

# Curriculum Guide

***Food for Hope*** by Jeff Gottesfeld, illustrated by Michelle Laurentia Agatha  
isbn 9781954354-24-1

Lexile Level 610

Guided Reading Level: M

Grade Level Equivalent: 3

Interest Level: 2-5

RRL: 20

CCSS/ELA-Literacy: W.2.1,2,3,5,6,7,8; SL.2.1,1b,1c,2,3,4,6; RF.2.3,3c,3d,3f,4,4a,4c;

L.2.3,4,4a,4b,4c,5,5a,5b,6; RL.2.1,2,3,4,5,7,10

Educational Description: Historical fiction, based on true events, biography of John van Hengel, third person narrative, problem solving.

Story elements: setting, plot and character development, problem and solution, author's purpose, repeated words and phrases, illustrations enhance meaning and tone, figurative language: simile, hyperbole, metaphor. Themes: poverty, hunger, change, hope, determination, innovation. Back matter: Author note, Timeline

## **Themes:**

### *Problem-solving*

What personal experience did John van Hengel have with hunger?

What possible solutions are there to the problem? What would you have chosen to do?

John sees two problems and uses them to solve each other. One problem is that people don't have enough to eat. Another problem is that a lot of food is thrown out, simply wasted. How does John use one of these to solve the other?

Are there winners and losers with John's solution or does everyone win?

How did John's solution grow and change? He started with one food bank, feeding hundreds. How many people all over the world use food banks now?

Have the class make a list of changes they'd like to see made, both short-term and long-term. Pick one to for the class to solve and discuss ways you all can make a difference and help people.

### *Personal Action vs. Community Action vs Government Action*

Why was John's religious faith important to this story: Do you think he could have started the first food bank if he had not been part of a religious organization?

John was reluctant to take money from the government to expand his food bank. Why do you think he hesitated?

Instead of going to the government to solve the problem he saw, John put together a volunteer effort. Discuss when that is a good model, and when it may not be enough.

John went from riches to rags. He had bad luck in his life. What can his response to his bad luck teach us?

### *Hunger*

Many people go hungry every day. Have you ever not had enough to eat? How did it make you feel?

What are basic needs all people have? Make a list of the things you think everyone needs.

Why is food so important? Name some things that food does for people (like help children grow, make muscles strong, that kind of thing).

Of all the things that people need, rank them in order of the most important. Is food more important

than having a warm coat? Is food more important than a bed to sleep in?

After everyone has made their lists, discuss why food matters to everyone and why hunger can be a big problem.

**Activities:**

*Take up a food collection in your school*

What extra food do you have in your own home? Ask your parents to help you collect a bag to bring to your class. Together, you might end up with a lot of food that can be donated to your local food bank.

*Volunteer at your local food bank or pantry*

Food banks and pantries are among the few organizations that accept youth volunteers. Invite a representative from your local food bank or pantry (Google search the name of your community, and the words “food bank” or “food pantry”) to present to your school or Parent-Teacher organization

*Eat sustainably and consciously*

As a family experiment, discuss how the family can make better use of its food, wasting less, and making the food and dining budget go further. Notice which foods cost a lot and which cost less.