

Quote from the Teacher: The best observation was that students, who normally are not that motivated, were enthusiastically searching the Internet for a charity. They then researched this charity and continued to do the assignment. Many of the students worked hard to finish this assignment and were proud of their results. It is an assignment that I plan to do again. It was a positive experience for all involved.

Lesson Plan for 2004 Charity Checks Giving Classrooms

1. Ruth Kritz
2. Computer Technology Elective, Grades 6,7,8
3. About 33 students
The students in my technology elective class range from those who are in special day classes, resource classes, regular classes, and GATE classes. The assignments were given to all students. They were expected to do the best that they could do considering their academic background. For example, some needed to re-write their business letter a number of times, and some wrote an accurate business letter the first time.
4. Charitable Literacy Program Objectives:
 - To promote student knowledge of local, national, and worldwide charities
 - To encourage students to explore their own values through choosing a charity to receive their donation
 - To experience the Joy of Giving
 - To engage students in critical thinking and discussion

The following standards may be used as students are completing these assignments: business letter (B), Inspiration outline (I), and (P) PowerPoint presentation. (A) will represent all 3 assignments. Standards in blue are those that could be included.

- ❑ **ELD Standards Grades 6-8: Listening & Speaking**
 - Cluster 1 Level I (Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.) A
 - Cluster 1 Level EA (Listen attentively to more complex stories/information on new topics and identify the main points and supporting details.) I, P
 - Cluster 3 Level EI (Restate and execute multi-step oral directions.) A
 - Cluster 5 Level EI (Ask and answer questions using, phrases or simple sentences.) A
 - Cluster 7 Level I (Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.) I, P
- ❑ **ELD Standards Grades 6-8: Reading Fluency & Systematic Vocabulary Development**
 - Cluster 3 Level I, EA (Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.) I
- ❑ **ELD Standards Grades 6-8: Reading Comprehension**
 - Cluster 1 Level I, EA, (I Identify and use detailed sentences to orally explain the differences among some categories of informational materials. EA Identify and explain the differences among various categories of informational materials.) I, P

- Cluster 2 Level I (Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.) A
 - Cluster 4 Level I (Read and use detailed sentences to orally explain main ideas and details of informational, literary texts, and texts in content areas.) I, P
 - Cluster 5 Level I (Understand and orally identify the basic components and rhetorical styles found in common consumer and informational materials such as warranties, contracts, manuals, and magazines.) I
- ❑ **ELD Standards Grades 6-8 Literary Response & Analysis**
- Cluster 5 Level I (Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.) I, P
- ❑ **ELD Standards Grades 6-8: Writing Strategies & Applications**
- Cluster 4 Level EI (Following an outline, create a draft of a paragraph.) I, P
 - Cluster 6 Level I (Use basic strategies of note taking, outline, and the writing process to structure drafts of simple essays, with consistent use of standard grammatical forms. Some rules may not be in evidence.) A
 - Cluster 7 Level I (Investigate and research a topic in a content area and develop a brief essay or report that includes source citations.) I, P
- ❑ **ELD Standards Grades 6-8: Writing Conventions**
- Cluster 1 Level I (Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.) B, P
- ❑ **ELA Standards Grades 6-8: Listening & Speaking**
- Grade 7 1.4 (Organize information to achieve particular purposes and to appeal to the background and interests of the audience.) A
 - Grade 6 1.3 (Restate and execute multiple-step oral instructions and directions.) A
 - Grade 6 1.6 (Support opinions with detailed evidence and with visual or media displays that use appropriate technology.) I, P
 - Grade 7 1.8 (Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.) I
 - Grade 8 1.9 (Interpret and evaluate the various ways in which visual image makers such as graphic artist, illustrators, and new photographers communicate information and affect impressions and opinions.) I, P
 - Grade 7 2.4 (Deliver persuasive presentations: state a clear position or perspective in support of an argument or proposal; describe the points in support of the argument and employ well articulated evidence.
 - Grade 8 2.4 (Deliver persuasive presentations: include a well defined thesis; differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning; anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements; maintain a reasonable tone.
- ❑ **ELA Standards Grades 6-8: Reading Comprehension**
- Grade 6 2.1 (Identify the structural features of popular media such as newspapers, magazines, and online information and use features to obtain information.) I
 - Grade 7 2.2 (Locate information using a variety of consumer, workplace, and public documents.) I
 - Grade 8 2.5 (Understand and explain the use of a complex mechanical device by following technical directions.)

