

## THREE CUPS OF TEA : POST-READING ACTIVITY

### LESSON TITLE: "DR. GREEG, SAHIB"

**LESSON GOALS:** Students will gain knowledge and sympathy for different cultures and peoples and, as a result develop a deeper sense of what it means to be a citizen in the global community.

**LESSON CONTENT:** In this lesson, students synthesize what they have learned by creating a version of *Three Cups of Tea* in the form of an illustrated book for children to be shared with primary level kids. The book may take on the form of an actual book, or may be published on a site like WikiSpaces (see <http://www.wikispaces.com/site/for/teachers>)

| PRIOR KNOWLEDGE  |  |
|--|--|
| Students have read and understood the either the adult or the young reader's version of <i>3CT</i>   |  |
| OBJECTIVES   | CONTENT STANDARDS  |
| <p>After completing this lesson, the student will be able to:</p> <ul style="list-style-type: none"> <li>• <i>analyze</i> the a text and <i>select</i> a title that captures the theme/ elements/ point of view</li> <li>• <i>summarize</i> the themes for a young audience</li> <li>• <i>synthesize</i> the key elements into an illustrated story for reading to younger kids</li> <li>• <i>demonstrate</i> success working on a design team as an integral contributing member</li> </ul> | <p>VISUAL ARTS STANDARDS:</p> <ol style="list-style-type: none"> <li>1. Students recognize and use the visual arts as a form of communication.</li> <li>2. Students know and apply elements of art*, principles of design*, and sensory* and expressive* features of visual arts.</li> <li>3. Students know and apply visual arts materials*, tools*, techniques*, and processes*.</li> <li>4. Students relate the visual arts to various historical* and cultural* traditions.</li> </ol> <p>READING AND WRITING</p> <ol style="list-style-type: none"> <li>1. Students read and understand a variety of materials.</li> <li>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</li> <li>5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.</li> <li>6. Students read and recognize literature as a record of human experience.</li> </ol> |
| MATERIALS AND RESOURCES  |  |
| <p>Computers with internet access and word processing software, paper, various art materials, such as markers, crayons, watercolors, ink pens, collage materials, etc. Rubrics and handouts. A copy of <i>Listen to the Wind</i>.</p> <p>In addition, the teacher should arrange for students to share the books they create with the students at a local elementary school or public library.</p>   |  |

| DEVELOPMENT & IMPLEMENTATION  | DIFFERENTIATION/<br>MODIFICATION  |
|---|---|
| <p>HOOK AND MODELING: Read the class <i>Listen to the Wind</i>, the picture book version of 3CT told from the point of view of the Korphe children. Explain the assignment, that students will create a picture book like this one for a real life elementary audience based on the version of 3CT that they read.</p> <p>NOTE: One way to further model this is to review a moment from the kid's version and the two "older" versions and discuss how it is presented for the youngest readers.</p> <p>SEE ASSIGNMENT SHEET BELOW</p> <p>GROUP WORK: Students will form design teams of 3-4. Each group should identify from which/whose point of view the story will be told. For example, a team might call their book, "Dr. Greg, Sahib" and tell the story from the point of view of Haji Ali, or call the book "The Wrong Side of the Mountain," and tell the story from the point of view of the Braldu River. Over the next few class periods, groups will work to complete the text and the illustrations into a finished book for binding or uploading on a WikiSpace. They will complete the attached planning materials.</p> <p>WHOLE CLASS: Before getting to work each day, the groups will report to the class on their ideas and progress using their Planning Guide as a reference. After completion of the project, students will share their stories with small groups of primary level kids at a nearby elementary school, and will have the option of donating their books to the school library for more permanent display and checkout.</p> | <p>The design team approach addresses the needs of differently-abled and gifted students by allowing each member to contribute in a way that is commensurate with their abilities.</p> <p>Teachers should create the teams based on their assessment of students' abilities and ensure that these are heterogeneous groups.</p> |
| ASSESSMENT  |   |
| <p>INFORMAL ASSESSMENTS will be conducted during the lesson in the form of informal evaluations of group dynamics and progress reporting.</p> <p>FORMAL ASSESSMENT will be of completed planning documents, the text produced, and the reading of the text to a real-world audience. The evaluation rubric will be used.</p>  |   |

## THREE CUPS OF TEA

LESSON TITLE: "Dr. Greeg, Sahib," an artistic response to Three Cups of Tea

### ASSIGNMENT SHEET

For this project, you will be working in design teams to produce a children's' book that you will read to small groups of elementary school students.

