

AN INTEGRATED UNIT ON HOMELESSNESS FOR ELEMENTARY SCHOOLS

Together we can



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INTRODUCTION

The purpose of this unit is to raise awareness of Homelessness and to inspire individuals, classrooms and schools into action, thereby making a difference in the lives of others within local and global communities.

The unit has been designed for students from Grades 3 to 8 and has been field tested in a number of different school settings and at a variety of grade levels in the York Region District School Board, Ontario.

“Together We Can” was first conceived as a unit in 2003. It began to take shape as a unit following the development of a poem “Depends on Me and You” written by Karen’s daughter, Marina Steffensen. In her Grade 9 English class, Marina and the other students were asked to write a ballad about something on which they felt passionate. It was wintertime and the extreme cold and its effect on people who are homeless in downtown Toronto was presented one evening in several news stories. Marina immediately knew that this issue was something that she wanted to write about. When her poem was finished, she realized that it wasn’t sufficient to leave it merely as an English assignment, but instead, wanted to create something that would raise further awareness and gather funds directed towards helping the people in these dire circumstances. Thus, the bookmark initiative came into being.

Marina’s initial vision was that the published bookmarks with the poem would be sold for \$2. As Marina thought about how to spread the message of “Depends on Me and You”, she realized that proceeding alone meant a limited range of people might support this important cause. Her new strategy for the sale of the bookmark was to broaden the awareness of this issue by encouraging participation from children at schools within the York Region. She wondered if all the York Region schools would take on the challenge of creating their own poem or collection of poems, produce their own designs for the published bookmarks and then sell them to continue to raise both awareness and funds for people who are homeless. Karen piloted this initiative, sharing it with her own class of Grade 3 and 4 students. After presenting the published bookmark and poem to her class and discussing ways to “change the world”, the children decided that they’d like to focus on making a difference for people who are homeless in the York Region.

Realizing the children needed to gain greater understanding of this very complex social issue, Karen consulted with Diana Gooley, a parent of a student in Karen’s class and together Karen and Diana began ways to develop understanding of Homelessness with the students. Diana Gooley, who was a teacher at another school within the York Region District School Board, became very supportive of the initiative, sourcing out picture books and other resources that Karen could use with her Grade 3 and 4 class. At her own school, Clearmeadow Public, Diana field-tested some of the lessons that had been developed by her and Karen, in order to see how they would work with older grades. Karen and Diana met frequently to talk about the direction this unit would take and together, they developed the initial outline and list of resources that would be used in the unit. The initial subtasks that were created in 2003 are the basis of the current 2008 unit.

Development of the children’s understanding of this complex issue and the focus on Empathy, was linked to the Character Education initiative within the York Region. The school, Oak Ridges Public, was creating a school wide Character Education showcase of key messages from each of its classes. Karen worked with the students in her Grade 3 and 4 class to create the Empathy quilt intended to consolidate their feelings about Homelessness and also act as the culminating task to the unit. The Empathy quilt was displayed along with the other messages related to the Character traits in the York Region’s Character Education initiative.



The students in Karen's class didn't want to stop their Homelessness work at this stage, but instead, wanted to find ways to continue Marina's initial bookmark initiative. The idea of writing a song, making a CD and selling it along with the bookmarks came from the Grade 3 and 4 students. In November 2003, the song "Together We Can" was written by Karen and revised and edited by her students ensuring that the story and message that the song would share with others was what they could agree upon. Some Grade 8 members of the choir joined in this cause and participated in the recording of the CD. These Grade 8 students organized several bookmark and CD sales at the school and at various community events. The initial launch of the CD took place at the holiday concert in December 2003, raising over \$500 in sales.

In January, 2004, the Grade 8 students organized the sale of hot chocolate and a bookmark for \$2 and raised additional funds for their cause. These students acted as ambassadors for the "Together We Can" project by being in attendance at the Poverty and Classism Conference held in the York Region in January 2004. They created a display of bookmarks, CDs and the initial publication of the unit for teachers and community members and organizations in attendance at this conference. Over the next 5 months, over \$1200 was raised and donated to the Out of the Cold program and the Transitional and Supportive Housing of the York Region.

Street Kids International's Emma Rooney became interested in utilizing Marina's bookmark, as well as the Empathy quilt. Emma used these when doing presentations to high school youth in the York Region. The Empathy quilt was displayed throughout the 2004 year and the bookmarks were distributed at several Street Kid International presentations made by Emma, in order to raise student awareness of Homelessness and to develop a sense of agency for this issue.

The current unit, developed in the fall of 2008, has been developed and written in a way that allows for teachers from any province to use the ideas. The inclusion of media literacy is a new feature of this current unit in order to reflect the emergent definition of literacy and literacy instruction. It is an integrated unit with curriculum connections to Language Arts, Music, Drama, Art, Dance, Mathematics, Social Studies and Character Education. The learning engagements presented in the unit are not linked to specific expectations within a specific Provincial curriculum, but rather, identify broader learning outcomes that exist within a wide number of Provincial curricula. Each learning engagement is designed to stand alone so that teachers can select the ones they wish to use with their class. It is not a requirement to complete all of the learning engagements nor do the learning engagements need to be done in the order that they are presented in the unit.

