

Charity Checks Giving Classrooms

Quote from the Teacher:

My class was VERY excited about taking part in this project. They were learning so much but hardly knew it!!! As teachers, we all know that when our students are engaged in a real-life experience, they are benefiting the most from their studies. Just as school let out for summer, thank you notes started rolling in. We managed to get a few before the last day, and my class was so proud!

My students don't come from the most privileged of backgrounds, but they now know that they can do something, and SHOULD do something for the rest of the world. They were empowered by the program and our very generous sponsor (Countrywide) to make a difference.

I am in strong support of this Charitable Literacy program. Please contact me if you have ANY questions about my experiences! Sept. to June
email: ahaver@conejo.k12.ca.us

WOW! ☺

Charitable Literacy Program Objectives:

- To promote student knowledge of local/national/worldwide charities
- To encourage students to explore their own values through choosing a charity to receive their donation, and to experience the Joy of Giving
- To engage students in critical thinking and discussion

Unit Plan

1. Teacher Name: Amanda Haver
2. Class Subject/Grade: Grade 5/ Cross-Curricular Unit
3. Number of Students: 31

California Content Standards:

Section 1: Background

- **History/Social Science 5.7:** Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
 4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
 5. Discuss[CT1] the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
- **English/Language Arts:** Comprehension and Analysis of Grade- Level-Appropriate Text[CT2]
- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
 - 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Section 2: Research

- **English/Language Arts:** Structural Features of Informational Materials
- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

Section 3: Data Collection/Analysis/Presentation

- **Mathematics: Statistics, Data Analysis, and Probability**

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes

1.2 Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.

Section 4: The Letter & Poem

- **Visual Arts: Visual Literacy**

5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

- **English/Language Arts: Writing Strategies**

1.5 Use a thesaurus to identify alternative word choices and meanings

Evaluation and Revision:

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

Section 5: The Culminating Project

- **English/Language Arts: Writing Strategies**

2.4 Write persuasive letters or compositions:

- a. State a clear position in support of a proposal.
- b. Support a position with relevant evidence.
- c. Follow a simple organizational pattern.
- d. Address reader concerns.

Evaluation and Revision:

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

- **Listening and Speaking Strategies:**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

- **Comprehension**

- 1.1 Ask questions that seek information not already discussed.
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- 1.3 Make inferences or draw conclusions based on an oral report.

Organization and Delivery of Oral Communication

- 1.4 Select a focus, organizational structure, and point of view for an oral presentation.
- 1.5 Clarify and support spoken ideas with evidence and examples.
- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Analysis and Evaluation of Oral and Media Communications

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
- 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

- **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

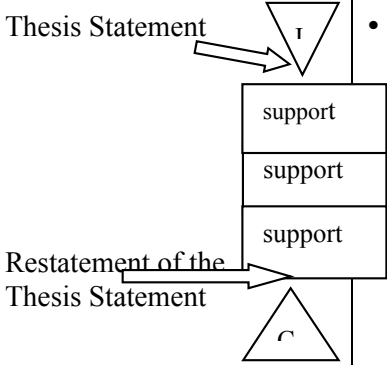
- 2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
 - a. Frame questions to direct the investigation.
 - b. Establish a controlling idea or topic.
 - c. Develop the topic with simple facts, details, examples, and explanations.

