

Hub B Year 5 Home Learning

Week beg 3rd May 2021

Reading - Predicting and making connections.

"Cosmic." By Frank Cottrell Boyce

You can use these sentence stems to help you express your ideas.

Predicting Sentence stems	Reading Strategy-Making connections
Sentence Stems I wonder if... I predict... I think that... I bet that...because I imagine... I think...will happen I think I will learn... I think it will be set out... The next part will be about...	Sentence Stems Text to self: I know about this because I I've been to/seen I saw a programme about this I can identify with this character because Text to text: I think this book is a * (genre) because This reminds me of * because This is similar to * because Text to world: This links to This is because

Lesson 1 Skills - Predicting.



Questions - Looking at the front cover, what predictions can you make?
What effect does the title have on you?
What has drawn your attention the most from the front cover?
Why do you think these images were chosen?

Lesson 2- Predicting.



After reading the blurb answer the following questions.

Questions- What predictions can you make based on the blurb?

Can you predict the journey of this story based on the blurb?

What predictions can you make about the climax of this story?

Lesson 3- Predicting.

Read the following text and make 3 predictions using the sentence stems.

A rocket, launched yesterday from a private site in northern China, is missing. Yesterday the Internet was alive with rumours of a secret manned space mission. Today NASA and the Russian Federal Space Agency both confirmed that a rocket did take off but denied it was theirs. The rocket entered high orbit and then disappeared into 'deep space'. No manned rocket has left Earth's orbit since Apollo 17 in 1972.

I AM NOT EXACTLY IN THE LAKE DISTRICT



Lesson 4- Predicting and making connections.

Read the following text and make 3 predictions using the sentence stems.
What connections can you make with the main character?
What is your impression of the main character?

Mum, Dad – if you're listening – you know I said I was going to the South Lakeland Outdoor Activity Centre with the school?

To be completely honest, I'm not exactly in the Lake District.

To be completely honest, I'm more sort of in space.

I'm on this rocket, the Infinite Possibility. I'm about two hundred thousand miles above the surface of the Earth. I'm all right . . . ish.

I know I've got some explaining to do. This is me doing it.

I lied about my age.

I sort of gave the impression I was about thirty. Obviously I'm more sort of thirteen-ish. On my next birthday.

To be fair, everyone lies about their age. Adults pretend to be younger. Teenagers pretend to be older. Children wish they were grown-ups. Grownups wish they were children.

It's not like I had to try very hard, is it? Everyone always thinks I'm older than I really am, just because I'm tall. In St Joan of Arc Primary the teachers seemed to think that height and age were the same thing. If you were taller than someone, you must be older than them. If you were tall and you made a mistake – even if it was only your first day – you got, 'You should know better, big lad like you.'

Why, by the way? Why should a big lad know better just because he's big? King Kong's a big lad. Would *he* know the way to the toilet block on his first day at school? When no one had told him? No, I don't think he would.

Lesson 5- Predicting and making connections.

Read the following text and make 2 predictions using the sentence stems.
What connections can you make with other texts that you have read?

Anyway, a few hours back the Infinite Possibility was supposed to complete a routine manoeuvre and basically it didn't. It rolled out of orbit, wrecking all the communication equipment, and now I'm very lost in space.

I've brought this mobile phone with me – because it's got pictures of home on it. It's also got an audio-diary function. That's what I'm talking into now. Talking makes me feel less lonely. Unless you get this message you won't know about any of this because this is a secret mission. They said that if it goes wrong they're going to deny all knowledge of it. And us. There's five of us on board. The others are all asleep.

Can you believe that, by the way? We're in a rocket, spinning hopelessly out of control and into Forever, and what is their chosen course of action?

A nap.

When we got the manoeuvre just slightly wrong – just slightly enough to make us completely doomed – they all screamed for about an hour and then they dozed off.

I can't sleep. I can't get comfortable in sleeping bags because they're always too small for me.

Plus I think if I stay awake I might have an idea. And save us all. That's why I'm recording this on my Draxphone. If I do get home, I'm going to give it to you and then you'll understand how I ended up in deep space when I said I was going pond dipping in the Lake District.

