SUPPORTING ANIMALS AT BLACK BEAUTY RANCH

A Service-Learning Project about Animal Protection, Budgeting and Fiscal Responsibility

Grades 4-6

Written by Amelia Saris, Erin Comaskey and Stephanie Itle-Clark
Budgeting for Animals

Starring: The Residents of The Fund for Animals Black Beauty Ranch:

Sahara the Horse  Alex the Tiger  Midge the Chimpanzee

Unit Overview

Grade Level: 4-6

Unit Objectives: Upon completion of this unit, students will be able to:

• define and understand the impact of charity and community
• identify important details and draw inferences within a short piece of nonfiction text
• describe a budget and calculate a budget given the daily cost to meet the needs of a family, animal, or organization
• plan and execute a fundraising project through use of tools such as a fundraising template, graphs, and cooperative learning strategies
• reflect on their demonstration of the character traits of kindness, responsibility, and respect through group discussion

Unit Character Concepts:

• Kindness,
• Responsibility
• Respect

Part of learning to be a caring member of society means showing respect and kindness to other living beings. Charitable giving to support the health and happiness of others is one way to demonstrate these traits and helps student understanding of fiscal responsibility to grow.
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Helpful Background Resources

Information on the residents of Black Beauty Ranch:

1. Sahara: *A Horse and her Foal Miraculously Saved from Slaughter*  

2. Alex: *Where Are They Now? Alex, Gustavo, Anastasia and Natalia*  

   [http://www.blackbeautyranch.org/residents/other/research/chimpanzee_midge.html?credit=web_id75752466](http://www.blackbeautyranch.org/residents/other/research/chimpanzee_midge.html?credit=web_id75752466)

Information on The Fund for Animals:

1. The Fund for Animals: Cleveland Armory Black Beauty Ranch Video  
   [https://www.youtube.com/watch?v=hD8nZh6HZsE](https://www.youtube.com/watch?v=hD8nZh6HZsE)

2. The Fund for Animals Charitable Giving Page  
   [https://secure.humanesociety.org/site/Donation2?17180.donation=form1&df_id=17180&s_src=dn_d16820](https://secure.humanesociety.org/site/Donation2?17180.donation=form1&df_id=17180&s_src=dn_d16820)

Unit Resources

1. Black Beauty Ranch video – Texas Country Reporter:  
   [https://www.youtube.com/watch?v=hD8nZh6HZsE](https://www.youtube.com/watch?v=hD8nZh6HZsE)

2. GoFundMe.  
References


Lesson 1: Giving Builds Community

Objectives: Upon completion of this lesson, students will be able to:
• define the concepts of charity and community
• give examples of charitable organizations and communities
• understand the impact a charity can have by learning about the work of The Fund for Animals at the Black Beauty Ranch

Standards addressed:
Language Arts:
4th grade:
CCSS.ELA-Literacy.SL.4.1 (Speaking and Listening)
CCSS.ELA-Literacy.L.4.4 (Language)
5th grade:
CCSS.ELA-Literacy.SL.5.1 (Speaking and Listening)
CCSS.ELA-Literacy.L.5.4 (Language)
6th grade:
CCSS.ELA-Literacy.SL.6.1 (Speaking and Listening)
CCSS.ELA-Literacy.L.6.4 (Language)
CCSS.ELA-Literacy.SL.6.2 (Speaking and Listening)

Materials needed:
• Internet access
• mode to view video of Black Beauty Ranch at the following link: https://www.youtube.com/watch?v=hD8nZh6HZsE
• board or chart paper/markers
• one copy of Teacher Chart at the end of the lesson
• one copy of the Charity and Community Chart at the end of the lesson for each pair of students
• one copy of Charity and Community Sort at the end of the lesson for each pair of students
• plastic baggies (or paper clips) for each set of Charity and Community Sort slips
• glue or glue stick for each pair of students

Teacher Preparation:
1. Pull up Black Beauty Ranch video to access quickly during lesson.
2. Divide students into pairs.
3. Make one copy of the Charity and Community Chart for each pair of students.
4. Cut Charity and Community Sorts so that words are on individual slips of paper. Create sets for each pair of students.

