

projectgreenchallenge
pgc 2013
CURRICULUM

LESSON PLANS
FOR A
conscious
lifestyle

HEMP

Introduction

When you hear the word “hemp”, several ideas probably come to mind, but they may not encompass the full versatility of hemp; one of the most useful crops on earth! It can be used in construction, clothing, and food, as oil to fuel our cars, for papermaking, and much more! It’s estimated that there are over 1,000 estimated uses for hemp, all from a single, fast-growing crop! And hemp has been around for ages. In fact, the Great Pyramids of Giza were constructed with hemp, Columbus sailed to the New World with hemp sails, and the Declaration of Independence was drafted on hemp paper. So why isn’t hemp more well known or widely available?

In 1957, hemp cultivation in the United States became illegal. The law was intended to protect big oil business, under the guise of protecting the public from hemp because of the plant’s association with marijuana (despite the fact that hemp, though genetically related to marijuana, has none of the familiar drug’s mind-altering properties). However, people continue to organize and advocate for the legalization of hemp, due to all of the benefits you will learn about today!

Resources

- ***Pinterest Board***

Objectives

In today's lesson, students will:

- Discover the many uses of hemp
- Debate whether or not the cultivation of hemp should be legalized
- Draft a letter to local legislators sharing opinions about hemp legalization

Materials Needed

- Computer lab
- Printed articles for the web activity

Lesson Plan

Start of Class: 5 minutes

To begin today's class, play the song "**Hemp Can Save the World**" as a fun introduction to what hemp can do.

Web Activity: 40 minutes

Through this activity, students will gain a better understanding of the complex issues surrounding hemp

First, divide students into four groups (or 8 smaller groups). Provide each group with one of the following articles or infographics about hemp. The groups will analyze each document, highlight key points, and get ready to share what they learned.

Possible resources and topics for the four groups are:

History

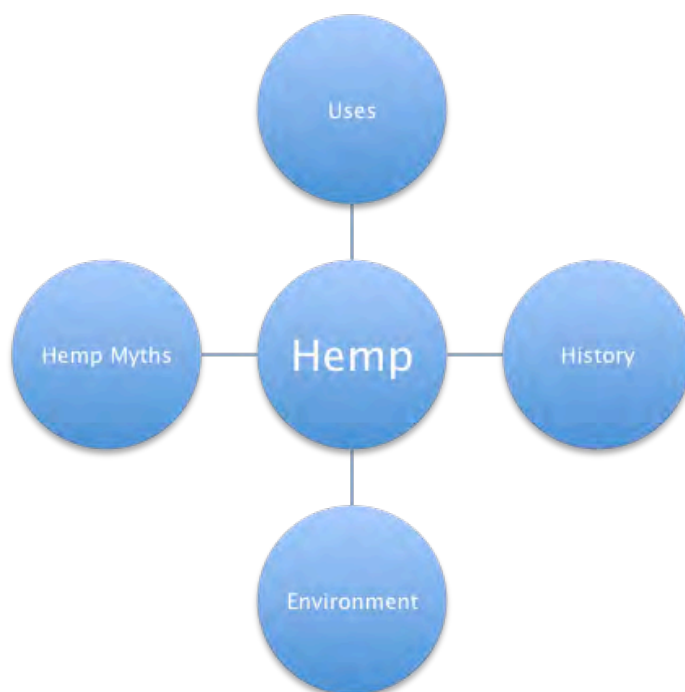
Uses

Environmental Impacts

Hemp Myths

After giving the students 10 or 15 minutes in their groups, bring the class back together and on the board, write the word hemp in the center with a circle around it. This will become the center of your web. Go around the room and ask each group to explain their category, and everything they learned or highlighted while reading their article. Keep expanding the web to cover all points raised, and see how everything fits together. During the activity, students will take notes and copy down the web, and the teacher can take a picture to share with his or her students online or via email. By the end of this activity, all students will have a complete resource to help them with the debate and their letter to Congress.

Here is an example of what the graphic organizer might look like.



Lesson Plan_{cont.}

Debate Activity:

(1-2 days of preparation and 1 day of debate)

To give students a chance to raise their voices and refine their skills of developing and delivering an argument, assign students roles and opinions regarding the topic of hemp. The debate could take an open discussion format, and students could be assessed based upon their participation. At the end of the class, the students will all take a vote about whether or not they would like to legalize hemp.

Potential Roles: (assign these roles to multiple students as needed)

Pro-Hemp:

farmers

environmentalists

architects

clothing designers

health food companies

Anti-Hemp:

oil companies

cotton farmer

Michele Leonhart: Administrator of the Drug Enforcement Administration

CEO of a large construction business

concerned parents

Undecided:

Request that other teachers or other classes of students come in on debate day to watch the debate, and have them participate in the final vote.

Assessment/Checks for Understanding:

Using the research and materials the students gathered over the course of the lesson, have each student draft a letter to his or her local legislator about the issue of hemp and opinions regarding legalization. Guide them with professional letter-writing format, and encourage them to use evidence to defend their reasoning. Take the students to the computer lab to type the letters. Prior to sending the letters, have the students pair up and trade papers to make edits. Finally, the students will submit their responses to the following websites to contact their legislators.

votehemp.com

capwiz.com