If you are listening to this though, and you are not my mum and dad, you are probably a pointy-headed, ninety-legged, sucker-footed alien, in which case, can I just say, 'Hello, I come in peace. And, if you happen to have the technology, please post this phone to:

Mr and Mrs Digby – 23 Glenarm Close, Bootle, Liverpool 22, England, The Earth, Solar System, Milky Way, et cetera. If it's not too much trouble.'

COMPLETELY DOOMED

English

Lesson 1 L.I. To recognise the features of a text. (Monologue)

Chocolate Cake

Quick Let's get out of here

Michael Rosen

Penguin

I love chocolate cake.
And when I was a boy
I love it even more.

Sometimes we used to have it for tea
and mum used to say,
"If there's any left over
you can have it to take to school
tomorrow to have at playtime."
And the next day I would take it to school
wrapped up in tin foil
open it up at playtime and sit in the
corner of the playground
eating it,
you know how the icing on top
is all shiny and it cracks as you
bite into it
and there's that other kind of icing in
the middle
and it sticks to your hands and you
can lick your fingers
and lick your lips
oh it's lovely.
yeah.



Anyway,
once we had this chocolate cake for tea
and later I went to bed
but while I was in bed
I found myself waking up
licking my lips

WMG Internal monologue

- first person point of view
- no formal introduction
- external and internal narration
- lack of chronological order
- no rules of punctuation
- informal tone

Activity: Answer the following questions.

What features can you identify?

Can you explain what the character is trying to express?

What type of language is being used?

How does the language impact the reader?

Lesson 2. L.I. To generate language for effect.

Read chapters 6-7 of the core text 'Boy in the Tower'.

Chapter 6 The next day she was up and tried to give me a shopping list but I wouldn't take it unless she came with me.

'Come on, Ade,' she said when I refused to put out my hand for the fluttering piece of paper. 'The bread's gone green. You don't want to eat green bread, do you? I know I don't.'

'Why don't we go together and we could go to the doctor's afterwards?' I asked.

Mum didn't say anything. She just started taking little gasps of air and tried not to look at me. But she did catch my eye as she took those little, painful breaths, and in that tiny moment I could tell that she was blaming me for making her breathe like that because I'd asked her to go with me. I snatched the list from her hand and ran out of the flat and went down in the lift and across the road to get the food. It was only when I'd gotten all the way to the shop that I realized I'd forgotten to bring any money with me.

'I'm sorry, Ade,' Mum said as soon as I came back in. She was still standing in exactly the same position as when I'd left, as if she'd been frozen the whole time I was away. 'I know this can't be fun for you.'

I didn't say anything but just reached up to the jam jar where we kept our money and took out a five-pound note that had been folded tightly in half again and again until it was only a little square.

I couldn't look Mum in the eye. I felt like I'd failed her and it was an unbearable feeling, a pressure that had settled over my chest and wouldn't let up.

'Let's go together. It's a good idea,' she said.

I looked up at her sharply. She looked like she might start crying but she was also nodding a little, as if to say, *Yes, yes, I can do this.*

'Are you sure, Mum?' I couldn't believe it. I felt too glad even to smile. Mum gave me another of her funny nods. She stood up a little unsteadily and, holding my hand, she walked towards the front door.

Every step was an effort and I was reminded of the way a snail moves, those tiny movements propelling it forward bit by bit. I felt so happy as she took those few shuffling steps past our front door but also daunted by the task that lay ahead. The shops and the doctor's surgery seemed very far away. It was as if we had just begun to climb a mountain and we couldn't see the top because it was surrounded by thick, white clouds.

We'd made it as far as the lifts when she started doing the funny breathing again. Her hand tightened around mine and I tried to give her a reassuring squeeze back but I don't think she felt it, she was holding on so tightly.

'I can't do it, Ade. I'm sorry, I can't.' As she turned back to our flat, her eyes met mine for the briefest moment, and again they seemed to say, *Don't make me do this, this is hurting me.* And just like that I was standing on my own in the corridor with the sound of our front door slamming, echoing in the emptiness.

I did the shopping and I almost made it home without crying, apart from when the woman in the shop put a lollipop in my bag along with the bread and milk and said, 'Looks like you need one, love.'

'Thank you,' I said.

'You're welcome, honey,' she said, and I shocked myself when my eyes filled with tears.

I quickly ran out, leaving the whole five-pound note on the counter without waiting for my change just so I wouldn't have to talk to the kind woman any more.

