

## Grade 6 English Language Arts

Week of November 30 – December 4

### Lesson 1: Cause and Effect – Hope Blooms

You've been reading about some great ways to contribute to community and care for the environment in this unit so far. What do you think are the effects of *Hope Blooms* since they got \$40000 in support from the Dragon's Den? Cause and effect writing is one non-fiction text structure. If **Hope Blooms** is the cause, what are its effects?

To understand what is meant by **cause and effect**, let's think about the invention of an elevator before digging deeper into *Hope Blooms*. Did you know: a cause can have many effects OR an effect can have many causes? Take a look:



Cause and Effect: <https://youtu.be/9OYWshbBCmg>

#### **Prereading: Good readers preview the text before reading it. Take a PEEK!**

When you are reading and trying to figure out what information is important, you can use the PEEK strategy. This can help, before starting to read everything, to "take a PEEK" at some of the non-fiction text features and text so you can figure out, before you start to read, what things might be important. It is a great way to prepare for reading the page. What is this strategy and what does each letter stand for?

#### **P - Pictures**

Before reading the page, look at all the pictures (and captions, if they have them). Looking at the pictures helps to get your brain focused on what the page is about and things that might be important.

#### **E - Each Heading**

We know that information is sometimes organized into sections. Reading the titles and headings on the page helps get the brain focused on the information and even hints at what the "main ideas" are.

#### **E - Ending**

Sometimes at the end of an article, book, or chapter, there is an "ending" or concluding paragraph that retells important facts or ideas. Reading the ending of a nonfiction text first can help to focus the brain on what is important when reading the text from start to finish.

#### **K - Know**

What do you already know about this text? Remember, you haven't read it all yet, but sometimes if you think about what you know from your PEEK, then it helps you to better understand what is important when you read the "whole thing".

## Your Task:

You will use the article, "Impact in the Community."

1. In the following pages of the Learning Guide, use PEEK to help you to **determine the main ideas** of the article.

2. FIRST READING: After you've used PEEK, you can read the article in full to get the gist. Then complete the "First Reading" activity in your Learning Guide.

3. SECOND READING: As you reread, complete the cause and effect graphic organizer.

*Cause and effect signal words help the reader to connect the cause with the effects (or vice versa). These words include:*

*as a result, because, due to, this led to, nevertheless, if, then, in order that, unless, since, so that, thus, therefore, accordingly, so, consequently, another reason, for this reason, on account of, some consequences are*

4. Then, use the following videos in this online lesson to find a few more interesting details about how **Hope Blooms** has evolved.



2015 Update: Hope Blooms - <https://www.cbc.ca/player/play/2679135171/>



2018 Book Launch and Update - <https://youtu.be/7y0ewTbK6Z4>

# Hope Blooms in Halifax



(Article adapted from information found at <https://hopeblooms.ca/impact/> - images from <https://hopeblooms.ca/impact/>)

*Hope Blooms*, where inner-city, at-risk youth grow organic herbs and other plants in order to make and sell amazing dressings, also grows:

- Relationships
- Hope
- Opportunities

The impacts of *Hope Blooms* are plenty, including increased food security, sense of community and belonging, and educational opportunities.

## Food Security

**Food security in Halifax has been greatly improved as a result of *Hope Blooms*.** Imagine being part of a group that has grown over 9500 kilograms of organic vegetables and fruit for community members dealing with food insecurity, all free of charge?

- Each month, 260 healthy meals and 306 healthy snacks are given to community members in the Halifax inner city – all provided by *Hope Blooms*.
- In the nearby Annapolis Valley, *Hope Blooms* has worked to bring over 250 kilograms of organic produce to the 110 Syrian newcomers (formerly refugees) that now live in their community.
- The youth gave 15 garden plots to Syrian families in 2016 so they could grow food for their families.
- *Hope Blooms* held 87 cooking skills training workshops, 12 community suppers, and 210 free soup deliveries to seniors in the community in 2016.