#### Step 1:

**Meet with the design team.** You have been assigned to a team of 3-4 people. On a single sheet of paper, write down each person's name and a list of one or two talents or skills that person will bring to the team. Record these on the form below. Remember, ALL members must be prepared to contribute to the final product.

#### Step 2:

**Decide on a point of view and an ORIGINAL title.** As a group, decide on what you think is the main theme, lesson, or message of the story. Think about the perspective from which you want to tell the story. Brainstorm options and arrive at a consensus. Then, choose a WORKING title for your book. Think about a line from the narrative that you think captures the main idea of the story. For example, if you were doing this project for "The 3 Little Pigs," you might rewrite it by calling it "And I'll Huff and I'll Puff!" and telling the story from the point of view of the wolf.

#### Step 3:

**Start Creating!** Your "book" needs to be at least 15 pages, with illustrations on every page. As you write the narrative, remember your audience is young children, You should work together writing the narrative and envisioning the illustrations. Use whatever materials you would like for illustrations, but try to keep the style consistent. Don't forget the cover design, and include "credits." We will be either scanning the illustrations in order to upload jpeg files and Word documents to Wikispaces, or you will be working on a real book, your choice.

To help you, there is a **Page Planning Guide** below.

**GROUP NAME:** \_\_\_\_\_

**I. MEMBERS & THEIR TALENTS**

| <b>NAME</b> | <b>TALENTS<br/>(At least TWO!)</b> |
|-------------|------------------------------------|
|             |                                    |
|             |                                    |
|             |                                    |
|             |                                    |

**II. THEME/LESSON/MESSAGE**

Summarize the lesson, theme, or message you will capture in your version of the story.



|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## ILLUSTRATED BOOK PROJECT

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

| CATEGORY                 | 4 Excellent  | 3 Good   | 2 FAIR  | 1 POOR   |
|--------------------------|--|--|---|--|
| Writing Process          | Students select a meaningful topic and devote significant time and effort to the writing process (prewriting, drafting, reviewing, and editing). They make the story engaging for young readers. | Students select an acceptable topic and devote sufficient time and effort to the writing process. Gets the job done.   | Students select an uninteresting topic and devote some time and effort to the writing process. The project is not very thorough or engaging. They do enough to get by.  | Students devote little time and effort to the writing process. They don't seem to care and the product is not acceptable for presentation.   |
| Presentation of the Text | The final draft of the story is readable, clean, neat and attractive. The text and the pictures are well connected. It looks like the authors took great pride in their work.                    | The final draft of the story is readable, neat, and attractive. For the most, the text and the pictures well-connect. It looks like the author took some pride in their work | The final draft of the story is readable and some of the pages are attractive. There are a number of places where the text and the illustrations DO NOT connect. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. There is little connection between the text and the illustrations. It looks like the students just wanted to get it done and didn't care what it looked like. |

|  |   |   |  |  |
|--|---|---|--|--|
| <p>Presentation<br/>(Grammar, Spelling, Punctuation, etc.)</p> | <p>There are no distracting errors in sentence level aspects of the project.</p>  | <p>There are a few minor errors, but they are not too distracting.</p>  | <p>The sentence levels errors prove to be a distraction to the reader.</p>   | <p>The errors in the text are a great distraction to the reader and make it impossible to engage with the text.</p>  |
| <p>Title and Story</p>   | <p>Title sparks interest and connects to the story. The story is engaging and captures the spirit of the lesson/theme/ message the group chose.</p> | <p>Title is related to the story and topic. The story is interesting and does address the lesson or theme the group selected.</p> | <p>Title is present, but does not appear to be related to the story and topic. The connection between the text and the message is not always clear</p> | <p>No title or a title that makes little sense. The text is mostly unrelated to the lesson the group identified.</p> |
| <p>Illustrations</p>   | <p>Original illustrations are detailed, attractive, creative, and relate to the text on the page.</p>   | <p>Original illustrations are somewhat detailed, attractive, and relate to the text on the page.</p>                              | <p>Original illustrations relate to the text on the page.</p>  | <p>Illustrations are not present OR they are not original.</p>   |
| <p>Design Team</p>   | <p>Student worked as a fully contributing member of the design team.</p>  | <p>Student worked as a partially contributing member of the design team.</p>  | <p>Student contributed minimally to the design team, or caused conflicts.</p>  | <p>Student did not contribute, or caused major conflicts.</p>  |

