

**Lesson Title:** Characterizing Philanthropic People  
**Grade Level:** 6<sup>th</sup> – 8<sup>th</sup> 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:**

**SOC:** Compare/Contrast; Common Good; Values  
**LA:** Universal Themes; Personal Response; Vocabulary; Graphic Organizer; Prior Knowledge; Listening  
**ART:** Music: Analyze  
**PHIL:** Nonprofit Organizations; Time/Talent/Treasure; Character Traits; Civic Virtue; Common Good; Responsibility; Caring; Community

**Purpose:**

Students will gain a basic understanding of philanthropic vocabulary and how they see it reflected in their lives, and in their school and community. They will plan, carry out and reflect on philanthropic acts in celebration of National Philanthropy Day®.

**Objectives:**

*The learner will:*

- define **philanthropy, the common good, nonprofit.**
- list characteristics of a philanthropic person.
- identify actions of philanthropic people.
- give time and talent in celebration of National Philanthropy Day®

**Materials:**

- Song: “Chain of Love” by Clay Walker  
<http://nadabs.tripod.com/chainoflove.html>
- Display board, large wall, or large flip chart paper, markers or chalk
- Teacher prepared self-stick notes from **List of Philanthropic and Non-Philanthropic Traits (Attachment One)**
- Student copies of **Attachment Two: National Philanthropy Day®**
- Teacher Background information: Learning to Give Briefing Paper - **Association of Fundraising Professionals (AFP)**  
<http://www.learningtogive.org/papers/paper394.html>

## Instructional Procedure:

### *Anticipatory Set:*

*Play the song “Chain of Love” by Clay Walker, or print/display the lyrics (See **Bibliographical References**). Ask the question, “What is the theme of this song? What is it talking about?” (Helping others) “What was the result when these people helped the strangers? Did they have to pay them or do something in return?” Lead students to the idea that they helped just because it was the right thing to do.*

**Teacher Note:** *(Some students may have seen the movie Pay It Forward and want to tie this idea in, which is good. I would not recommend seeing Pay It Forward in its entirety for middle school students, but you may choose to show clips from the beginning of the movie when the teacher gives the class assignment to do something to “change the world.”)*

### **Day One:**

- Introduce the definition of **philanthropy** - *giving time, talent, and treasure, and taking action for the common good*. Explain that everyone can be a philanthropist, because everyone has something to give. They have time and talent they can use in service to others without expecting anything in return.
- On the board or wall, draw a large T-graph. Label one side “Philanthropic Character Traits,” the other side “Non-Philanthropic Traits.” Give each student a self-stick note with a trait listed on it from *List of Philanthropic and Non-Philanthropic Character Traits (Attachment One)*. Ask students to bring their self-stick notes to the graph and place them under a heading. As a class, discuss why each does or does not belong under that heading.
- Challenge the students to think of examples of people from history or the present, famous persons or acquaintances, who are philanthropists because they helped others or acted for the common good. In class discussion, have several students share the person’s name, the philanthropic act, and the character traits from the T-chart that might describe the person.

### **Day Two:**

- Review the characteristics of philanthropic people from the “T” chart made in the previous lesson. Ask students if there are any additional characteristics of philanthropic people that should be added to the list. Also ask if they have thought of any additional examples of philanthropic people they would like to share.
- In writing, ask students to select what three philanthropic character traits they believe are the most important and tell why they believe so in a brief paragraph.
- Create a simple bar graph of the traits and the number of times each was selected as most important. Ask the students to interpret the data on the bar graph. Discuss why some traits might have been selected by more people as the “most important.” Do they think this may be true in other communities that

### Instructional Procedure (Continued):

may or may not be of the same size, or have the same population diversity? Why or why not? Do they think people of different generations would choose the same character traits as the “most important?” Why or why not?

**Teacher Note:** If there is more than one class in the school doing this lesson, the graphs could be compared. Students are usually interested in comparing their results with other classes, and it could lead to interesting discussion.

- Explain to the students that a special day has been set aside to honor all philanthropists called National Philanthropy Day®. Distribute copies of **Attachment Two: National Philanthropy Day®** and have students read the information silently or ask for volunteers to read it aloud. Ask: Why do you think it’s important to recognize philanthropy and philanthropists in this way?
- Suggest that 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 community or world a better place. Plan to carry out some of the class’ ideas. (Refer to the suggestions on **Attachment Two** for service ideas.)
- 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:

To extend the lesson about philanthropy and the role of philanthropic non-profit organizations, have students learn about the mission, work, and impact of several non-profits. Print the Learning to Give paper about the *Association of Fundraising Professionals* found at:

<http://www.learningtogive.org/papers/paper394.html> and select papers about several other non-profits that might be of particular interest to your students, found at:

[http://www.learningtogive.org/papers/by\\_category.asp?cat=Organizations](http://www.learningtogive.org/papers/by_category.asp?cat=Organizations). Group students around each paper and ask them to read and discover the non-profits mission, work and impact. Have groups report to the class.

### Bibliographical References:

- Walker, Clay. *Live, Laugh, Love*. Wea/Warner Brothers. Audio CD, August 24, 1999. ASIN B00000IXUN.
- *Pay It Forward*. video. Can be located at libraries or local video rental stores.
- Chain of Love by Clay Walker – lyrics available at <http://www.lyricsprovider.com/song.php?id=20572> or <http://lyrics.duble.com/C/claywalkerlyrics/claywalkerthechainoflovelyrics.htm>

## National Common Core Standards:

### 6th Grade

#### CC.6.RI.Reading Standards for Informational Text

##### Key Ideas and Details

- 6.RI.1.Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - 6.RI.2.Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Integration of Knowledge and Ideas
- 6.RI.7.Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### CC.6.SL.Speaking and Listening Standards

##### Comprehension and Collaboration

- 6.SL.1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 6.SL.2.Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### 7th Grade

#### CC.7.RI.Reading Standards for Informational Text

##### Integration of Knowledge and Ideas

- 7.RI.7.Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

#### CC.7.SL.Speaking and Listening Standards

##### Comprehension and Collaboration

- 7.SL.1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 7.SL.2.Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

### 8th Grade

#### CC.8.SL.Speaking and Listening Standards

##### Comprehension and Collaboration

- 8.SL.1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 8.SL.2.Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

## Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	MS. 1. Define philanthropy as individuals and organizations providing their time, talent, and/or treasures intended for the common good throughout history and around the world. Give examples.

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Lesson Adapted from the 6-8 Learning to Give unit *Philanthropy, You and Your World* found at <http://www.learningtogive.org/lessons/unit82/>.

## Attachment One

### Lesson One: Characterizing Philanthropic People

#### List of Philanthropic and Non-Philanthropic Character Traits

Directions: Put one word on each Post-It Note. A list of possible word choices is represented below. You may add more as you think about the lesson.

caring	giving	helpful
serving	bequest	altruistic
concerned	volunteer	cooperative
understanding	charitable	generous
humanitarian	selfless	supportive
virtuous	respectful	sacrificer
rescuer	partner	kind

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selfish	stingy	uncaring
uncollaborative	irresponsible	self-absorbed
greedy	egocentric	vain
conceited	pompous	mean
disrespectful	haughty	bully

## **Attachment Two 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.