Mini Unit: Write to Inform

I-Search

**Materials**

**Research Folders that contain all of the materials students need for the project**

Celebrity Charities Browsing” (Handout A)

“Grading Scale” (Handout B)

Grade: 10 Unit: Research

Section/Period: Merit

Lesson Plan Guide, Day 1 of 11

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective: By the end of this lesson, students will

* Browse the Internet to determine the subject of their I-Search projects.

Assessment:

* Students will complete the “Celebrity Charities Browsing” (Handout A) I-Search Paper Handout

Scoring Tool:

* Students will complete the “Celebrity Charities Browsing” (Handout A) I-Search Paper Handout

Warm-Up:

1. Have students list up to 10 of their favorite celebrities.
2. Students will choose five of these celebrities and then write one-sentence explanations why they like these celebrities.
3. Share.

Direct Instruction: *(see it)*

1. Teacher will distribute folders that contain all of the materials for the I-Search project. Students will need to keep these in the classroom, but they will need to be responsible for getting the folders at the beginning of each class. (The research process is the focus of this project; however, students will ultimately compose an I-Search Paper reflecting their findings as the culmination of this process.) Be sure to specifically review the “Grading Scale” (Handout B) so that students are aware of their
2. On the LCD projector, teacher will project the website *www.looktothestars.org*.
3. Teacher will draw the students’ attention to the search and browsing options. Teacher will use one celebrity and show them how to determine which charities the celebrity supports.
4. Teacher needs to make sure that students understand how to find a celebrity (such as Will Smith), a charity he supports (the 46664 Foundation), who or what the charity supports, and the URL for the charity’s website.

Guided Practice: *(do it with help)*

1. Students will then identify three celebrities that they are interested in researching. To identify these celebrities they will search/browse the website.
2. Then, they will identify one charity for each of the celebrities they have chosen. They will complete the chart by writing one-sentence explanations for each of the charities and by noting the URL for the charity’s website.
3. Teacher will circulate to answer questions and keep students on task.

Independent Practice: *(do it themselves)*

1. Once students have completed the chart, they need to identify two celebrities and their corresponding charities at the bottom of the chart’s back.
2. Students will then explain why these two celebrities and/or charities are the two that they would be interested in pursuing for their I-Search paper.

Closure:

1. Students will share some of the interesting facts they found while browsing today.

Homework:

 Students may continue to add research/add information to the “Celebrity Charities Browsing” (Handout A) I- Search Paper Handout

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Celebrity Charities Browsing**

**I-Search Paper**

**(Handout A)**

Search through the following two websites:

1. **Look to the Stars: The World of Celebrity Giving**: [www.looktothestars.org/celebrity](http://www.looktothestars.org/celebrity)

2. **Sports Public Charities**: <http://www.usatoday.com/sports/2001-07-20-public-table1a.htm>

Using what you find in these two websites, identify at least 10 celebrities and their charities that interested you. Write the information in the chart below:

|  |  |  |  |
| --- | --- | --- | --- |
| Celebrity/Sports Star | Foundation or charity he/she supports | Description of the foundation or charity | URL (website) of the foundation or charity |
| Ex: Red Hot Chili Peppers | Unite the United | The mission of this foundation is to encourage music artists to help change communities that need positive influences.The foundation raises funds to donate to small town organizations that make a difference in the national community (for ex: Boys and Girls Club)  | http://www.unitethe united.org/ |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |

Now, go back and star the two that you would be most interested researching. Write the Celebrity and the Charity he/she/they support below and give a one sentence explanation about why you would want to research it.

1. Celebrity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Foundation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Celebrity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Foundation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grading Scale**

**I-Search Research and Paper**

**(Handout B)**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Celebrity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Charity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part I: Research-110 points**

You will receive full credit for each of the following items if you filled out the research sheets completely.

Browsing Sheet \_\_\_\_\_/20

Biography Research Packet \_\_\_\_\_/30

Charity Research Packet \_\_\_\_\_/30

Print Resources Fact Sheet \_\_\_\_\_/30

 **WRITING RUBRIC**

**EXTENDED CONSTRUCTED RESPONSE**

**LEVEL 6-100**

The response is a thoroughly developed essay which fulfills the writing purpose.

□ Has relevant and complete support and elaboration which enhances ideas

□ Uses a precise organization strategy which enhances the purpose

□ Maintains a distinctive voice and deliberate tone

□ Uses precise word choice and evocative language

□ Demonstrates careful attention to audience understanding and interest

□ Has no errors in usage or conventions that interfere with meaning

**LEVEL 5―92**

The response is a well developed essay which attempts to fulfill the writing purpose.