<p>Classroom and Content Objectives: Section 1: Background The Students will (TSW)...</p> <ul style="list-style-type: none"> • review the main concepts that make up the government of the United States of America. • focus on the responsibilities of the citizens of our country, and will be encouraged to reflect on what they could personally contribute to their own community. • recall any prior knowledge related to non-profit organizations. • engage in an informative discussion/review related to non-profit organizations. • reflect on the definition of charity, and will be encouraged to form their own opinions about the true meaning of the word. 	<p>Specific Link to Curricular unit Section 1: Background The students will Need...</p> <ul style="list-style-type: none"> • to have had some internet researching practice in accessing a website and navigating themselves around a site (ex. using links, page back and forward, etc.) • to have had some introduction to our government and the Constitution. The website provided is a great REFRESHER site, but would be confusing for a fifth grader at a first-time exposure. <p>Teacher prep: I spent a lot of time on the IRS website gathering information on charitable organizations. http://www.irs.gov/charities/charitable</p>	<p>Assessment Description: Section 1: Background</p> <ul style="list-style-type: none"> • Observation of student activity on the “BensGuide” website/completed Government Outline • Completed personal response to personal giving • Completed left side of Knowledge Chart • Observation of student participation in informative discussion on charities/completed Charity Outline. • Observation of student participation in discussion of charity/completed Response to Quote. 	<p>Assessment Instrument: Section 1: Background</p> <ul style="list-style-type: none"> • Assessment for this section is _ observation and _ accurate completion of the worksheets provided. • Any personal reflection should demonstrate critical and reflective thinking. 	<p>Assessment Rubric: Section 1: Background</p> <ul style="list-style-type: none"> • No rubrics
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<p>Section 2: Research: TSW</p> <ul style="list-style-type: none"> • conduct a search for a charity. • reflect on 3 top charities and the pros and cons related to choosing each of the 3 top charities. • choose a charity and conduct more in-depth research around five focus areas. • explore any new knowledge learned about non-profit organizations. 	<p>Section 2: Research: TSW</p> <ul style="list-style-type: none"> • need to have had some internet researching practice in accessing a website and navigating themselves around a site (ex. using links, page back and forward, pull down menus, etc.) • need to know the definition and use of the words “pro” and “con”, and will need practice in the act of prioritizing during decision-making. 	<p>Section 2: Research</p> <ul style="list-style-type: none"> • Participation in class activity that demonstrates the use of the Decision Chart. • Observation of student activity on the • 	<p>Section 2: Research</p> <ul style="list-style-type: none"> • Assessment for this section is _ observation and _ accurate completion of the worksheets provided. 	<p>Section 2: Research</p> <ul style="list-style-type: none"> • No rubrics
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<p>Section 3: Data Collection/Analysis/Presentation : TSW</p> <ul style="list-style-type: none"> • collect data as a class • After reviewing sample graphs, small groups of students will choose a method of presentation, analyze the data collected, and work cooperatively on creating an innovative graph. • Students will reflect on the graphs' usefulness in representing the data. 	<p>Section 3: Data Collection/Analysis/Presentation :</p> <p>Students will need</p> <ul style="list-style-type: none"> • to have had practice creating and extracting data from various types of graphs. If not, then choose one type of graph to concentrate on, and have each group create the same type of graph. <p>Another related idea (depending on your time allocation) would be to analyze the data, finding mean, median, mode, maximum, minimum, and range.</p> <ul style="list-style-type: none"> • 	<p>Section 3: Data Collection/Analysis/Presentation</p> <ul style="list-style-type: none"> • Observation of student participation in small group data analysis and presentation/completed, accurate Category Graph. • 	<p>Section 3: Data Collection/Analysis/Presentation</p> <ul style="list-style-type: none"> • Assessment for this section is part observation of contributions made to the group activity. <ul style="list-style-type: none"> • Accurate representation of the data provided from the Class Tally Sheet should be present on the final graph. Use the rubric (Appendix xviii). 	<p>Section 3: Data Collection/Analysis/Presentation</p> <ul style="list-style-type: none"> • Observation of student participation in small group data analysis and presentation/completed, accurate Category Graph.
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<p>Section 4: The Letter & Poem: The Students Will</p> <ul style="list-style-type: none"> • write an acrostic poem, using a thesaurus to enhance writing style. • successfully design a font. • learn the basic format of a business letter and will write an organized, clear letter to the charity of their choice. • engage in the editing process. 	<p>Section 4: The Letter & Poem</p> <ul style="list-style-type: none"> • Students should have had some experiences with writing acrostic poems. The lesson itself really doesn't explain them in detail. • 	<p>Section 4: Letter & Poem</p> <ul style="list-style-type: none"> • Observation of student effort on the poem, including the use of a thesaurus to make effective word choices/complete d poem. • Observation of student effort on designing a creative and neat font/completed poem assignment. <p>Observation of student effort, including participation in the editing process/completed, organized business letter.</p> <ul style="list-style-type: none"> • 	<p>Section 4: Letter & Poem</p> <ul style="list-style-type: none"> • Assessment for this section is part observation of effort in the art and writing components. • The acrostic poem should reflect creativity and correctness as described on the assignment rubric (Appendix xx). • The business letter should reflect organization, effective support, voice, and correctness as described on the assignment rubric (Appendix xxii). 	<p>Section 4: Letter & Poem</p> <ul style="list-style-type: none"> • Acrostic Poem Rubric (Appendix xx) with criterion including writing task, style, conventions, design task, and design style. • Charity Business Letter Rubric (Appendix xxii) with criterion including writing task, organization, support, voice, and conventions.
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<p>Section 5: The Culminating Project</p> <ul style="list-style-type: none"> • Students will plan a persuasive essay using a graphic organizer. • Students will learn the basic format for a persuasive essay, including introduction, support, addressing of reader concerns, and conclusion. They will then write an organized persuasive essay. • actively participate in a timed, group competition of placing parts of a persuasive letter in their correct order. • engage in the editing process. • create a visually stimulating presentation folder that complements their essay. • deliver a persuasive presentation to a small group of peers posing as local business owners looking for a charity to donate to. 	<p>Section 5: The Culminating Project</p> <ul style="list-style-type: none"> • Students should have had some prior experience writing a 5-paragraph essay, including a thesis statement. If not, then spend more time on this section. Spend some time explaining thesis statement. I have found success with the following graphic organizer:  <ul style="list-style-type: none"> • Audience etiquette 	<p>Section 5: The Culminating Project</p> <ul style="list-style-type: none"> • Observation of student effort, including participation in the editing process/completed persuasive graphic organizer/completed, organized persuasive letter. • Observation of student actively participating in the timed, group competition of placing parts of a persuasive letter in their correct order. • Observation of student effort on designing a creative and effective display folder/completed, organized folder. • Observation of students' abilities to communicate their essay thesis, supporting details, and a call to action 	<p>Section 5: The Culminating Project</p> <ul style="list-style-type: none"> • Assessment for this section is part observation of contributions made to the group activity with the pieces of a persuasive letter. • The persuasive essay should reflect organization, effective support, voice, and correctness as described on the assignment rubric (Appendix xxviii). • The presentation folder should reflect organization, neatness, and correctness as described on the assignment rubric (Appendix xxviii). • The oral presentation should reflect organization, effective body language, and voice as described on the assignment rubric (Appendix xxix). • The business letter 	<p>Section 5: The Culminating Project</p> <ul style="list-style-type: none"> • Persuasive Charity Project Rubric Task I: Persuasive Essay (Appendix xxviii) with criterion including writing task, organization, support, voice, and conventions. • Persuasive Charity Project Rubric Task II: Presentation Folder (Appendix xxviii) with criterion including project task, organization, presentation, and conventions. • Persuasive Charity Project Rubric Task III: Presentation (Appendix xxix) with criterion including presentation task, organization, body language, and
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<ul style="list-style-type: none"> • write an organized, clear business letter explaining their decision of which charity they wish to donate “their business” money to. • engage in active listening during the presentations of the peers from their small group. 	<p>may be something you would like to expand upon before the final group presentations. You will not be able to monitor each small group the entire time, so they will have to be somewhat independent in this manner.</p>	<p>using the correct body language and voice.</p> <ul style="list-style-type: none"> • Observation of correct audience etiquette. • Observation of student effort, including participation in the editing process/completed, organized business letter. 	<p>should reflect organization, effective support, voice, and correctness as described on the assignment rubric (Appendix xxix).</p>	<p>voice.</p> <ul style="list-style-type: none"> • Persuasive Charity Project Rubric Task IV: Business Letter (Appendix xxix) with criterion including writing task, organization, support, voice, and conventions.
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Procedure and Strategies

