



Maryland State Department of Education
Service-Learning
Special Education Unit
Read to Feed (Modified)

Primary Subject: Social Studies – World Geography/ Africa (Modified)

Grade Level: 6th - 9th (Alt-MSA)

Additional Subject Area Connections:

Math, Language Arts, Science

Unit Title: Read to Feed (modified)

Type(s) of Service: Indirect, Direct, Advocacy

Students participating in service-learning projects have a wide range of abilities, challenges, and needs. Teachers and parents may provide a greater amount of guidance and assistance before, during, and at project completion. Procedures and steps described in the unit may be enhanced, modified, or excluded, as dictated by the needs of the students. Various assistive technologies may be used to meet the individual needs of students in order to complete the project.

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. (*indirect*)
- Visit a homeless shelter or food bank in the community and prepare a meal for the clients. (*direct*)
- Collect pledges in order to pay for food for the meal. (*indirect*)
- Decorate and construct buttons which educate fellow students and the local community about the issue of hunger. (*advocacy*)

Maryland State Curriculum Indicators

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
2. Use **geographic tools** to locate places and describe the **human** and **physical characteristics** in the contemporary 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- (Modified)*

1. Meet a recognized community need

Students will read books and collect pledges to raise money for the purpose of feeding the hungry at a local homeless shelter. Their project will address the issue of hunger in the local community. Students may read books at home or in the school setting. Books may be adapted through the use of a tool such as Boardmaker.

2. Achieve curricular objectives through service-learning

Students will explain how the current economic status impacts the community. Students will practice skills in math (counting books, matching money) and reading, including pre-reading skills, such as picture identification and word and/or letter identification.

3. Reflect throughout the service-learning experience

Students will record in their weekly reading log hours read and collect pledges for their chart. They will clothesline their final project experiences and create a picture or acrostic poem about their experiences.

4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)

Determine the number of books they wish to read and then collect pledges to match. Students will read the required number of minutes or books to meet the pledge.



5. Establish community partnerships

Create a partnership with a local homeless shelter or food bank.

6. Plan ahead for service-learning

The teacher and students will contact a local shelter. See procedures.

7. Equip students with knowledge and skills needed for service

Students will learn about decision making (what to read and how many minutes to pledge), time management (pages to read per night), problem solving (completing charts of time and calculate money to collect from pledges), and

responsibilities of citizenship. Students will have various speakers from the Maryland Food Bank and Catholic Charities present information about the topic of hunger in the local community.



Procedures with Resources:

Read to Feed

These procedures represent activities/outcomes that could be incorporated into service-learning lessons on this specific topic, but can also be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt these procedures 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 http://www.servicelearning.org/lisa/bring_learning/fullvideo.php
2. Review developing countries in Africa per curriculum. Create a Venn diagram to compare what is happening in Africa with student's experience in their community.
3. Brainstorm problems in developing countries and at home. How could you help?
4. Introduce the Food and Agriculture Organization's (FAO's) World Hunger Map, 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; 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. Select 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

Additional Interdisciplinary Connections



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

(This site also includes nonfiction & fictions books on countries of the world.)

9. Select content books for social studies or language arts teachers as resources: www.bartleby.com, <http://www.downloads.ncss.org/notable/notable2006.pdf>. Books from booklists may need to be adapted through tools like Boardmaker or through the use of a Powerpoint presentation.
10. Distribute student created forms for reading hours & pledge sheets. 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 and what you have learned. Students could also reflect through a 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. Students may also create an actual tee-shirt about their project. Another reflection could take the form of creating a bookmark for "Read to Feed." One side with website sticker, the other side with three facts student learned from this service-learning experience. The students who cannot independently complete projects can work with grade-level peers.
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.

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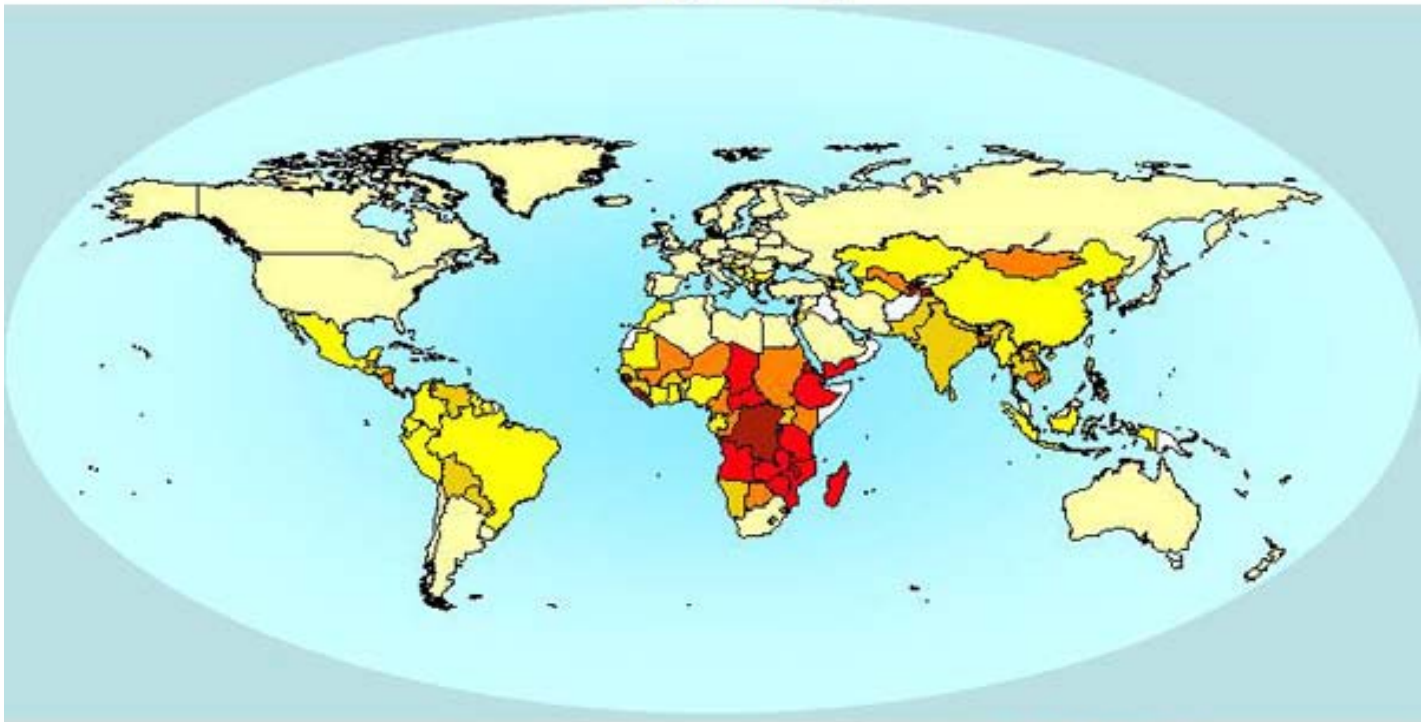


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FAO
Hunger map



النسبة المئوية لسكان النخبة

營養不足人口

Undernourished population

Population sous-alimentée

Población subnutrida

2002-2004



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