□ Has support and elaboration which enhance ideas, although may not completely fulfill

 the purpose

□ Uses an effective organizational strategy that is consistent with the purpose

□ Maintains a consistent voice and tone

□ Uses clear and consistent word choice

□ Demonstrates attention to audience understanding and interest

□ Has no errors in usage or conventions that interfere with meaning

**LEVEL 4―82**

The response is an organized essay which addresses the writing purpose.

□ Has support and elaboration to develop ideas which may be uneven or incomplete

□ Uses an inconsistent or unevenly applied organization structure

□ Employs an inconsistent voice or inappropriate tone

□ Demonstrates an awareness of audience understanding and interest

□ Has few if any errors in usage or conventions that interfere with meaning

**LEVEL 3―72**

The response is an incomplete or oversimplified essay which attempts to

 address the writing purpose.

□ Has incomplete or unclear elaboration and support for development of ideas

□ Uses an organizational structure that is inconsistent or unclear

□ Employs a flat to inappropriate tone and voice

□ Demonstrates little awareness of audience understanding and interest

□ Has errors in usage or conventions, some of which may interfere with meaning

**LEVEL 2―62**

The response is a poorly written essay which attempts to address the writing purpose.

□ Has support and elaboration that is inadequate

□ Uses an unstructured or confusing organizational strategy

□ Employs an unidentifiable tone and voice

□ Demonstrates no attention to audience understanding and interest

□ Has errors in usage and conventions, some of which interfere with meaning

**LEVEL 1―52**

The response provides evidence the writer has seen and is attempting

to respond to the assignment.

□ Has no elaboration or support, or the development does not support the writing purpose

□ Uses little or no organizational structure

□ Demonstrates no attention to voice

□ Demonstrates no awareness of audience

□ Has errors in usage and conventions which interfere with meaning

**LEVEL 0―42**

The response is completely incorrect or irrelevant. There may be no response.

**Part II: The Paper-200 points**

You will receive credit for the entire paper

based on the FCPS ECR Rubric.

The ECR Rubric assesses spelling, grammar,

organization, and content of knowledge.

The paper is out of 200 points.

 /200

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part III: The Multimedia Visual-50 points**

Once you have completed your paper, you will create a multimedia visual for a Charity that you create.

This charity can support any number of people or environments, such as

* Homeless people
* Battered Women
* Orphans
* Children in Foster Care
* People in Poverty, here or in another country
* The Environment
* Adults with life-threatening illnesses
* Children with life-threatening illnesses
* Disabled Veterans of War
* Immigrants
* Homeless Animals
* Released Prisoners
* The Elderly

The Multimedia Visual is worth 50 points. It can be one of the following:

* A Poster
* A Powerpoint
* A Magazine/Photo Montage
* A brochure

It will be graded as follows:

Does the charity have a name? \_\_\_\_\_/5

Does the charity have a motto? \_\_\_\_\_/5

Does the charity have an emblem or symbol? \_\_\_\_\_/5

Does the charity have a mission statement? \_\_\_\_\_/5

Does the charity help someone or something in need? \_\_\_\_\_/10

Does the visual explain how this charity will help those in need? \_\_\_\_\_/20

 \_\_\_\_\_\_\_\_\_/50

**Part IV: Reflection and Letter-40 points**

For the reflection portion of this assignment, you will write a letter to the organization you researched. In this letter you will explain the project, what you have learned from the project, and how much you respect the work that this foundation does.

Your letter will be graded on the FCPS ECR Rubric. The ECR Rubric assesses spelling, grammar, organization, and content of knowledge.

 \_\_\_\_\_/40

Mini Unit: Write to Inform

**Materials**

**Research Folders that contain all of the materials students need for the project**

“Research -- Biography” (Handout C)

“Sources-Bibliography” (Handout D)

I-Search

Grade: 10 Unit: Research

Section/Period: Merit

Lesson Plan Guide, Day 2 of 11

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective: By the end of this lesson, students will

* + participate in on-line research to record information about chosen celebrity.

Note to Teacher: Depending upon ability level, teacher may need to find appropriate websites for students to use as they complete the biography research. Teacher should consult with media specialist for assistance in finding appropriate materials. Some suggestions are:

1. http://vault.sportsillustrated.cnn.com/vault/
2. http://www.hellomagazine.com/profiles/
3. http://www.tiscali.co.uk/entertainment/film/biography/

Assessment:

* + Students will complete the “Research -- Biography” (Handout C) of the I-Search Paper

Scoring Tool:

* + Students will complete the “Research -- Biography” (Handout C) of the I-Search Paper

Warm-Up:

1. Students will answer the following questions:
	1. Who is your chosen celebrity?
	2. What do you know about your celebrity?
	3. Do you know of any hardships this person has experienced in his/her life that may changed this person’s outlook on life?
2. Discuss.