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Lesson Procedure

Opening Activity:

1. Write the words “charity” and “community” on the board or projector.
2. Say to students, “Today we are going to discuss the ideas of charity and community. Raise your hand, but don’t say it out loud, if you think you know what at least one of these words means”.
3. Give each pair a Charity and Community Chart and the Charity and Community slips and ask them to sort the words under which idea they think they best fit under, charity or community.
4. Give students about 5 minutes to decide where they believe the words fit best and then ask them to glue their words onto their chart when they are done.
5. Ask several pairs to share their charts and give reasons for why they put words in each category. When you see differences in the way pairs sorted, take that opportunity to ask students why they think this is. They should come up with the idea that communities often support or give to charities. For example, some may put “sharing” under Community because members of a community share with one another, but one could say that people who give to charity are also sharing their time or money.
6. Post the Teacher Chart or enlarge it on the projector for students. Ask the class to come up with definitions for charity or community using the words available under each heading. Below are some examples, but definitions may vary depending on the vocabulary level of students and other factors:

Charity is the voluntary giving of help, in the form of money, time, or other donations to those in need. Examples include volunteering at a shelter, donating food or other supplies, helping animals that have been abused or neglected, or helping the environment.

A community is a group of people with shared attitudes and interests that work together to achieve common goals.

Lesson Body:

1. Ask students to share their experiences with charitable giving. Possible questions to ask:
   - Have you ever donated clothes or toys that you have outgrown?
   - Have you given money to a group to help someone or a project?
   - Have you placed extra coins in a jar that supported a shelter?
2. As names of charitable organizations come up, write these on the board. If they do not know any, provide some examples like: The Red Cross, Doctors without Borders, Goodwill, etc. …

3. Explain to students that giving to those in need is often an important part of what makes a community. There are many organizations all over the world that work to help others. Charitable organizations rely on money from donations to do all the work they do.

4. Tell the class that they are going to learn about another charitable organization called The Fund for Animals, which operates The Black Beauty Ranch. Watch video.

5. After the video ask the students to discuss the clip. Possible questions for discussion include:
   - What animals did you see in the video? (horses, chimpanzees, a tiger)
   - Which of the animals were most interesting to you and why?
   - Why are the animals at the ranch? (abuse and neglect)
     - i. What is animal abuse?
     - ii. What is animal neglect? “When an animal caretaker or owner fails to provide [enough] food, water, shelter or veterinary care…. for the animal to survive.” (The HSUS, 2011).
   - Is it surprising that animals need to be protected from abuse and neglect? If students don’t bring it up, point out that the animals there represent only a fraction of animals that endure cruelty.
   - What did you notice about the environment at the ranch? (Spacious, grassy fields)
   - How did the animals seem to feel? How can you tell?

Closure:
1. Ask students how they think the animals receive such good care-and allow for responses. Ask follow-up questions to get students to think about where the money could come from and that the animals depend on people. Here are some examples:
   - How do you get the food that you eat at home? (grocery store, market, etc.) Since animals can’t go to the grocery store, how would they get food? (Someone would feed them). Where would the person feeding the animal get the food? (Buy it). Yes, but how?
   - You saw how the animals had a lot of space in which to run and play. How do you think the space is kept clean and safe for them?
do you think we have the space on our playground to play? Is it free or does someone pay for it? Who?

2. Help students connect donations that they may have given to other organizations to how others help the animals at Black Beauty Ranch and to the idea of being part of a community. For example, you might say, “Some of you mentioned putting coins in a jar to support a shelter. When you do that, it helps the animals in your community get the things they need to live. How do you think the animals at the ranch would live without help from their “global” community? ” Allow for responses.

3. Discuss examples of a community with the students and relate the examples back to the class definition. Point out that you don’t have to live close to others to consider them part of your community. Example questions:
   • Is our classroom a community? Our school? Our town? How can you tell?
   • Do we have common goals?
   • Do we feel a ‘fellowship’? What is a ‘fellowship’?

4. Ask students to share whether they believe community giving is important and expand upon their answers. Let them know that they will discuss this question again at the end of the unit and that you will be interested to see whether their feelings on giving will change.

5. Tell students that next time they will get to learn about three different animals at the ranch, what their daily lives are like, and how the community supports them.
### Teacher Chart

<table>
<thead>
<tr>
<th>Charity</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help</td>
<td>Interests</td>
</tr>
<tr>
<td>Donations</td>
<td>Goals</td>
</tr>
<tr>
<td>Time</td>
<td>Attitudes</td>
</tr>
<tr>
<td>Food</td>
<td>Sharing</td>
</tr>
<tr>
<td>Shelter</td>
<td>Work together</td>
</tr>
<tr>
<td>Environment</td>
<td>Common</td>
</tr>
</tbody>
</table>
**Charity and Community Sort**

Directions: Cut out each word and decide where each word belongs in the Charity and Community Chart. Glue your words down as you go.