Throughout this unit, I mention the “Editing Process”. You can use the process you are comfortable with in your classroom, or you can use my suggestions numbered below. I would either copy it onto the board each time you will begin a writing assignment, or make a poster of it for repeated use:

1. Brainstorm/organize your thoughts.
2. Write a rough draft.
3. Reread your draft and correct it for spelling, grammar, punctuation, word choice, sentence structure, capitalization, and style.
4. Have a peer read your draft and correct it for spelling, grammar, punctuation, word choice, sentence structure, capitalization, and style. They neatly sign their name at the bottom of your paper.
5. Read their corrections/suggestions and make any necessary changes.
6. Bring your revised paper back to your peer editor, and conference with them on your changes.
7. Write your final draft.

Section 1: Background

- Making of the “Giving Folder”:
 - Students glue the title page (Appendix i) to the folded piece of construction paper and decorate.
 - Teacher gives an overview and objectives of the giving project.
- Government Refresher Activity:
 - Students use the Internet to research details of the US government on the site <http://bensguide.gpo.gov/6-8/index.html> . If a projection tool is available, teacher could access the website for the class and show basic navigation of the site.
 - Students are given the Activity sheets (Appendices ii, iii, and iv) that include an outline and reflection form. Partner groups would be a great idea for this activity, but I suggest having copies made for each student to fill in/reflect on.
 - Discuss answers using the transparencies of the worksheets.
 - Take part in a class discussion on personal reflection component.
- Knowledge Chart:
 - Allow students about 10 minutes to complete the first _ of the Knowledge Chart (Appendix v)
 - Discuss any prior knowledge.
- Charity Outline:
 - Using teacher notes/background knowledge available on <http://www.irs.gov/charities/charitable>, teacher delivers a lecture on not-for-profit organizations.