Direct Instruction: *(see it)*

1. Teacher will review the browsing from yesterday with the students. (The research process is the focus of this project; however, students will ultimately compose an I-Search Paper reflecting their findings as the culmination of this process.)
2. Students should also receive the Sources-Biography (Handout D). This sheet should be completed as the students complete their research
3. Teacher will distribute the biography research packet to all students. Students will write the name of their chosen celebrity and his/her corresponding charity in the provided spaces at the top of the charity research sheet.
4. Using an example from one of the provided biography websites (above), demonstrate to students how to search for the following biographical information:
	1. Early Life
	2. Rise to Fame/Celebrity Lifestyle
	3. Family/Current Life
	4. Connection to Charity
5. At the end of the packet is a place for students to note the titles and URLs of the websites that they used to do their research.
6. Remind students, again, that if they are going to write down information verbatim, they need to use quotation marks and they need to mark down which site they used to find this information.

Guided and Independent Practice: *(do it with help)*

1. Students will then work the remainder of the period researching information about the celebrity.
2. Students, if they choose to write information from the website verbatim, must include quotation marks around this information. They will also need to make note of where they found these quotations. Instruction in parenthetical citations will come later in the unit.

Closure:

1. Students will share with class how the celebrities are connected to their charities.
2. For example, George Lopez supports The Dream Foundation. A few years ago he was very ill with a kidney disease and his wife donated a kidney to aid in his recovery. He values how The Dream Foundation supports people who have terminal illnesses.

Homework:

* + Optional – Have students finish the “Research-Biography” Handout C

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Research-Biography (30 pts.)**

**(Handout C)**

**Who is the celebrity that you are researching? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is the foundation that you are researching?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fill in the following boxes with information about his/her life.**

***Early Years***

|  |
| --- |
| Where is this person from?What was his or her home life like?What did this person do in high school and/org college? |

***Celebrity Years***

|  |
| --- |
| How is this person famous?What is the timeline of his/her fame (what did this person do to rise to the top?)Did this person have to go through any *obstacles* while establishing his/her fame? If so, explain in depth. |

***Current family/personal life***

|  |
| --- |
| Is this person married? If so, what is his/her spouse’s name?Does this person have children? If so, what are their names?Where does this person live now?What are some of his/her hobbies or interests? |

***Connection to Supported Foundation***

|  |
| --- |
| In a paragraph, explain why you think this person supports the foundation that you are going to research.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Sites that you searched:**

Use three different websites to read information about your celebrity. You may **not** use Wikipedia.org.

Below, write the name of the site (found at the top of the webpage) and the URL (the web address that usually begins with www.)

Website #1:

 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 URL:

Website #2:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 URL:

Website #3:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 URL:

Sources-Works Cited

(Handout D)

Directions: Write down all of the “bibliographic” information for each of the sources that you used for your research.

|  |  |
| --- | --- |
| Source | Bibliographic Information |
| Website URL: (biography website) | Author’s Name:Title of Website:Date Published (at bottom):Name of Sponsoring Organization:Date when you looked at the site:  |
| Website URL: (biography website) | Author’s Name:Title of Website:Date Published (at bottom):Name of Sponsoring Organization:Date when you looked at the site: |
| Website URL: (biography website) | Author’s Name:Title of Website:Date Published (at bottom):Name of Sponsoring Organization:Date when you looked at the site: |
| Website URL: (charity website) | Author’s Name:Title of Website:Date Published (at bottom):Name of Sponsoring Organization:Date when you looked at the site: |
| Website URL: (website with article for charity) | Author’s Name:Title of Website:Date Published (at bottom):Name of Sponsoring Organization:Date when you looked at the site: |
| Website URL: (website with article for charity) | Author’s Name:Title of Website:Date Published (at bottom):Name of Sponsoring Organization:Date when you looked at the site: |
| Website URL: (website with article for charity) | Author’s Name:Title of Website:Date Published (at bottom):Name of Sponsoring Organization:Date when you looked at the site: |
| Website URL:*www.looktothestars.org*  | Author’s Name:Title of Website:Date Published (at bottom):Name of Sponsoring Organization:Date when you looked at the site: |
| Book Title: | Editor or Author’s Name:Publishing Place:Publishing Year:Publisher:Volume:  |
| Book Title:  | Editor or Author’s Name:Publishing Place:Publishing Year:Publisher:Volume: |

**Materials**

**Research Folders that contain all of the materials students need for the project**

 “Charity in the News”

 (Handout E)

Mini Unit: Write to Inform

I-Search

Grade: 10 Unit: Research

Section/Period: Merit

Lesson Plan Guide, Day 3 of 11

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective: By the end of this lesson, students will

1. participate in on-line research to record facts about chosen charity.
2. connect their lives to their charity research.