<table>
<thead>
<tr>
<th>Help</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations</td>
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<td>Shelter</td>
<td>Work together</td>
</tr>
<tr>
<td>Environment</td>
<td>Common</td>
</tr>
</tbody>
</table>
Charity and Community Chart

Directions: Spread out the slips of paper from your teacher and decide where each word belongs in the chart. Glue your words down as you go.

<table>
<thead>
<tr>
<th>Charity</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
Lesson 2: Identifying Needs

Objective: Upon completion of this lesson, students will be able to identify important details and draw inferences within a short piece of nonfiction text.

Standards Addressed:
Language Arts:
4th grade:
CCSS.ELA-Literacy.SL.4.1 (Speaking and Listening)
CCSS.ELA-Literacy.RI.4.1 (Reading Informational Text)
5th grade:
CCSS.ELA-Literacy.SL.5.1 (Speaking and Listening)
CCSS.ELA-Literacy.RI.5.1 (Reading Informational Text)
6th grade:
CCSS.ELA-Literacy.SL.6.1 (Speaking and Listening)
CCSS.ELA-Literacy.RI.6.1 (Reading Informational Text)

Materials needed:
- Board or chart paper
- Projector if available
- Writing utensils for each student
- Highlighters for each student and the teacher
- Copies of one of the three Animal Profile Sheets for each student and copies of all three profiles for the teacher (“Meet Sahara”, “Meet Alex”, and “Meet Midge”) included at the end of the lesson.
- Copies of the Detail Search Graphic Organizer for each student
- Copy of one Animal Profile Sheet for the teacher to be enlarged on the projector

Teacher Preparation:
1. Divide class into 3 groups. You will be giving copies of one of the three Animal Profile Sheets to each student in the same group, (each group will be responsible for reading about one animal.) Each profile contains some general information about the Black Beauty Ranch, the animal’s biography, and some interesting facts about his or her likes, dislikes and general characteristics.
2. Enlarge on a projector or draw on a poster the Detail Search Graphic Organizer located at the end of this lesson for modeling during the lesson.
3. Enlarge one Animal Profile Sheet on a projector or if a projector is unavailable, copy the first paragraph, “About the Black Beauty Ranch”, in large letters on poster paper.
4. Make enough copies of each Animal Profile Sheet and Detail Search Graphic Organizer for each student.

Lesson Procedure
Opening Activity:

1. Arrange students in their assigned groups.
2. Explain to the students that they are going to learn about three different animals who live at Black Beauty Ranch. As they learn about the animals, they are going to practice looking for what is most important when they read.
3. Ask students if they remember the video that they watched during the last lesson about the animals at the ranch. Tell students they are going to learn more about some of them and about how to decide what details are important when reading non-fiction text.

Lesson Body:

1. Distribute Animal Profile Sheets to students.
2. Model the reading and note-taking process using the first paragraph, “About the Black Beauty Ranch” for students-this paragraph is located at the top of each Animal Profile Sheet. Modeling may include:
   - Highlighting or underlining words or phrases that seem most important and describing your thought process as you do it.
   - Explaining that they should avoid wasting their highlighter on words that aren’t worth it.
3. Show students the Detail Search Graphic Organizer and tell them that you are going to add your highlighted facts to your graphic organizer so that you can remember them more easily later and that the organizer will help you to take notes. Write the facts that you selected in step two in the space in the Detail Search Graphic Organizer.
4. Once your selected facts are displayed on the organizer, ask the class why they think you chose those particular facts.
5. Ask students why they think you decided only to focus on three main things to highlight in your paragraph. Allow for responses. (These are the most important details that provide a summary for the paragraph.) You may wish to discuss summary further if students are not familiar with it.
6. Show students the second part of the Detail Search Graphic Organizer with the heading “Needs I Think My Animal Has”.
7. Ask students where on their sheet they think could find the needs of their animals. (Answer: In the paragraph “A Day in the Life of ________.”)
8. Model drawing an inference from one sentence from the “Day in the Life” paragraph from the Animal Profile Sheet. Sample using Sahara’s: Sahara and the other horses graze on 700 acres, so the space needs to be maintained.

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9. Tell students it is now their turn to identify the important details as you did, and write them on their Detail Search Graphic Organizer. They will use the paragraph that says “Meet Sahara” “Meet Alex”, or “Meet Midge”, Ask them to also read the “Day in the Life of _______” paragraph, infer what needs their animal has, and write them on the second part of their Detail Search Graphic Organizer.

10. Give students about ten minutes to read and highlight on their own and about ten additional minutes to discuss their findings with their groups.