- Grade 6 2.3 (Connect and clarify main ideas by identifying their relationships to other sources and related topics.)
- **ELA Standards Grades 6-8: Writing Strategies & Applications**
- Grade 6 1.1 (Choose the form of writing that best suits the intended purpose.) A
 - Grade 6 2.3 (Write research reports: pose relevant questions with a scope narrow enough to be thoroughly covered; support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources; include a bibliography.)
 - Grade 7 2.5 (Write summaries of reading materials: include the main ideas and most significant details; use the student's own words except for quotations; reflect underlying meaning, not just superficial details.) I, P
 - Grade 8 1.6 (Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.) B, P
 - Grade 6 1.6 (Revise writing to improve the organization and consistency of ideas within and between paragraphs.) B, P
 - Grade 7 1.7 (Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.) B, P
 - Grade 7 1.3 (Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.) I
 - **Grade 6 1.4 (Use organizational features of electronic text to locate information.) I**
 - **Grade 6 1.5 (Compose documents with appropriate formatting by using word-processing skills and principles of design.) A**
 - Grade 7 1.4 (Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.) I, P
 - **Grade 8 1.4 (Plan and conduct multiple-step information searches by using computer networks and modems.) I, P**
 - **Grade 8 2.5 (Write documents related to career development, including simple business letters and job applications.) B**
 - Grade 6 1.6 (Revise writing to improve the organization and consistency of ideas within and between paragraphs.) B, P
 - Grade 6 1.3 (Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking clauses with a conjunction in compound sentences.) B
 - Grade 6 1.4 (Use correct capitalization.) A
 - Grade 6 1.5 (Spell frequently misspelled words correctly such as their, they're, and there.) A
 - Grade 7 1.7 (Revise writing to improve the organization and word choice after checking the logic of the ideas and the precision of the vocabulary.) B, P
 - Grade 7 1.6 (Use correct capitalization.) A
 - Grade 8 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and idea.) A
 - Grade 8 1.5 (Use correct punctuation and capitalization.) B, P
 - Grade 8 1.6 (Use correct spelling conventions.) A
- **Grade 6 Visual and Performing Arts: Visual Arts content Standards.**
- 2.0 Creative Expression-*Communication and Expression Through Original Works of Art*
 - 2.6 Use technology to create original works of art. I, P

Technology Foundation Standards for Students (ISTE National Educational Technology Standards for Students. http://cnets.iste.org/students/s_stands.html)

- ❑ Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity. I, P
- ❑ Technology communications tools
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. A
- ❑ Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources. I
 - Students use technology tools to process data and report results. I, P
- ❑ Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions. I, P

<u>Classroom and Content Objectives:</u> <u>The Students will (TSW)...</u>	<u>Specific Link to Curricular unit</u> <u>The Students need (review skills)</u>	<u>Assessment Description:</u>	<u>Assessment Rubric:</u>
<ul style="list-style-type: none"> • Apply technology skills previously taught (review) • Research and select a charity on the Internet • Read the charts on Guidestar • Use Inspiration to gather their information and make an outline (<i>complete instructions are included in lesson plan below</i>) • Write a business letter using correct form • Use all of this information and make a PowerPoint presentation • Make links in PowerPoint as one of the steps in understanding how to make a web page • Present their PowerPoint Presentation 	<ul style="list-style-type: none"> • Lessons in word-processing, • How to search the Internet with the use of various search engines and Boolean searches • Knowledge of how to use Inspiration • PowerPoint. <p>[They were taught how to use PowerPoint links to have the presentation work more like a web page. If there had been time, we would have made web pages for our charities.]</p>	<ul style="list-style-type: none"> • <u>Inspiration</u> Outline with complete information • <u>Word-processed</u> business letter 	<ul style="list-style-type: none"> • Business Letter Rubric • Grading grid with points (see below) • <u>Inspiration</u> Assignment checklist (see below)

Procedure and Strategies /Timeline:

These lessons are designed for a middle school computer technology elective class. There are about thirty students in the class. The time will depend on the experience of the students, their academic background, and how familiar they are with the programs being used. The time is based on meeting everyday for about fifty minutes.