I walked past the old pub that had fallen down. It was a pile of bricks but I could just about make out the sign that was sticking out of the bricks. It had a picture of a man's face on it. I'd forgotten that had even happened, I had been so worried about Mum.

When I finally got home, Mum was back in bed. I didn't go in to check on her. I wanted to believe that she was sleeping, not lying awake in the dark, waiting for the morning to come.

Chapter Seven

I knew what I needed to do to make it easier for Mum, so I went back to doing all the things I did before.

Before I tried to make Mum come outside with me, I'd got really good at being quiet when I arrived home from school so I didn't wake her. I called it the Silence Game.

I had all sorts of tactics. One of the things I did was leave the hat off our whistling kettle when I boiled water for tea. Another was tiptoeing around the flat as quietly as I could, before I realized that I made a lot less noise if I just walked very carefully and slowly and spread my weight over the soles of my feet. That way I could stop any floorboards creaking.

I also made sure that I didn't flush the toilet after I'd used it. I know that sounds a little bit disgusting but I just put the lid down straight away and it wasn't too bad. Then Mum flushed it when she got up.

Sometimes I would get a surprise and find something lying around that meant Mum must have left the flat that day. It didn't happen often but enough to make me excited every day that I might find a clue that she had managed to go outside. Once it was just that her shoes were a little bit wet on their soles. I used to

check the bottoms of her shoes every day, you see. Sometimes it was something that was left out, that had not been there before. You would not believe how happy I felt when a single orange appeared on our sofa one day. Or how fantastically pleased I was when I found a newspaper sitting on the kitchen table. The time gaps in between finding things like that were getting longer and longer but it still gave me a lot of hope.

Then there were the precious few days when Mum really would surprise me. She would be awake when I came home from school. Sometimes she had even washed her face and put lipstick on. Then she would blow me away by casually producing something that hadn't come from any of my shopping trips, and that she couldn't even have bought from one of the shops close to the flat.

The day she presented me with a bowl of chocolate ice cream set my mind racing. I knew she must have gone to the supermarket, because it was the only place you could get this particular flavour, which had bits of chocolate brownie and swirls of caramel in it. It was our favourite. Before Mum got hurt, we used to eat it all the time. 'Too much of the time!' Mum would laugh, in the old days, before patting the rounds of our bellies.

She could have quite easily just bought some chocolate or sweets from the nearby newsagent's, but she hadn't. She'd walked right past it and gone all the way down the road to buy our favourite chocolate ice cream. Chocolate ice cream for me. The ice cream said, *I'm getting better, Ade, I really am* – and you know what? It tasted all the better because of it.

There were no signs that she had left the flat the day after she'd tried to come shopping with me. Everything was lying untouched and silent when I got home that night.

I started playing the Silence Game and slowly walked over to the window ledge. I didn't make a sound. I looked down on the city below me and found the spot where the old pub had fallen down. I might only be saying this because I know what's happened since, but I thought I did notice some things that were a little bit odd about that mound of rubble. Looking at it from my window, I thought I could see a faint blue tinge in the space where it had once stood. And it was strange that there was so little of it left, too. Not really what you'd expect from a big, tall building. I remember thinking that someone must have already started clearing it away. And that the blue tinge was just a trick of the light. I didn't know at the time that these were all important details.

I did put the pub into my scrapbook, though. I drew a picture of what it used to look like and what it looked like now it had fallen down. I wrote down the name as well. It was called The George.

During the last school holidays, Miss Faraway had given each of us a large green scrapbook to draw or write about things that we saw around us.

'Anything?' I'd asked her.

'Anything you see that is interesting, Ade?' she'd said. 'Or you can stick things in. If you find something you like the look of.'