Assessment:

* Students will complete the “Charity in the News” (Handout E) I-Search Paper Handout

Scoring Tool:

* Students will complete the “Charity in the News” (Handout E) I-Search Paper Handout

Warm-Up:

1. Students will answer the following questions:
	1. Describe one time that you participated in community service. OR
	2. Describe some options that Frederick County offers for teenagers to participate in community service.
2. Discuss.

Direct Instruction: *(see it)*

1. Teacher will review the biography research from yesterday with the students.
2. Teacher will distribute the charity research packet to all students. Students will write the name of their chosen celebrity and his/her corresponding charity in the provided spaces at the top of the charity research sheet.
3. Using an example from *www.looktothestars.org*, link to a charity website and demonstrate how to browse through the provided links (how the charity started, who is supports, how they get funding, etc.).
4. Once the teacher has informally investigated the website with the students, go back and explain the information that the students will need to record on their charity research sheet:
	1. The founding of the charity
	2. The person(s) behind the founding of the charity
	3. The events the charity holds and who it supports
5. Draw the students’ attention to the “Charity in the News” portion of the research sheet. Students will need, once they finish researching, to find an article about the charity/foundation in the news (Note: Some students may be able to find an article on the charity’s website). They will need to write the title of the article, publication, and a summary of the article.
6. Demonstrate for students, using The Dream Foundation, how to search a publication’s website (such as *www.latimes.com*) to find an article.
7. Consider asking the media specialist to teach a mini-lesson on determining an Internet source’s validity.

Guided Practice: *(do it with help)*

1. Students will then work the remainder of the period researching the charity/foundation. Depending upon student ability, the teacher may decide to allow students to use another website beyond the charity website to find information. However, most students will be able to find most to all of the information on the website.
2. Students, if they choose to write information from the website verbatim, must include quotation marks around this information. Instruction in parenthetical citations will come later in the unit.

Independent Practice: *(do it themselves)*

* + Once students are finished researching their website and have found their article, they need to respond in paragraph form to the following question:
	+ In a paragraph, explain how you feel about this Foundation and its mission. Please be specific and connect it to your own life.

Closure:

* + Students will share some of the interesting facts they found while browsing today.

Homework:

* + Students will finish “Charity in the News” Handout

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Research- Charity In The News (30 pts.)**

**(Handout E)**

**Who is the celebrity that you are researching? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What is the foundation that you are researching?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fill in the following boxes with information about the charity.**

***When and Where?***

|  |
| --- |
| When did this foundation begin?Where was it founded?Where is its central location (office or headquarters) located now? |

***Who was behind it?***

|  |
| --- |
| Who (what group or person) began this organization?Why? (this needs to be very detailed) |

***Events or how it works?***

|  |
| --- |
| What types of events does this charity hold?How does the charity work? Is it a lot of events or is it a club for certain people? Please be specific |

***Connection to Supported Foundation***

|  |
| --- |
| In a paragraph, explain how you feel about this Foundation and its mission. Please be specific and connect it to your own life. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Charity in the News:**

Now, you need to search the Internet for three articles or newscasts about this particular charity or foundation. I would recommend, before you Google, to search the following websites:

www.washingtonpost.com

www.latimes.com

www.time.com

www.usatoday.com

Below, write the title of the article or newscast, the website where you found the information, and a 2-3 sentence summary of the article:

1. Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Website:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary:

2. Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Website:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary:

3. Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Website:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary:

Mini Unit: Write to Inform

**Materials**

-Print resources and materials in the media center

-Print research student response sheet (Handout F)

-Student pocket folders with the research information

Grade: 10 Unit: 3

Section/Period: Merit

I-Search

Unit 3 Day 4 of 11

The media specialist and the classroom teacher will select

print resources for the students to use. The resources will

be on a book-cart or on the tables.

This is an optional day since not all media

Centers may have print sources on celebrities.

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective:

The student will use three to five print resources to gather research for the I-Search paper.

Assessment:

Students will complete the “Print Research” (Handout F)

Scoring Tool:

Students will complete the “Print Research” (Handout F)

Warm-Up:

1. Individually, students will read a one paragraph nonfiction passage and will select two to three facts.
2. In pairs, students will share the facts. Each pair will list one fact on the board.

Direct Instruction: *(see it)*

1. As a class, the students and teacher will discuss the listed facts and will select the best ones.

2. As a class, the students and teacher will complete a sample bibliographic entry form using the information listed on the selected passage. (The teacher may want to use the document camera to model the process.)

1. Teacher will distribute the “Print Research” handout.
2. Teachers and student will proceed to the media center.
3. Teacher will direct students to specific seats/tables in the media center.