We used our computer lab. It has 36 computers with access to the Internet and the programs needed for the assignments. (AppleWorks, Word, PowerPoint, Inspiration, and the World Wide Web).

1. Day 1 and 2 (maybe more depending on student's selection): Explain the idea behind Charity Checks. First day have students research various charities on the Internet.
2. Day 2 -4: Have students use Guidestar to continue to research the charity of their choice.
3. Day 3-7: Have students put their information into Inspiration (If the students have not used Inspiration before, this day will be used to show them how to use it.
4. Day 5-10: Have students take the information from Inspiration and by using their own words, put it into a Power Point Presentation. (If the students do not know PowerPoint, this will be the time to show them.)
5. Day 8: Make sure the students design a nice "home page" as their title page in PowerPoint.
6. Days 9-11: Teach students how to make links in PowerPoint to create it to work as a web page.
7. Day 12-15: By following the business letter sample, have students write a business letter to the charity of their choice. (They may use AppleWorks or Word.)
8. Day 16-18: Have students design a logo or their own stationery to be used for their business letter to their charity. Meet with Charity Checks and Countrywide representatives.

*We were fortunate that the members of Countrywide were able to give the students their checks to be filled out, addressed, and ready for mailing. Lisa Sonne was also there, as was a reporter from the L. A. Times. The students were shown a picture of a Charity Check and envelope with the Charity Check Logo on the screen in front of the room. After all of the students had their letters, checks, and envelopes, they were shown how to fill them out and address the envelope for mailing. **The entire session took the whole period, which is about 50 minutes.***

RUBRIC FOR BUSINESS LETTER

The following items will be considered when viewing and grading the business letter to your chosen charity. Each part is worth two points towards your grade.

1. Was the business letter format followed?
2. Was the spacing between the lines and words correct?
3. Were there at least two paragraphs with at least three sentences in each paragraph?
4. Did the student explain why they chose their particular charity?
5. Is everything left justified on the document?
6. Is the salutation correct?
7. Is the closing correct?
8. Is the spelling correct?
9. Are appropriate words capitalized?
10. Did the student print their name with the computer and sign it with a pen or a pencil?

Business Letter Grading Sheet

[illegible]

CHARITY CHECKS *INSPIRATION* ASSIGNMENT

For this assignment a charity is to be selected. It must be a nonprofit organization and approved by your teacher. The IRS as a 501(c) (3) must also recognize it. You are to use Inspiration to collect and organize your information.

The Inspiration will be graded on the following requirements:

- Who started the charity? Who is in charge now?
- What is the name of the charity? What was the reason for starting the charity? What is the charity about?
- What does it do now? What is the history of the charity? (This answer must be in paragraph form.)
- Where is the charity located? Is there a branch of the charity near Calabasas?
- When did the charity begin?
- Why did you choose this charity? (This answer must be in paragraph form.)
- Other than donations, how can people help with the charity?
- Include at least four pictures to illustrate your project.
- Check to make sure that the outline form in Inspiration is correct.
- Describe other information about the charity that you feel is informative, interesting, and/or important.
- Include a bibliography with the web addresses from the information and pictures that you have used.

Business Letter Model

Your Name
Your Address
City, State Zip

+↓

Today's Date

+↓

Business Name
Business Address
City, State Zip

+↓

+↓

Salutation: (Dear and the name of the person *or* To Whom It May Concern:)

+↓

This page is an example of a business letter format. You are to use this format when you write to a charity of your choice. In your letter you must include what we are doing with Charity Checks and why you chose your particular charity.

+↓

You are to have two or more paragraphs and at least three sentences in each. Your letter must fit on this page. Before you print your letter, be sure to re-read your letter, use spell check, and also have a classmate sitting next to you check your letter. You must check your spacing with the invisibles. You can get the invisibles by holding down the apple/command key (⌘) and pressing the colon/semi colon key once.