## THREE CUPS OF TEA: POST-READING ACTIVITY

### LESSON TITLE: Exchange Students

**LESSON GOALS:** This lesson will provide students with an opportunity to reflect on the kind of education and educational opportunities they have in the United States.

**LESSON CONTENT:** This lesson examines how education is conducted in Pakistan and Afghanistan and asks students to compare what they learn about schools and teaching in the story to their experiences as students in U.S. classrooms.

| PRIOR KNOWLEDGE  |  |
|--|--|
| Students should know where Pakistan and Afghanistan are located. They should be familiar with a map of the region, the topography, and from their reading or their research, the climate and the culture of the area.  |  |
| OBJECTIVES   | CONTENT STANDARDS  |
| <p>On completion of this activity, students will be able to:</p> <ul style="list-style-type: none"> <li>• <i>Assess</i> how the physical, political, social, economic, and cultural/religious context affects schooling both in the U.S. and in places like Pakistan</li> <li>• <i>Describe</i> the conditions that students face in schools in places like Pakistan</li> <li>• <i>Compare</i> the nature of their schooling experiences with the schooling described in <i>3CT</i></li> </ul> | <p><b>READING AND WRITING</b></p> <ol style="list-style-type: none"> <li>2. Students write and speak for a variety of purposes and audiences.</li> <li>3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.</li> <li>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</li> <li>5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.</li> <li>6. Students read and recognize literature as a record of human experience</li> </ol> <p><b>SOCIAL STUDIES</b></p> <ol style="list-style-type: none"> <li>2. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.</li> <li>6. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.</li> </ol> |
| MATERIALS AND RESOURCES  |  |
| Sticks, <i>3CT</i> , Butcher paper and markers, post-it notes  |  |