Guided Practice: *(do it with help)*

1. Students will look through the table of contents, the index, and pages within each of the books to find facts that are of interest to them.
2. Using the “Print Research” handout, students will list the interesting fact(s) from each of the reference books and will complete the bibliographic information for the book(s).
3. The teacher and the media specialist will circulate to assist the students.

Independent Practice: *(do it themselves)*

1. Students will continue to find interesting facts in the print resources.
2. Students will complete the “Print Research” handout.

Closure:

1. Students will place “Print Research” handout into the research pocket folder.
2. Students will give the folder to the teacher.
3. Students will put reference books onto the cart.
4. Teacher will distribute and will review the homework assignment. (Teacher will copy one of the fact/bibliographic blocks from the “Print Research” assignment handout on a half-sheet of paper. Teacher will give each student a copy.)

Homework:

Students will use a book from another class or at home to find one interesting fact and bibliographic information to record on the half-sheet.

**Print Research**

**(Handout F)**



I have provided everybody with between 3 and 5 print resources (books) to use for your research.

You must look through these resources and find 10 facts to use in your I-Search essay about the charity your celebrity supports and type of people or environment that benefit from the charity.

To find information, perform one of the following tasks:

1. Look through the table of contents.

2. Look through the Index (in the back of the book)

3. Browse the pages of certain chapters.

The facts you find should interest you. Once you have found a fact, write down the bibliographical information in the box next to where you write the fact. I will help you find this information.

|  |  |
| --- | --- |
| **Fact-**statistic, interesting quotation, or interesting fact about someone or a country | Bibliographic Information |
| #1 | Title of Book:Author or Editor:Copyright Date:Copyright Place:Publisher:Volume:Edition: |
| #2 | Title of Book:Author or Editor:Copyright Date:Copyright Place:Publisher:Volume:Edition: |
| #3 | Title of Book:Author or Editor:Copyright Date:Copyright Place:Publisher:Volume:Edition: |
| #4 | Title of Book:Author or Editor:Copyright Date:Copyright Place:Publisher:Volume:Edition: |
| #5 | Title of Book:Author or Editor:Copyright Date:Copyright Place:Publisher:Volume:Edition: |
| #6 | Title of Book:Author or Editor:Copyright Date:Copyright Place:Publisher:Volume:Edition: |
| #7 | Title of Book:Author or Editor:Copyright Date:Copyright Place:Publisher:Volume:Edition: |
| #8 | Title of Book:Author or Editor:Copyright Date:Copyright Place:Publisher:Volume:Edition: |
| #9 | Title of Book:Author or Editor:Copyright Date:Copyright Place:Publisher:Volume:Edition: |
| #10 | Title of Book:Author or Editor:Copyright Date:Copyright Place:Publisher:Volume:Edition: |

 Remember, if you write the exact words that the author says in the book, you need to write that in quotation marks.

Mini Unit: Write to Inform

**Materials**

-Mid-Research Reflection Paper Slide Show

-Mid-Research Reflection Paper printout (for students)

-I-Search Student Research packet

Grade: 10 Unit: 3

Section/Period: Merit

I-Search

Unit 3 Day 5 of 11

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective:

The student will reflect on the I-Search process.

Assessment:

Students will complete the “Mid-Research Reflection” handout. (Teacher should print the slides for “The I-Search Paper) Mid-Research Reflection Essay

Scoring Tool:

Students will complete and will submit the “Mid-Research Reflection” handout.

Warm-Up:

1. Teacher will distribute printout of “Mid-Research Reflection Paper” slide show.
2. Teacher will project Slide 2 from the “Mid-Research Reflection Paper.”
3. Students will answer question on Slide 2: The purpose of the I-Search paper is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Teacher and students will reflect together on the purpose of this assignment.

Direct Instruction: *(see it)*

1. The teacher will guide students through the slide show.
2. The students will respond to the questions on their printouts and as directed. (Slides 3-8)

Guided Practice: *(do it with help)*

1. The students will organize their papers as directed in the PowerPoint.

Independent Practice: *(do it themselves)*

1. Students will right their one-page reflection of what they have accomplished by this point of their research.
2. Students will begin to organize their research packet.

Closure:

1. The teacher will collect all materials (research folders, packets, folders, etc.) the students have completed during the class.

Homework:

1. Students will continue to think about what they will include in their Mid-Research Reflection Page.

Mini Unit: Write to Inform

**Materials**

-I-Search student packet

-I-Search Introduction planning sheet and biography (Handouts J)

Grade: 10 Unit: 3 Research

Section/Period: Merit

I-Search

Unit 3 Day 6 of 11

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective:

Students will write the first draft of the I-Search introduction and biography (Handouts H and I).

Assessment:

Students will complete the planning sheets for the I-Search introduction and biography (Handouts H and I).