11. Ask a spokesperson from each group to give an overview of the animal while you jot down notes on the board or chart paper. Prompt students with specific questions if necessary.

**Closure:**

1. Ask students how they think the animals felt before they came to the ranch and whether their needs were met or not.
2. Ask students to put themselves in the animals’ place for a moment and discuss how they would feel if their needs were not met. Students may talk to a partner or think silently. Allow for a few responses.
3. Ask students how they think the animals feel now and the evidence they have to prove this.
4. Tell students that during the next lesson you will discuss the idea of a budget and how it relates to the ideas of charitable giving and community that they discussed in the last lesson.
Meet Sahara

Sahara was brought with her mother (seen here) as part of a herd of 30 horses brought to a DeKalb, Illinois slaughterhouse in April 2007. The Fund for Animals has helped to stop the practice of slaughtering horses in the U.S. for consumption overseas. However, many of these horses were loaded onto trucks to transfer their suffering bodies to Mexico and Canada for slaughter. Two of these horses, Mariah and Sahara, were saved and sent to the Cleveland Amory Black Beauty Ranch. In 2012, Mariah passed away. Now Sahara has made new friends at the ranch and is enjoying interacting with the staff.

A Day in the Life of Sahara

Horses spend like to spend most of their time grazing outdoors. Sahara and the other members of the herd have over 700 acres to explore every day. That’s almost 700 football fields! They are also very social animals and enjoy being around their friends, although not all horses get along with each other. Sahara is part of group called, The Beauty Band. She has a group of all male friends and she has formed a special bond with a “zony” name Gunter. He is a mix of a zebra and a pony!

The Cleveland Amory Black Beauty Ranch is an animal sanctuary in Murchison, Texas. The ranch was founded by Cleveland Armory in 1979. It is 1,437 acres wide and is home to more than 1,000 animals who have been rescued from slaughterhouses, research labs, hunting ranches, circuses, and roadside zoos. There are many different kinds of animals at the ranch, such as bison, cattle, horses, burros, antelope, apes, camels, and llamas.
The Cleveland Amory Black Beauty Ranch is an animal sanctuary in Murchison, Texas. The ranch was founded by Cleveland Armory in 1979. It is 1,437 acres wide and is home to more than 1,000 animals who have been rescued from slaughterhouses, research labs, hunting ranches, circuses, and roadside zoos. There are many different kinds of animals at the ranch, such as bison, cattle, horses, burros, antelope, apes, camels, and llamas.

Meet Alex

In May of 2013, Alex was found in a small cage in Atchison, Kansas with no food and water. He was rescued with several other animals from an abandoned menagerie, which is a place where exotic animals are kept captive and used for entertainment. The three year-old tiger was covered in mud. From the moment he arrived at Black Beauty Ranch and was introduced to his home, Alex seemed to love his new environment. He rolled and played in the grass and even sat in his water trough! He seemed refreshed, happy to finally have space and feel comfortable.

A Day in the Life of Alex

Alex lives in a large five acre habitat with three other tigers: Anastasia, Natalia and Gustavo. His habitat is made up of three yards. Each yard is complete with natural vegetation, plenty of places to hide, tall platforms to climb and ponds to splash in! When he explores his habitat, he exhibits many of the natural behaviors he would otherwise show in the wild. The open space gives him a chance to run at his full speed—up to 35 miles per hour! Also, he absolutely loves to swim. Alexander’s favorite part of the day is when his caregivers arrive with the new activities for him. He loves all of his enrichment, which includes ripping up magazines and yummy-scented cardboard boxes and eating big cat “sushi” (fish rolled in banana leaves!). He also loves to “hide” from his care team. When he knows they aren’t watching, he jumps out and “chuffs” happily! Chuffing is a noise tigers make to greet one another.
The Cleveland Amory Black Beauty Ranch is an animal sanctuary in Murchison, Texas. The ranch was founded by Cleveland Armory in 1979. It is 1,437 acres wide and is home to more than 1,000 animals who have been rescued from slaughterhouses, research labs, hunting ranches, circuses, and roadside zoos. There are many different kinds of animals at the ranch, such as bison, cattle, horses, burros, antelope, apes, camels, and llamas.

Meet Midge

Midge was brought to Black Beauty Ranch in May of 1997. He was about 22 years old and had lived many years of his life in a very small cage at a laboratory. He was one of the many chimps who get used for laboratory testing for the purposes of medical research. Midge was used to test vaccines and viruses. He now lives with two female chimps, Kitty and Lulu, in a large outdoor enclosure, which gives him much more space than his tiny cage did. Even though at first he did not know how to get along with other chimpanzees due to always being alone in a cage before coming to the ranch, he has now been accepted by fellow chimps Kitty and Lulu, who seem happy that Midge has become part of their group.

