

Unit 3 Teacher's Guide

Grades 3-5

Unit 3: Giving Back to the Community

Unit Overview

Now that students have learned about the basic human need for shelter (Unit 1), the pervasiveness of homelessness, and the need for better housing (Unit 2), they can begin to understand the ways in which they can personally contribute to the community. This unit helps students understand the benefits of giving back to the community, both for the volunteer and the recipient. In this unit students investigate the Habitat for Humanity International Web site and then create a promotional brochure based on information they have learned over the three units through the materials and through their own personal reflections.

Standards Addressed

Curriculum Standards for Social Studies (National Council for the Social Studies)

- Strand 3: People, Places, and Environments – Social studies programs should include experiences that provide for the study of people, places, and environments.
- Strand 4: Individual Development and Identity – Social studies programs should include experiences that provide for the study of individual development and identity.
- Strand 5: Individuals, Groups, and Institutions – Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Geography for Life: National Geography Standards

- Standard 4: The Physical and Human Characteristics of Places – The student knows and understands the human characteristics of places.
- Standard 13: How the Forces of Cooperation and Conflict Among People Influence the Division and Control of the Earth's Surface – The student knows and understands how cooperation and conflict affect places in the local community.

2002 NAEP Writing Assessment Framework Objectives

- Students should write for a variety of purposes: narrative, informative, and persuasive.
- Students should write from a variety of stimulus materials, and within various time constraints.

Standards for the English Language Arts (The National Council of Teachers of English and the International Reading Association)

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**Standards
Addressed**

- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and electronic texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

National Standards for Arts Education (Consortium of National Arts Education Associations)

- (NA-VA.K-4.3) Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas – Students select and use subject matter, symbols, and ideas to communicate meaning.

National Education Technology Standards (International Society for Technology in Education)

1. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
3. Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
5. Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.

**Learning
Objectives**

By completing this unit, students should:

- Better understand the purposes and benefits of Habitat for Humanity through online investigation.
- Recognize how giving back to the community personally benefits both the givers and recipients.
- Use prior knowledge and artistic choice to convey ideas and feelings.

**Teacher
Preparation Time**

30 minutes

Class Time

2 hours

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Materials Needed

- Internet access for teacher and students
- LCD projector (optional)
- Paper
- Art supplies (paints, markers, glue, magazines, etc.)

Activity Sheet

- Habitat for Humanity Web Site Scavenger Hunt
- Promotional Pamphlet Rubric

Lesson Steps

1. Ask students to think about how they would answer the following question: What things could you do to help eliminate homelessness and poverty housing? After allowing an appropriate amount of thought time, record students' suggestions on the chalkboard, chart paper, etc.
2. To introduce students to Habitat for Humanity, show them the video "Growing Up with Habitat for Humanity" on the HFH Web site or on an LCD projector, if available (<http://www.habitat.org/videogallery/how.html>). After watching the video, ask students if they understand what HFH does (it is an organization with the goal of eliminating poverty housing and homelessness from the world), and if any of their ideas about eliminating homelessness and poverty housing were similar to those that form the mission of HFH.
3. Preview the Habitat for Humanity Web site with students. If possible, project the Web site from an LCD projector so that all students can view the Web site simultaneously. Point out to students the main navigational tabs at the top of Habitat's home page, and what students might find when they click on each ("Get Involved": where to find out about local organizations and events, youth and Habitat, and how to apply for a house; "How It Works": where to find out quick facts, learn about the history of Habitat, look at Habitat house examples, and find out why HFH is needed around the world; "Where We Build": where to find information about where HFH builds around the world; "Support Habitat": how to donate and what happens with your donations; "True Stories": where to read true stories from volunteers and homeowners, both within the United States and around the world).
4. Divide students into scavenger hunt teams (the number of teams will be determined by the amount of Internet access available in your classroom or computer lab). Give each team the Habitat for Humanity Web Site

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Lesson Steps

Scavenger Hunt sheet. Teams will complete the sheet by hunting for information on the HFH Web site.

5. Have students create a promotional pamphlet for HFH, using what they have just learned from investigating the HFH Web site. The pamphlet should include the student's personal reflections about what he/she has learned throughout Units 1–3 about homelessness and poverty housing and why individual and community involvement are key to combating both. Students should also use artwork to illustrate their ideas and feelings. One way to present the assignment is to remind students that they have learned a lot about poverty housing, homelessness, and Habitat for Humanity International, pointing out that their pamphlets should help others learn more about these issues.
6. Using the rubric provided in this unit, have students share their pamphlets and reflections with the class. Encourage students to point out (for the benefit of themselves and their classmates) something that they learned and something that they think they might do in the future to address poverty housing.

