

Kappa 2, M.S. 317
Advanced Writing Class Level 4
Ms. E. Lee
New York, NY

Charity Checks Project
(Grades 6 and 7)

New York State Standards for ELA, Art and Social Studies

Objective: Students will comprehend and extend their understanding of giving and philanthropy by participating in a series of written and artistic activities that will:

- a) define philanthropy
- b) identify issues that affect their community and/or the city of New York
- c) comprehend the cause of these issues and how it relates to their communities and/or the city of New York
- d) demonstrate knowledge of these causes by researching facts about how it affects communities both city and nationwide
- e) reflect on why their chosen cause demands their moral responsibility towards a better society and what *Charity Checks* taught them.

Students will create booklets by engaging in the following assignments:

- 1) A business letter to the chosen organization that will explain why the student selected this organization to donate their *Charity Checks*. This letter will also head their booklets containing their work for this project.
- 2) A list (at least 5) of not-for-profit organizations in New York City that address the student's cause.
- 3) An essay detailing:
 - *how their chosen cause is an issue that affects their community,
 - *how their chosen cause is an issue that affects New York City,
 - *how their chosen cause is an issue that affects the United States,
 - *how their chosen cause in an issue that affects the world,
 - *explaining what the issue is and why it is a problem,
 - *listing solutions to the chosen issue
- 4) A poem in which the student expresses emotional connection/value to the chosen cause.
- 5) A visual ad: students will create an advertisement for their chosen organization that will persuade others to donate towards.

Materials:

- ✓ The Internet
- ✓ Phone Book (yellow pages)
- ✓ Composition notebook
- ✓ The Elephant Man by Christine Sparks
- ✓ Visual arts materials (construction paper, coloring markers/pencils, scissors, glue, pictures from the internet and/or magazines).
- ✓ Letter to parents (provided).
- ✓ Worksheets (provided).
- ✓ Rubrics for assignments (provided).
- ✓ Consultation sheets (provided).
- ✓ Loose leaf paper
- ✓ Envelopes

(11/19/04) (1 hour)

Lesson #: CC1

Objective: Students will be able to define philanthropy by identifying at least 3 kind/giving moments in the novel The Elephant Man. In doing so, they will draw from the text, examples of how they can assist in their own community. Afterwards, they will identify 3-5 issues in their communities that they would like to donate money towards. They will define, identify and choose one issue with 90% accuracy.

NYS STANDARD for ELA:

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 2.1 Read and view texts and performances from a wide range of authors, subjects, and genres

Standard 2.1 Present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience

Do Now: List at least 5 examples of giving and/or kind moments that you recall from the novel The Elephant Man. What made these moments in the novel so memorable to you? Explain in 5-8 sentences.

Homework:

1) After identifying the cause to which you would like to research for your Charity Checks project, use the internet, a phone book or your community (parents, church members) to find as many non-profit organizations that fight for your cause in the Harlem community and in New York City. Bring to class a list of at least 5 organizations in our community including:

- a) contact information (address, phone number, person to reach)
- b) information about this organization (how does it help your cause, who works for them, how long they have been assisting people, etc...)
- c) how can people help this organization (do they ask for donations or time volunteering?)

1) Get your parent letter signed and get them involved!

Agenda:

- Let students recall moments from The Elephant Man where characters treated the protagonist (John Merrick) with kindness. Allow them to express why these moments were personally memorable to them.
[5 min.]
- Explain to students that the act of “giving” is called *philanthropy* (etymology: *phil-* “loving” + *anthropos* “mankind.”)
[5 min.]

- Lead guided discussion with students about issues in their community that they would like to donate money towards by asking them which issue(s) really troubles them.
[10 min.]
- List the issues (at least 3 per student) on the board: having students working in groups of three, have students list under each issue how their monetary donation would help each cause. (Worksheet #1)
[15 min.]
- Re-group: have students share their ideas for each cause and their opinions of which cause would they personally like to begin researching.
[15 min.]
- Explain the homework by giving students tips on searching online (www.guidestar.org, www.charitynavigator.org, or www.google.com), using certain keywords, using the yellow pages and/or members of their families (have students take parent letters home for parental consent and signature).
[10 min.]

(11/22/04) (1 hour)

Lesson #: CC2

Objective: Students will be able to share their research results by identifying which research methods were helpful and which ones were not. They will then write a mock “business letter” informing the chosen organization about their interests. They will write a correctly structured business letter with 100% accuracy.