A Day in the Life of Midge

In Midge’s enclosure there is grass as his floor, a view of the sky above, and many structures to climb on. Even though male chimps are usually in charge of a chimpanzee group, Midge usually lets Kitty and Lulu be his boss. These days, Midge loves playing games. Tug-o-war is one of his favorites. His care staff puts a rope through the fence of his enclosure and pulls on their end while Midge pulls on the other. Somehow Midge seems to know that he is stronger than his caregivers, and so he makes sure to pull gently. Midge also loves to race his care staff. He will stomp his feet and clap his hands to get their attention, and then race them down the length of his cage. But there’s no mercy with this game—he always wins!
# Detail Search Graphic Organizer

<table>
<thead>
<tr>
<th>Three important details I learned about my animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs that I think my animal has</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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</tbody>
</table>
Lesson 3: Calculating a Budget

Objective: By the end of this lesson, students will also be able to describe what a budget is and calculate a budget given the daily cost to meet the needs of a family, animal, or organization.

Standards Addressed:
Mathematics:
4th grade:
- CCSS.Math.Content.4.OA.A.2 (Operations and Algebraic Thinking)
- CCSS.Math.Content.4.OA.A.3 (Operations and Algebraic Thinking)
- CCSS.Math.Content.4.NBT.B.5 (Numbers and Operations)
- CCSS.Math.Content.4.MD.A.2 (Measurement and Data)
- CCSS.Math.Content.4.MD.B.4 (Measurement and Data)

Health:
4th grade:
- NPH-H.K-4.5 (Using Communication Skills to Promote Health)
5th and 6th grade:
- NPH-H.5-8.5 (Using Communication Skills to Promote Health)

Materials needed:
- Chart paper or projector
- White boards/markers (or pencil and paper with clipboards) for each student
- Writing utensils for each student
- Copies of Budget Word Problems Sheets for each student
- Budget Word Problems Solutions sheet for the teacher

Teacher preparation:
1. Divide students into pairs or small groups to work for the collaborative word problem-solving activity in the body of the lesson. Consider their math levels/abilities when creating the groupings. You may choose to put students of varying abilities together.
2. Make copies of the Budget Word Problems Sheet at the end of this lesson for each student.

Opening:
1. Ask students to sit in the small groups previously assigned for problem-solving. Ask them to share one need of their animal that they remember learning about in their Animal Profile Sheet from the previous lesson and allow for several responses.
2. Tell students that they will be doing a project to help the animals, but first, they will learn how to calculate a budget.
3. Ask students to talk with their group about whether they have ever had to save money for something they wanted.

4. After a few moments, ask a few students to share by explaining what they wanted, how much it cost, and how they saved for it. If no students have had this experience, offer a savings experience you have had (for example, saving for a car, piece of furniture, sweater, etc.). Example: “I wanted to save for a used car. I knew that the car was going to cost me $10,000. This was my savings goal. Every month I put $200 in the bank to save for the car until I had enough to pay for it. In order to reach my goal, I had to budget.”

5. Write the word “budget” on the board or show through the projector. Ask students to discuss with a partner what they think the word budget means.

6. Together as a class, create a budget word web with accurate key words/phrases including, but not limited to “amount of money to spend per day/week/month”, “plan to spend and save money”.

7. Use the word web results to write an official definition of budget. Here is one possible definition, but you may choose to use a simpler one or use part of it depending on the level of your students:

   “A spending-and-savings plan, based on estimated income and expenses for an individual or an organization, covering a specific time period.”

   (Budget, 2015)

8. Tell students that today you will show them how to calculate a weekly, monthly, and yearly budget from a daily budget.

**Lesson Body**

1. Give each student a white board and marker (or pencil and paper).

2. Ask students to practice calculating a budget for a family before they budget for their selected animal. Place the below example on the board:

   A family of four eats three meals a day. The ingredients for each meal cost about $20.00. How much do is spent feeding the family per day? How would we solve this?

3. Ask students to think and write silently for a few minutes on their white boards.

4. Ask students to “compare answers within their groups. Once students have had a few minutes to compare and are agreed on an answer, ask a spokesperson from each group to share their answer and method. Here are a few possible methods:

   i. (Multiply) $20.00 a meal times 3 meals per day = $60.00.
ii. (Add) It costs $20.00 per meal and there are 3 meals, so $20.00 + $20.00 + $20.00 = $60.00.