- Students take notes onto the Charity Outline (Appendices vi and vii) as teacher fills in the transparency of that outline.
- Discuss as needed and ask for student input/critical thinking, especially on the “Benefits” sections found in I.F. and II.C.
- Response to Quote:
 - Display and read aloud the quote by Jack London. Discuss as a class and name real-life examples together.
 - Students spend 10-15 minutes writing a reflection on the quote’s meaning and personal experiences relating to the subject of charity.
 - Share written reflections.

Section 2: Research

- Demonstration of Decision Chart:
 - Using a transparency of Appendix xi, model the process of decision-making using an example such as your favorite ice cream flavor. When the chart is complete, prioritize the three choice flavors from 1-3.
- Research Charities:
 - Review “Cheat Sheet” (Appendix x) before entering the computer lab. If a projection tool is available, teacher could access the website for the class and show basic navigation of the site.
 - Students use this time to search the “Network for Good” website, looking for 3 charities of interest. They can use the back of the “Cheat Sheet” to take notes.
- Decision Chart:
 - At a different computer lab sitting, students complete the “Decision Chart” (Appendix xi) using their top 3 charities of interest. Stress the importance of exploring 3 charities in enough depth to identify their details and be able to pinpoint key pros and cons.
- Research Chart:
 - Before yet another computer lab sitting, review the “Research Chart” (Appendix xii) before entering the lab. Have students take notes on the meanings of the 5 categories from the chart. (i.e. Explain that funding is the income, or money to be used by the charity. Students can write this new definition beside that area and draw an arrow to the word “funding”. This is especially helpful for ELL’s, and will free your time up in the lab to help students navigate their websites).
 - Students now take some real time with their #1 choice according to the prioritization list from their “Decision Chart”. The name of their charity goes in the heart, and details pertaining to the 5 categories on the corresponding lines. Other notes can also be written on the back. Students should write down the websites used to find this information just in case they need to visit the site again at a later time. They will also need to write down the mailing address.
- Knowledge Chart:
 - Give students some time at this point to add any new knowledge about non-profit charities to their Knowledge Chart (Appendix v).

Section 3: Data Collection/Analysis/Presentation

- Class Tally
 - Have students recall or look for on their Research Charts the category of their chosen charity. Using the transparency of the “Class Tally Sheet” (Appendix xiii), tally class results for each of the categories. (I just do a “zip around” the room where each student calls out their category and I record their response on the tally sheet).
- Category Graphs
 - Using transparencies, review “Final Product Format” (Appendix xiv) as well as the five sample graphs from Appendices xv-xvii.
 - Put your students into groups. I suggest dividing your class into mixed ability groups of 3’s or 4’s.
 - Review the assignment rubric, and students will begin using the class tally chart to create graphic representations.

Section 4: The Letter & Poem

- Acrostic Poem
 - Review acrostic poem details. Depending on the level of your students, they can either find words, phrases, or longer pieces that begin with the G-I-V-I-N-G. You can also vary the assignment by using the G-I-V-I-N-G down the center of the page and writing the poetry around the letters, using the spaces before and after the main letters.
 - Review the use of a thesaurus to find more effective and interesting words to use in their poems.
 - Using a transparency of Appendix xix, address the font examples on the assignment sheet. Perhaps you would like to share with them a handwritten example, or do one together on the board. Stress that repeating letters are the same style, size, and color.
 - Review the rubric with your students so they are aware of the expectations beforehand, and they are ready to begin.
 - Final poems go on clean paper (or fancy paper), and the penciled poem can be traced using colored pencils.
 - Afterwards, share poems in a museum showcase. Students place their completed poem art on their desks and take 5 minutes to walk around the room and see other works done by their peers.
- Business Letter
 - Review business letter format using the Charity Business Letter sheet (Appendix xxi). Review the topics to possibly include in their letters. The body of the letter on this worksheet is just for notes to include in their written letter. It does not leave enough space for an entire letter.
 - Review the details of the rubric.
 - Students write the basics on their worksheet, and then transfer their ideas onto lined paper.
 - Students participate in the editing process, then write final drafts on clean sheets of lined paper.

