

Lesson Title: What Is a Philanthropist?
Grade Level: K - 2nd Grade
Duration: One Ninety Minute Class Period, or 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: Communities; Natural Characteristics of Place
ELA: Reflection; *Lion and the Mouse (The)*; Character Development; Retelling, Vocabulary
PHIL: Philanthropist; Giving; Community

Purpose:

This lesson will introduce students to the concept of philanthropy and National Philanthropy Day®. The class will brainstorm possible ideas for the word philanthropist. The students will learn that even young people can be philanthropists and will plan to celebrate National Philanthropy Day® by giving their time and talent.

Objectives:

The learner will:

- define philanthropy and philanthropist.
- identify philanthropic acts in a story.
- create a flip book representing the beginning, middle and end of the story, *The Lion and the Mouse*.
- retell the story, *The Lion and The Mouse*, in peer groups.
- give time and talent in celebration of National Philanthropy Day®

Materials:

- A copy of the book, *The Lion and the Mouse*, by Carol Jones
- Chart paper and markers
- White construction paper (18" x 12")
- Teacher Background information: Learning to Give Briefing Paper - **Association of Fundraising Professionals (AFP)**
<http://www.learningtogive.org/papers/paper394.html>

Instructional Procedure:

Anticipatory Set:

Tell the students "Today we are going to learn a really big word." Show the size with a motion of hands stretched out. Get the students excited about this

Instructional Procedure (Continued):

word by telling them "It's a word WAY bigger than a first grade word, way bigger than a second grade word, maybe even bigger than a grownup word."

- Write the word **philanthropist** on a display board. Have the students repeat the word several times together. If appropriate to your curriculum, point out digraph "ph" for the "f" sound at the beginning of the word. Introduce essential question, "What is a philanthropist?" Lead a class discussion generating ideas about what a philanthropist might be.
- Present the definition of philanthropist. A philanthropist is someone who gives time, talent and treasure for another or for the common good. Break down the definition into three parts for the students to better understand the meaning. Have students give examples of all of these words. Add time, talent and treasure to display board along with student examples.
 - Time: *(before school, recess, lunch time, etc.)*
 - Talent: *(reading, singing, playing soccer, etc.)*
 - Treasure: *(money, candy, special book, special toy, etc.)*
 - Common Good: *(Help students understand that this means all of us.)*
- Use concrete examples from the classroom, school, family and recent natural disasters, with which students may be familiar, to help students understand how they can be philanthropists.
- Introduce the song, "What is a Philanthropist?" (See **Attachment One**) Tell the students, "This is a song that has a tune like a song you may have heard before. It sounds like the song, "Are You Sleeping?" but it has different words. Follow along with me and see if you recognize the tune." Students should follow along as the teacher tracks the print. Stop at the words time, talent and treasure to help the students become familiar with the words. Sing the song through several times to develop fluency.
- Show the students the cover of the book, *The Lion and the Mouse*, by Carol Jones. (See **Bibliographical References**.) Tell them that the story is about philanthropy. As the story is read to the students, ask them to guess who the philanthropist might be in the story.
- As the story is read, talk about the characters and setting of the story. Students may need to be reminded that the characters are the people or animals in the story and the setting is where the story takes place.
- Discuss the concepts from the book. Ask the students to recall what happened at the beginning, middle and end of the story. What changes took place? How was the lion able to help the mouse? How was the mouse able to help the lion? Did they use their time, talents and/or treasures to help each other? Which character(s) in the story were philanthropists?
- Ask the students, "What time, talent or treasure did the philanthropist(s) in the story give?"

Instructional Procedure (Continued):

- Have the students create a picture flipbook by folding the construction paper in half the long way and dividing it into three equal 6” sections. Cut each section on the front half of the paper to the fold to create a window that will flip up to reveal a student illustration. Have the students write the word *beginning* on the first window, *middle* on the next window, and *end* on the final window. (If more appropriate to the grade level, students may put a large B, M, and E or the numbers 1, 2, 3 to indicate beginning, middle and end. The students will then need to decide what happened at each point in the story and draw an illustration under the window flap.
- Ask the students to practice retelling the story in small peer groups using their flipbooks. Encourage them to use the new vocabulary words of philanthropist, philanthropy, time, talent, treasure and common good.
- 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.)
- 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?

Assessment:

Assessment will be teacher observation of student responses during the group discussion and retelling of the story in peer groups. Students must have the beginning, middle and end of the story represented in the flipbook. They must also be able to identify a philanthropic act in their retelling session. Students should make an illustration of themselves doing an act of philanthropy in their journals. Depending on ability, have students dictate a sentence, label their picture or write a sentence to tell about the act. Teacher will assess understanding through observation of illustrations and student explanation. Illustration must relate to philanthropy in the form of kindness, sharing, helping, etc. Mastery would require the students to tell about their picture and explain why it shows an act of philanthropy. Mastery may also be assessed through writing if the student is able to write a simple sentence explaining his/her picture.

Bibliographical References:

Jones, Carol. *The Lion and the Mouse*. Walter Lorraine Books, 1997.
ISBN: 0-395-86956-0

Common Core Standards:

Kindergarten

CC.K.RL. Reading Standards for Literature

Key Ideas and Details

- K.RL.1. With prompting and support, ask and answer questions about key details in a text.
- K.RL.2. With prompting and support, retell familiar stories, including key details.
- K.RL.3. With prompting and support, identify characters, settings, and major events in a story.

CC.K.SL. Speaking and Listening Standards

Comprehension and Collaboration

- K.SL.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Common Core Standards (Continued):

- K.SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1st Grade

CC.1.RL. Reading Standards for Literature

Key Ideas and Details

- 1.RL.1. Ask and answer questions about key details in a text.
 - 1.RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 - 1.RL.3. Describe characters, settings, and major events in a story, using key details.
- ##### Craft and Structure
- 1.RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - 1.RL.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
 - 1.RL.6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

- 1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.9. Compare and contrast the adventures and experiences of characters in stories.

CC.1.SL. Speaking and Listening Standards

Comprehension and Collaboration

- 1.SL.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 1.SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- 1.SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

2nd Grade

CC.2.RL. Reading Standards for Literature

Key Ideas and Details

- 2.RL.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RL.3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

- 2.RL.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Integration of Knowledge and Ideas

- 2.RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CC.2.SL. Speaking and Listening Standards

Comprehension and Collaboration

- 2.SL.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

STANDARD

- 2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

STANDARD

- 2.SL.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.
PHIL	II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 5. Identify one local citizen who has helped the community through giving and/or service.

Lesson adapted from the K-2 Learning To Give Unit Let's Make Lemonade found at <http://www.learningtogive.org/lessons/unit200/>

Attachment One Philanthropy in Song

What Is A Philanthropist?

Adapted by Tracey Fritz
Sing to the tune of "Are You Sleeping?"

Teacher: What is a philanthropist?

Students: What is a philanthropist?

Teacher: Do you want to know?

Students: Yes, I want to know!

**Teacher: It's giving of your time,
Your talent,
And your treasure,
For the common good.**

Students: For the common good.

The second time through teacher and students switch parts to allow the students a chance to sing the definition.

Dear Families,

We are learning about being philanthropists and **National Philanthropy Day®**. A philanthropist is someone who gives of his/her time, talent and treasure for the common good. We have been learning this song to help us remember what a philanthropist is. Be sure to have your child sing this song at home. We have also learned that we can be philanthropists by doing simple acts of kindness. Please talk about this with your child and help him/her come up with suggestions for ways to be a philanthropist.

Thanks for your support!

Sincerely,

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 students 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.