5. Ask students to find out how much it costs to feed the family per week; per month; per year.

6. Have students work in their groups to determine the weekly, monthly, and annual budget for the same hypothetical family using the number of days in a week, the number of days in a month, and the number of weeks in a year. If possible place this information where students can see it.

7. Select groups to share their solutions and compare them. Write out a procedure where students can see it.

Solution Example:

$60.00 a day times 7 days a week= $420.00 per week
$60.00 a day times 31 days in a month= $1, 860 per month
$420.00 per week times 52 weeks= $21, 840 per year

(Alternatively, students could multiply the monthly number times 12: $1, 860 x 12 = $22, 320, which would be slightly higher than the other yearly solution).

8. Give students the Budget Word Problems Sheet.

9. Allow students 15-20 minutes to solve the problems in their groups. Instruct them to try to come to an agreement with their group members on the correct solutions.

10. Review the worksheet using the Budget Word Problems Solution Sheet as a guide. Have group spokespeople give answers to each problem first, and then discuss steps students used to get to their answers.

11. Tell students that they will be using these same steps to figure out the weekly, monthly and annual budget for the animals during the next lesson.

Closure:

1. Ask students why they think a budget is important. Answers can include, but are not limited to: to make sure you have enough money, keep from running out of money, predict how much money you need to save.

2. Tell students that they will be divided into groups to do some fund-raising for the animals, and that you will give them their group assignments and talk more about the idea of fund-raising in the next lesson. Ask the group to begin to think about what they learned about budgeting and what their animal needs every day.
Budget Word Problems

Directions: Use the information below to answer each of the budget questions.

Helpful Information
- There are 31 days in a month.
- There are 52 weeks in a year.
- There are 12 months in a year.

1. Jenna makes $15.00 a week in allowance. If Jenna saves allowance money, how much money will she have at the end of one year?

2. Joe knows that his dog costs $10.00 a day to take care of. He wants to know how much his family will spend taking care of his dog each year. Can you help Joe solve this problem?

3. Silva is part of a club that raises money to help their local animal shelter. Every month they raise $50.00. How much do they raise in one year? At this rate, how much will they raise in four years?

4. Carlos’ family spends $500 on food per week. How much will they have spent on food in one year?
Budget Word Problem Solutions

Helpful Information
- There are 31 days in a month.
- There are 52 weeks in a year.
- There are 12 months in a year.

1. Jenna makes $15.00 a week in allowance. If Jenna saves all of her allowance money, how much money will she have at the end of one year?
   $15.00 \times 52 \text{ weeks in a year} = $780.00

2. Joe knows that his dog costs $10.00 a day to take care of. He wants to know how much his family will spend taking care of his dog every year. Can you help Joe solve this problem?
   $10.00 \text{ a day} \times 7 \text{ days a week} = $70.00 \times 52 \text{ weeks in a year} = $3,640.00

3. Silva is part of a club that raises money to help their local animal shelter. Every month they raise $50.00. How much do they raise in one year?
   At this rate, how much will they raise in 4 years?
   $50.00 \text{ a month} \times 12 = $600.00 \text{ in one year}
   $600.00 \times 4 = $2,400.00.

4. Carlos’ family spends $500 on food per week. How much will they have spent on food in one year?
   $500 \text{ a week} \times 52 \text{ weeks} = $26,000.00
Lesson 4: Team Work

Objectives: Upon completion of this lesson, students will be able to:

- plan and execute a fundraising project through use of tools such as a fundraising template and cooperative learning strategies.
- measure and display results in graph form.
- reflect on how they exhibited kindness, responsibility, and respect through group discussion and written tools

Standards Addressed:
Mathematics:
4th grade:
- CCSS.Math.Content.4.OA.A.2 (Operations and Algebraic Thinking)
- CCSS.Math.Content.4.OA.A.3 (Operations and Algebraic Thinking)
- CCSS.Math.Content.4.NBT.B.5 (Numbers and Operations)
- CCSS.Math.Content.4.MD.A.2 (Measurement and Data)
- CCSS.Math.Content.4.MD.B.4 (Measurement and Data)

5th grade:
- CCSS.Math.Content.5.MD.B.2 (Measurement and Data)

6th grade:
- CCSS.Math.Content.6.SP.B.4 (Statistics and Probability)

Language Arts:
4th grade:
- CCSS.ELA-Literacy.SL.4.1 (Speaking and Listening)

5th grade:
- CCSS.ELA-Literacy.SL.5.1 (Speaking and Listening)