| DEVELOPMENT & IMPLEMENTATION   | DIFFERENTIATION/<br>MODIFICATION   |
|--|--|
| <p><b>HOOK:</b> Lead students outside (ideally to a spot where the ground is dirt). Have them sit on the ground. Place the girls to one side. Ask them to bring their notebooks and pens. Tell them you are going to review some facts about Pakistan and that they should take notes for a quiz next class. Then, take away their notebooks and pens and give them sticks instead--except none to the girls b/c they are not permitted in schools in many parts of Pakistan/Afghanistan. Start instruction about the geography and climate of Pakistan (e.g., the longitude and latitude, things they would want to write down).</p> <p><b>ALTERNATE:</b> Divide so that half are asked to draw a scene from a "typical" U.S. school and the other a scene from a Pakistani school. Post the versions and discuss the differences.</p> <p><b>WHOLE CLASS DISCUSSION:</b> Ask the class what you are trying to show them through this little exercise. If a female student answers, note that they would not even be in the classroom. Then, ask them to list, by referencing the text, factors that might affect how students are educated in Pakistan. (BUT FIRST TAKE AWAY THEIR COPIES OF THE BOOK--as another example of the difficulties students face). Keep a list of the factors and then distribute these into: (1) POLITICAL, (2) ECONOMIC, (3) CULTURAL/RELIGIOUS, (4) SOCIAL, (5) PHYSICAL factors that influence education in Pakistan</p> <p><b>GROUP WORK:</b> Return books to students, assign each group one of the factors above (1-5) and have them locate passages in the book that indicate how these factors might affect education. The group should come to a consensus statement about their conclusions and briefly list spots in the book that lead to this conclusion. Taking a sheet of butcher paper folded in half vertically, they should write this on the left side and post around their <b>folded</b> sheet the around the room with the writing on display (i.e., a gallery walk)</p> <p><b>WHOLE CLASS:</b> Students walk around the classroom and read their peers' statements adding any comments or further examples. They can use post-its to make their comment.</p> <p><b>GROUP WORK:</b> Now, on the right side of the butcher paper, students should write a statement about the same factors but in terms of education/schools in the U.S. Then, they should list "examples" based on their experiences as students or what they know about education in the U.S.</p> <p><b>WHOLE CLASS:</b> This time each group will present their work to the entire class and the other students can offer their own examples. For the second list, require that the students who present to the class are NOT the same students who wrote on the chart.</p> | <p>Struggling literacy learners can use the YA version of 3CT. Further, rather than discuss the differences, you can ask students to draw the schools in Korphe, etc.</p> <p>As you create groups, ensure that students who are struggling readers are placed with students who can assist them.</p> <p>For ELLs, consider asking them about their experiences at school in their native country. Or, for students who can't recall, send them home to interview their families. This way you engage them in the lesson.</p> |
| <b>ASSESSMENT</b>  |  |
| <p><b>INFORMAL:</b> ensure all students have participated in the group discussion and contributed to the lists on butcher paper. Note during the "gallery walk" that all students view--and ideally comment on--the lists presented</p>  |  |
| <b>EXTENSION &amp; FOLLOW-UP</b>   |  |
| <p>Students can do web-based research to learn more about the factors that influence education in Pakistan and develop their group project into individual essays that ask them to summarize their factor and compare education in Pakistan to their personal experiences as students in U.S. schools.</p> <p>In addition, consider reading with students a portion of the graphic novel <i>Persepolis</i>, where Marjane Satrapi discusses how schooling changed in Iran during the years after the Islamic Revolution.</p>   |  |

## THREE CUPS OF TEA: POST-READING ACTIVITY

### LESSON TITLE: PENNIES FOR PEACE, A CLOSING CELEBRATION

**LESSON GOALS:** To develop students' awareness of other cultures and to help them develop empathy for those who are less fortunate than we are in the U.S.

**LESSON CONTENT:** Students, working in groups, will present to invited guests the various lessons they have learned about the land, the people, and the culture of Pakistan. The celebration will also serve as a fund-raiser for the charitable organization "Pennies for Peace."

| PRIOR KNOWLEDGE   |  |
|---|--|
| Students have completed reading <i>Three Cups of Tea</i> and engaged in a variety of learning activities about Pakistan.  |  |
| OBJECTIVES  | CONTENT STANDARDS  |
| <p>At the end of this closing celebration, students will be able to:</p> <ul style="list-style-type: none"> <li>• <i>Develop</i> a "proposal" for a presentation.</li> <li>• <i>Create</i> an invitation for a class celebration</li> <li>• <i>Present</i> to an audience the specific lessons they have learned about Pakistan as a result of their reading and their research</li> <li>• <i>Highlight</i> and <i>summarize</i> their research for an audience</li> <li>• <i>Explain</i> how their research and reading has affected their feelings about the people and the culture of Pakistan</li> <li>• <i>Create</i> a handout or a research poster that highlights the key points of their presentation</li> <li>• <i>Present</i> their learning on Pakistan to others.</li> </ul> | <p>WRITING &amp; READING STANDARD</p> <p>2. Students will speak and write for a variety of purposes.</p> <p>4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.</p> <p>5. Students read to locate, select, and make use of relevant information from a variety of media.</p> <p>SOCIAL STUDIES</p> <p>2. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.</p> <p>6. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.</p> |
| MATERIALS AND RESOURCES   |  |
| Student created books, maps, handouts, posters, etc. from throughout the <i>Three Cups of Tea</i> unit; Copy of <i>Three Cups of Tea</i> ; Pakistan food, photos, and artifacts, etc.   |  |