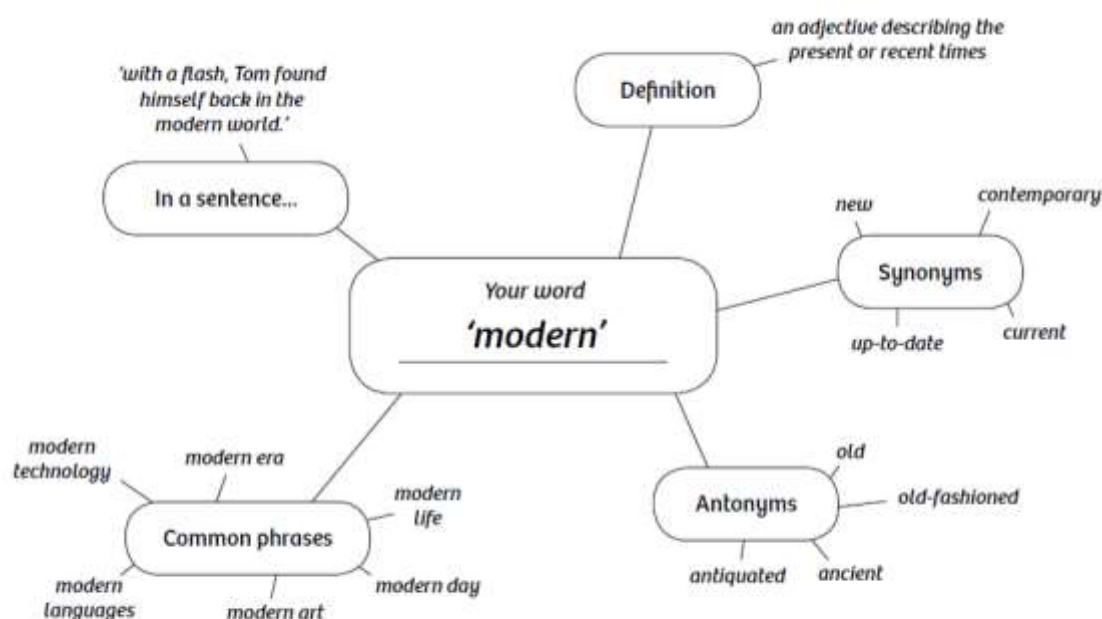
She called them our Eye Spy books. I hadn't filled mine up with much so far. I'd only stuck in a bit of a Happy Meal box that I'd had once and drawn the buildings I could see from my window. It was hard to draw the straight lines of the towers, though. They always came out wobbly.

Now I'd drawn the pub too.

How was I to know that this was only the beginning?

Activity- Looking at the themes in the text so far generate vocabulary based on those themes. Build word webs connecting all of the themes and vocabulary together.

Look at the example below to help you create the word web.



Lesson 3. To recognise and use modal verbs.

1. Choose one of these modal verbs to complete each of these sentences – you can use each one more than once if you need to.

can	might	will	should
can't	mightn't	won't	shouldn't

- Pasha _____ try her hardest at school.
- He is so tired, he _____ keep his eyes open.
- Tom is a great footballer. He _____ even play in goal!
- If she keeps trying hard, she _____ just have a chance.
- He is still learning. He _____ do his shoe laces up just yet.
- You _____ hurt people or steal things.
- When you have finished eating, you _____ wash your plate.
- When they get there, they _____ find it waiting for them.
- The cold makes it likely there _____ be icy roads tomorrow.
- When I am older, I _____ be a millionaire.

Lesson 4. To explain the meanings of selected homophones.

Task - Using the following homophones in sentences to show the different meanings.
Altar, alter, led, lead, steal and steel.

Extra challenge - can you explain a way to remember to distinguish between the two homophones?

Lesson 5. To explain the rules for using three determiners.

Task - explain when to use the following: a, an or the.
Give examples of using each determiner.

Lesson 6. To locate adverbials of time in a piece of text.

An **adverbial of time** is a word or phrase which tells us **when** the sentence is taking place. Can you underline all of the **adverbials of time** in this extract?

My fingers were so sweaty that I thought that the mic was going to slip from my hand. As I shuffled in front of the Merry Men, my knees jiggled and my teeth chattered. The music galloped along and my heart galloped with it. Any second, I would have to start singing. But the lights were too bright and the crowd was too big. Too late, I remembered that I was supposed to strike a dashing pose. I stuck my arm out and felt a paperclip ping off the back of my costume.

Maths

These are the Roman numerals:

I	V	X	L	C	D	M
1	5	10	50	100	500	1000

Looking at Roman numerals applied in the real world. Can we write famous dates in Roman numerals? Could you write the time in Roman numerals?

Pre-assessment - What facts do you already know about units of time?

Lesson 1 L.I. To convert between seconds, minutes and hours.

1. What are the units for time?

Can you use your knowledge of 6 and 10 x tables to help you convert seconds/minutes and hours?

