“Homelessness on the Home Front”

For further information contact...

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2007 - 2008 IDEA CATALOG OF EXCELLENCE

PROGRAM OVERVIEW

What does the average middle school student know about homelessness? Phrases such as “on crack,” “deserves to be there,” and “lazy” are the opinions I find consistent before students become educated about the plight of those living on the streets around us.

The purpose of this program is to incorporate Reading, Language Arts and Social Studies standards in a three week unit about homelessness.

The unit begins with a reading from Teen Newsweek (if not available, other magazines articles on the subject can be substituted). Next, students will read about a family homeless in New York during the winter. Students become emotionally involved by reading an essay by a student living on the streets.

To bring the subject closer to home, the second week students will read articles from our local newspaper about the facilities that are helping homeless people in the Polk County area. Reporters and photographers then visit the classroom to discuss their personal take on the problem and possible solutions to homelessness in the Lakeland area.

Students will wrap up the learning portion of the homeless unit by touring local institutions and interacting with the people who reside there temporarily. They will learn about the needs as well as the positive strategies these facilities are taking to end homelessness in very concrete ways.

The third and final week, the students will put their knowledge into action. In groups, students will create a product that will make a positive difference on the homeless issue in our community. Many students choose to create alphabet or number books to give to the parents with children in the facilities, thus breaking the cycle of illiteracy. Other ideas for community action include creating a play or song to perform on the subject or creating posters for homeless awareness.

This unit was implemented successfully with 8th graders and could be adapted to middle or high school levels. Any person dealing with the issue of homelessness first hand would make an excellent classroom speaker, adding relevance to this unit.

OVERALL VALUE

The tour of the homeless facility is a serious eye-opener for students. At any age, students need to begin considering how they can make a difference in their community. Many of my previous students were so moved by this program that they still volunteer at homeless shelters today.

This unit may be adapted to include any subject. Math can be added to compute living on minimum wage. Science could adapt to what happens to the human body when it is starved. History could cover the programs historically that have helped people in need.

LESSON PLAN TITLES

• Media and Homelessness
• Homelessness, Plan moving into Action

MATERIALS

This unit is relatively low on material needs. Reporters and photographers came to my classroom, so no additional space was needed. Aside from the paper used for copying articles and comprehension questions, the $200 would be mainly used for bus transportation to the closest homeless facility and materials to create projects at the end of the unit.

ABOUT THE DEVELOPER

Jennifer Canady has a B.S. in Humanities from the University of South Florida. She has recently converted her degree over to education through the ACE program. After seven years in the newspaper industry, Ms. Canady has shifted to the career she has wanted for years. She currently teaches reading to 8th graders at Southwest Middle School in Lakeland.

OUTSIDE RESOURCES

Speakers were brought in from The Ledger in Lakeland. The main phone number is (863) 802-7000. The newsroom is more than willing to share their information with school. The newspapers were purchased at the front cashier’s desk.

The tour of Lighthouse Ministries was set up by calling (863) 687-4076.
SUBJECTS COVERED
Reading, Language Arts, and Social Studies

GRADES
Middle and High School

OBJECTIVES
The student will:
• Gain information on homelessness in the local area through reading articles written in The Ledger.
• Summarize in groups information read in articles to share with the class.
• Use critical thinking to develop questions for the writers and photographers that have covered the issue of homelessness.

MATERIALS
5 copies of 6 different articles written in The Ledger. These can be printed off the website at www.theledger.com. I conferred with the managing editor of The Ledger and was told using copies of the newspaper for educational purposes is not a copyright infringement. Examples of articles are:
• 4/13/2007: Talbot House Plans to Build 20 Apartments
• 2/18/2007: Two Lakeland Homeless Camps Are Worlds of Their Own
• 11/27/2006: Volunteers Needed to Survey Homeless
• 10/08/2006: Shelter Names Facility for Publix Founder
• 9/10/2006: Polk Snares State Grant

Pap er and pencil for each group to summarize articles.

DIRECTIONS
1. Students will draw a number out of a hat at the beginning of the unit. When the students inevitably complain about their groups, they will be told that just as people do not choose to be homeless, students are not able to choose their groups.
2. Each student in the group will receive a copy of the same article on a particular topic of homelessness in the local area. Each group will receive a different article.
3. Students will choose a role for each person in the group: a leader (keeps everyone focused), a writer (takes down information that must be written), time keeper (makes sure they are on task for the amount of time left), and finally an organizer (makes sure work is legible and turned in for grade).
4. Students will read through their article in their groups. They will answer the 5 W’s about their article: who, what, where, when and why.
5. Students will write out three things read in the article that they did not know before reading the information that they found interesting.
6. The class will come back together and each group will present their information to the class.

EVALUATION/ASSESSMENT
• Students will be assessed by the participation given in class.
• Students will also be assessed by the paper written in each group, making sure all information is covered.

EXTENSION
After reading the information in groups, a reporter and photographer that covered the homeless will visit the class and discuss the experience of talking with homeless people. Students will have at least one question for either visitor (this interview can be videotaped by the media class to be viewed by other classes if the visitors can not stay the entire day).
**SUBJECTS COVERED**
Reading and Language Arts

**GRADES**
Middle and High School

**OBJECTIVES**
The student will:
- Use information gained through readings, listening to reporters and photographers, and touring the homeless facility to create a product that is a solution to the issue of homelessness.
- Put the final product into action to help make a difference.

