

**Lesson Title:** A Story of Philanthropy  
**Grade Level:** 3rd-5th Grade  
**Duration:** Two Forty-Five Minute Class Periods  
**Standards:** See the end of the lesson for National Common Core Standards and Philanthropy Standards.

**National Content Standards Key Words/Concepts:**

**ELA:** Reading; Listening; Fiction Literature; *Uncle Jed's Barbershop*; Vocabulary

**PHIL:** Time/Talent/Treasure; Common Good; Volunteer; Giving; Caring; Citizenship

**Purpose:**

Students will define philanthropy and recognize philanthropic activities. Students will identify examples of philanthropy in literature. They will plan, carry out and reflect on philanthropic acts in celebration of National Philanthropy Day®.

**Objectives:**

*The learner will:*

- define philanthropy.
- recognize philanthropic deeds of self and others.
- give time and talent in celebration of National Philanthropy Day®

**Materials:**

- 3" x 5" Index cards
- *Uncle Jed's Barbershop* by Margaree Mitchell
- Drawing paper for each student

**Instructional Procedure:**

*Anticipatory Set:*

*Write the word "philanthropy" for the students to see. Hand out 3" x 5" cards. Ask each student to write his/her name, copy the word "philanthropy" and then write what they guess is the definition of the word.*

*During this time the teacher should write the definition (giving time, talent, and treasure, and taking action for the common good) on another 3" x 5" card. Collect all cards, including the teacher's. Randomly read aloud each proposed definition, including the teacher's (without using names). Then reread them this time asking the students to raise their hands if they think it might be a correct definition. Record the number of votes each definition gets on the card. Share with them the definition on the teacher card.*

## Instructional Procedure (Continued):

### Day One:

- Discuss the meanings and the correlation to philanthropy of these words:
  - **time:** (n) A continuous period measured by clocks, watches and calendars; the period or moment in which something happens or takes place
  - **talent:** (n) The aptitude, disposition, or characteristic ability of a person
  - **treasure:** (n) Possessions or riches; something regarded as valuable
  - **common good:** (n) Involves individual citizens having the commitment and motivation to promote the welfare of the community (even if they must sacrifice their own time, personal preferences or money) to work together with other members for the greater benefit of all.
  - **give:** (v) To make a present of, to bestow; to donate or contribute; to put into the possession of another
  - **share:** (n) A part or portion given to or by one person: one of equal parts; (v) to divide or distribute portions
  - **volunteer:** (n) One who offers himself for a service of his own free will without expectations of payment
- Make connections with students' involvement in philanthropy, whether individual, family, school, community, state, or national levels. Make sure examples are given of all levels.
- Tell the students that you will be reading them a book. They are to listen for the acts of philanthropy in the story and try to determine if the acts included the giving of time, talent and/or treasure.
- Read *Uncle Jed's Barbershop* by Margaree Mitchell to the class. How was Uncle Jed a philanthropist in his family and in his community? What was the opportunity cost (what he had to give up) in order for him to be philanthropic?
- Return the cards to the students and ask them to copy the word philanthropy and the correct definition on the blank side. They are to take the cards home, share the definition with a family member or other adult, and ask the adult if he/she can share an example of philanthropy.

### Day Two:

- Help students recall the definition of philanthropy from the previous day.
- Explain to the students that a special day has been set aside to honor all philanthropists called National Philanthropy Day®. This day is a time for them to practice being philanthropists. Have the class brainstorm acts of kindness and/or ways they can give their time and/or talent to help someone or to make their classroom, the school, or their community a better place. Plan to carry out some of the class' ideas. (See **Attachment Two** for information about National Philanthropy Day® and suggestions for ways to celebrate it with your class.)

### **Instructional Procedure (Continued):**

- Ask students to depict their understanding of philanthropy by drawing a picture of “philanthropy in action” either an action that they or their families have taken or one that they have heard about. Students explain the meaning of their picture in a short paragraph, making sure to use the definition of philanthropy in their writing.
- Ask for volunteers to share their pictures and paragraphs with the class.
- After the students have the opportunity to practice being philanthropists, help them reflect on the experience by asking: How did you help? How did it feel? Do you think it made a difference? How?

### **Extension:**

Create a class display with the pictures and paragraphs under a display of the definition of philanthropy.

### **Assessment:**

The picture and paragraph will serve as an assessment for the lesson.

### **School/Home Connection:**

- **Interactive Parent / Student Homework:**  
Following Day One the students will take home the definition of philanthropy. They will ask an adult to share an example of a philanthropic act.

### **Bibliographical References:**

Mitchell, Margaree. *Uncle Jed's Barbershop*. New York: Simon and Schuster, 1993. ISBN: 0671769693.