One hour = ____ minutes

One minute = ____ seconds.

Two hours = ____ minutes

Three minutes = ____ seconds.

Half an hour = ____ minutes

____ minutes = 240 seconds

Dora says,



To convert hours to minutes, I multiply the number of hours by 60

Is she correct? Can you explain why?



Which is longer 3600s or 50 mins?

Vocabulary

analogue

digital

hours

minutes

seconds

12-hour clock

24-hour clock

Lesson 2 L.I. To convert days, weeks, months and years.

Use a calendar to help you complete the sentences.

There are ____ months in a year.

There are ____ days in February.

____ months have 30 days, and ____ months have 31 days.

There are ____ days in a year and ____ days in a leap year.

You will need knowledge of leap years to answer the following question:

There are 730 days in two years





Always, sometimes, never?

✓	✓	✓	ALWAYS
✓	✗	✓	SOMETIMES
✗	✗	✗	NEVER

Lesson 3 L.I. To convert between analogue and digital 12- hour clocks.

1. Can you convert between analogue and digital times using a format up to 12 hours? You need to use a.m. and p.m. to distinguish between times in the morning and afternoon.

Record the time of each activity in digital format.

Netball	 p.m.	
Football	 a.m.	
Rock climbing	 p.m.	
Roller disco	 a.m.	

Remember how many minutes past the hour determines the digital time. Can you recognise that digital time must be written in the 4-digit format. For example, 09:30 a.m. not 9:30.



The time is _____ past 10

This can also be written as ____ minutes past 10

The digital time is ____ : ____

Jack arrives at the train station at the time shown in the morning.

Which trains could he catch?



Destination	Departs
York	07 : 10 a.m.
New Pudsey	09 : 25 a.m.
Bramley	09 : 42 a.m.
Leeds	10 : 03 a.m.

How long will Jack have to wait for each train?



Lesson 4. L.I. To convert between analogue and digital 24- hour clocks..

1.

Match the analogue and digital times.



a.m.



p.m.



p.m.



a.m.

13 : 10

07 : 10

00 : 45

21 : 20



- What are the differences and similarities between converting 12 and 24-hour clocks?
- Ella finishes school at 3pm. The time on her watch is 14.13. How long is it until Ella finishes school?
- If I leave home at 07:30 and lunch time starts at 25 past 12, how long do I have to wait from leaving home until I could have my lunch?
- I went to the cinema at half past 2. The film lasted for 45 minutes. Could I be going home before 14:55, if I watched the film to the end? Explain your method.

Lesson 5 L.I. To solve problems involving time.

- Create a school day plan e.g. what time school begins, timings for each subject, playtime, lunch-time and home time.
- Lucy leaves the house at 8.45 am. She arrives 35 minutes later at her friend's house. What time did she arrive?

3. Maisie's birthday is in 2 weeks. It is the 5th of April. What day is her birthday?
4. Tom is 38 months. How old is he in years?



Lesson 6. L.I. To convert between fractions, decimals and percentages.

Mental maths - Can you convert these fractions to decimals and then percentages?

$$\frac{1}{2} =$$

$$\frac{1}{5} =$$

$$\frac{6}{10} =$$

$$\frac{2}{25} =$$

$$\frac{26}{50} =$$

$$\frac{176}{50} =$$

$$\frac{39}{10} =$$

$$\frac{527}{100} =$$

$$34\% \text{ as a fraction is } =$$

$$25\% \text{ as a simplified fraction is } =$$

$$127\% \text{ as a fraction is } =$$

Science

LI: To explain the movement of the planets within our solar system.

STS

Name the planets

Identify the size of the planets

Identify the order of the planets

Explain how planets orbit around the sun



Make a model of the solar system.

Vocabulary: Earth, space, Uranus, Jupiter, Saturn, Venus, Mercury, Neptune, Mars.