*Seniors and students enjoy a healthy meal together.*

## Sense of Community & Inclusion



*A Syrian newcomer and her daughter water their garden plot.*

***Hope Blooms*** has helped many at-risk youth and others to feel like they are part of a supportive community. Because of *Hope Blooms*, being given a garden plot has helped families to have their own healthy food. Community members have joined the gardening program and feel like they are connected to something of value. 53 youth, 12 seniors, and 35 families (including newcomer families from Syria) volunteer and grow food, relationships, and community. *Hope Blooms* has even shared their kitchen with newcomers from Syria who then sell baked goods at a local market, started a soup for seniors program, and donated produce to programs that feed the homeless.

## Education

***Hope Blooms*** not only educates youth in gardening and business, but it encourages youth to complete their education. This has led to the youth involved gaining gardening, food preparation, marketing, and other job skills. *Hope Blooms* offers an after-school program for Junior Leaders and Youth Leaders of *Hope Blooms*.

*Hope Blooms* provides experiences that can lead to powerful job and university applications. In June 2016, the first *Hope Blooms* member, Mamadou Wade, graduated from high school. He received an \$8000 *Hope Blooms* scholarship and won \$70 000 TD Community Leadership Scholarship award so he could go to university. Four more *Hope Blooms* youth graduated from high school in 2018 and, like Mamadou, all will be the first in their families to go to college or university. Four *Hope Blooms* youth received their Master Organic Gardeners Certification – the youngest in Canada to receive this University credit. Alvero, one of the recipients, with *Hope Blooms* for the past 7 years, stated, “I have learned so much about life from agriculture and from ecosystems where everything from a micro-organism to a tomato plant has equal value and reverence.”



*Alvero, who has been with Hope Blooms for seven years, receives his Master Organic Gardeners Certification.*

The benefits of *Hope Blooms* are plentiful and obvious. The community, including seniors, homeless, and other vulnerable people, have increased food security. Mentors, students, and everyone who gets involved has a strong sense of community and belonging. Inner city youth gain educational opportunities and skills that have the potential to open even more doors in the future. I don't think anyone predicted the results of Jessie Jollymore's idea and the 2013 Dragon's Den presentation to extend as far and wide as they have. Hope continues to bloom in Halifax, Nova Scotia as the program continues to evolve.

### 3.1E Youth Movement – Hope Blooms

## Definitions

Define **social enterprise**

Define **pitch**.

## Dragon's Den

Halifax youth from Hope Blooms asked for \$10 000 in exchange for 5% profits, in order to build a greenhouse that would allow them to grow their produce all year. What was the result? What did the Dragon's Den team award them?



## 3.1F Cause and Effect – Hope Blooms – Part Two

### Take a PEEK

Directions:

1. Before reading the article you downloaded, scan it and record what you find and learn from each step in PEEK.

**P – PICTURES** – Look at all the pictures and captions. What can you learn from the pictures?

**E – EACH HEADING** - What do the titles and headings tell you about what is in the article?

**E – ENDING** – Summarize the last paragraph in 1-2 sentences. What do you learn about the entire article from the summary?