Scoring Tool:

Students will complete the planning sheets for the I-Search introduction and biography (Handouts H and I).

Warm-Up:

1. Students will list their community service opportunities.
2. Students will share their community service experiences.

Direct Instruction: *(see it)*

1. The teacher will distribute the I-Search research folders and the handouts for the lesson.
2. The teacher will review the guidelines for the I-Search introduction and biography planning sheets (Handouts H and I).
3. The teacher will guide the students through each of the sections to be completed.

Guided Practice: *(do it with help)*

1. The students will add details to the I-Search introduction and biography planning sheets.
2. The students and the teacher will discuss selecting significant details to the planning sheets.

Independent Practice: *(do it themselves)*

1. The students will complete the I-Search introduction and biography planning sheets.
2. The teacher will walk through the room and will check student progress or will offer assistance.

Closure:

1. The teacher and students will discuss the responses on the planning sheets.
2. The students will place the I-Search planning sheets into the research folder.
3. The teacher will collect the folders.

Homework:

**I-Search Paper**

**Introduction**

**(Handout H)**

Connect your answers to the following ideas with correct transitional expressions. This paragraph should be between 5 and 7 sentences.

|  |
| --- |
| What has been your previous experience with community service? |

Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Explain your browsing through [www.looktothestars.org](http://www.looktothestars.org)(who did read about? What did you find interesting?) |

Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Why did you choose your celebrity and your charity?  |

**I-Search Paper**

**Biography Portion**

**(Handout I)**

Begin with an opening sentence:

First, I researched \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Connect your answers to the following ideas with correct transitional expressions. This paragraph should be between 6 and 7 sentences.

|  |
| --- |
| Early Years: |

Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Celebrity Years: |

Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Current Life: |

Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Connection to Charity they support:  |

**Materials**

-I-Search student packet

-I-Search Charity Portion Planning Sheet (Handout J).

Mini Unit: Write to Inform

Grade: 10 Unit: 3 Research

Section/Period: Merit

I-Search

Unit 3 Day 7 of 11

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective:

Students will write the charity section of the draft I-Search paper.

Assessment:

Students will complete the planning sheet for the Charity Portion (Handout J). .

Scoring Tool:

Students will complete the planning sheet for the Charity Portion (Handout J).

Warm-Up:

1. Students will list their community service opportunities.
2. Students will share their community service experiences.

Direct Instruction: *(see it)*

1. The teacher will distribute the I-Search research folders and the handout for the lesson.
2. The teacher will review the guidelines for the I-Search introduction and biography planning sheets (Handout J).
3. The teacher will guide the students through the section to be completed.

Guided Practice: *(do it with help)*

1. The students will add details to the I-Search introduction and biography planning sheets.
2. The students and the teacher will discuss selecting significant details to the planning sheets.

Independent Practice: *(do it themselves)*

1. The students will complete the I-Search introduction and biography planning sheets.
2. The teacher will walk through the room and will check student progress or will offer assistance.

Closure:

1. The teacher and students will discuss the responses on the planning sheets.
2. The students will place the I-Search planning sheets into the research folder.
3. The teacher will collect the folders.

Homework:

**I-Search Paper**

**Charity Portion**

**(Handout J)**

Begin with an opening sentence:

Following my biography research, I researched \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Connect your answers to the following ideas with correct transitional expressions. This paragraph should be between 6 and 7 sentences.

|  |
| --- |
| When and where was it founded? |

Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Celebrity Years: |

Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Who began it and why? |

Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| How does the foundation work?  |

Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| What is your own connection to the charity and/or celebrity? (this can be as general or as specific as you would like) |

Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Explain one or two of the articles that you found about the foundation.  |

Mini Unit: Write to Inform

**Materials**

-I-Search student packet

-I-Search Introduction planning sheet (Handouts K and L)

Grade: 10 Unit: 3 Research

Section/Period: Merit

I-Search

Unit 3 Day 8 of 11

Students should be in the computer lab to complete

this lesson.

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective:

Students will write the first draft of the Conclusion and Works Cited (Handouts K and L).

Assessment:

Students will complete the planning sheet for the Conclusion and draft the Works Cited (Handouts K and L).

Scoring Tool:

Students will complete the planning sheet for the Conclusion and draft the Works Cited (Handouts K and L).

Warm-Up:

1. Students will list a foundation that they would create and explain why.

Direct Instruction: *(see it)*

1. The teacher will distribute the I-Search research folders and the handouts for the lesson.
2. The teacher will review the guidelines for the I-Search Conclusion Paragraph (Handout K).
3. The teacher will guide the students through the questions to be completed.

Guided Practice: *(do it with help)*

1. The students will answer the questions on the Conclusion Paragraph Handout.

Independent Practice: *(do it themselves)*

1. The students will complete draft the concluding paragraph for their I-Search paper.
2. The teacher will walk through the room and will check student progress or will offer assistance.