NYS STANDARD for ELA:

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 1.1 Use a wide variety of strategies for selecting, organizing, and categorizing information

Standard 4.1 Write social letters, cards, and electronic messages to friends, relatives, community acquaintances and other electronic network users

Do Now: In sequential order, list the steps you took in order to find information about an organization that supports your case. List the researching techniques that you took from start to finish.

Homework:

1) Using the 1st draft of your business letter from class, revise, edit and create a 2nd draft of your “real” business letter to your organization. It must be typed or neatly hand-written.

- 2) Using the internet or a library, list the answers to the following questions by using today's researching techniques regarding your chosen cause:
- a) How does this problem affect the city of New York?
 - b) Is this problem nationwide? If so, how does this problem affect the country?
 - c) Is this problem worldwide? If so, which countries does it affect?
 - d) Be it citywide, nationwide or worldwide, how does each area deal with the problem?
 - e) How long has your issue been a problem in the city of New York?
- 3) Make sure you have your list of organizations within our community or within Manhattan, typed by next time.

Agenda:

- Students share their results from their research by asking them which researching techniques worked best. All students should take notes since these techniques will be useful for this lesson's homework assignment.
[20 minutes]
- Once students identify which organization they would like **Charity Checks** to donate to, they will write a "mock" business letter which will follow the correct business letter format.
[20 minutes]
- Some students will share their mock letters in class for revision.
[10 minutes]
- Explain the homework assignment.
[10 minutes]

DAY 3: (11/23/04) (1 hour)

Lesson #: CC3

Objective: Students will share their findings regarding the geographical extent of their chosen problem and discuss other areas in which their chosen issue affects. They will list 5-10 of these areas for their next research areas. They will also review the format of a research paper with 90% accuracy.

NYS STANDARD for ELA:

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 1.1 Produce oral and written reports on topics related to all school subjects; establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented; use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts; use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling

Standard 3.1 Present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences supporting their positions with well-developed arguments

NYS STANDARD for SOCIAL STUDIES:

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Do Now: In 3-6 sentences, what was most shocking about the discoveries you made regarding the geographical extent of your “issue?” Explain why this issue is a cause to so many organizations.

Homework: FOR THE THANKSGIVING HOLIDAY:

1) Using the internet or a library, list the answers to the following questions by using researching techniques regarding your chosen cause:

- a) Explain/define the problem (issue) you selected.
- b) How or what afflicts/aggravates the problem?
- c) Which people are prone to becoming victims of this problem (African-Americans, Asian, Whites, Hispanics, women, men, children, elderly, rich, poor)?
- d) How does this problem affect the victim’s family?
- e) What percent of the population suffers from this problem in New York City?
What percent of the population suffers from this problem in Harlem?
- f) Can this problem be diagnosed? If not, what are some early signs family members can look for in order to help suffering family members?
- g) What are some solutions people can take in order to not be victims of the problem?

2) Collecting the data from homework #CC2 and #CC3, compose an essay where you explain in detail the following:

a) Define the problem:

- write facts about the problem (what is it, what aggravates it, etc)
- statistics (percentages of people suffering from this problem, percentages of deaths)
- can this problem be diagnosed?
- how long has it been a problem?

b) Geographical Breakdown:

- how does this problem affect the world (if it does)?
- how does this problem affect the United States?
- how does this problem affect New York City?
- how does this problem affect Harlem?

c) Population Breakdown:

- which people are prone to becoming victims (African-Americans, Hispanics, Asians, Whites)
- which sex is more likely to be victimized?
- which age group is affected?

d) Personal Breakdown:

- how does this problem affect the life of the sufferer?
- how does this problem affect the life of the victim’s family?

e) Solutions:

- which resources do different organizations locally, nationwide or worldwide use to help suffering people?
- are there drugs available to help the problem?
- does counseling work?
- are there other treatments?

MAKE SURE YOU WRITE YOUR ESSAYS LIKE A RESEARCH PAPER: follow the rules of a research paper!