**K – KNOW** – What do you already know about this text?

## 2. First Reading

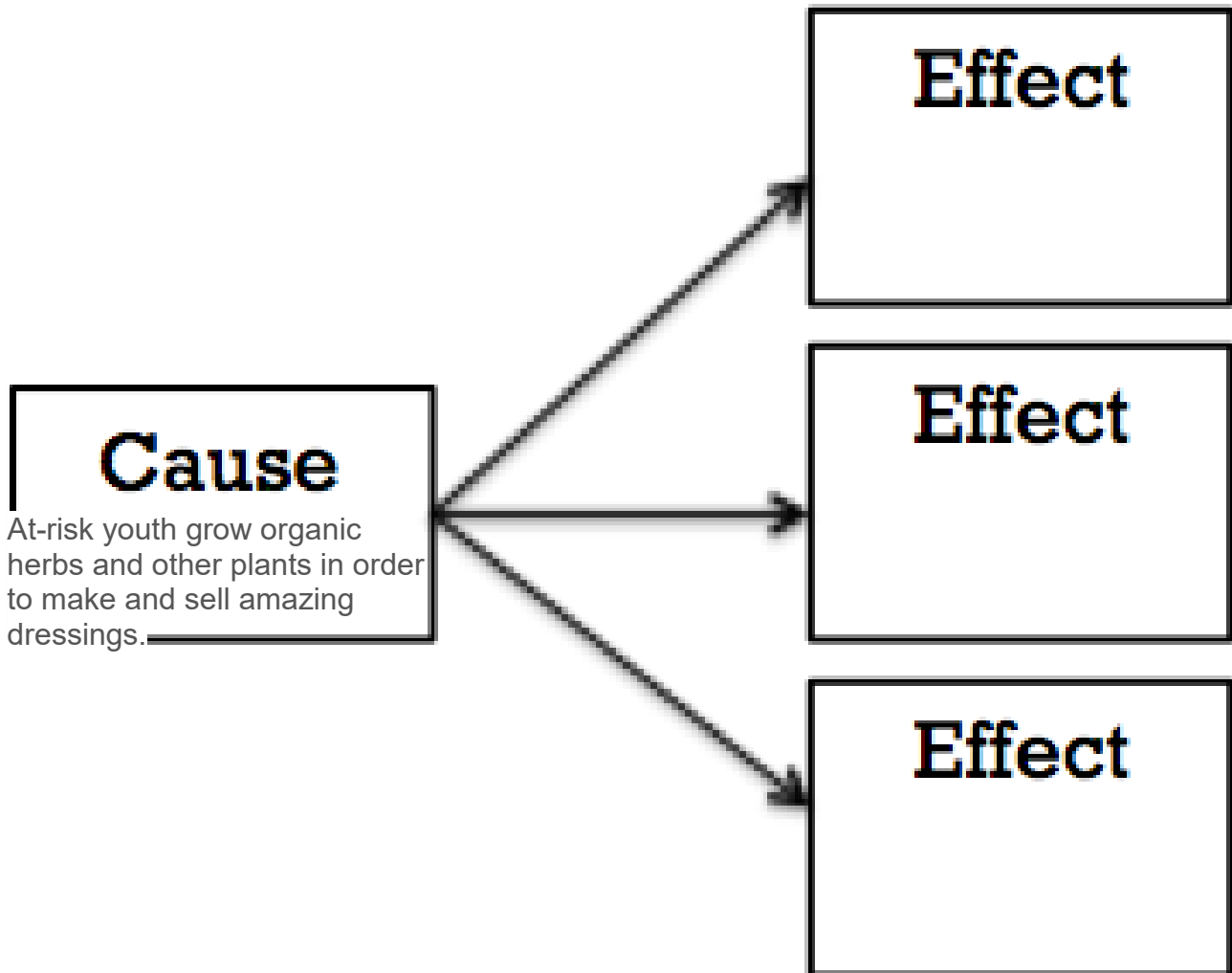
You are ready now to read the entire article, *Hope Blooms in Halifax – Impact in the Community*. Your mind is ready, you have figured out what the piece is about, and understanding the text will be easier. Read the article from start to end to get the gist.

- Tell the "gist" of the text - a sense of what it is about.
- Sketch a picture of what is happening. This can be a pencil sketch and does not need to be a work of art.
- Look for big ideas! Tell two big ideas you remember from your first reading.

Circle one: gist, sketch, big ideas.

### 3. Second Reading

As you reread, complete the cause and effect graphic organizer.



## 4. Videos

Use the following videos in the online lesson to find a few more interesting details about how **Hope Blooms** has evolved.



## Reflection

Directions: This lesson featured text that helps us to answer: **How can we contribute to community and care for the environment?** As always, after you've written your response, check it over to make sure it makes sense and is in complete sentences with your best capitals, usage (grammar), punctuation, and spelling.

1. How does **Hope Blooms** both contribute to community and care for the environment?