As students move through the various learning engagements, they will gain further understanding of the complexity of Homelessness. Through ongoing dialogue and meaningful interaction, students will have opportunity to further refine their perspectives and beliefs surrounding this very complex social issue.

- Karen Steffensen -

The purpose of this unit is to raise awareness of Homelessness and to inspire individuals, classrooms and schools into action, thereby making a difference in the lives of others within local and global communities.

GETTING READY TO TEACH HOMELESSNESS

Preparing to Teach

In order to effectively engage students in learning about homelessness, it is important for teachers to prepare. The Homeless Hub provides a number of resources that educators can use to learn more about the subject matter. These resources include special plain language summaries of key issues and questions, an extensive resource library, videos and arts-based research. It is recommended that all teachers explore these resources, and familiarize themselves with the site. The key resources for teachers include:

- **Resources for Teachers** - On the Homeless Hub's Education (www.homelesshub.ca/Education) page there is a tab that reads Resources for Teachers. This tab takes you to a page with a large number of short, plain language reports that highlight key information about homelessness.
- **Topics** - The Homeless Hub's Topics section (www.homelesshub.ca/Topics) breaks down homelessness issues into key topics and subtopics. Each of these includes a non-technical description and list of related articles that will enhance the descriptive text provided. One can easily learn a lot about homelessness by simply browsing through the topics.
- **Experiences** - The Experiences section of the Hub (www.homelesshub.ca/Experiences) found on the Homeless Hub's Experiences page (contains a number of first hand stories and accounts from people who have experienced homelessness. These are useful resources for educators, students and learners who want to go directly 'to the source'.
- **Research Library** - The Homeless Hub has the most extensive research library on homelessness in the world, with over 25,000 resources and counting. Search for articles, reports, videos and other resources (www.homelesshub.ca/Library).

Resources for Students

Many of these resources found in the For Students section of the Hub (<http://www.homelesshub.ca/Topics/For-Students-163.aspx>) can also be used as handouts and teaching resources. This section provides a lot of easy to understand information on homelessness, including short reports, Q and As, etc. Teachers are encouraged to direct students who wish to learn more about homelessness to the Homeless Hub and use the research library.

List of learning engagements:

- If You Could Change the World...
- Fly Away Home
- Family Under the Bridge
- Gettin' Through Thursday
- Critical Literacy - Who are Homeless People?
- Another Day in Paradise
- Poetry Quilt
- Multi Media Presentation

The Rationale: Defining the Purpose of Study

The purpose of this unit is to raise awareness of Homelessness and to inspire individuals, classrooms and schools into action, thereby making a difference in the lives of others within local and global communities.

The unit has been designed for students from Grades 3 to 8 and has been field tested in a number of different school settings and at a variety of grade levels in the York Region District School Board, Ontario.

The learning engagements presented in this unit are not linked to specific expectations within a specific Provincial curriculum, but rather identify broader learning outcomes that exist within a wide number of Provincial Curricula. Each learning engagement is designed to stand alone, so that teachers can select the one(s) they wish to use with their class. It is not a requirement to complete all of the learning engagements nor do they need to be done in the order that they are presented in this unit.

As students move through the various learning engagements, they will gain further understanding of the complexity of Homelessness. Through ongoing dialogue and meaningful interaction, students will have opportunity to refine their perspectives and beliefs surrounding this topic.

Curriculum Connections:

Language Arts

- Reading
- Writing
- Oral Communication
- Media Literacy

Mathematics

Social Studies

Character Education

The Arts

- Art
- Drama
- Music
- Dance

LESSON 1

Lesson Plan Title: If I Could Change the World

Step By Step Procedures:

5 mins

- The learning engagement begins with a **Read Aloud** of the book “DREAM” by Susan V Bosak. (See Appendix 1 for the annotated bibliography for this book).

15 mins

- Following the book “DREAM”, a poem entitled “**Depends on Me and You**”, written by a Grade 9 student, is read to the students. The poem (found in Appendix 2) was made into a bookmark that was sold in local and school communities within the York Region District School Board, Ontario, to raise money for people who are homeless. The bookmark project is presented to the students in order to demonstrate how one student took action in order to change awareness of Homelessness within the York Region and city of Toronto. Students are invited to consider engaging in a similar initiative that will raise awareness of Homelessness amongst their peers and their community.
- After some reflection and discussion on the book “DREAM” and bookmark, students are asked to **think** about their community and the world, in particular, the things they are concerned about or wish they could change. After some time for thinking and self-reflection, students share their ideas with one another through a **think/pair/share** process, followed by a whole class sharing of ideas, thoughts, and feelings regarding what they would like to change in the world. The ideas are recorded on a **brainstorming web** with a central title “**If I could change the world...**” or “**My dream for the world...**”

10 mins

- Each student is provided with one or two stickers and is asked to put his/her sticker(s) beside the idea or ideas listed on the brainstorming chart that they'd like to take action on. The **dot matrix** that is created becomes the action framework for this unit. “Together We Can Make a Difference” is launched through the collective commitment of energies to the ideas generated by the class brainstorming process.

30 mins

- Students are asked to write a **journal entry** about their feelings or thoughts for the identified issue that they feel deeply or passionately about. The students’ journals can be written in a form that best communicates their individual feelings (e.g. video essay, poem, art piece, etc.).

