



Maryland State Department of Education
Service-Learning Unit
Read to Feed

Primary Subject: Social Studies – World Geography/Africa

Grade Level: 7th

Additional Subject Area Connections: Math, Language Arts, Science

Unit Title: Read to Feed

Type(s) of Service: Indirect

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.



Maryland Standards Met

Social Studies:

D2.Civ.10.6-8 Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D4.6.6-8 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

D4.7.6-8 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

D4.8.6-8 Apply a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools, and in out-of-school civic contexts.

Grade 7 Reading: Literature
CCSS.ELA-LITERACY.RL.7.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Alignment with Maryland's Best Practices of Service-Learning: *Read to Feed*

1. Meet a recognized community need

Students will read books and collect pledges to raise money for developing countries through an organization like Heifer International. Their project will address the issue of world hunger.

2. Achieve curricular objectives through service-learning

Students will explain how the physical and human characteristics, such as vegetation, climate, minerals, population density, and religion, of a region affect its economic growth.

3. Reflect throughout the service-learning experience

Students will record in their weekly reading log hours read and collect pledges for their ark. They will clothesline their final project experiences and create a song or poem about their service-learning experience.

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

Students determine the animals they wish to purchase and then collect the pledges to meet that need. Also, students must read the required amount of hours so the pledge will be met.

5. Establish community partnerships

Heifer International -- global community (or similar organization).

6. Plan ahead for service-learning

Teacher will log on website. See procedures.

7. Equip students with knowledge and skills needed for service

Students will learn about decision making (what to read and what animals to buy), time management (pages to read per night), problem solving (completing charts of time and calculate money to collect from pledges), responsibilities of citizenship.



Procedures with Resources:

Read to Feed

These procedures represent an example of a service-learning lesson on this specific topic, but can be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt this unit 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 [Bringing Learning To Life](https://www.youtube.com/watch?v=o2-eoEi6FCo) (<https://www.youtube.com/watch?v=o2-eoEi6FCo>).
2. Review African developing countries per curriculum.
3. Brainstorm problems in developing countries. How could you help?
4. Introduce [World hunger map](https://www.wfp.org/publications/2018-hunger-map) (<https://www.wfp.org/publications/2018-hunger-map>).
5. Brainstorm why areas might be more undernourished than others.
6. View video from “Read to Feed.” It is a free, motivational introduction to the topic on the [“Read to Feed” website](https://www.heifer.org/what-you-can-do/get-involved/schools/read-to-feed.html?msource=FERFG120001) (<https://www.heifer.org/what-you-can-do/get-involved/schools/read-to-feed.html?msource=FERFG120001>) and review [Send A Cow](https://www.sendacow.org/read-to-feed/) (<https://www.sendacow.org/read-to-feed/>).
7. Download the free Read to Feed curriculum, video, teacher resources, and many resources for student use.
8. Select books concerning economics and children in developing nations for students to read.
9. Lists of content books for social studies or language arts teachers as resource: [Bartleby](https://www.bartleby.com/) (<https://www.bartleby.com/>) and [Notable Social Studies](https://www.socialstudies.org/publications/notables) (<https://www.socialstudies.org/publications/notables>).

Additional Interdisciplinary Connections



Math - create a pie graph from hunger; bar graph amount of money collected by student teams.

Language Arts – selected reading, reading logs.

Science – desertification effects in Africa.

10. Prepare forms for reading hours & pledge sheets (from site or student created one). 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 a cappella. Be creative and make your song entertaining for the audience. Your completed song should reflect your service-learning experience.

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.

Create a bookmark for "Read to Feed." One side with website sticker, the other side with 3 facts student learned from this service-learning experience.

12. Upon completion, analyze the plan to evaluate the successful completion of the objective and overall success of the project. Also, reflect on the project using various reflection activities 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*](#) (http://marylandpublicschools.org/programs/Documents/Service-Learning/rubric_best.pdf).

Updated: October 2019, December 2014; Created: July 2007

Division of Student Support, Academic Enrichment, and Educational Policy
Youth Development Branch
200 West Baltimore Street
Baltimore, Maryland 21201
410-767-0357

[Maryland Public Schools Service-Learning Website](http://www.mdservice-learning.org) (www.mdservice-learning.org)
[Maryland Public Schools](http://www.marylandpublicschools.org) (www.marylandpublicschools.org)



**This material is based upon a template for service-learning experiences created by the Maryland State Department of Education. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Maryland State Department of Education or constitute an endorsement.*