### **National Common Core Standards:**

3<sup>rd</sup> Grade

CC.3.RL.Reading Standards for Literature

Key Ideas and Details

- 3.RL.1.Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2.Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.RL.3.Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CC.3.SL.Speaking and Listening Standards

Comprehension and Collaboration

- 3.SL.1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 3.SL.2.Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.SL.3.Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## National Common Core Standards (Continued):

### 4<sup>th</sup> Grade

#### CC.4.RL.Reading Standards for Literature

##### Key Ideas and Details

- 4.RL.1.Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RL.2.Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 4.RL.3.Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### CC.4.SL.Speaking and Listening Standards

##### Comprehension and Collaboration

- 4.SL.1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- 4.SL.3.Identify the reasons and evidence a speaker provides to support particular points.

### 5<sup>th</sup> Grade

#### CC.5.RL.Reading Standards for Literature

##### Key Ideas and Details

- 5.RL.2.Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.RL.3.Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

#### CC.5.SL.Speaking and Listening Standards

##### Comprehension and Collaboration

- 5.SL.1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

## Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 1. Define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.
PHIL	I. Definitions of Philanthropy	DP06. Role of Family in Philanthropy	E. 2. Identify examples of families supporting giving and sharing.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 6. Make a connection between a Core Democratic Value and philanthropy.

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Lesson Adapted from the 3-5 Learning to Give Unit *Our Constitutional Connection* found at <http://www.learningtogive.org/lessons/unit58/>.

## **Attachment One National Philanthropy Day®**

National Philanthropy Day® (NPD) is a special day set aside on the fifteenth of November. NPD was first celebrated in 1986 when President Ronald Reagan signed a proclamation officially recognizing November 15, 1986 as National Philanthropy Day®. For almost 20 years, hundreds of communities across North America have come together to recognize the countless ways philanthropy has affected our world. Officially recognized as November 15, National Philanthropy Day® is celebrated by numerous fundraising professionals, government leaders, foundations, businesses, individuals, donors and others who wish to honor all the contributions philanthropy has made. Through its Awards for, NPD provides an opportunity to reflect on the meaning of giving and all that it has accomplished, as well as what there still is to do.

The purpose of this day is to recognize the great contributions of philanthropy -- and those people active in the philanthropic community -- to the enrichment of our world. The Association of Fundraising Professionals (AFP) is the main sponsor of NPD. It represents 26,000 charitable fundraisers in its 172 chapters across North America and around the world. The AFP exists to advance philanthropy and maintain the highest ethical standards possible in fundraising. Chapters work with many local organizations to hold NPD events.

National Philanthropy Day® provides an opportunity to reflect on the meaning of giving and all that it has made possible. First held in 1986, NPD celebrates the endless daily contributions individuals and organizations across the world make to countless causes and missions. Last year, more than 100 AFP chapters held NPD events and activities across North America.

Through NPD, participants are able to show appreciation for all that has been accomplished in the name of giving, as well as show that there is still more to do. It's our chance to step into the spotlight for a brief moment and remind our communities, our society and the world that the spirit of giving is alive and well.

National Philanthropy Day®, which is registered with the Patent and Trademark Office, U.S. Department of Commerce, is coordinated by the Association of Fundraising Professionals.

From The Association of Fundraising Professionals Web site, <http://www.afpnet.org/>

## Activities to Celebrate National Philanthropy Day®

- Create a “Wall of Fame” in the school with pictures and stories of local philanthropists.
- Ask a local philanthropist to speak to the class about what he/she have done for the common good and why he/she chose to act philanthropically.
- Hold a Penny Drive to collect money to donate to a local charity. If age appropriate, have students research charities and vote or come to consensus on which charity(s) to support with their contribution
- Have students create classroom posters defining “philanthropy” and illustrating ways peers can be philanthropic to hang in the school.
- Organize or enhance a school recycling project to promote environmental stewardship as an act for the common good.
- Have students brainstorm acts of kindness they can do in the next week. Challenge them to do the acts, and reflect on the effects on the recipient and on them as the giver through writing and/or illustrations.
- Plan and do an environmental clean-up on school grounds, or a public park or waterway.
- Organize a “Breakfast of Champions” to honor and recognize those who volunteer in the school and /or community.
- Hold a “Blue Sky” brainstorming session in which students think about what is good about the community, and in which they brainstorm what they would like their community to be like in ten years. Have them illustrate their ideal community, and their place in that community, on blue paper, hang these together as a collage.
- Create greeting cards with messages of support and encouragement to send to members of the Armed Forces, residents of Veteran’s Hospitals and/or nursing homes.
- Write letters to government officials, or a governing body, advocating for a positive change in the community.