NOTE: As an **extension lesson**, students can work together to **create a survey** that asks other classes within the school or members of their family about areas that could be a focus for change in the world. The data collected from the survey can be brought back to class for further analysis.

Theme and General Goals:

This lesson is intended to demonstrate how the actions of one student could create change and raise awareness about homelessness.

Learning Outcomes:

Language Arts

- Oral Communication
- Journal Writing
- Persuasive Writing

Character Education

- Empathy
- Perseverance

Mathematics

- Designing surveys
- Dot matrix
- Data analysis

LESSON 2

Lesson Plan Title: Fly Away Home

Step By Step Procedures:

40 mins

- These picture books are read to the class as **Read Alouds** or **Shared Readings** over a period of several weeks. Throughout these reading experiences, teachers can take the opportunity to develop **comprehension strategies** such as **prediction, questioning, visualization, synthesizing and making connections**.

Teachers are to choose from the following books:

<u>Fly Away Home</u>	by Eve Bunting
<u>Going Home</u>	by Eve Bunting
<u>December</u>	by Eve Bunting
<u>Way Home</u>	by Libby Hathorn
<u>Sam & the Lucky Money</u>	by Karen Chinn
<u>I Can Hear the Sun</u>	by Patricia Polacco
<u>Gettin' Through Thursday</u>	by Melrose Cooper
<u>Uncle Willie & the Soup Kitchen</u>	by DyAnne Di Salvo-Ryan
<u>Someplace to Go</u>	by Maria Testa,
<u>A Day's Work</u>	by Eve Bunting
<u>A Castle on Viola Street</u>	by DyAnne Di Salvo-Ryan
<u>Gentle Giant</u>	by Michael Morpurgo
<u>Trupp</u>	by Janell Cannon
<u>Mr. Bow Tie</u>	by Karen Barbour
<u>Lady in the Box</u>	by Ann McGovern
<u>Tight Times</u>	by Barbara Shook Hazen
<u>The Little Match Girl</u>	by Hans Christian Anderson
<u>We are all in the Dumps with Jack & Guy</u>	by Maurice Sendak

See Appendix 1 for the Annotated Bibliography for this collection of books.

NOTE: Extensions - 40 minutes or several class periods, depending on the complexity of the chosen extension activity.

Theme and General Goals:

In this learning engagement, students will have an opportunity to further develop their understanding of Homelessness through the reading of a series of picture books that are linked to this topic.

Learning Outcomes:

Language Arts

- Reading
- Writing
- Media
- Oral Communication (Making Connections)

Character Education

- Empathy
- Perseverance
- Courage

Art, Music & Drama

- Representations of Stories

Social Studies

- Government
- Community

LESSON 2

Lesson Plan Title: Fly Away Home

EXTENSION ACTIVITY

Suggested extension activities for the book collection:

- Write a letter to one of the characters in the story.
- Write a letter to the author asking some key questions regarding the characters and the situations captured, or that simply expresses personal feelings regarding the story.
- Write a letter to a political figure in the community to inspire action towards changing homelessness within the community or country.
- Create a story map of the book.
- Act out, in tableau or dance, key scenes from the story.
- Act as a television or radio journalist interviewing the characters regarding the situations depicted in the story. Capture this interview as a Podcast.
- Write a journal or diary entry from the perspective of one of the characters in the book, expressing thoughts and feelings.
- Act as a newspaper journalist interviewing different characters from the story seeking the different points of view.
- Create a Blog or Podcast for the key characters or ideas expressed or captured in the story.
- Represent, through a musical creation (e.g. using garage band) or artistic representation (e.g. creating a mural), the main feelings associated with the characters and situations presented in the story.
- Create a photo essay using iMovie, Movie Maker or PowerPoint that represents a particular point of view or several points of view in the story.
- Create a diorama or triorama for the main characters and ideas in the story.

Please note:

Time allocated to each activity will vary, depending on which extension activity is selected.

LESSON 3

Lesson Plan Title: Family Under the Bridge

Step By Step Procedures:

15 - 20 mins

- Read the novel “Family Under the Bridge”, by Natalie Savage Carlson.

10 - 12 hours

- Upon completion of the novel, each student will create a **visual representation** of a self-selected scene from the book (e.g. diorama, watercolor painting, mixed media collage, or computer-generated presentation using a program such as **KidPix**, **iMovie** or **Movie Maker**).
- As an alternative representation of the story, students could create a **Claymation** movie of a scene of their choosing from the novel, adding dialogue and background music using the program **Garage Band**. This Claymation movie would be captured in **iMovie** or **Movie Maker**. It could also be shared as a **Podcast**.

NOTE: Instead of completing the book as a Read Aloud, alternatively, the “**Novel in an Hour**” technique can be used. In this technique, the class is divided into groups. Each group is responsible for reading an assigned chapter and deciding upon and designing a way of presenting their chapter to the rest of the class. These representations can be done through drama, art, or music representations or via technology (e.g. creating a PowerPoint, HyperStudio or KidPix slideshow for the chapter).

Theme and General Goals:

In this learning engagement, students will have an opportunity to read the novel “Family Under the Bridge”, by Natalie Savage Carlson. The teacher can read the novel to the class over a period of several days, as a **Read Aloud**. (The annotated bibliography for this novel can be found in Appendix 1).