+↓

Use correct punctuation in your letter. Your font may be size 10-14. The font must be one that is easy to read and is not all capitals. Do not use a shadow or outline with your font. Use a single space after a comma and a single or double space after a period.

+↓

+↓

Closing, (Sincerely, Yours Truly, Love, etc.)

+↓

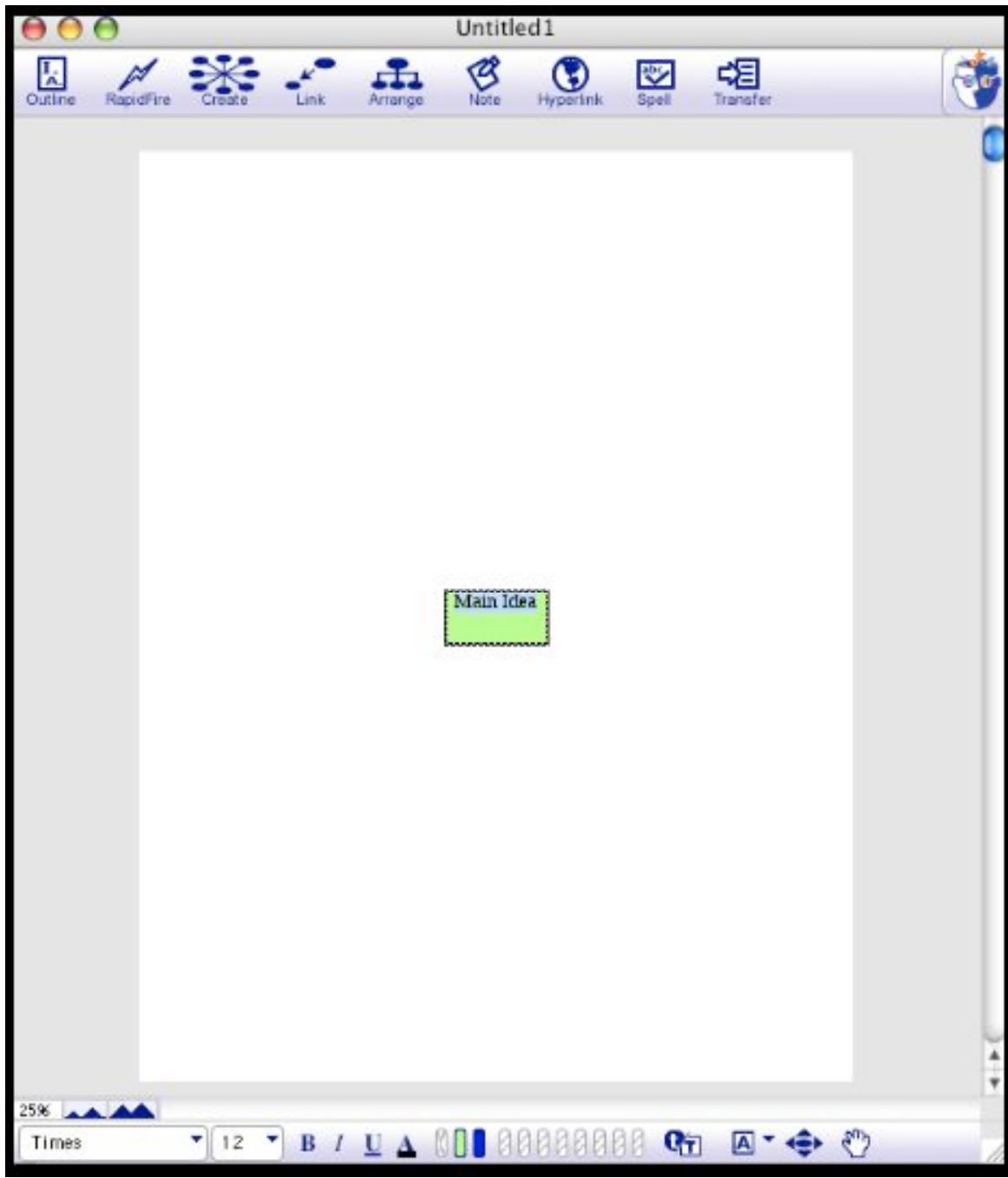
+↓ Your Signature Here (You must sign your name here with a pencil or a pen)

+↓

+↓

You are to print your name here with the computer.