| DEVELOPMENT & IMPLEMENTATION   | DIFFERENTIATION/<br>MODIFICATION  |
|--|---|
| <p>1. HOOK: Show students a sample invitation to a party or a wedding. What kinds of information is included?</p> <p>2. WHOLE CLASS: Determine what will be included on the invitation to guests for the <i>Pennies for Peace Celebration</i>. Decide on a whole class invitation or one designed by each group with the required information.</p> <p>3. Next, discuss how each group will develop a proposal for what they will present at the celebration. Review the requirements of the proposal: Topic, Group Members, the “Thesis” of the presentation, the Visuals (poster, handout, etc.), and a schedule for completing the tasks before the celebration date. In addition, they must connect their research to the fund raising effort, and conclude with a “pitch” to persuade the guests to contribute their pennies.</p> <p>4. SMALL GROUP: Each group will develop and submit their proposal, which will be assessed for accuracy, clarity, and presentation.</p> <p>5. WHOLE CLASS: Each group will share their proposal with the class, and the class will schedule each group's presentation. In addition, the class will divvy up responsibility for re-creating the world of <i>Three Cups of Tea</i> in the classroom (e.g., music, pictures, artifacts, books, murals, food etc.), including a detailed map of what the classroom should look like, where things should be, seating, etc.</p> <p>On the day of the CELEBRATION</p> <p>6. WHOLE CLASS: students decorate the room as per the plans developed previously</p> <p>7. GROUPS make their presentations and encourage contributions from their guests.</p> | <p>Teachers have already placed students in heterogeneous groups of students with varying abilities. For groups with struggling learners, the teacher can more closely monitor activities to ensure all students are participating.</p> <p>Teacher should provide a selection of topics for group projects but also consider student suggestions.</p> <p>The projects are at differing degrees of difficulty, and the teacher should consider the nature of the project when assigning tasks to groups.</p> |
| <b>ASSESSMENT</b>  |   |
| <p>Students have been assessed throughout the unit on their group projects. For the celebration project, the group will be FORMALLY assessed on their Proposal and their Invitation. In addition, there will be a FORMAL assessment of the individual performances of group members in the Presentation; the group will be FORMALLY assessed on the visual they create. The will be INFORMALLY assessed on their participation in planning and preparing the celebration. Finally, each group member will be provided a rubric to assess the group experience and the contributions of their peers to the group efforts (see APPENDIX for a sample rubric).</p>  |   |
| <b>EXTENSION/FOLLOW-UP</b>   |   |
| <p>Students can arrange to present their projects to others in the school or community and continue to collect contributions for Pennies for Peace.</p>  |   |

## THREE CUPS OF TEA: POST-READING ACTIVITY

### LESSON TITLE: Three Cups of Social Justice

**LESSON GOALS:** Students will recognize the issues of justice and fairness and equal opportunity addressed in the story of *Three Cups of Teas*.

**LESSON CONTENT:** This lesson takes one of the themes of *Three Cups of Tea*, social justice, and asks students to become a philanthropist for an organization of their own creation. The students will identify a need within a culture, and they will create a “mock” organization designed to meet that need. The ultimate goal of the lesson is for students not just to understand the characters and events in the book but to develop empathy through the experience of imagining their own charitable organization.

#### PRIOR KNOWLEDGE

Read *Three Cups of Tea*; students will have identified and begun to research a culture and/or issue that they would like to help address.

#### OBJECTIVES

On completion of this activity, students will:

- Have *envisioned* an organization and developed a working plan for it
- *Developed* supporting materials that explain their organization and its goals
- *Experienced*, in some small way, the challenges faced by Greg Mortenson in efforts to establish his charity

#### CONTENT STANDARDS

##### READING & WRITING STANDARDS

1. Students read and write a variety of materials
2. Students write and speak for a variety of purposes and audiences
6. Students see literature as a record of human experience.

#### MATERIALS AND RESOURCES

Computer and internet access; Copy of *Three Cups of Tea*; Rhetorical Triangle Chart (see APPENDIX); Social justice hand-out; Rubric

#### DEVELOPMENT & IMPLEMENTATION

**HOOK:** If someone gave you \$100 to donate to the charity of your choice, what would it be and why? Make a list. Ask students how they know about these various charities, how they learned about them.