Agenda:

- Students will go over their researched findings and discuss their views and opinions of the local, nationwide or global extent of their chosen issue.
[15 minutes]
- After their findings, students will continue their discussions by exploring how these issues become causes in which organizations are formed for to assist people who suffer.
[10 minutes]
- Students will then be lead to their next written assignment: their research paper which will have all of their findings neatly organized in a proper research paper: go over the format of a research paper. Hand out the essay rubric
[25 minutes]
- Explain the homework.
[10 minutes]

DAY 4: (11/30/04) (1 hour)

Lesson #: CC4

Objective: Students will participate in consultations. They will meet individually to ensure that their business letters are formatted the correct way; that the context is appropriate for their chosen purpose and that there are nor grammatical/spelling errors. The final draft will be 90% accurate.

Do Now: While students are in consultation, work on your essays.

Homework:

- 1) Revise/Edit your business letters: last draft before the final!
- 2) Revise/Edit your organization list: it must be perfect by next time!

Agenda:

- Students will participate in consultations for their business letters.
[50 minutes]
- Explain the homework.
[10 minutes]

DAY 5: (12/1/04) (1 hour)

Lesson #: CC5

Objective: Students will be able to brainstorm words that have emotional connections to their chosen cause. After brainstorming, they will use these descriptive words to create a list of images that appeal to the five senses. Using Metaphors and similes, students will create a free-style poem that appeals to the audience. This poem will show the student's personal emotional connection to their cause, and persuade the reader to donate towards the student's chosen charity. They will complete the first draft of this poem with 90% accuracy.

NYS STANDARD for ELA:

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Standard 1.1 Relate new information to prior knowledge and experience

Standard 2.1 Identify significant literary elements, (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work; write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice

Do Now: List 10 words that describe your cause: for example: "alcoholism"- a disease, family breaker, nationwide problem, death, etc...

Homework:

- 1) Essay Draft #2 due tomorrow
- 2) Poem Draft # 2 due tomorrow

Agenda:

- Go over their list of words.
[5 minutes]
- Having students working independently, complete worksheet #2 where they must think of images that are connected to their case, descriptive words that use the five senses and metaphors/similes.
[10 minutes]
- Explain the poetry form: all students have had prior experience with poems before, so explain that they can pick any styles of poetry as long as the context of the poem is related to their images they came up with.
[10 minutes]
- Have students work on the first draft of the poems.
[15 minutes]
- Share some poems: let students comment on each other's poems.
[15 minutes]
- Explain the homework.
[5 minutes]

DAY 6: (12/2/04) (1 hour)

Lesson #: CC6

Objective: Students will participate in poem consultations to ensure that all poems are written in a poetic style of the student's choosing and that the poem is persuading the reader to donate to the student's charity using emotional images and descriptive words. Students will re-work and understand the corrections necessary on their poems with 90% accuracy.

Standard 4.1 Listen attentively to other's and build on other's ideas in conversations with peers and adults

Do Now: Work on your essays or any other written assignment that you still need to revise.

Homework:

- 1) Poem Draft #3 due tomorrow.
- 2) Work on your essays-final is due 12/10.

Agenda:

- Students will participate in consultations in order to ensure poems are written well.
[50 minutes]
- Explain the homework.
[10 minutes]

DAY 7: (12/3/04) (1 hour)

Lesson #: CC7

Objective: Students will begin working on the artistic advertisement of this project. They will brainstorm lay-out ideas for their charity ads by looking at magazine ads. They will have a layout design by the end of the class. Students will complete this task with 90% accuracy.

NYS STANDARDS for the ARTS:

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Do Now: Based on the work you did in Ms. Gordon's art class, what makes an advertisement look great? Explain in 3-5 sentences.

Homework:

- 1) After today's class, you should have a layout for your ad. Using a computer, pick out a font for your ad's writing. Print out the font by writing out your catchy phrase for next time.

- 2) Bring a picture(s) that will compliment your ad.
- 3) Work on your poem-final due 12/7.
- 4) Work on your essay-final due 12/10.

Agenda:

- Students will comment on different magazine ads that are posted on the classroom walls.
[10 minutes]
- Students will comment on why an advertisement is made: what is its purpose?
[5 minutes]
- Students will brainstorm ideas for the layout of their ads. Create a “catchy phrase.”
[30 minutes]
- Students will share layouts.
[10 minutes]
- Explain the homework.
[5 minutes]

DAY 8: (12/6/04) (1 hour)

Lesson #: CC8

Objective: Students will continue working on their art projects in class. They will create a mock advertisement using construction paper (first draft of the art project) with 90% accuracy.

Do Now: Using the font and the layout from yesterday’s class, begin putting your project together.

Homework:

- 1) Poem final draft due tomorrow.
- 2) Essay final due 12/10
- 3) Draft 2 of the art project is due by tomorrow-be neat!