How to Use Inspiration 7.5
This is a picture of what you see when you open Inspiration 7.5.



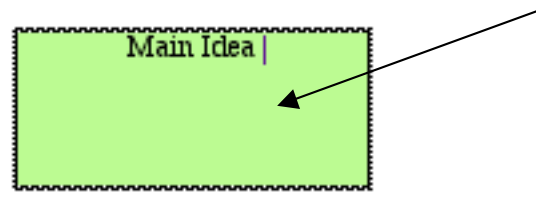
Getting Started

Select the main idea by clicking (single click) on the icon. This will give you handles (boxes to help you manipulate the icon).



Cursor

Click on the words in the icon to give you a cursor. This will let you change the text. Click and drag the cursor over the words, “main idea”. When it is selected it turns blue. Now you may type the name of your charity, or you may press delete and then type in the name of your charity.



While the charity icon is still selected click on the make a new symbol icon.



By clicking on one of the ovals, you can choose where you want your next symbol.



Make a new symbol

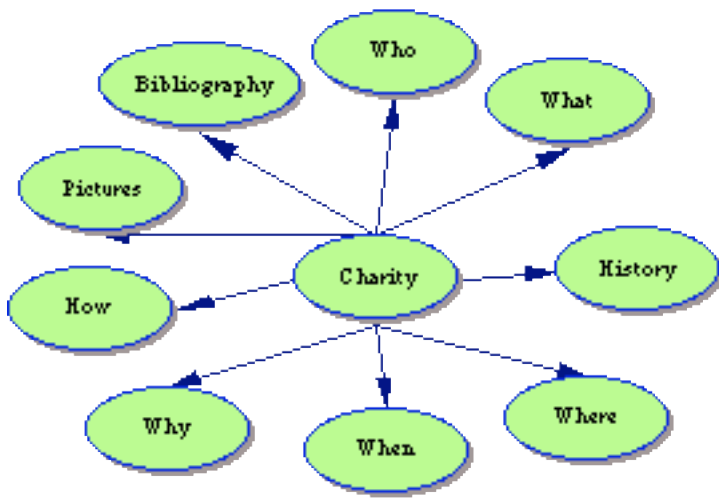
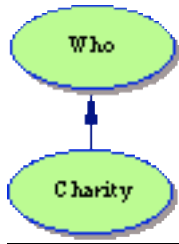
You will then add a new symbol for your Charity Inspiration.



Continue to do this until you have all of the symbols that you need.

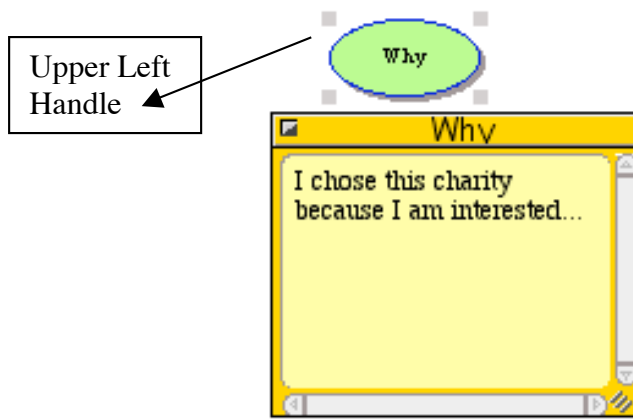
Remember:

- To click on the Charity icon before you add a new icon.
- Your symbols will be placed according to the oval that you choose.



Adding Information

Double click on the upper left handle of the symbol.