Learning Outcomes:

Language Arts

- Reading
- Writing
- Media
- Oral Communication (Making Connections, Synthesizing)

Character Education

- Empathy
- Perseverance
- Courage

Art, Music & Drama, Technology

- Representations of Stories

LESSON 4

Lesson Plan Title: Gettin' Through Thursday

Step By Step Procedures:

- Students are allocated a weekly budget in order to “buy” food for a week, for a family of 3 or 4. Several additional lessons on nutrition can be embedded into the learning engagement, in order to enhance students’ knowledge of healthy food choices. For enrichment, students can calculate the cost of living for a month and a year, based on the determined weekly costs for food.
- Students will use advertizing flyers from local grocery stores in order to select the items they will “purchase”, based on the money in their budget. They cut out the pictures of the items shown in the flyers for their “purchases” and create a list of the items. They are asked to provide an itemized total for their purchases.
- For older grades, statistics on poverty levels and minimum wage can be provided to supplement the knowledge surrounding the difficulties associated with existing on a limited income. Students can also create a budget and track expenses in a spreadsheet format. Graphs can be created to represent the percentages of income allocated to the various basic needs.
- In addition to the itemized grocery list, students can be asked to develop a presentation for the information they have gathered (e.g. a PowerPoint presentation, a bristol board poster of food choices and costs).
- As an extension, students can be asked to create a poster that inspires others to help families or individuals in need (e.g. donate to the local food bank, help the hungry etc.).

Time Allocated for Learning Engagement:

- 3 to 4 (40 minute) Math classes
- 3 to 4 (40 minute) Health classes, learning about healthy food choices
- **Extension activity** - 2 to 3 (60 minute) Art classes

Theme and General Goals:

In this learning engagement students are presented with the challenge of living on a limited income. This activity should follow the reading of the picture book “**Gettin’ Through Thursday**” by Melrose Cooper. (The annotated bibliography for this book is found in **Appendix 1**).

Learning Outcomes:

Mathematics

- Number Sense
- Money
- Data Management

Language Arts

- Media Literacy (Poster or PowerPoint, Bristol Board presentations)

Health

- Food and Nutrition

LESSON 5

Lesson Plan Title: Who Are Homeless People?

Step By Step Procedures:

The following books may be used for this learning engagement. Also visit the “**Experiences**” on page on the **Homeless Hub** website (www.homelesshub.ca) for more non-fiction stories.

<u>Changing Places: A Kid’s View of Shelter Living</u>	by Judy Wallace
<u>A Kid’s Guide to Hunger and Homelessness</u>	by Cathryn Berger Kaye
<u>Home is Where We Live, Life in a Shelter</u>	by Jane Hertensten
<u>Through a Young Girl’s Eyes</u>	

- The initiating activity for this learning engagement involves students completing an **Anticipation Guide** for some statements about people who are homeless. (Blackline Masters 1 and 2). Through this initiating activity, students will discover personal biases and activate prior knowledge about this topic.
- Students will then engage in a series of reading activities in whole class or small group settings in order to understand the information presented in each selected text. Reading strategies such as **Making Connections, Inferring, Questioning, Determining Importance** and **Synthesizing** are the focus for these various reading activities.
- After participation in each reading activity, students represent their understanding in the form of a learning log. The learning log can be structured in the form of “**Retell, Relate and Reflect**”. Alternatively, students may write their thoughts and feelings in the form of a series of journal entries. Students are also asked to participate in a comparison of information from each of the texts, as “**text to text**” connections.
- At the end of the learning engagement students will revisit their Anticipation Guides in order to ascertain if their thinking about people who are homeless has changed.

Time Allocated for Learning Engagement:

- 4 to 5 (50 or 60 minute) Classes

Theme and General Goals:

This set of critical literacy activities leads the students through the reading and analysis of a series of articles and non-fiction texts about Homelessness. After completing the critical literacy activities for the various non-fiction texts, students will strengthen their sense of empathy and compassion for others.

Learning Outcomes:

Language Arts

- Reading Strategies (Inferring, Questioning, Determining importance, Synthesizing)
- Critical Literacy

Social Studies

- Government
- Community

Character Education

- Empathy
- Compassion

LESSON 6

Lesson Plan Title: Another Day in Paradise

Step By Step Procedures:

20 mins

- Students are provided with the four verses of the song, each line of the song is written on a separate strip of paper (See Blackline Master 3). In a **text reconstruction activity**, students work in cooperative groups to try to put the song into the correct order, line by line.

30 mins

- Once they have completed this, each group shares their version of the song. These group-generated versions of the song are compared to the original lyrics as written by Phil Collins. Analysis is made regarding the impact of the order of the lines and verses of the entire song and how the emphasis is altered with slight changes in this order.
- A lesson on the **song structure** is given, looking both at the lyrics as well as the melody within Phil Collins song.

50 mins x 2 classes

- **Writing a ballad**, as a poetry form, becomes the focus of the rest of the learning engagement.
- Students have an opportunity to revisit the poem “**Depends on Me and You**” (Appendix 2). They are taken through deconstruction of this poem’s ballad form. Students are encouraged to write their own ballad related to the topic of Poverty or Homelessness.

