

Roger Grein: The Cheerful Giver

Grade Levels

7-12

Description

This lesson draws on essential questions pertinent to a language arts or social studies classroom, including those related to legacy, individual impact, and participation in the community. These activities may be adapted to include elements of texts otherwise being addressed in class. Each portion of this lesson may be altered to suit the particular needs, academic language considerations, and reading level of the classroom. This can serve as an exercise in anticipation of a capstone or other culminating project, or in conjunction with participation in Mr. Grein's Magnified Giving program. The lesson uses Web 2.0 resources to generate student reflections and allow them to engage in digital storytelling.

Standards Met

Common Core Standards - English Language Arts:

- CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- CCSS.ELA-Literacy.W.7.6/8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ODE Grade 8 Social Studies Standards:

Government Strand

18. Participation in social and civic groups can lead to the attainment of individual and public goals.

ODE HS Social Studies Standards:

Civic Participation and Skills

6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.
7. Individuals can participate through non-governmental organizations to help address humanitarian needs.

Sustainability

11. Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.

Concept Addressed

One's personal legacy and the ways in which a person can make a long-term impact on the world

Learning Objectives

The students will become familiar with an Ohio American Trustee and his humanitarian efforts. They will explore the notion of a person's legacy by collaboratively creating a personal definition of legacy. Students will reflect on what legacy means to them and create a class board with their reflections.

Considerations

- Students will need a working understanding of how to conduct online searches, and access to computers in the classroom or a computer lab. Teachers may use their discretion as to how to address what is appropriate in posting to an online forum.
- Teachers will need to set up a lino board in advance of class. Information about how to create a lino board is available at <http://linoit.com/en/tour/>. There are multiple sites that work similarly to lino, and can be used in lieu of lino. Alternatively teachers may elect to use physical boards and paper or other tangible means of response. This lesson refers to linoit.com as it does not require individual students to sign up in order to post to the board.

Materials Needed

- Projector, and/or Smartboard
- Access to computers, a computer lab, or devices if allowed in the classroom.
- Printed copies of quotations, one each.

Instructional Outline (55 minutes)

- Prior to class place the quotations regarding legacy at various desks. You can place these one per group if the classroom is divided as such, or at individual desks. Quotations are listed below and may be added to as you see fit.
- After the class begins, have students read their quotations aloud to the rest of the class, one at a time. After the quotations have been read, ask students for their thoughts on what the subject for the day's discussion will be and their reactions to these quotes. You may choose to pool ideas and responses on the classroom whiteboard. (10 minutes).
- Introduce the Ohio American Trustee for the day's discussion, Roger Grein, and his legacy created through his philanthropic efforts.
- As a class, view the Ohio American Trustee video of Roger Grein and discuss how the idea of legacy is prevalent:
<http://www.artsci.uc.edu/departments/communication/research-and-scholarship/ohio-american-trustees-project-/rogergrein.html>
- Pool ideas for a whole class definition of a legacy after screening the video, and write it somewhere prominently (10 minutes).
- Explain to students that they will be able to reflect in their own way and share their own ideas about legacy and what they would like to leave behind. Introduce the lino board by displaying it using the projector and/or smartboard. Provide an example of how a post works to the class. Explain that students will have time to seek out and post at least two pieces of media that reflect that student's personal notion of legacy. These can be personal writings posted to the board, videos that show an example of the kind of legacy they want to achieve, links to groups with which they would like to become involved, or songs or other pieces of media. (10 minutes).
- Review rules for online use and seeking web-based information as necessary based on your school's policies. Allow students to look online for media to post to the class board. (20 minutes).
- Ask students to review the posts of their peers and, as an exit slip, make a final posting or turn in a sheet of paper with their reaction to at least two of their classmates' choices and the experience generally. (5 minutes).

Assessments of Learning

- Student responses to discussions and brainstorming.
- Class lino board with posts and responses.

Quotations (These may be eliminated or added to at the teacher's discretion)

“Inside of all of us there is the need and the desire to be heard, to have our innermost thoughts, feelings and desires expressed for others to hear, to see and to understand. We all want to matter to someone, to leave a mark. Writers just take those thoughts, feelings and desires and express them in such a way that the reader not only reads them but feels them as well.”

— Viktor Alexander

“I had an inheritance from my father,
It was the moon and the sun.
And though I roam all over the world,
The spending of it's never done.”

— Ernest Hemingway, *For Whom the Bell Tolls*

“Everyone must leave something behind when he dies, my grandfather said. A child or a book or a painting or a house or a wall built or a pair of shoes made. Or a garden planted. Something your hand touched some way so your soul has somewhere to go when you die, and when people look at that tree or that flower you planted, you're there.

It doesn't matter what you do, he said, so long as you change something from the way it was before you touched it into something that's like you after you take your hands away. The difference between the man who just cuts lawns and a real gardener is in the touching, he said. The lawn-cutter might just as well not have been there at all; the gardener will be there a lifetime.”

— Ray Bradbury, *Fahrenheit 451*

“Carve your name on hearts, not tombstones. A legacy is etched into the minds of others and the stories they share about you.”

— Shannon L. Alder

“The evil that men do lives after them;
The good is oft interred with their bones.”
— William Shakespeare, Julius Caesar

“The planting of a tree, especially one of the long-living hardwood trees, is a gift which you can make to posterity at almost no cost and with almost no trouble, and if the tree takes root it will far outlive the visible effect of any of your other actions, good or evil.”

— George Orwell

“You ask yourself, 'What do you want your legacy to be?' I'm content at this point to say, 'Those who follow me.'”

Bill Parcells