Section 5: The Culminating Project

- Group Competition with pieces of letter

- o Read and discuss the structure of the transparency of the sample persuasive letter (Appendix xxvi), or make one of your own to share.
- o Divide your class into table groups or groups of about 4. Give each group the envelope as described in the “Materials” section. Instruct each group to take out and mix up the strips of paper in their envelope.
- o Using a timer, have groups put the strips of paper into their correct order (right on their desk) as quickly as possible. I found that groups standing around one desk works well.
- o Groups say “time” when they finish, and just as in the game “Bingo”, groups stop and the teacher checks the finished group’s work before the other groups clean up their strips (they will make mistakes, and then the other groups will have a chance to win). Optional prizes to winning groups.
- o Repeat as long as they are interested (this is where your class will REALLY learn the structure of a business letter).
- Task I (Essay outline)
 - o Distribute the details of the Persuasive Charity Project (Appendix xxiii). Discuss the 4 tasks with your students, and instruct them to keep this paper for the completion of Task IV.
 - o Using the transparency of the Persuasive Graphic Organizer (Appendix xxiv), complete a sample together. Perhaps you can choose a charity that is familiar to you, yet was not chosen by your students. (I used the Red Cross for my sample).
 - o Distribute copies of the graphic organizers to your students. Assist as necessary as they complete their organizers using the information they have learned about their charities.
- Task I (Essay)
 - o Review Persuasive Essay format using the Persuasive Essay Graphic Organizer (Appendix xxiv).
 - o Distribute and review the details of the rubric (Appendix xxviii).
 - o Students write their 5-paragraph essays on lined paper.
 - o Students participate in the editing process, then write final drafts on clean sheets of lined paper.
- Task II (Presentation Folder)
 - o Review the purpose and details of the presentation folder on the Charity Project outline (Appendix xxiii).
 - o Review the details of the rubric (Appendix xxviii).
 - o Students create their presentation folders using art supplies, etc. as described in the “Materials” section.
 - o Students who finish should practice reading their essays aloud, using their presentation folders to complement their presentation.
- Task III (Presentations)
 - o Review the characteristics of an effective presentation. You may want to show a quick video clip of an especially effective speaker, discussing the skills that make them stand out as a presenter.
 - o Distribute and review the details of the rubric (Appendix xxix).
 - o Provide some practice time for students to read their essays aloud, using their presentation folders to complement their presentation.

- o Describe the attributes of a supportive and attentive audience. Review the situation including their role play as business owners looking to donate. Remind them that they will be choosing one highly-effective presenter at the end of the presentations.
- o Have students write their names at the top of their copies of Appendix xxix, then collect.
- o Divide your class into mixed-ability groups of about 5 or 6 students. They will take turns presenting their projects to the rest of the group. Teacher roves with clipboard and fills in the rubrics for the presenters. ***Warning: You really need to move quickly through the groups, capturing the essence of their presentation skills, since you are evaluating multiple students at a time.
- Task IV (Business Letter)
 - o Review the purpose and details of the business letter on the Charity Project outline (Appendix xxiii).
 - o Redistribute and review the details of the rubric (Appendix xxix).
 - o Using the bottom half of their copy of Appendix xxiii, students write a letter to you, stating the organization that they will be donating to, and details about the presenter who was so effective in persuading them to do so.
 - o Teacher decides based on letters received who was most effective in persuasion... bonus credit on the project!!

Materials Needed

Section 1: Background

- Making of the “Giving Folder”
 - Copy of Appendix i for each student
 - Large piece of construction paper folded in _ for each student
 - Glue and markers
- Government Refresher Activity
 - Copy of Appendices ii, iii, and iv for each student
 - Computer access for each student (or pair)
 - Transparency of Appendices ii and iii
- Knowledge Chart
 - Copy of Appendix v for each student
- Charity Outline
 - Copy of Appendices vi and vii for each student
 - Teacher notes/background knowledge available on <http://www.irs.gov/charities/charitable>
 - Transparency of Appendices vi and vii
- Response to Quote
 - 1 large copy, poster, or transparency of Appendix viii quote by Jack London
 - 1 piece of lined paper for each student

Section 2: Research

- Demonstration of Decision Chart
 - Transparency of Appendix xi
- Research Charities
 - Copy of Appendix x for each student
 - Computer access for each student
- Decision Chart
 - Copy of Appendix xi for each student
 - Computer access for each student
- Research Chart
 - Copy of Appendix xii for each student

- Computer access for each student

Section 3: Data Collection/Analysis/Presentation

- Class Tally
 - Transparency of Appendix xiii
- Category Graphs
 - Transparency of Appendix xiv
 - Transparencies, poster, or large copies of Appendices xv, xvi, and xvii
 - Copy of Appendix xviii for _ of your students (cut in _ for half-sheet per student)
 - 2 large pieces of construction paper for each small group of students, 1 glue, 1 scissors, 1 set of markers, a sharpie, and a straightedge.
 - Pie Chart/Doughnut Graph groups will need compasses for rounding.