Direct Instruction: (see it)

1. Teacher will review the How to make a Works Cited Instruction (Handout L).

Guided Practice: (do it with help)

1. The students will begin the process of created a Works Cited page.
2. The teacher will walk through the room and will check student progress or will offer assistance.

Independent Practice: (do it themselves)

1. The students will complete the Works Cited page.
2. The teacher will walk through the room and will check student progress or will offer assistance. (The Works Cited tends to be more difficult for students to complete; therefore, they may need more help).

Closure:

1. The teacher and students will discuss the concluding paragraph and the Works Cited.
2. The students will place the I-Search conclusion and Works Cited into the research folder.
3. The teacher will collect the folders.

Homework:

1. Optional (regarding the research). Teacher may assign homework for the students to brainstorm questions they may ask the interviewer.

**Conclusion Paragraph**

**What about you?**

**(Handout K)**

This paragraph is about you and who you would support if you could. In this paragraph you need to include the following:

* What type of people or environment would you support?
* Why?
* What would your foundation do to help these people or this environment? (suggestions: serve food, provide money, provide hospital services, clean up highways, recycle, etc.)
* What would your foundation be called?
* What would be your mission statement?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How to Make a Bibliography**

**Instructions**

**(Handout L)**

1. Open up a new word document.

2. Center the words “Bibliography” in the middle at the top

3. Save as your name bibliography

 ex. Adan Lopez bibliography

3. Go back to the application menu and select the Media Center icon along the left hand side.

🡪choose FCPS High School Portal Page

🡪scroll to the bottom and select “Citation Maker”

4. For the books, along the left side of “Citation Maker”, select books by one or two authors or books with one editor. Fill in all of the necessary information and “Save Citation”.

5. For the websites, along the left side of “Citation Maker”, select “Professional or Organizational Webpage”. Fill in all of the necessary information and “Save Citation”.

6. Once finished, along the top choose “Show My Citations”. On this new page, highlight all of your sources and copy and paste them to the Word document you created at the beginning.

7. Make all of your citations on your word document look like this:

-The entire page must be double-spaced.

-All of the entries must be organized alphabetically by the first letter of the citation.

-The second (and third lines) of EACH citation must be indented one tab space.

-This page NEEDS to be written in Times New Roman 12 pt. font.

Mini Unit: Write to Inform

Grade: 10 Unit: 3

Section/Period: Merit

**Materials**

-Student pocket folders with the research information

-Business Letter Planning Sheet (Handout M)

I-Search

Unit 3 Day 9 of 11

Students should be in the computer lab

to complete this lesson. It is recommended that the teacher

save Handout M on the student drive so that all students can

access the Business letter format to use when

completing their business letters.

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective:

The student will revise the Works Cited page and begin drafting the business letter.

Assessment:

The students will be submitting a revised Works Cited and a draft business letter.

Scoring Tool:

Students will complete a revised Works Cited and submit a draft business letter.

Warm-Up: Teacher should display a correctly completed Works Cited page and discuss formatting of the page with students.

Direct Instruction: *(see it)*

1. The teacher will guide the students through the final revision of the Works Cited page.
2. The teacher will answer questions or correct consistent errors identified on the Works Cited page.

Guided Practice: *(do it with help)*

1. The teacher will assist the students as they work on the revised Works Cited page. (It is suggested that the teacher request assistance from an instructional assistance, a student service learner, or media specialist to help circulate and provide support to students. This tends to be difficult for students, so extra help is recommended.)

Independent Practice: *(do it themselves)*

1. Students will complete the Works Cited.

Direct Instruction: (see it)

1. The teacher will distribute the business letter form (Handout M) and review with students the format and information they are to include in the business letter.

Guided Practice: (do it with help)

1. The students will use the business letter template to begin drafting their business letter.
2. The teacher will circulate around the lab to assist students and answer questions as they draft.

Independent Practice: (do it themselves)

1. The students will draft their business letter.
2. The teacher will continue to circulate around the lab to assist students and answer questions as they draft.

Closure: Students will print the draft business letter and place it into their pocket folders.

Homework: As assigned by teacher

Business Letter Planning Sheet

(Handout M)

Day of the month Month Year

Your address

Your address

]

]

Foundation Name

Foundation’s Address

Foundation’s Address

Foundation’s Address

[

[

To Whom It May Concern:

Paragraph #1 (Not Indented)

|  |
| --- |
| Explain the research paper in 2-4 sentences.* Process
* The different ideas that you researched
* Where you looked for your information
 |

[

Paragraph #2

|  |
| --- |
| Provide at least four pieces of information that you found about the charity/foundation that you researched. Put each piece of information in a separate sentence. |

[

Paragraph #3

|  |
| --- |
| Write a 2-3 sentence explanation about why you chose to research this particular foundation. |

[

Paragraph #4

|  |
| --- |
| Write a “thank you” sentence for everything the charity does to help the community. Then, inquire into what you can do to help this foundation.  |

[

 Sincerely,

 Your Full Name

 High School Student

Mini Unit: Write to Inform

**Materials**

-Student pocket folders with the research information

Grade: 10 Unit: 3

Section/Period: Merit

I-Search

Unit 3 Day 10 of 11

This lesson should be completed

In the computer lab.