6th grade:
- CCSS.ELA-Literacy.SL.6.1 (Speaking and Listening)
- CCSS.ELA-Literacy.SL.6.2 (Speaking and Listening)

Health:
4th grade:
- NPH-H.K-4.5 (Using Communication Skills to Promote Health)

5th and 6th grade:
- NPH-H.5-8.5 (Using Communication Skills to Promote Health)

Materials needed:
- Writing utensils
- Paper
- Animal Profile Sheets
- Large paper to display students' fundraising results in graph form
- Two copies of the Project Survey for each student
- Fundraising Templates for each group
• **Service-Learning Reflection Log** for each student
• Daily budget data for each of the animals:
  o Sahara: $15.00
  o Alex: $59.00
  o Midge: $107.00
• Optional items: *Project Survey and Peer Evaluation Checklist*

**Teacher Preparation:**
1. Divide students into groups for the service-learning project. In this project, students will be raising funds for one of the three animals introduced previously.
2. Determine how long you want to give your students to fundraise for their animal and the fundraising goal. This will depend on what other units you have planned, how long you think the students can maintain momentum, and motivation to keep fundraising, etc.
3. Decide how much time students will have in class to plan and execute their fundraising versus outside of class. If you feel it is necessary, prepare a calendar/guideline outlining deadlines for various portions of the project.
4. Create a large wall/board space for students to display the results of their fundraising in graph form. Choose what type of graph you would like students to use and make a template accordingly.
5. Copy the **Service-Learning Reflective Logs and Fundraising Templates**. If desired, make copies of either or both of the following: *Project Survey and Peer Evaluation Checklists.*

**Lesson Procedure**

**Opening:**

1. Ask students to sit with their assigned groups. Each group will need their *Animal Profile Sheet*. This is the animal for whom they are raising money.
2. Remind students that in the last lesson they learned about the care that is needed for each animal at Black Beauty Ranch and the daily cost of that care. Mention that in order to help these animals, they will be doing some fundraising. Ask the class to share their definition of fundraising. If needed, use the definitions below to help you in the discussion.
   • Funds—money saved for a certain purpose
   • Fundraising—activity done to collect money to support a cause
   • Donation—money, items or time given to charity
3. Ask students how fundraising is connected to charitable giving. Discuss ideas.
4. Ask students to describe what fundraising has to do with budgeting and savings and make the connection between a fundraising goal and a savings goal.

Lesson Body:
1. Introduce students to the need for a goal in order to complete successful fundraising. Explain to students that to decide on their goals, they must first figure out the budget for each of our animals.
2. Write daily budget data for each animal on the board where students can see it. Tell students they will be using these numbers to figure out how much money it would take to care for them on weekly, monthly, and annual basis, just like they did on their worksheets in the last lesson.
3. Give students about 15 minutes to calculate the budgets for their animals. Then gather the class and have groups share their answers.
4. Give students the amount of time they will have to do their fundraising, the start date and end dates, and the time that will be allotted for the project in class.
5. Tell students that each of their groups will be working towards the same fundraising goal which is based on something called a SMART goal:
   - Specific
   - Measurable
   - Attainable
   - Realistic
   - Timely
   Discuss with students what each of these words means.
6. Ask students if they have an idea about what might be a specific and attainable or reasonable goal. Take students' suggestions. Once the class agrees, write the amount somewhere prominent in the classroom.
   - You may want to mention that the amount of money the class decides on for its goal might pay for several weeks of caring for Sahara but only a week of caring for Midge, since some animals are more expensive to care for than others, and that is ok.
7. Tell students that they will have a contest to see which group can meet the goal first. Discuss what respectful competition looks like and how they can show the trait of respect even when teams compete with one another.
8. In their small groups have students brainstorm a variety of ways to raise funds. After 15 minutes of brainstorming have students come back to the group and share their ideas.
9. Revisit the giving experiences the student had and decide if any of these ideas would work for them. Ask each group to choose two of the below fundraising methods and then each student will fill out a Project Survey on each of the two methods to determine the final decision. The method with the highest score is the one that group will choose.
   1. Going Door-to-Door
   2. Hanging posters around school

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3. Bake Sale  
4. A talent show (with paid tickets)  
5. A Fundraising App such as GoFundMe (Note: this may require parent permission, especially if students want to use social media to get the word out.)  
   Link: http://www.gofundme.com/?route=charitysearch&term

10. Provide students with the Fundraising Template after they have made their final decision about which fundraising method they want to use so they can begin adding details to their plan. Before letting them go on their own, you may choose to:  
   • Ask them to designate a Recorder for the group who will take the necessary notes on the template.  
   • Give examples of what materials they might consider gathering (poster board for posters, ingredients for bake sale, sign-up sheets for door-to-door donation pledges). Discuss how they might take on jobs depending on what their skills are or what they might have access to (for example: Does someone’s parent have the time to help cook or space to have the team over to make posters? Might one family have transportation to go door-to-door?).