50 mins x 3 classes

- The second stage of the writing process involves **setting lyrics to music**.
- The song “**Together We Can**” is presented to the students. This song was written to support a fundraising initiative by a York Region District School Board class of Grade 3 and 4 students as they completed their unit on Homelessness. Money from the sale of the CD, which features the students from the Grade 3 and 4 class singing, was given to the Out of the Cold and York Region Transitional and Supportive Housing Services of the York Region. (An MP3 file of this song is found in Appendix 3)
- Students are taken through the process of song writing, transforming their original ballads into songs. Emphasis on **melody, rhythm, and song form** is given. Alternatively, the class can be lead through a **Shared Writing** of a song, building the song melody and structure together.

Time Allocated for Learning Engagement:

- Over a period of 5 to 10 (50 Minute) classes

Theme and General Goals:

This learning engagement involves the analysis of the lyrics in the song “**Another Day in Paradise**” by Phil Collins and subsequent creation of an original ballad and song.

Learning Outcomes:

Language Arts

- Writing (Ballad Form)
- Text Reconstruction and Deconstruction

Music

- Mood
- Form
- Lyrics
- Melody
- Choral Singing (Performance Technique)

Social Studies

- Community

Character Education

- Empathy
- Compassion
- Responsibility
- Initiative

LESSON 7

Lesson Plan Title: Poetry Quilt

Step By Step Procedures:

The students will need to be familiar with the various forms of poetry prior to writing their own poem, so teachers should spend several classes reviewing or teaching these poetry forms. Some suggested poetry forms that will suit the quilt presentation style are:

- Haiku
- Cinquain
- Diamante
- Acrostic
- Free Verse

An alternate presentation format for the poems is to create a Multi Media show that features each student's artwork and poems with accompanying music and voices of the children reading their poem. A Podcast capturing this poetry collection could be made or a PowerPoint or Keynote presentation could be used for the purpose of presenting the poetry collection.

Time Allocated for Learning Engagement:

- Poetry - 3 to 5 (40 minute) classes
- Quilt square design and creation - 3 to 4 (60 minute) classes

Theme and General Goals:

This learning engagement is to be used as a culminating task for the unit. Students will represent their feelings and understanding of Homelessness in the form of a poem. The poems are to be completed on fabric squares, which are painted with images that support the poem message. Fabric paint and fabric markers are used to complete the individual quilt squares. The individual squares are sewn together to create a class quilt on **Empathy**. (See **Appendix 5** for an example of the quilt and individual squares)

Learning Outcomes:

Language Arts

- Reading - Text to self Connections
- Writing - Poetry
- Media Literacy - Presentation of poetry collection

Art

- Quilt square images and designs to support poem message

Character Education

- Empathy
- Compassion

LESSON 8

Lesson Plan Title: Multimedia Presentation

Step By Step Procedures:

60 mins x 5-10 classes

Students are encouraged to identify the main learning points they would like their audience to come away with from the presentation. They are encouraged to inspire others into action in order to make a difference for this complex and challenging social issue.

Students have a choice of format for their multimedia presentations. They may:

- Create movies using **iMovie** or **Movie Maker**,
- Create **Podcasts** using Garage Band,
- Create **HyperStudio** presentations,
- Create **PowerPoint** or **Keynote** presentations.
- For the younger grades **KidPix** slide shows can be used as an alternate presentation format.

Students need to be familiar with these various forms of multi-media presentations, so teachers will need to allocate class time teaching students the important elements of these programs.

Students should develop their presentation on a storyboard, spending time on the key words and images that they wish to embed in the presentation. A collection of images should be made available to students for use in their planning as well as in their final presentations.

Students can also create their own collection of images through painting, drawing, collage or photography. These images are meant to capture the feelings, messages and ideas they wish to convey about Homelessness.

Students can create original music using GarageBand or can choose from a collection of soundtracks that will be used in their presentation.

The finished presentations can be shown in a variety of school and community settings in order to raise awareness of this important social issue.

Theme and General Goals:

This learning engagement is designed as a culminating activity to the unit on Homelessness.

In this learning engagement students have an opportunity to work in small groups to create a multimedia presentation with key messages about poverty and Homelessness.

Learning Outcomes:

Language Arts

- Media Literacy
- Oral Communication

Art

- Images or photographs created by students

Music

- Creation of soundtracks

Art

- Students may decide to film themselves delivering the key messages via a dramatic presentation or dance.

Character Education

- Empathy
- Compassion

APPENDIX 1

Annotated Bibliography

Picture Books/Novels

- | | |
|-------------------------------------------------------------------------|--------------------------------|
| 1. Dream | Susan V. Bosak |
| 2. Family Under the Bridge | Natalie S. Carlson |
| 3. Changing Places: A Kid's View of Shelter Living | Judy Wallace |
| 4. A Kid's Guide to Hunger and Homelessness | Cathryn Berger Kaye |
| 5. Home is Where We Live, Life in a Shelter Through a Young Girl's Eyes | Jane Hertensten |
| 6. Fly Away Home | Eve Bunting |
| 7. Going Home | Eve Bunting |
| 8. December | Eve Bunting |
| 9. Way Home | Libby Hathorn & Gregory Rogers |
| 10. Sam and the Lucky Money | Karen Chinn |
| 11. I Can Hear the Sun | Patricia Polacco |
| 12. Gettin' Through Thursday | Melrose Cooper |
| 13. Uncle Willie and the Soup Kitchen | DyAnne DiSalvo-Ryan |
| 14. Someplace to Go | Maria Testa |
| 15. A Day's Work | Eve Bunting |
| 16. A Castle on Viola Street | Dyanne Di Salvo-Ryan |
| 17. Gentle Giant | Michael Morppurgo |
| 18. Mr. Bow Tie | Karen Barbour |
| 19. Trupp | Janell Cannon |
| 20. Lady in the Box | Ann McGovern |
| 21. Tight Times | Barbara Shook Hazen |
| 22. We Are All in the Dumps With Jack and Guy | Maurice Sendak |
| 23. The Little Match Girl | Hans Christian Andersen |
| 24. The Family Under the Bridge | Natalie Savage Carlson |