Mercury



Size (diameter):	4879.4km
Moons:	0
Distance from Sun:	53.29 million km
Length of year:	88 days
Length of day:	58 days 15 hours 30 minutes
Temperature:	-173°C to 427°C
Atmosphere:	hydrogen, helium, oxygen, sodium and potassium

Venus



Size (diameter):	12 104km
Moons:	0
Distance from Sun:	107.48 million km
Length of year:	225 days
Length of day:	116 days 18 hours 0 minutes
Temperature:	around 470°C
Atmosphere:	carbon dioxide (96.5%), nitrogen and sulphur dioxide

Earth



Size (diameter):	12 742km
Moons:	1
Distance from Sun:	151.75 million km
Length of year:	365 days
Length of day:	24 hours
Temperature:	between -88°C and 58°C
Atmosphere:	
Nitrogen	78.08%
Oxygen	20.95%
Argon	0.93%
Carbon dioxide	0.04%

Mars




Size (diameter):	6791km
Moons:	2 (Phobos and Deimos)
Distance from Sun:	227.9 million km
Length of year:	687 days
Length of day:	1 day 0 hours 37 minutes
Temperature:	between -140°C and 20°C
Atmosphere:	
Oxygen:	0.13%, CO ₂ : 95.32%
CO:	0.08%, N: 2.7%, Ar: 1.6%

Jupiter




Size (diameter):	139 822km
Moons:	79
Distance from Sun:	778.89 million km
Length of year:	12 years
Length of day:	9 hours 56 minutes
Temperature:	about -145°C
Atmosphere:	This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen and helium, with traces of ammonia, sulphur and water vapour.

Saturn




Size (diameter):	116 464km
Moons:	82
Distance from Sun:	1.5 billion km
Length of year:	29 years
Length of day:	10 hours 42 minutes
Temperature:	between -185°C and -122°C
Atmosphere:	This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen (~75%), helium (~25%) and traces of methane and water.

Uranus



Size (diameter):	50 724km
Moons:	27 (Titania, Oberon, Miranda, Ariel, Umbriel, etc.)
Distance from Sun:	2.94 billion km
Length of year:	84 years
Length of day:	17 hours 14 minutes
Temperature:	around -224°C
Atmosphere:	This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen and helium, with traces of ammonia, water and methane.

Neptune



Size (diameter):	49 244 km
Moons:	13 confirmed, 1 provisional
Distance from Sun:	4.48 billion km
Length of year:	165 years
Length of day:	16 hours 6 minutes
Temperature:	around -210°C
Atmosphere:	This planet is made up mostly of gas. Almost the entire planet is made up of hydrogen, helium and methane.

Reflection

What is the connection between forces and planets orbiting around the sun?



What if the Earth moved closer to the sun?

This would affect ...

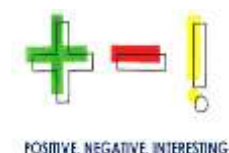
I think ...

Think about:

- Temperature
- Water
- Animals
- Ice

Extra challenge - Compare and contrast two planets.

ART -



LI: To experiment with techniques.

STS:

- Cut and shape cardboard
- Create layers in the image
- Able to explain foreshortening
- Create a 3-D effect



Activity:

Can you experiment with relief techniques in cardboard, assessing how to create a 3D effect and how using foreshortening can improve composition?

Foreshortening in art refers to the way we perceive an object as it recedes in space. Try this. Place your arm in front of your body, bent at the elbow so that your forearm aligns with your chest.





Here is a short video to help explain this technique of foreshortening.

