofeed.org/for\\_teachers\\_leaders\\_and\\_parents/books/default.asp?country=Sudan&title=&author=&keywords=&reading\\_level\\_grade=5+-+6&reading\\_level\\_age=12+and+up&continent=Africa&find=Find](http://www.readtofeed.org/for_teachers_leaders_and_parents/books/default.asp?country=Sudan&title=&author=&keywords=&reading_level_grade=5+-+6&reading_level_age=12+and+up&continent=Africa&find=Find)  
(This site also includes nonfiction & fictions books on countries of the world.)

### Additional Interdisciplinary Connections



- **Math** - create a pie graph from hunger; bar graph amount of money collected by student teams.
- **Language Arts** – selected reading, reading logs.
- **Science** – desertification effects in Africa.

9. Lists of content books for social studies or language arts teachers as resource:  
[www.bartleby.com](http://www.bartleby.com), <http://www.downloads.ncss.org/notable/notable2006.pdf>.
10. Forms for reading hours & pledge sheets (from site or student created one).  
Create cover letter informing parents of project.
11. Reflect on the project in a variety of ways. During/after: Think about your service learning experience. Think about movies, commercials or songs you have heard on the radio. Your job is to create a song, jingle or rap about your service learning experience. You may make your own melody, use one that you already know, or perform acappella. Be creative and make your song entertaining for the audience. Your completed song should reflect your service learning experience.

Clothesline: a clothesline is hung across the room. Students are given a paper tee-shirt and asked to design a logo or scene that shows the students feelings about their project. Students discuss tee-shirt designs before hanging them on the line.

Create a bookmark for "Read to Feed." One side with website sticker, the other side with 3 facts student learned from this service learning experience.

12. Reflect and evaluate the effectiveness of the project by completing the *Rubric for Assessing the Use of the Maryland's Seven Best Practices of Service-Learning* which can be found at [www.mdservice-learning.org](http://www.mdservice-learning.org).

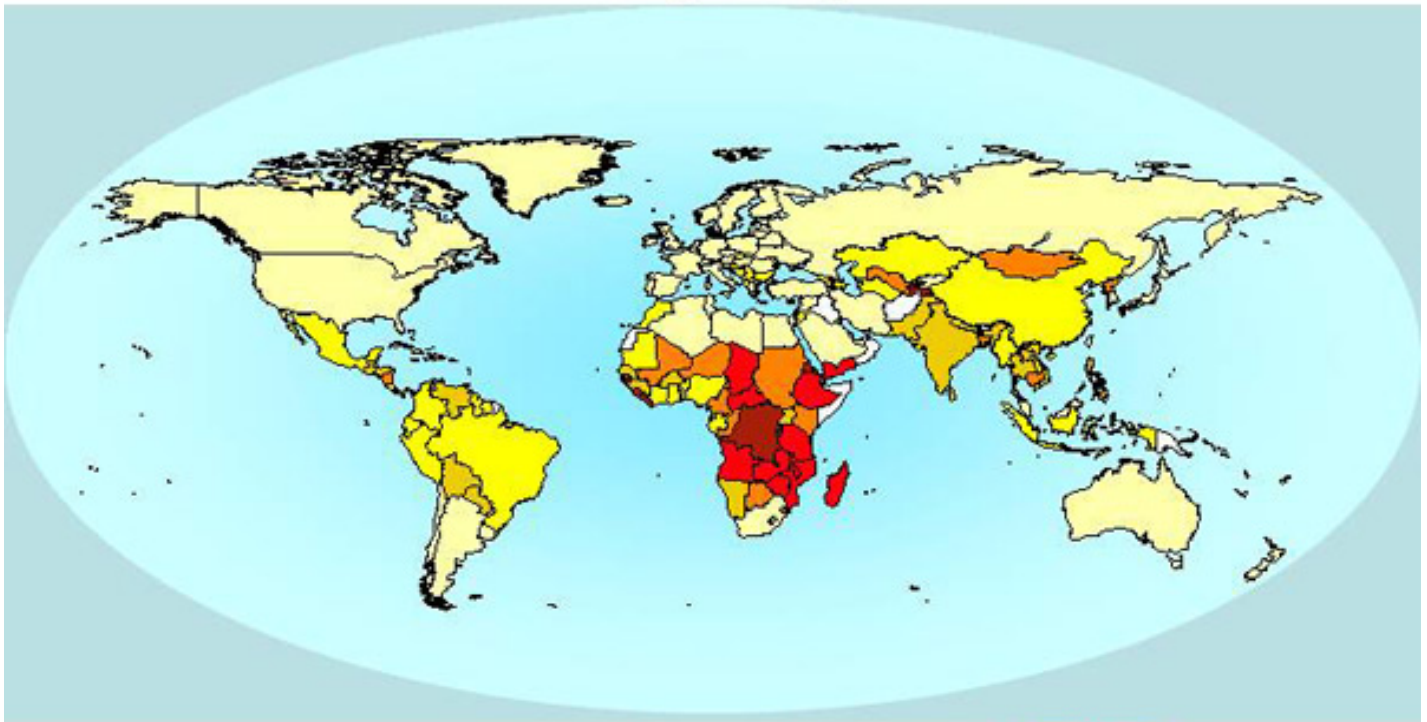
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[www.mdservice-learning.org](http://www.mdservice-learning.org)  
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# Hunger map



النسبة المئوية لسكان النقص الغذائي

營養不足人口

Undernourished population

Population sous-alimentée

Población subnutrida

2002-2004