1. Dream

2004

Author: Susan V. Bosak

Publisher: TCP Press

Here is a book that reveals more with each reading. The story begins at the end of the rainbow as you open the Dream Chest, a portal between "what is" and "what can be." A wise old star emerges as your guide and asks, "What's your dream?"

2. Family Under the Bridge

1989

Author: Nathalie Savard Carlson

Publisher: Harper Collins

Armand is a homeless man who lives in Paris, under a bridge. He begs and does odd jobs for money to take care of himself and buy food. One day he finds a mother and her three children in his "home", under the bridge. At first he is gruff and unhappy about sharing the bridge, but in time he begins to like and help care for this poor homeless family.

3. Changing Places: A Kid's View of Shelter Living

1992

Author: Judy Wallace

Publisher: Gryphon House

The voices of eight homeless children, ages 6-13, are captured here with stunning illustrations that give you a poignant look at shelter life. Here's the voice of Roberto: "Guess what! Mama and I stopped at this Mexican restaurant -- she talked the owner into a job! She's gonna cook enchiladas for pay -- ALL RIGHT, MAMA!" Changing Places acquaints children with the issues of homelessness and poverty. It shows, too, how similar children are in their wants, needs, likes and dislikes, no matter what the circumstances.

4. A Kid's Guide to Hunger and Homelessness

2007

Author: Cathryn Berger Kaye

Publisher: Free Spirit Publishing

Kids learn about the causes and effects of hunger and homelessness, read about what other people have done and are doing to help, explore what their community needs, and develop a service project.

-
- 5. Home is Where We Live, Life in a Shelter Through a Young Girl's Eyes** 1995
Author: Jane Hertensten Publisher: Cornerstone Press
The trouble and the comfort a child feels in a Chicago homeless shelter is movingly expressed in collage photos and a simple story, based on the experience of a 10-year-old girl.
- 6. Fly Away Home** 1991
Author: Eve Bunting Illustrator: Ronald Himler Publisher: Clarion
This book tells a touching story of a homeless boy and his father who move from terminal to terminal in an airport, trying not to be noticed and discovered. The boy expresses frustration about being homeless, yet he has hope for the future.
**Note* This is also the main selection on a Reading Rainbow Video*
- 7. Going Home** 1996
Author: Eve Bunting Illustrator: David Diaz Publisher: Harper Collins
Home can be anywhere, because it stays in the hearts of the people who love you.
A family travels back to visit their home town in Mexico and the children discover the reasons why their parents left for California to create 'opportunities' for their children.
- 8. December** 1997
Author: Eve Bunting Illustrator: David Diaz Publisher: Harcourt Brace
Young Simon and his mother are homeless, living on the streets in a house they made from cardboard boxes. They share their love with a stranger, who has even less than they do, on Christmas Eve.
- 9. Way Home** 1994
Author: Libby Hawthorne Publisher: Crown
Shane finds a no-name stray cat and takes it through the dangers of the city to his home, a corner of an alley.
- 10. Sam and the Lucky Money** 1995
Author: Karen Chinn Publisher: Lee & Low Books
This year Sam gets to spend his New Year's Gift money any way he chooses. Shopping carefully in his favourite Chinatown stores, he is disappointed to find that everything he wants is too expensive. Sam donates his money instead to a barefoot homeless man.
- 11. I Can Hear the Sun** 1996
Author: Patricia Polacco Publisher: Philomel
Stephani Michelle, who cares for animals and listens to the sun, believes the homeless child, Fondo, when he tells her that the geese have invited him to fly away with them.
- 12. Gettin' Through Thursday** 1998
Author: Melrose Cooper Publisher: Lee and Lowe Books
The day before mother's payday (Thursday) is always a bad day, things are tight and everything seems to run out.
- 13. Uncle Willie and the Soup Kitchen** 1997
Author: DyAnne DiSalvo-Ryan Publisher: Morrow
A boy spends the day with Uncle Willie in the soup kitchen where he works with others preparing and serving food for the hungry. And in the process, he helps make a difference in his neighbours' lives.
- 14. Someplace to Go** 1996
Author: Maria Testa Publisher: Albert Whitman
Unlike his classmates, Davey has no home to return to after school. He spends his time after school trying to keep safe and warm until he can meet his mother and older brother when the shelter opens at eight o'clock.
- 15. A Day's Work** 1999
Author: Eve Bunting Publisher: Clarion
When Francisco, a young Mexican American boy, tries to help his grandfather find work, he discovers that even though the old man cannot speak English, he has something even more valuable to teach Francisco.
-

16. A Castle on Viola Street

2001

Author: DyAnne DiSalvo-RyanPublisher: Harper Collins

Andy is so used to his family's small, run-down apartment that he has never imagined living anywhere else--especially not in a new house with a garden and a porch. Such houses seem like castles to him. But when he hears about an organization that turns abandoned houses into homes, he discovers that his castle isn't in the clouds--it's on Viola Street. And with some hard work and community caring, it could be his very own.