<https://www.youtube.com/watch?v=ASiToAVKBTs>

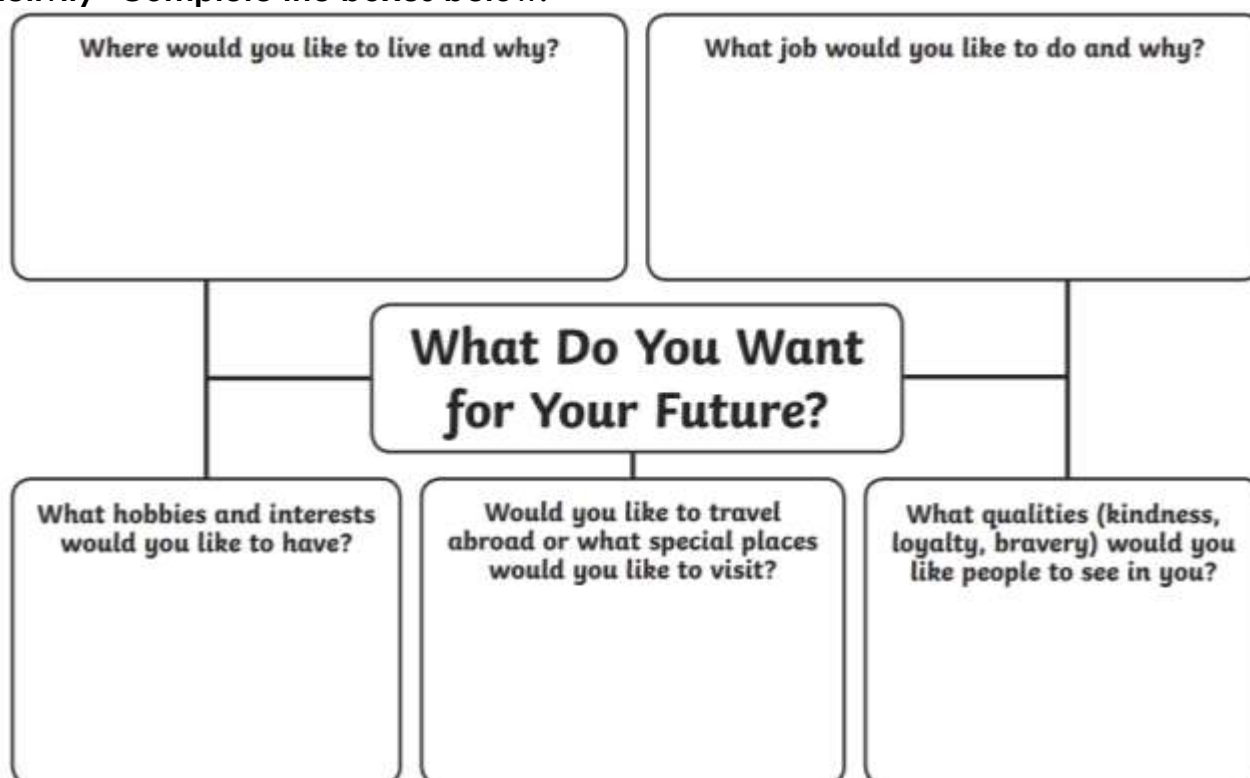
Relief is a sculptural technique where the sculpted elements remain attached to a solid background of the same material.

At the end, can you evaluate which techniques were effective and which ones were not?

PSHE

LI: To <u>analyse</u> jobs that you might like to do in the future.	
<p>STS</p> <ul style="list-style-type: none"> To <u>understand</u> the role ambition can play in achieving a future career. To <u>recognise</u> how or why someone might choose a certain career. <u>Identify</u> what might influence people's decisions about a job or career. 	
<p>Reflection:</p> <p>Does ambition drive success? How do we match our skills and talents to employment?</p> 	

Activity- Complete the boxes below.



Curriculum

LI: to examine the factors contributing to global migration.

There are many economic, social and physical reasons why people emigrate and they can usually be classified into push and pull factors. Push and pull factors can fall into three main categories, economic, social and physical.

Push factors are those associated with the area of origin

Pull factors are those that are associated with the area of destination.



Key questions:

What are push and pull factors?

What factors contribute to people leaving the Caribbean?

What might be a pull factor for migrants coming to the UK?

Push factors are ...

Pull factors are ...

The factors that contribute to people leaving the Caribbean are ...

Vocabulary: migrant, migrate, asylum, globalisation, financial, political, economic, factor, country of origin, destination, persecution, civil unrest.

Useful websites.

<https://www.bbc.co.uk/bitesize/guides/z8x6wxs/revision/2>

https://reliefweb.int/sites/reliefweb.int/files/resources/Working%20papers_%20en_baja_20.06.17.pdf

Positive effects	Negative Effects
Increase of global efficiency	Loss of qualified workers and a reduction of essential services
Migration is good for people who migrate to countries that offer new opportunities	Reduction of economic growth and productivity, due to the loss of qualified workers on the job market
A remittance flow that aids receiving individuals and countries	Less returns of public investments in education due to emigration of qualified people
Reduction of unemployment in country of origin	Selective migration may generate disparities in countries of origin
Diasporas import new technology and capital	The country of origin loses tax income
Commerce between receiving and sending countries may get a boost due to an increased demand for diasporas' products (Nurse 2004) (music, food products)	Creation of an economy based on remittances and the dependency of receivers, a problem that exacerbates when remittances diminish over time
Emigration may stimulate investment in education and human capital	Remittances may cause inflations, especially in the real estate sector
Philanthropy by diasporas contribute to community development and diminish the impact of natural disasters	Migration can increase official unemployment in the host country due to migrants accepting lower wages
Immigration can stimulate economic and welfare gains by supplying existing labour needs, which increases employment, productivity and GDP	Irregular immigrants, unable to access social benefits and formal employment, are vulnerable to abuse and may be forced to irregular means of receiving an income
	Immigration may be responded to with xenophobia and/or racism, causing social exclusion

Challenge: what are the positives and negatives of migration? (see second image)

R.E.