11. Keep track of the groups’ progress with a graph(s) displayed in a prominent place in the classroom such as:  
   • Line graphs: useful for tracking weekly progress for each group (for example, assign each group a color and compare dots which represent each group week to week)  
   • Bar graphs/ dot plots: useful for tracking overall progress. You could designate students within each group to take turns adding to their group’s graph or plot daily or weekly progress.

Closure:  
1. At the end of the fundraising project, congratulate all students for their hard work and participation.  
2. Announce the winning group and have the class give them a hand.  
3. If possible, pull up the Black Beauty Ranch website and show students how the money will be donated to each animal.  
   Black Beauty donation link: https://secure.humanesociety.org/site/Donation2?17180.donation=form1&df_id=17180&s_src=dn_d168204
Donation checks can be made out to “Cleveland Armory Black Beauty Ranch” and sent to:

Cleveland Armory Black Beauty Ranch
12526 CR 3806
Murchison, TX 75778

4. Have students complete Service-Learning Reflective Logs and initiate a final discussion to help students reflect on what they did and how it could apply to future service-learning projects. As part of the reflection, ask students to share/discuss their experiences. Possible questions for discussion:
   • What challenges did they face?
   • What was their favorite part of the project? Least favorite?
   • How did they encourage each other?

5. Ask students how they feel they demonstrated:
   • Kindness? (Possible responses: giving their time to help the animals, cooperating with each other)
   • Responsibility? (staying committed to their cause, keeping track of money, staying on task during class and homework periods)
   • Respect? (recognizing the importance of the lives and well-being of other living creatures, treating each other fairly when distributing responsibilities, acting appropriately as guests in each other’s homes)

6. Survey students on the importance of giving again. Have their feelings about it changed after this experience? Do they think they would like to participate in or even start their own service-learning project in the future? Why or why not?
Fundraising Template

Group Name_________________________

Designated animal from Black Beauty Ranch _______________________

Fundraising Method_________________________ Goal Amount________________

What materials will you need?

<p>| | |</p>
<table>
<thead>
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</table>

What needs to be done?

Step 1

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Step 2

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Step 3

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Who will do what?

<table>
<thead>
<tr>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job:</td>
<td>Job:</td>
<td>Job:</td>
<td>Job:</td>
</tr>
</tbody>
</table>

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Name________________________

<table>
<thead>
<tr>
<th>Service-Learning Reflective Log</th>
</tr>
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<tbody>
<tr>
<td>I learned about this community/global issue:</td>
</tr>
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<td></td>
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<td></td>
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| I learned these two things about how this issue impacts my community: |
| | |

| Service I did to help my community: | The most important thing I learned during this service-learning project: |
| | |

| In the future I could: | |
| | |
### Project Survey

Method of Fundraising: ________________________________

<table>
<thead>
<tr>
<th></th>
<th>3 (high, favorite)</th>
<th>2 (medium)</th>
<th>1 (low, last choice)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest</strong></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td><strong>Need</strong></td>
<td>Great</td>
<td>Some</td>
<td>Little</td>
<td></td>
</tr>
<tr>
<td><strong>Accessibility</strong></td>
<td>Easy</td>
<td>Okay</td>
<td>Difficult</td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate for Unit of Study</strong></td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
<td></td>
</tr>
<tr>
<td><strong>Time Frame</strong></td>
<td>A Good Fit</td>
<td>A Bit Long or Short</td>
<td>Much too Long or Short</td>
<td></td>
</tr>
<tr>
<td>Observable Indicators</td>
<td>3 Super</td>
<td>2 So-so</td>
<td>1 Low</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
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<td>----------</td>
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<tr>
<td>Comes to the service or job prepared.</td>
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<tr>
<td>Focuses on the service or job.</td>
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<tr>
<td>Is present at least 90% of the time.</td>
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<tr>
<td>Listens attentively and actively to leaders, fellow students, and educators.</td>
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<tr>
<td>Keeps a detailed log or journal of work.</td>
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<tr>
<td>Encourages other on-site.</td>
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<tr>
<td>Invites team members to participate.</td>
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<tr>
<td>Celebrates success with team members</td>
<td></td>
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</table>