17. Gentle Giant

2003

Author: Michael MorpurgoIllustrator: Michael FormanPublisher: Harper Collins

On a small island way out in the middle of a silver lake there once lived a sad, orphaned, young man. He was sad because he had grown up into a giant of a man, very big, very strong and very frightening. Because of this, no one liked to go near him. So his only friends were the wild creatures that lived all around him. Then one day, he saves a girl from drowning. Little does he know how she is going to change his life forever.

18. Mr. Bow Tie

1991

Author: Karen BarbourPublisher: Harcourt

A Family befriends a homeless man living on the streets, helping him find his family.

19. Trupp

1995

Author: Janell CannonPublisher: Harcourt

Disguised to protect his identity, Trupp the fuzzhead encounters the world of humans. A story of social acceptance, homeless people, determinations and kindness.

20. The Lady in the Box

1997

Author: Ann McGovernPublisher: Turtle Books

When Lizzie and Ben discover a homeless woman living in their neighborhood, they must reconcile their desire to help her with their mother's warning not to talk to strangers. When the siblings decide to help the woman, they make a new friend and become concerned and involved members of their community.

21. Tight Times

1984

Author: Barbara Shook HazenPublisher: Penguin

A small boy, not allowed to have a dog because times are tight, finds a starving kitten in a trash can on the same day his father loses his job.

22. We Are All in the Dumps With Jack and Guy

1993

Author: Maurice SendakPublisher: Harper Collins

This book joins together 2 traditional nursery rhymes with illustrations depicting the plight and eventual triumph of orphaned and homeless children.

23. The Little Match Girl (The Little Match-Seller)

1846

Author: Hans Christian Andersen

Set in winter on the eve of a new year. Unable to return home until she has sold some matches, a little girl huddles on a street corner trying to get warm. As she tries to keep warm, she dreams of lovely things like warmth, food, home and happiness. Her final vision is of her grandmother there to take her away.

APPENDIX 2

“Depends on Me and You” Bookmark



APPENDIX 3

Pictures of Poetry Quilt

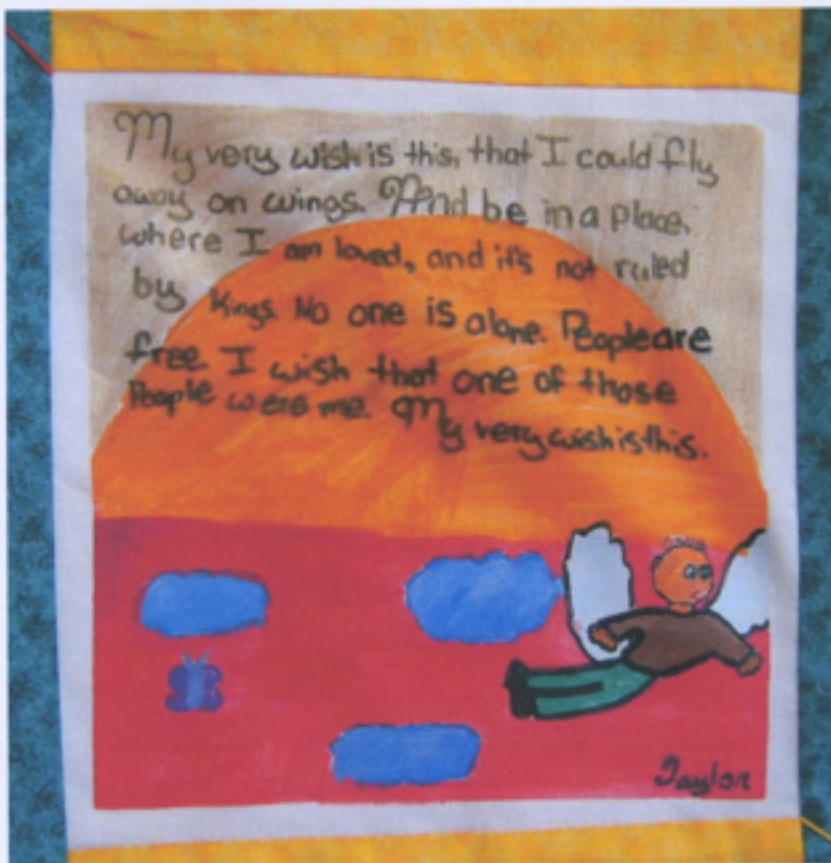
Example Of Class Quilt Created by Grades 3 and 4 Students



APPENDIX 3

Pictures of Poetry Quilt, cont'd

Example Of Individual Quilt Square Created by Grade 4 Student



APPENDIX 3

Pictures of Poetry Quilt, cont'd

**Example of Individual Quilt Square
Created by Grade 3 Student**

RESOURCES

Blackline Masters – Anticipation Guide

Circle whether you think the statement is True or False.

Problems Related to Homelessness and Related Emotions

1. **True/ False:** Over 742 million people in the world are now judged by the UN to be hungry or starving.