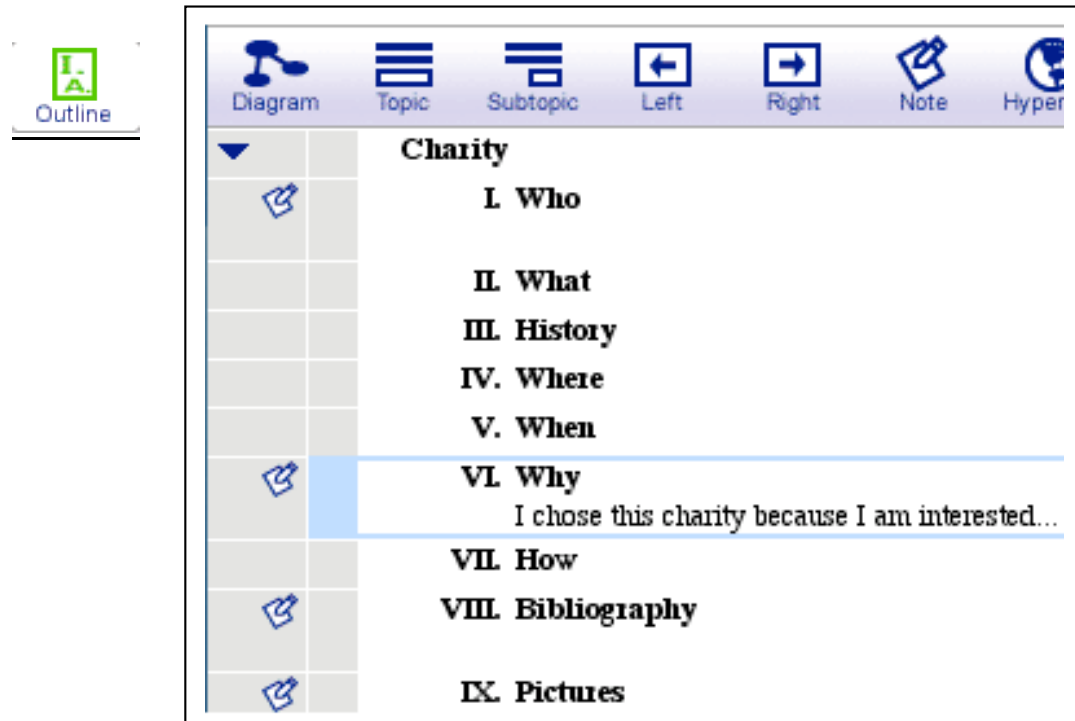


This opens up a text box to write your text or copy/paste your information from the Internet.

Checking Outline View

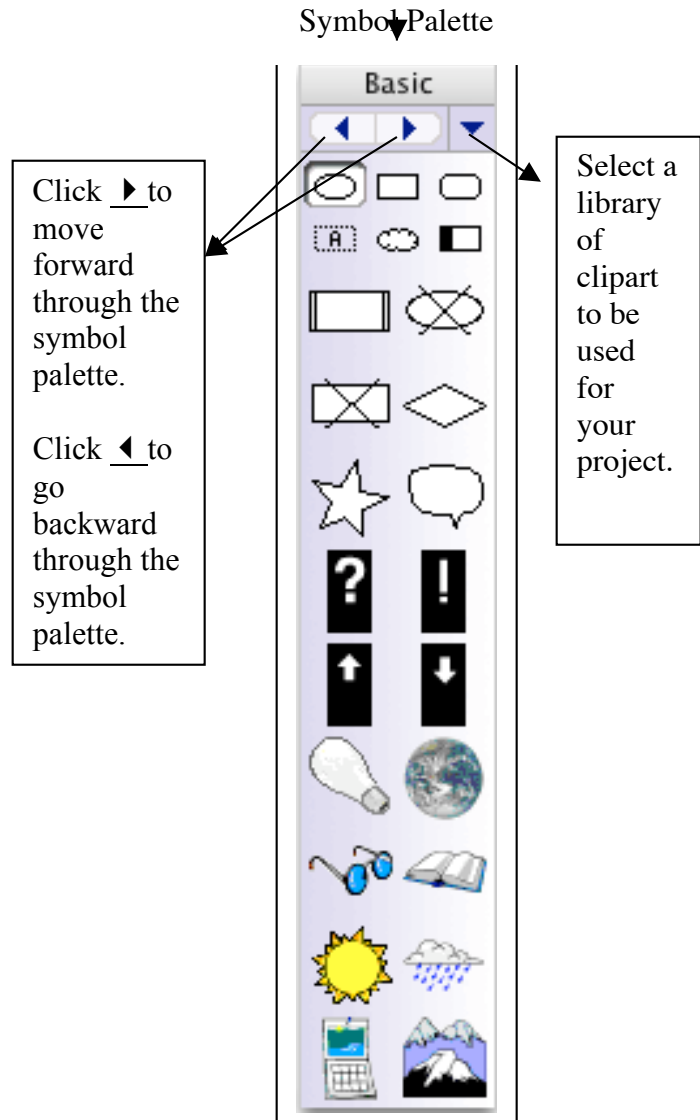
Now is a good time to check to make sure that your outline is correct.

