Perry Service Learning Program Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Philanthropy Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
“Philanthropy Serves the Status Quo”

What if powerful foundations pushed for radical, large-scale change?

1. **Read** and **annotate** Annika Neklason’s article.
   * Carefully **read** the article at least 2x.
   * **Underline** and **react** to important terms, and circle definitions and meanings.
   * **Write** key words and definitions in the margin.
   * **Write** short summaries in the margin at the end of key paragraphs.
   * **React** to the author’s key arguments by generating questions and making thoughtful comments.
   * **Answer** the questions at the end of the article.
2. In a Google doc**, summarize** and **cite** Neklason’s key arguments.
   1. **Note** the FBI (Full Bibliographic Information) for the article.  This is the type of entry that you would put onto the Works Cited page of a research paper.

Neklason, Annika. “Philanthropy Serves the State Quo.” *The Atlantic*, 1 July 2019.

* 1. **Summarize** the article. The summary should be no more than fifteen lines typed. Focus on the big picture that is presented, making sure to include the author's primary arguments.  Within your summary, you should:
     + **Identify** the author’s thesis.
     + **Outline** most of the author’s key arguments.
     + **Synthesize** evidence that supports the author’s key arguments, demonstrating how her ideas build on each other. When incorporating quotations, make sure to synthesize them into your conversation and cite them appropriately.

1. **Edit** and **revise** your summary/citations, and share with Mrs. Trentanelli ([trentanellia@perry-lake.org](mailto:trentanellia@perry-lake.org)).
   1. **Follow** MLA conventions for your heading, citations, etc.
   2. **Eliminate** capitalization, spelling, punctuation, and grammar errors.
   3. **Revise** your writing for clarity and purpose.

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| --- | --- | --- | --- | --- |
|  | **Advanced** | **Proficient** | **In Progress** | **Not Met** |
| **#2 Read and comprehend information texts** | Cites excellent and thorough textual evidence to support analysis of what the text says.  Thoroughly delineates how the central ideas of a text interact and build on one another. | Cites strong and thorough textual evidence to support analysis of what the text says  Delineates how the central ideas of a text interact and build on one another. | Cites textual evidence to support analysis of what the text says.  Attempts to delineate how the central ideas of a text interact and build on one another. | Attempts to or does not cite textual evidence to support the analysis of what the text says.  Does not delineate how the central ideas of a text interact and build on one another. |
| **#7 Demonstrate command of Standard English** | Demonstrates a superior command of the conventions of standard English (capitalization, punctuation, and spelling).  Produces clear and coherent writing in which the development, organization, and style are highly appropriate to task, purpose, and audience. | Demonstrates command of the conventions of standard English (capitalization, punctuation, and spelling).  Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Demonstrates an understanding of the conventions of standard English (capitalization, punctuation, and spelling) when writing but may have minor errors.  Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, but may have minor errors. | Attempts to show understanding of the conventions of standard English (capitalization, punctuation, and spelling) when writing but may have major errors.  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, but may have major errors. |
| **#8 Determine meaning of words** | Consistently uses context clues to determine the meaning of a word or phrase, and verifies the preliminary determination.  Consistently consults general and specialized reference materials, both print and digital, to determine or clarify its precise meaning. | Uses context clues to determine the meaning of a word or phrase, and verifies the preliminary determination.  Consults general and specialized reference materials, both print and digital, to determine or clarify its precise meaning. | Attempts to use context clues to determine the meaning of a word or phrase, and attempts to verify the preliminary determination.  Occasionally consults general and specialized reference materials, both print and digital, to determine or clarify its precise meaning. | Does not use context clues to determine the meaning of a word or phrase.  Does not consult general and specialized reference materials, both print and digital, to determine or clarify its precise meaning. |