**SUNSHINE STATE STANDARDS**
LA.A.1.3.2 - uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

LA.A.2.3.2 - Identify author’s purpose and meaning in text through several different perspectives.

**MATERIALS**
- Assortment of markers, construction paper, glue, scissors, poster board.
- Binders for students who decide to create books.
- Paper and pencils for students who create song or play.
- Blank cassette tapes for students creating song or play.
- Cassette recorder.

**DIRECTIONS**
1. Students will discuss in their groups what they would like to create for their final project.
2. They will be given a list of suggestions (rubric included) and be told they may also come up with their own ideas. These outside ideas must be approved before they begin. The suggestions include:
   a. Create an alphabet or number book for a homeless family to read to their children/breaking the chain of illiteracy. (each member of the group must create a different book)
   b. Create posters building on a theme enlightening the public on the plight of homelessness in our area. (minimum of three posters that must relate to each other)
   c. Create a song or play that can be performed for the class and possibly for the community to encourage awareness of the issue. (play must have all members of the group participating, songs will be recorded when performed before the class). Play and song lyrics must be written and turned in for grade.

**EVALUATION/ASSESSMENT**
- Students will be assessed by a rubric on their final project.
- All projects will be donated to the homeless facility of the students’ choice.
Student/Program Assessment Rubric:
Homelessness on the Home Front Final Project

Name: _____________________
Date: _____________________

<table>
<thead>
<tr>
<th>Objective</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
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<td>Project gives required information.</td>
<td>No</td>
<td>There</td>
<td>There</td>
<td>There</td>
<td>Score</td>
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<tr>
<td></td>
<td>information</td>
<td>are two</td>
<td>are three</td>
<td>are four or</td>
<td></td>
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<td></td>
<td>from unit</td>
<td>examples of</td>
<td>examples of</td>
<td>more</td>
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<td>is given.</td>
<td>information</td>
<td>information</td>
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<td></td>
<td></td>
<td>from unit</td>
<td>from the unit</td>
<td>information</td>
<td></td>
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<td></td>
<td></td>
<td>given.</td>
<td>given.</td>
<td>from the</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>unit given</td>
<td></td>
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<td></td>
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<tr>
<td>Project is neat and free of grammatical errors.</td>
<td>Project is</td>
<td>Rushed</td>
<td>Product</td>
<td>Product</td>
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<tr>
<td></td>
<td>messy and</td>
<td>effort, but</td>
<td>is good</td>
<td>is excellent</td>
<td></td>
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<tr>
<td></td>
<td>little time</td>
<td>more effort</td>
<td>overall with</td>
<td>Student has</td>
<td></td>
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<td></td>
<td>was spent</td>
<td>given.</td>
<td>a few areas</td>
<td>spent time</td>
<td></td>
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<tr>
<td></td>
<td>on effort.</td>
<td></td>
<td>that need</td>
<td>completing</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>improvement.</td>
<td>assignment.</td>
<td></td>
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<tr>
<td>Project is turned in on time.</td>
<td>Project is</td>
<td>Project is</td>
<td>Project is</td>
<td>Project is</td>
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<td></td>
<td>three days</td>
<td>two days</td>
<td>one day</td>
<td>on time or</td>
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<td></td>
<td>late.</td>
<td>late.</td>
<td>late.</td>
<td>early.</td>
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## Materials Budget

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<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
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<tbody>
<tr>
<td>Polk Cty School Buses</td>
<td>2 buses transporting 100 students to Lighthouse Ministries. Cost includes driver &amp; gas expense for 3 hours.</td>
<td>40.83</td>
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<td>81.66</td>
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<td></td>
<td></td>
<td>5.10</td>
<td>2</td>
<td>10.20</td>
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<td>Staples</td>
<td>White poster board, 10 pk 22” x 28”</td>
<td>3.57</td>
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<td>17.85</td>
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<td>Staples</td>
<td>Crayola fine tip markers 12/box</td>
<td>5.49</td>
<td>3</td>
<td>16.47</td>
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<tr>
<td>Staples</td>
<td>Crayola broad line markers 10/box</td>
<td>3.49</td>
<td>5</td>
<td>17.45</td>
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<td>Staples</td>
<td>Construction paper for books</td>
<td>5.97</td>
<td>5</td>
<td>29.85</td>
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<td>Staples</td>
<td>Crayola glitter glue</td>
<td>2.65</td>
<td>6</td>
<td>15.90</td>
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<td>Radio Shack *</td>
<td>Xr-120 blank audio cassette</td>
<td>8.39</td>
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<td>16.78</td>
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<tr>
<td>Radio Shack *</td>
<td>Panasonic RQ-2102 cassette recorder</td>
<td>29.99</td>
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*NOTE:* These items were on original grant proposal. After first year, money will be used for construction paper & art supplies for product.

<table>
<thead>
<tr>
<th></th>
<th>Subtotal</th>
<th>$189.38</th>
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<tbody>
<tr>
<td></td>
<td>Tax if applicable</td>
<td>$6.83</td>
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<tr>
<td></td>
<td>Shipping if applicable</td>
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<td>TOTAL BUDGET AMOUNT</td>
<td>$196.21</td>
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**Teacher’s Name:** Jennifer Canady  
**School:** Southwest Middle School