Agenda:

- Students will work on their art projects.
[50 minutes]
- Explain the homework.
[50 minutes]

DAY 9: (12/7/04) (1 hour)

Lesson #: CC9

Objective: Students will continue working on their art projects during class. Using their mock drafts, they will begin creating their “real” advertisement with 90% accuracy.

Do Now: Take out your art materials, begin working on your project.

Homework:

- 1) Art draft 3 due tomorrow.
- 2) Essay final draft due 12/10.

Agenda:

- Have students work on their projects in class—help them with the layout and visual attractiveness of the project. Also, help them with the “catchy” phrase. [50 minutes]
- Explain homework. [10 minutes]

DAY 10: (12/8/04) (1 hour)**Lesson #: CC10**

Objective: Students will participate in consultations for their research essay projects before the actual due date. They will comprehend their revisions and edits with 90% accuracy.

Do Now: Work on any item that you might still be needing: essays, art projects, etc...while others are in consultations.

Homework:

- 1) Art final draft is due tomorrow.
- 2) Work on your essay drafts-final due 12/10.

Agenda:

- Consultations with students on their essays. [50 minutes]
- Explain homework. [10 minutes]

DAY 11: (12/9/04) (1 hour)**Lesson #: CC11**

Objective: Students will work on their entire Charity Checks projects in class. They will take this time to finish any typed or artistic work that needs to be placed before the 12/10 deadline. They will also finish essay consultations as needed.

Do Now: Work on any items that you might still be needing: essays, art projects, etc...

Homework:

- 1) ALL ITEMS ARE DUE TOMORROW!

Agenda:

- Have students work on any part of the project that needs to be completed (additional drafts, researched items, lists, poem, art work, etc...) [1 hour]

DAY 12: (12/10/04) (1 hour)**Lesson #: CC12**

Objective: Students will complete an evaluation sheet of their *Charity Checks* experience with 90% accuracy.

NYS STANDARD for ELA:

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 3.1 Evaluate their own and other's work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches

Do Now: In 4-8 sentences, what did you learn from this project?

Homework:

- 1) Write a brief paragraph that you want to read to the sponsor and to *Charity Checks* about your cause and why you chose to donate towards it.

Agenda:

- Students will share their ideas on what they learned while completing this project.
[10 minutes]
- Students will complete the in-class evaluation sheet.
[15 minutes]
- Students will share their ideas on what they wrote on the evaluation sheet.
[10 minutes]
- Students will celebrate their success!
[20 minutes]
- Explain the homework.
[5 minutes]

DAY 13: (12/13/04) (1 hour)

Lesson #: CC13

Objective: Students will share their summary paragraphs in class. They will practice reading it out loud in front of each other with 90% accuracy.

Standard 2.1 Read aloud with expression, conveying the meaning and mood of a work

Do Now: In 3-5 sentences, what are some qualities of a great speaker?

Homework:

- 1) Practice reading your paragraph.
- 2) Memorize it for 12/15.

Agenda:

- Students will go over the qualities of a great public speaker.
[5 minutes]

- Students will share their summary paragraphs to each other. They will read these paragraphs to **Charity Checks** on the day of the check distributions.
[25 minutes]
- Students will read to each other and critique the speaker.
[25 minutes]
- Explain the homework.
[5 minutes]

DAY 14: (12/14/04) (1 hour)

Lesson #: CC14

Objective: Students will create a thank you letter to **Charity Checks** during class. They will utilize their business letter knowledge, their CC1 (Worksheet #1 with the fund predictions) to write about how they would like to see their funds spent and also their evaluation sheets in order to explain what they learned from this project. They will compose this letter with 90% accuracy.

Do Now: List 3-5 things you would like to thank **Charity Checks** for.

Homework:

- 1) Practice saying your verbal “summary” tonight so that it sounds articulate for tomorrow.
- 2) Compose and write/type your thank you letter to **Charity Checks**. It must be a business letter.

Agenda:

- Students will create a list of items that they would personally like to thank **Charity Checks** for.
[10 minutes]
- Students will utilize their in-class sheets to explain in the letter what they learned and experienced.
[10 minutes]
- Students will quickly review business letters formats.
[5 minutes]
- Students will spend class-time composing this “thank you” letter.
[20 minutes]
- Students will share their letters.
[10 minutes]
- Explain the homework.
[5 minutes]