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective:

The students will revise the business letter to submit with the I-Search Project. Students will also complete a self-selected method of presenting the I-Search results. (See suggested project list below.)

Assessment:

The students will submit the revised business letter.

The students will submit a self-selected presentation

Scoring Tool:

The students will complete the revised business letter.

The students will complete a self-selected presentation.

Warm-Up: The teacher will review the format for the business letter and identify common errors to be corrected for the revision.

Direct Instruction: *(see it)*

1. The teacher will advise students of areas to revise in the business letter.

Guided Practice: *(do it with help)*

1. The students will complete the final business letter.
2. The teacher will circulate during this time to assist students and answer questions regarding the revision of the business letter.

Independent Practice: (do it themselves)

1. The students will complete the revision of the business letter.

Direct Instruction: *(see it)*

1. The teacher will provide students a list of possibilities for a self-selected I-Search project.

Guided Practice: (do it with help)

1. The students will review the list of possibilities and select one to complete during class, so that they will able to use the computer, teacher supplied materials i.e. construction paper, markers, magazines, scissors, glue, etc.
2. The teacher will continue to circulate around the room during this time to answer questions and monitor students at work.

Independent Practice: *(do it themselves)*

1. The students will complete the self-selected project, submit to the teacher, and to present their findings to the class (as determined by the teacher.)

Closure: Students will submit the business letter, their self-selected project, and their

 research folder for final review and evaluation.

Homework: As assigned by teacher

Possible Projects for the I-Search Presentation

* Pamphlet/Brochure
* Power Point
* Poster
* Collage
* Movie Maker
* Photo Story
* Pod Cast

 Mini Unit: Write to Inform

Grade: 10 Unit: 3

Section/Period: Merit

**Materials**

-Individual Interview Sheets (Handout G )

-Student pocket folders with the research information

I-Search

Unit 3 Day 11 of 11

Optional Lesson

Indicator:

LA.E10.20.05

LA.E10.20.05a

LA.E10.20.05d

LA.E10.20.04

Objective:

The student will complete the interview process with the representatives from local charity organizations.

Assessment:

The students will use the Interview Sheet (Handout G ) for the interview process with each of the charity guest speakers.

Scoring Tool:

Students will complete the Interview Sheet (Handout G).

Warm-Up: Give students three questions to ask “interview” another student. For example, Why did you choose this famous person? What charity does your famous person select? What does the charity do to help others?

Direct Instruction: *(see it)*

1. The teacher will tell the students that in class today, there are guest speakers from 3-4 charities (local organizations selected and representatives invited by the teacher).
2. The teacher will introduce the representatives and tell students the names of the charities.
3. The teacher will tell the students that the purpose is for the students to ask questions “interview” the representatives from the charities in order to gather information about the local charities and the service they provide to the community.
4. The teacher will show students the Interview Sheet and review the questions on the sheet.

Guided Practice: *(do it with help)*

1. The teacher will model the interviewing process by using the Interview Sheet and ask a representative

 questions (number to be determined by the teacher).

1. The teacher could select a student to help model this process in order for the students to see a classmate practice the interviewing process.

\*A suggestion is that the teacher would arrange the representatives in stations so that students could move from station to station as they interview the representative.

Independent Practice: *(do it themselves)*

1. Students will move from station to station with their interview packet and ask the representatives the questions on their Interview Sheets.
2. Students will write their responses to the questions on their Interview Sheets.

Closure: Students will share some of the answers to their questions that they wrote down

 from the interview process.

Homework: Students should review their Interview Packet in preparation for class the next day.

**Interview Sheet**

**(Handout G)**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Representative\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Charity\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Interview Questions**

1. What does your charity do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. How is your charity structurally organized? (Number of people, officers, etc.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How many volunteers does your charity utilize and how are they managed?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How are your volunteers recruited to work for your charity?

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1. What are your main money making functions? (Fund raisers, telethons, food drive, etc.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What specific goals has your charity established for the community it serves?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What has your charity planned for achieving its goals?

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1. Who is the founder of your charity and why did this person establish this charity?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What has been your charity’s most rewarding accomplishment?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What can you tell me about your charity in addition to what I have already asked you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_