

# cobblestone

## GIVING BACK: A LOOK AT PHILANTHROPY

In this issue, students learn about the history and future of philanthropy in the United States. Students will explore the stories of philanthropic individuals such as Andrew Carnegie and organizations such as YMCA that have helped people throughout American history.

## CONVERSATION QUESTION

Why do people and organizations work to create change in society?

## TEACHING OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about key philanthropic figures such as Andrew Carnegie and Bill and Melinda Gates
- Students will learn about methods used by individuals and organizations to create change in society
- Students will analyze connections among events and developments in broader historical contexts
- Students will compare historical and contemporary means of changing societies
- Students will explain how economic decisions affect the well-being of individuals, businesses, and society
- Students will create a timeline
- Students will use details from a text to write a historical narrative
- Students will interpret a political cartoon



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

## SELECTIONS

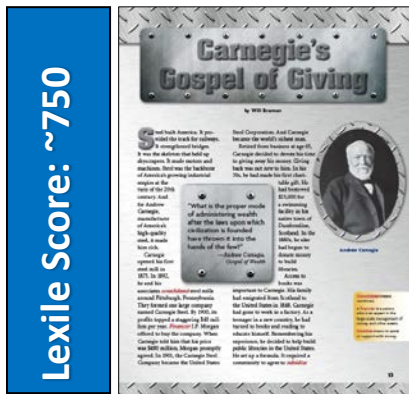
- **Carnegie's Gospel of Giving**  
Expository Nonfiction, ~750L
- **A Century of Pitching In**  
Expository Nonfiction, ~950L
- **Looking into the Future**  
Expository Nonfiction, ~850L

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## Carnegie's Gospel of Giving

pp. 13–16, Expository Nonfiction

Learn how Andrew Carnegie's success in business led him to believe that he should give most of his fortune to others.



### OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about key philanthropic figures
- Students will learn about methods used by individuals and organizations to create change in society
- Students will analyze connections among events and developments in broader historical contexts
- Students will create a timeline

### KEY VOCABULARY

- **charitable** (p. 13) done to assist people in need
- **philanthropy** (p. 14) the practice of promoting the welfare of others through donations of time and money
- **foundation** (p. 16) an organization established and supported with money donated by people who want to help others

### ENGAGE

**Conversation Question:** Why do people and organizations work to create change in society?

Ask students to think about the role that wealthy people should play in society—should they be expected to contribute part of their wealth to causes that would improve society? Why or why not?

### INTRODUCE VOCABULARY

Define each word with students. Then divide the class into small groups and have groups practice using all three words in a single sentence. Finally, tell students to look for these words as they read the story.

### READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- In his book *Gospel of Wealth*, what point of view did Carnegie put forth about those who have wealth?
- How did Carnegie's actions support the philosophy he put forth in *Gospel of Wealth*?
- Using clues from the text, identify Carnegie's goals for society.

### CONCEPT FOCUS: Analyze Context

**INSTRUCT:** Tell students that analyzing historical context—the political, economic, religious, and social conditions of a time and place—helps historians understand why individual events and developments occurred and how they were significant. Have students read paragraphs 2–3 on page 14 and then work in groups to hypothesize about the historical context that made these events in Andrew Carnegie's philanthropic life significant:

- publishing the *Gospel of Wealth* in 1899
- becoming the world's richest man in 1901
- creating multiple institutes, foundations, and endowments from the 1890s to the 1910s

**ASSESS:** Have students work in pairs to determine what the text reveals about the historical context surrounding these events. Ensure students understand that the events occurred within the larger historical context of a few individuals gaining a massive share of the wealth in society.

### EXTEND

**Social Studies** Ask students to use details from the text to create an annotated timeline of Andrew Carnegie's life, including the work he accomplished through the Carnegie Foundation. Ask students to include at least ten unique entries.

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## A Century of Pitching In

pp. 26–29, Expository Nonfiction

Discover how individuals and groups took action in the 20th century to start some of today's most recognizable philanthropic organizations.