Click on the Outline icon and it will automatically change to the outline view.



Adding Clipart and Pictures

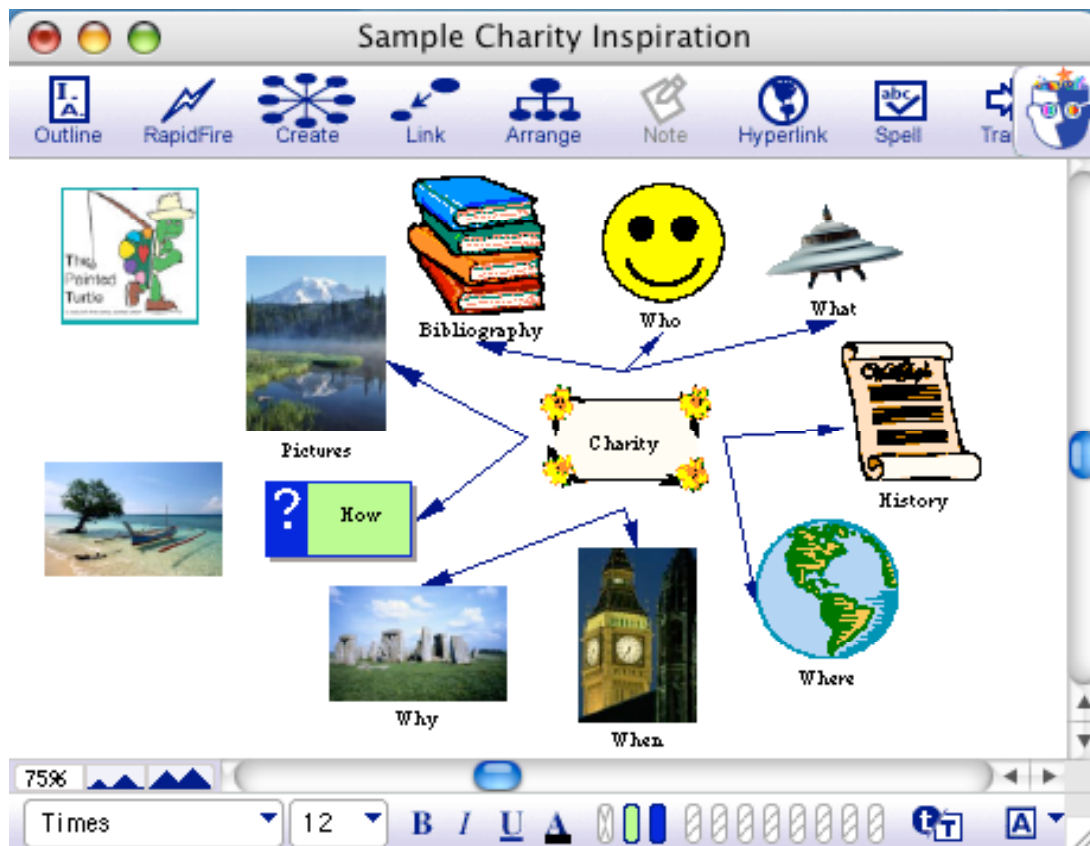
Click on view in the Inspiration menu bar. Then select the Symbol Palette.



Clip art can be chosen from the Symbol Palette.

To use the clipart, select a symbol in the Inspiration diagram. When the handles are showing, single click on the clipart that you want to use and it will appear in the symbol.

To add other pictures copy and paste them into the Inspiration project. They do not have to be attached to anything.



To put color in the background, go to effect on the menu bar and choose background color.