**DISCUSSION:** Look at the **CAI** and **Pennies for Peace** web sites (see APPENDIX) and recall how Greg Mortenson raised money for his organization. Point to moments in the book where they discuss getting CAI going. List what he had to do.

**ASSIGNMENT:** Working in Groups, students will research and identify an opportunity to create a non-profit organization that will be designed to address the social issue they have identified.

##### GROUP TASKS:

- Students must identify/define the need they hope to fill with their organization. They will prepare an analysis that explains who needs their organization’s help, what the nature of the need is, where the needy are located, why the need exists and what and how the need can be met.
- After analyzing the dimensions of the “need,” students will “create” their own organization modeled after Pennies for Peace and/or CAI in order to help meet or fulfill the need of that culture:. Students must name their charitable organization and craft a mission statement that describes the purpose of their organization and what they hope to accomplish.

#### DIFFERENTIATION/ MODIFICATION

Allow verbal processing of prompts for ELL students to address multiple learning modalities.

Place students in groups according to learning preferences in order to meet the needs of all students.

GT and highly motivated students may choose to bring their non-profit to fruition.

**WHOLE CLASS:**

- Review the CAI mission statements. Discuss the components of a mission statement. Have students locate the mission statements from the various charities they listed earlier and see how these fit the criteria you established.
- Groups will develop a plan for a fund-raising venture they might realistically implement in the school or the community. (WHOLE CLASS: review some of Greg's early missteps with fundraising, e.g., his 500 letters!)
- Each group will create some kind of fundraising document (a flyer, a letter, a brochure, an advertisement for a newspaper or a TV or radio spot, e.g.) that explains their organization and its mission and seeks to persuade the audience to contribute. Before developing their materials they must submit for review their "Rhetorical Triangle Chart."
- Once their Chart is approved, each group will develop their materials and present them to the class.

**ASSESSMENT**

INFORMAL: Check for completion of writing prompts; assesses student participation during group discussion and in both small group work and the presentation

FORMAL: Rubrics to assess the written components of the social justice project

**EXTENSION/FOLLOW-UP**

Classes could partner with Key Club or other community service club to address the needs that were identified in the social justice project through a volunteer or fund-raising activity

**LESSON TITLE: *Three Cups of Social Justice***  
**The Social Justice Project**

**Requirements for fundraising literature/documents:**

- Name of Organization
- Contact information
- Header or title that creates curiosity or otherwise entices the reader to look at your materials
- Subheads that guide the reader
- Short, easy to read blocks of text that provide important information
- Key Features, Goals, Activities, etc. of the organization
- Biography (of the founder or key members of organization, officers, etc.).
- A memorable or notable logo
- Photographs or illustrations (e.g., map) that indicate the nature of the organization
- Call to Action (What you want the reader to do: call, visit, fill out a form, etc.)

**LESSON TITLE: *Three Cups of Social Justice***  
**FORMAL ASSESSMENT Rubric**

**Information on the Organization** – The group has effectively demonstrated knowledge of a need that they hope to address through their organization. They have clearly defined the scope of the need and how they plan to address it.

|      |   |   |   |   |   |   |   |   |   |   |     |
|------|---|---|---|---|---|---|---|---|---|---|-----|
| HIGH |   |   |   |   |   |   |   |   |   |   | LOW |
| 10   | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |     |

Comments:

---

---

---

---

**Fundraising** – The group has a well thought-out plan for fundraising. This plan has taken into consideration people who may share the interest of your organization along with a plan for growing funds in the future.

|    |   |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
|----|---|---|---|---|---|---|---|---|---|---|

Comments:

---

---

---

---

**Literature (\_\_\_\_\_/50pts)**  
*5 pts. for each*

- Name of Organization
- Contact information
- Header or title that creates curiosity or otherwise entices the reader to look at your materials
- Subheads that guide the reader
- Short, easy to read blocks of text that provide important information
- Key Features, Goals, Activities, etc. of the organization
- Biography (of the founder or key members of organization, officers, etc.).
- A memorable or notable logo
- Photographs or illustrations (e.g., map) that indicate the nature of the organization
- Call to Action (What you want the reader to do: call, visit, fill out a form, etc.)

**Mission Statement-** