



Lesson 2: Evaluating Philanthropy



Learning Target

- Students create a rubric to evaluate local, national, and global philanthropists. Students will use this rubric in Lesson 10 to evaluate themselves.



20 Minutes

Lesson Overview and Teacher Prep



- **Warm-Up (5 min):** introduces the idea of evaluating philanthropists' effectiveness.
- **Activity (10 min):** students research local, national and global philanthropy and evaluate them based on their own criteria.
- **Reflection for Action (5 min):** gallery walk of student research results, then independent writing about a nonprofit to support.
- Materials used as needed: PowerPoint - HS Lesson 2 PP, L2W1, electronic devices: laptops, iPads, phones, etc (at least one per group of 4).
- Standards from [Common Core](#) and [National Council for Social Studies \(NCSS\)](#).
- Document your class' progress by posting pictures, videos, stories, and "a-ha" moments to Facebook, Instagram, YouTube, and Twitter @ottercares #myprojectheart



Philanthropy Objectives

- Analyze local, national and global philanthropic efforts to deepen understanding of philanthropy.
- Categorize philanthropic efforts to broaden understanding of philanthropy.

Anchor Standards

- **CCSS.ELA-LITERACY.CCRA.R.7** - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **CCSS.ELA-LITERACY.CCRA.R.8** - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Common Core Standards

- **CCSS.ELA-LITERACY.SL.9-10.1.B** - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- **CCSS.ELA-LITERACY.RI.9-10.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Social Studies Standards

- **Individuals, Groups, & Institutions** - g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.





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Warm-Up: Philanthropy Starts with a Helpful Idea (Picture prompt for quick-write activity - 5 min.)



PowerPoint Slide 1 – Click slide to play video clip. Prompt students to think about what makes a “good” philanthropist.



- Video prompt: Jordan van der Walt creates a program, "Just One Bag", to distribute food to students in need. <https://www.youtube.com/watch?v=RPqf5VYQklQ>



- After video clip, ask students to think and write about whether Jordan (from the video) is an effective philanthropist, and why or why not. Responses should be in the Warm-up portion of L2W1.

- Close this activity by calling on 2-3 students to share their responses with the class.

[TEACHER TIP] Use this warm-up to discuss the difference that an individual can make.

Activity: What Makes Local, National and Global Philanthropy Effective? (Inquiry-Based philanthropy research – 10 min.)

- Remind students that in the last lesson, they discussed some of the nonprofit organizations they would be interested in helping.

PowerPoint Slide 2 – Discuss effective philanthropy

- Call on several students to brainstorm criteria for what makes philanthropy effective (a student volunteer or the teacher may write the ideas on the board).



PowerPoint Slide 3 – Discuss how effective one nonprofit is based on the criteria students came up with

- Have class decide which nonprofit they would like to focus on as a group

- Work through evaluation with some of the criteria from information found on their website. Determine if the nonprofit is effective.



PowerPoint Slide 4 – Students work in groups to evaluate nonprofits

- Divide students into groups of four and distribute electronic devices, if needed (at least one per group).

- Explain that student groups will choose at least four components/criteria to “grade” a nonprofit. Next, they will choose three nonprofits (one local, one national and one global) to evaluate using their group’s rubric. Splitting responsibilities in each team will help them use their time wisely.



- Ask students to write their findings on their worksheet and to be ready to share their ideas with others in the class.

- Close this activity by calling on 2-3 students to share their responses.

[TEACHER TIP] Teacher may ask students to rotate to different groups for each discussion. Use this activity to explore differences that individuals and small groups can make.

Reflection for Action (Gallery Walk to help students see a variety of nonprofit evaluations - 5 minutes)



PowerPoint Slide 5 – Close with a quote

- Close the lesson by asking students to write one nonprofit organization (that aligns with a personal interest of theirs) that they would like to someday support (by giving either time, talent or treasure) after today’s research. (Students should be encouraged to think about how this nonprofit may align with their own personal project they will develop in later lessons). Answers can be written on the bottom of their worksheet.