Section 4: The Letter & Poem

- Acrostic Poem
 - Transparency of Appendix xix
 - Copy of Appendix xix for each student
 - Scissors, glue, and colored pencils
 - A piece of plain paper for each student- background for their poem. (optional: make it fancy paper for an added touch!)
 - Copy of Appendix xx for _ of your students (cut in _ for half-sheet per student)
 - Thesaurus for each table group
- Business Letter
 - Copy of Appendix xxi for each student
 - Lined paper for rough and final drafts of letter
 - Copy of Appendix xxii for _ of your students (cut in _ for half-sheet per student)

Section 5: The Culminating Project

- Group Competition with pieces of letter
 - Transparency of Appendix xxvi
 - Copy of Appendix xxvii for each table group (or group of 4). Cut each copy into 12 strips (1 strip for each part of the persuasive business letter), and place in an envelope. You should have an envelope with 12 strips of paper inside for each small group.
 - Timer
 - Optional: small prizes for winning groups
- Task I (Essay outline)
 - Copy of Appendix xxiii for each student
 - Copy of Appendix xxiv for each student
 - Transparency of Appendix xxiv

- Task I (Essay)
 - Lined paper for rough and final drafts of essay
 - Copy of Appendix xxviii for each student
- Task II (Presentation Folder)
 - File folder for each student
 - Glue, markers, scissors, straightedges, etc.
- Task III (Presentations)
 - Copy of Appendix xxix for each student
 - Optional: video clip of an effective speaker
- Task IV (Business Letter): 30 minutes

Timeline

Section 1: Background (Total: 3hr. 20 min.)

- Making of the “Giving Folder”: 20 minutes
- Government Refresher Activity: Part I: 60 minutes; Part II: 30 minutes for a total of 90 minutes
- Knowledge Chart: 15 minutes
- Charity Outline: 45 minutes
- Response to Quote: 30 minutes

Section 2: Research (Total: 2 hr. 40 min.)

- Demonstration of Decision Chart: 15 minutes
- Research Charities: 45 minutes
- Decision Chart: 45 minutes
- Research Chart: 45 minutes
- Knowledge Chart: 10 minutes

Section 3: Data Collection/Analysis/Presentation (Total: 60 min.)

- Class Tally: 10 minutes
- Category Graphs: 50 minutes

Section 4: The Letter & Poem (Total: 2 hr.)

- Acrostic Poem: 60 minutes
- Business Letter: 60 minutes

Section 5: The Culminating Project (Total: 3 hr. 50 min.)

- Group Competition with pieces of letter: 15 minutes
- Task I (Essay outline): 45 minutes
- Task I (Essay): 45 minutes
- Task II (Presentation Folder): 50 minutes
- Task III (Presentations): 45 minutes
- Task IV (Business Letter): 30 minutes

Presentation of Checks

People Present: Representative from our sponsor, representative from CharityChecks, member of the press, principal (mine was off campus, but I suggest this... too cool to miss).

Materials needed:

- *transparency of a blank Charity Check
- *envelopes with postage for each student (provided by Charity Checks)
- *Completed “Giving Folders” with all work enclosed
- *Camera!

One Possible Schedule (approx. 1 hour):

1. Welcome/Introductions
2. “Zip Around” where each student quickly introduces themselves, their charity of choice, reason for choosing it, and hopes for how the \$25.00 will be used.
3. 2 volunteers read their letters aloud for the class and visitors.
4. Distribution of checks by the sponsor.
5. Model the filling out of the check using the transparency.
6. Distribution of envelopes and optional return address stickers provided by Charity Checks (or you can have students write the school address). Model placement of return address and mailing address (they should have written this at the bottom of their “Research Chart” (Appendix xii).
7. Have students take final draft business letter and final copy acrostic poem. Model the fold, and have students stuff their envelopes.
8. We ceremonially placed the envelopes in my personal mailbox from our classroom, but you can use a box or container of some kind (or if you are close enough, walk them to a nearby mailbox).
9. We took newspaper photos and said our good-byes, but you could also have refreshments and mingle time scheduled as well.