## RESOURCES

- Compare

## OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about methods used by individuals and organizations to create change in society
- Students will compare historical and contemporary means of changing societies
- Students will use details from a text to write a historical narrative

## KEY VOCABULARY

- **umbrella group (p. 26)** an organization that controls or organizes the activities of several other organizations
- **charitable trust (p. 27)** a set of financial—or other—assets managed for the benefit of a charity
- **mass communications (p. 28)** the imparting or exchanging of information on a large scale

## ENGAGE

**Conversation Question:** Why do people and organizations work to create change in society?

Have students hypothesize how an individual living in the year 1900 might go about raising funds for education. Then ask students to think about how that same individual might go about raising these same funds today. What would be different? What would stay the same?

## INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

## READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How did Charles Ward change the way money was raised for philanthropic purposes?
- How did mass communications affect philanthropic efforts?
- How have ordinary people helped philanthropic organizations change society?

## CONCEPT/SKILL FOCUS: Compare

**INSTRUCT:** Remind students that in this article they learned how the methods used by individuals and charitable organizations to collect and distribute money and goods have evolved over time. Point out that although some methods have stayed the same, others have been improved upon, while still others have disappeared. Have students work in pairs to complete the top section of the *Compare* organizer.

**ASSESS:** Allow students five minutes to complete the bottom section of the *Compare* organizer. Then have students share their answers with the class. Ensure that each student's answer cites details from the text.

## EXTEND

**English Language Arts** Have students imagine they are President Franklin D. Roosevelt and about to make a radio address to the entire nation, calling on citizens to help fund polio research. Then have students write a short speech to the American public, using details from the text to help make it persuasive.

## Compare

The ways that individuals and groups work to help others and to create social change has evolved over time. In the chart below, identify three methods of “pitching in” mentioned in the article. For each method, note two details about it from the article.

Name of Method	Details About the Method
(i.e., create a foundation)  <div data-bbox="100 573 604 894"><hr/></div>	<ul style="list-style-type: none"><li>● <hr/></li><li>● <hr/></li></ul>
<hr/>	<ul style="list-style-type: none"><li>● <hr/></li><li>● <hr/></li></ul>
<hr/>	<ul style="list-style-type: none"><li>● <hr/></li><li>● <hr/></li></ul>

## Compare to Today

How have today’s new technologies created new ways to “pitch in”? How are these new methods similar to and different from older methods? Is society better for having them or not? Work with a group of classmates to brainstorm ideas. Use the back of this sheet to take notes and write your responses.

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## Looking into the Future

pp. 30–33, Expository Nonfiction

Explore how philanthropy thrives today and analyze trends that may affect the future of giving in America.



### OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about key philanthropic figures
- Students will explain how economic decisions affect the well-being of individuals, businesses, and society
- Students will interpret a political cartoon

### KEY VOCABULARY

- **nonprofit** (p. 30) an organization that does not exist primarily to make a profit
- **classes** (p. 32) groups of people in society who share a general level of well-being
- **private** (p. 33) not paid for or controlled by the government

### ENGAGE

**Conversation Question:** Why do people and organizations work to create change in society?

Ask students who they think is best able to become a philanthropist in society today. Expect a variety of answers. Then ask students to share the many ways that people—rich or not—can assist in creating positive change in society.

### INTRODUCE VOCABULARY

Write the following sentences on the board. Then have students choose words from the vocabulary list to complete them.

- After establishing itself as a \_\_\_\_\_, the business attracted large donations from \_\_\_\_\_ individuals.
- \_\_\_\_\_ citizens from the same or different economic \_\_\_\_\_ could unite to start a new foundation.

### READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Which social causes receive the highest levels of support from philanthropists in America?
- What is the “Giving Pledge” and why do you think it was started?
- What controversy surrounds public and private giving?

### CONCEPT/SKILL FOCUS: Explain Decisions

**INSTRUCT:** Explain to students that people make economic decisions when they make choices about how to use scarce resources, such as money. Note that figuring out who to give money to and why are important decisions that affect the well-being of individuals, businesses, and society. Also explain that when people make economic decisions, there is always an opportunity cost, which is the “value” of the best option that people chose not to pursue.

**ASSESS:** Have students work in pairs to select at least three examples of how philanthropic decision-making has improved the well-being of individuals, businesses, or society. Then tell them to identify other opportunities for improving the well-being of others that were forfeited to make these decisions.

### EXTEND

**Social Studies** Direct students’ attention to the political cartoon on page 31 and have them explain its characteristics. Then ask students to interpret why the artist chose to show each characteristic. What was the artist trying to communicate?