Assessment

The Habitat for Humanity Web Site Scavenger Hunt can be used to assess students' understanding of the basic ideas behind HFH and their ability to navigate a Web site. The attached rubric can be used to assess the promotional pamphlet.

Extension Activities

- Contact your local Habitat affiliate and invite a HFH volunteer to speak to the class about needs for the community and ways students can help HFH. If a HFH volunteer is unavailable, or if you simply wish to discuss the benefits of community service in broader terms, invite volunteers from other organizations.
- Have students research Jimmy Carter's life to find out what motivates him to serve. Students can also research other presidents to examine their interests in giving back to the community.
- To add a stronger mathematics element to the unit, examine and analyze current statistics about volunteerism.
- To add a stronger geography focus to the unit, create a bulletin board showing a map of HFH affiliates worldwide.

Abridged Unit Activity

To abridge the unit, you may skip the informational video.

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1. What is the name of the HFH affiliate closest to your school?
2. How does a family apply for a Habitat house?
3. When was Habitat for Humanity International founded?
4. Who is Jimmy Carter, and what kind of work does he do with HFH?
5. How many Habitat affiliates are there in Alaska? Delaware? Puerto Rico? Vermont?
6. What kind of information can you find in the “Support Habitat” section of the site?
7. Where would you go to read a true story about someone who volunteered for HFH in another country?
8. Where is the Global Village & Discovery Center located and what can you see in its Village Area?
9. If you are under the age of 16, you are not allowed to work on a Habitat construction site. One reason for this rule mentioned on the Web site is that it is a violation of what kind of laws?
10. Even though someone your age is not allowed to work on a construction site, there are still many things that you can do to be involved with Habitat for Humanity. Give at least four examples of ways that someone your age could be involved.

Answers:

1. The answer will vary by school location. To find the correct answer for your school, locate the affiliate search engine on the home page, type in the zip code for your school, and hit “Go” to find your closest affiliate.
 2. By contacting the Habitat for Humanity affiliate serving their area
 3. 1976
 4. Former president of the United States; leads the Jimmy Carter Work Project (JCWP) for Habitat for Humanity International (HFHI) one week each year, advocates for social justice and for addressing poverty housing/homelessness
 5. 7, 3, 1, 8
 6. Ways to contribute financially to Habitat’s work and information about the organization’s corporate partners
 7. Under the tab “True Stories,” click on “International Volunteer Stories.”
 8. Americus, Georgia; Habitat houses from more than 15 countries
 9. U.S. child labor laws
 10. For children ages 7–10, Habitat suggests:
 - Draw messages or blessings on 2x4s before the house framing.
 - Landscape, learn about the local environment, and plant environmentally-friendly trees and gardens.
 - Make wooden key holders, picture frames or doorstops from scraps on site.
 - Coordinate a birthday gift project for partner family children.
- For children ages 10–12, Habitat suggests:
- Speak to classmates about the mission of Habitat with the help of a local campus chapter or homeowner family.
 - Construct and paint window boxes to be used as housewarming gifts or as fund-raising items.
 - Help clear the construction site of debris before or after construction.
 - Design a T-shirt to be sold at a Habitat event.
 - Help fold or stuff newsletters or mailings.

Promotional Pamphlet Rubric

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RUBRIC	Got It	Getting It	Needs More Work
Use of information	All of the information in the pamphlet is accurate, relevant to the purpose, and clearly relates to prior learning about HFH, homelessness, and poverty housing.	Most of the information in the pamphlet is accurate, relevant to the purpose, and clearly relates to prior learning about HFH, homelessness, and poverty housing; or, all of the information is somewhat accurate and relevant, and relates only partly to prior learning about HFH, homelessness, and poverty housing.	The information in the pamphlet is neither accurate nor relevant, and does not relate to prior learning about HFH, homelessness, or poverty housing.
Personal reflection	The personal reflection in the pamphlet conveys empathy towards others and an understanding of the causes and possible solutions surrounding homelessness and poverty housing.	The personal reflection in the pamphlet partially conveys empathy towards others or an understanding of the causes and possible solutions surrounding homelessness and poverty housing.	The personal reflection in the pamphlet does not convey empathy towards others or an understanding of the causes and possible solutions surrounding homelessness and poverty housing.
Use of artwork/ visual presentation	The artwork and visual presentation of the pamphlet is organized, clear, relevant to the subject area, and attractive.	The artwork and visual presentation of the pamphlet is somewhat organized, clear, relevant, and attractive.	The artwork and visual presentation of the pamphlet is unorganized, cluttered, and irrelevant.
Organization	Each section of the brochure has a clear purpose, beginning, and end.	Each section of the brochure has a clear purpose, beginning, and end.	Each section of the brochure has a clear purpose, beginning, and end.