Do all people in our community have plenty of different kinds of food to eat? **Yes** _____ **No** _____

2. **True/ False:** Over 478 million people in the world (more than all the people in the U.S.) do not have a permanent weatherproof shelter to live in.

Does everyone in our community have a permanent home or shelter to live in? **Yes** _____ **No** _____

3. **True/ False:** Only 1 out of 7,250 people (about 10 times the number of students in the average school) in the world has a TV to watch.

Does everyone in our community have a TV to entertain them? **Yes** _____ **No** _____

4. **True/ False:** Over 834 million people in the world have only one set of clothes to wear. Many more have no shoes, no coat, and no underwear.

Does everyone in our community have enough different kinds of clothes to wear? **Yes** _____ **No** _____

5. **True/ False:** Over 742 million people in the world die every year because of lack of medical care.

There is a doctor and medicine to help me get well? **Yes** _____ **No** _____

6. **True/ False:** Only 1 out of 8,055 people in the world (about 12 times the number of students in the average school) has a refrigerator and stove in the home.

Is there a refrigerator and a stove for cooking where I live? **Yes** _____ **No** _____

7. **True/ False:** Over 451 million people in the world do not own a radio or stereo.

Are there several valuable radios or stereos available to everyone in our community? **Yes** _____ **No** _____

8. **True/ False:** Only 1 out of 760 children in the world (about the number of ALL the children in the average school) has the chance to learn to read and write and calculate.

Does everyone here have a chance to learn to read, write and learn about numbers? **Yes** _____ **No** _____

9. **True/ False:** Only 1 out of 758 million people in this world has hot and cold running water and an indoor private bathroom in the home.

Does everyone have hot and cold running water and an indoor bathroom in our community? **Yes** _____ **No** _____

RESOURCES

Blackline Masters – Survey

Read each statement about people who are homeless. Decide where on the rating scale each statement fits for you.

Scale:

1	2	3	4	5
<i>strongly disagree</i>	<i>disagree</i>	<i>not sure</i>	<i>agree</i>	<i>strongly agree</i>

- _____ “They got themselves into this trouble and they can get themselves out.”
- _____ “Most homeless people are drunks or drug addicts so helping the homeless is at the bottom of my list.”
- _____ “I can’t imagine not having a place to sleep. I’ll do whatever I can to help.”
- _____ “The homeless are just lazy people who don’t want to work.”
- _____ “I can’t pay all of my own bills, so how can I help anyone else?”
- _____ “I give any extra money I have, but I don’t have much.”
- _____ “Here we are one the richest countries in the world and we can’t even care for our own people.”
- _____ “Helping people who are homeless is more important than repairing the streets.”

RESOURCES

Blackline Masters – Lyrics “Another Day in Paradise”

Another Day in Paradise

Lyrics and Song by Phil Collins

She calls out to the man on the street,
“Sir can you help me?”
It’s cold and I’ve nowhere to sleep.
Is there somewhere you can tell me?

Verse 2

He walks on, doesn’t look back,
He pretends he cannot hear her
Starts to whistle as he crosses the street,
Seems embarrassed to be there.

Chorus:

**Oh think twice ‘cause it’s another day for you and me in
Paradise
Oh think twice ‘cause it’s just another day for you and me in
Paradise
Just think about it
Just think about it
Oh Lord, is there nothing anybody can do
Oh Lord, there must be something you can say.**

Verse 3

She calls out to the man on the street,
He can see she’s been crying,
She’s got blisters on the soles of her feet,
She can’t walk, but she’s trying.

Verse 4

You can tell from the lines on her face
You can see that she’s been there.
Probably been moved on from every place,
‘Cause she didn’t fit in there.

RESOURCES

Blackline Masters – Song Strips “Another Day in Paradise”



She calls out to the man on the street,

“Sir can you help me?”

It’s cold and I’ve nowhere to sleep.

Is there somewhere you can tell me?

He walks on, doesn’t look back,

He pretends he cannot hear her

Starts to whistle as he crosses the street,

Seems embarrassed to be there.

She calls out to the man on the street,

He can see she’s been crying,

She’s got blisters on the soles of her feet,

She can’t walk, but she’s trying.

You can tell from the lines on her face

You can see that she’s been there.

Probably been moved on from every place,

‘Cause she didn’t fit in there.

NOTES ON THE AUTHOR

Currently, **Karen Steffensen** is a Course Director for York University's Faculty of Education Consecutive Teacher Education program, working with Teacher Candidates from the Richmond Hill site located in the York Region of Ontario.

Formerly, Karen was Principal of Sechelt Elementary located in the Sunshine Coast School District of British Columbia. With over 25 years teaching experience, Karen's career spans four teaching divisions (Primary, Junior, Intermediate and Senior) and three provinces, British Columbia, Alberta and Ontario. In British Columbia, Karen was an active member of the B.C. Primary Teachers Association, serving as a School District representative and on the executive, as Treasurer. While in Alberta, Karen served on the executive of Alberta's Provincial Fine Arts Association as Treasurer. Throughout her career, Karen has been actively involved in developing and presenting a range of curriculum materials and strategies for use in elementary settings. Literacy, Social Studies Instruction and Music have been the main areas of focus for the development of curriculum materials, including numerous choral compositions and an original anti-bullying musical.