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## The Facts

**Source:** <http://live-learning-to-give.pantheon.io/units/be-change-homelessness/facts>

**Standards:** Please refer to website for specific standard look up.

<http://live-learning-to-give.pantheon.io/units/be-change-homelessness/facts#block-views-ae565e9bc923c99f39e8017da09af2c7>

### Duration

One 50-Minute Class Period

### Objectives

The learner will:

- Read and interpret text and graphs on several websites about homelessness.
- Identify the many causes of homelessness.
- Gain an accurate picture of the state of homelessness in New York City and elsewhere in the state, country, and world.

### Materials

Display of students' questions about homelessness from the previous lesson

Vocabulary chart from last session

Markers, additional chart paper

Internet-capable computers

Student copies of Handout 1: Homelessness--The Facts

### Teacher Preparation

Prior to the start of this class period, prepare a brown paper bag for each student. Place in each bag some kind of finger-food item. Place more items in some bags than others. Examples of items could include potato chips, popcorn, a candy bar, a slice of bread or two, fruit snacks, granola bar, grapes, lettuce, cereal, potato, orange. Fold or one-staple the bag shut.

### Vocabulary

Shelter: temporary housing run by a city or other organization

Income: the amount of money an individual or family is bringing in through work or other means

Unemployment rate: the percentage of people who could be working but who do not have jobs

Affordable housing: apartments or houses that an individual or family has enough money to live in, while still having enough money for food and other essential items

### Reflection

Have students reflect on their discussion. Did they have some good ideas? What roadblocks do they need to overcome to carry out some of their ideas? What resources will they need? Have them write some of these reflections in a journal.

Exit Activity: On a note card, students record at least one fact about homelessness and commit to sharing it with a friend.

## 2016 Kansas State Fair Food Drive

### Educational Lesson Plans

Grades: 9, 10, 11, 12

Subjects: Language Arts, Philanthropy,  
Social Studies



### Bibliography

National Coalition for the Homeless <http://www.nationalhomeless.org/index.html>

End Homelessness.org <http://www.endhomelessness.org>

54 Ways You Can Help the Homeless <http://www.earthsystems.org/ways/list.html>

Rosen, Michael J. (Ed.). (*Home: A Collaboration of Thirty Distinguished Authors and Illustrators to Aid the Homeless.*)  
New York: Harper Collins. 1992.

### INSTRUCTIONS

Anticipatory Set:

1. Ask students to examine the chart from last session with the group's questions about homelessness. If it is not already on the chart, add the question: "What are the causes of homelessness?" Conduct a 5-10 minute discussion about what students think are the causes of homelessness. Discuss what obstacles we face in solving the issue.
2. Tell students that they are going to have time (plan for at least 20-30 minutes) to conduct some Internet research with a partner. The goal is to learn more about the causes of homelessness and to discover some basic facts about how many people are homeless, how big the problem is, and where the issue is greatest. Give students the handout they will use to record their findings, Homelessness – The Facts. Explain how to use it. If necessary, give a mini-lesson on reliable sources on the Internet.
3. Circulate as students work, posing questions, asking what they're finding, helping them to read the text and graphs, and reminding them to record their findings on the sheet.
4. Come together as a group to discuss what everyone found. Create a chart entitled "Homelessness – The Facts" and record the new learning. Be sure to ask specifically what they found about homelessness in their area.
5. Discuss the role of nonprofits in addressing the issue of homelessness. What are some nonprofits doing, and what limits are there to solving the problem? In contrast, discuss the roles of government, businesses, and individuals in creating and solving the problem. Discuss the difference between addressing the cause and helping people find comfort and meeting temporary needs.
6. Tell students that this kind of knowledge often makes people feel helpless and sad about our society – but there is another way to react: by finding out what we can do. People can come together and work together to make change. Ask students to turn to a partner and discuss what they think can be done to address the issue of homelessness or to make life better for people who are homeless. Then have students share their ideas around the circle/room. Tell the group that in the next lesson they will have a chance to take action on one of the ideas.



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## The Facts

*Research the causes of homelessness and facts about people who are homeless.*

Here are some sites to get you started:

National Coalition for the  
Homeless <http://www.nationalhomeless.org/index.html>

End Homelessness.org <http://www.endhomelessness.org>

54 Ways You Can Help the  
Homeless <http://www.earthsystems.org/ways/list.html>

Record the information you found.

What are some reasons that people are or become homeless?

How many people are homeless in your region? In the nation?

What are some of the needs of people who are homeless?

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What are five national and local organizations (nonprofits) working with the homeless?

What are some challenges they face in addressing the issue?