

**HOMELESS SENSITIVITY AWARENESS EDUCATION  
LESSON PLAN 3  
Grade 4-5**

***Inquiry Question: What do you think when you see someone sleeping on a park bench? Where do homeless people eat? What do they do when they are hungry?***

**Lesson Title:** Soup Kitchen

**Description:** Encourage predictions and assumptions from students about where homeless people can get food when they are hungry, and what involvement does the community have?

**Objective:** The students will be able to:

- Explore ethical and moral issues related to society's treatment of the homeless.

**Student Development Framework Standards and Benchmarks:**

**Benchmark ED 3.2**

Recognize the power of peer relationships and peer pressures as they impact school success.

**Benchmark ED 3.7**

Consider the impact that beliefs, attitudes, and behaviors have on school/work performance.

**Benchmark PS 4.2**

Understand and have respect and tolerance for cultural, ethnic and human diversity.

**FCAT benchmarks:**

**LA.A.2.1.1** Determines the main idea and identifies relevant details.

**LA.E.1.1.2** Identifies characteristics of diverse literary forms and understands why certain literary works are considered classic.

**LA.B.2.2.3** Organizes information and writes fluently for a variety of occasions, audiences, and purposes.

**LA.C.3.1.1** Uses volume, stress, pacing, enunciation, eye contact, and gestures appropriate to the purpose of the speech.

**Accommodations:**

Review vocabulary:

- Homeless
- Shelter
- Community
- Soup kitchen

**Instructional time:** Three days, 50 minute periods.

### Teacher Preparation:

- **Synopsis of Uncle Willie and The Soup Kitchen**, by Dyanne DiSalvo-Ryan
- **Instructions on how to order the book through M-DCPS\*\***

### Instructional Materials:

- **Handout: KWL Chart**
- **Uncle Willie and The Soup Kitchen**, by Dyanne DiSalvo-Ryan
- **Synopsis of Uncle Willie and The Soup Kitchen**, by Dyanne DiSalvo-Ryan
- **Handout: Story Elements and Story Summary**
- Homeless Coalition DVD/CD
- DVD player
- Chart paper
- Markers
- Other poster making materials

### Activity 1

In preparation for reading **Uncle Willie and the Soup Kitchen**, students receive a **Handout: KWL Chart** for recording what they know and would like to know and learn about homelessness.

- Show the cover of the book to the students.
- Read the title and ask if they know what the word soup kitchen means.
- Have an oral discussion and record results on chart paper.
- Ask the students to brainstorm reasons why people need soup kitchens; for example weather conditions, hunger, and shelter. The students will share their illustrations of what a soup kitchen looks like.
- Remind the class, that for some people the only hot meal they receive will be from a soup kitchen.
- Read the story to the class.
- Use the suggested topics for discussion: Describe what the community is like in the story. Using the information in the story, what are some of the ways people's lives change if they are homeless? What does the boy learn while helping at the soup kitchen? Who contributes to the soup kitchen and what do they receive in return? What did Uncle Willie mean when he said that, "If it wasn't for George we'd all be in hot water?"
- Illustrate what a soup kitchen looks like.
- Make a class soup to include each ingredient in the recipe.

### Activity 2

- Revisit the story: **Uncle Willie and the Soup Kitchen**, by Dyanne DiSalvo-Ryan. Have the students answer the following questions in their journals.
  - What food did they serve at the soup kitchen?
  - Why did they serve soup instead of hamburgers or meat and potatoes?
  - What are other foods that are good for serving a large group inexpensively?
  - Why is it so important that the workers at the soup kitchen be friendly?

- What can we do in our community to help people in need?

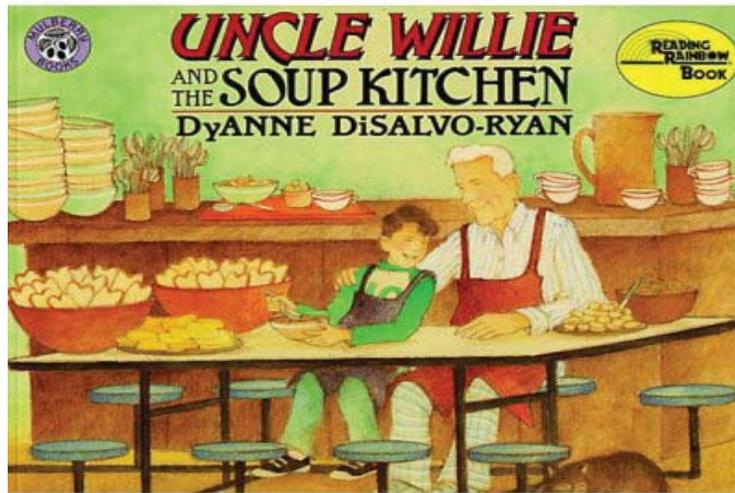
### **Activity 3**

- Have the students complete the **Story Elements and Story Summary**.
- Have students in small groups, make lists of nutritional foods/meals that could be served to the homeless.
- Share orally with the class.
- Discuss ways to distribute meals to the homeless.

**Assessments:** Students' discussion during the week, increased knowledge completion of the **KWL Chart, Story Elements and Story Summary**, students' understanding as demonstrated by their responses to story questions, posters and/or writing assignments. Answer the inquiry question.

### **Follow-up Activities/Home Learning /Parent:**

- Make soup for dinner using the ingredients from the story. At school discuss its taste, preparation, etc. Pack up canned goods to be delivered to a shelter of your choice.



## Synopsis of Uncle Willie and the Soup Kitchen by Dyanne DiSalvo-Ryan.

New York: Morrow Junior Books, 1991.

1. Reading and talking about a community soup kitchen can give children an opportunity to discover the similarities of people who seem different, the conditions that people who are less well off must endure, how a community responds to need, and the good feeling that comes from helping others. The narrator of this book, a young boy, spends his days after school with his Uncle Willie. Uncle Willie works in a soup kitchen because he wants to help people. When the boy sees homeless people, such as Can Man and an old woman sleeping on a park bench, he feels sad and a little scared. His mother suggests that he spend the day at the soup kitchen with Uncle Willie to learn more about people who need help. He is nervous at first, but then he pitches in, helping make soup and fruit salad, setting the tables, serving, and cleaning up. By the end of the day, he understands what an important job his Uncle Willie has and feels proud to contribute and is less afraid of those who are different.

2. A young boy accompanies his after-school companion, Uncle Willie, to a city soup kitchen where Willie works daily. In a "bed-to-bed" manner of storytelling, readers are informed of the operation of the soup kitchen as the unnamed boy assumes the role of helper and narrator. There are some discrepancies in the text. How could the steaming soup pots on the stove "make the whole place smell delicious" before any of the ingredients have been added? If the soup kitchen is "small and bright," how does it hold 125 people? These inconsistencies, however, are not so much of a drawback as the didactic tone. The competent pictures in soft pastels are sufficient to tell much of the story, but the long, repetitive text makes this book difficult to use as a read-aloud for story hours. Although this seems to be an accurate picture of a topic that is certainly of current concern, the format suggests a younger audience than the one for whom the subject matter would be most interesting and relevant.

\*\*Teachers can order this book through Miami-Dade County Public School's library system. Follow this link: <http://it.dadeschools.net/library/index.htm> There you will find the Destiny Online Catalogue and other helpful links that will help locate this book and other search engines. You can also speak to your Library/Media Specialist to order this book for you.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### KWL Chart

List details in the first two columns. Fill in the last column after you do your research.

Topic _____		
What I Know	What I Want To Know	What I Learned