LI: To compare how different faith groups react to vulnerable people in crisis – Buddhism

Context: homelessness.



Activity: Children to explore the values of Buddhism.

Activity: Compare and read a range of case studies relating to homelessness and charity.

Charity in Early Buddhism

In the Sutta-pitaka the Buddha spoke of six kinds of people in particular need of generosity -- recluses or hermits, people in religious orders, the destitute, travelers, the homeless and beggars. Other early sutras speak of caring for the sick and people who are needy because of disasters. Throughout his teaching, the Buddha was clear that one should not turn away from suffering but do whatever can be done to relieve it.

Buddhists argue that the reason one doesn't hear so much about Buddhist charity is that Buddhism doesn't seek publicity for charity. Giving, or generosity, is one of the Perfections (paramitas) of Buddhism, but to be "perfect" it must be selfless, without expectation of reward or praise. Even practicing charity "to feel good about myself" is considered an impure motivation. In some schools of Buddhism monks asking for alms wear large straw hats that partly obscure their faces, signifying there is neither giver nor receiver, but just the act of giving.

The Buddhist teaching on karma tells us that every being has, in the final analysis, made their own suffering. But this is not an excuse for callousness. It is a warning. There is no essential difference between the middle-class person and the homeless panhandler. If the one who is fortunate now neglects to practise the virtue of generosity, she will surely experience poverty herself in the future. Before final liberation, the cycle of birth and death is endless and everyone experiences all possibilities.

https://www.huffpost.com/entry/buddhism-and-social-action_b_670225

<https://www.learnreligions.com/charity-in-buddhism-449556>

Hi,

I'm in NYC where there are, of course, many homeless people, which saddens me for many reasons. Though I would love to help them, I feel conflicted about doing so.

They always ask for money, and I have in the past given food, but it is common knowledge to mostly ignore those asking because it's likely the money will be used for drugs.

I obviously don't want to indirectly support their drug habit, as that would essentially hurt them instead of help.

I don't always have food to offer, and feel like they'd reject it anyway...

Instinctively ignoring their pleas, though, makes me feel like I'm choosing not to help, which maybe I can't...even if I were to carry around spare food to offer I don't feel it would be...enough? (can't think of the word). I always offer a smile, but even that feels...hypocritical? (also probably the wrong word)...since I can't/don't much more.

What do you make of this inevitable situation? Thanks

-Mel

Robert Walker, I've been practicing as a Buddhist for just short of 35 years, mainly in Tibetan traditions.

I think homelessness is rather rare at least in the West. Except of course for anyone who is homeless for other reasons who is also Buddhist. It's going to be hard for anyone because we don't have this tradition of supporting homeless spiritual wandering truth seekers, and seeing this as a valued part of our society, in the West.

Of course only monks and nuns traditionally were homeless even at the times of the Buddha. And even when Buddha was alive, then the monks gathered together and stayed in one place in the rainy season when it became difficult to live as a wandering ascetic in India. They often had wealthy patrons who provided places for them to stay at that time, which later developed into the Buddhist monasticism. In more recent times, many Buddhist monks live permanently in monasteries in traditional Buddhist countries, supported by donations from lay people.

In traditional Buddhist countries, then many Buddhist monks and nuns live permanently in monasteries. But some will wander through the countryside for a part of their life, as a wandering ascetic similarly to Buddhist monks and nuns at the time of the Buddha. For instance in the Thailand forest monks tradition, [The Thai Forest Tradition](#)

Also a Buddhist meditator (not necessarily a monk or nun) may go to meditate for many years in a cave, if that counts as homeless. In traditional societies, they are often supported by others who provide them with food.

Extra challenge

How do Buddhist people's actions link to the values of their religion?

Reflection:

How does Buddhism compare to Christianity, in the area of supporting people in need?

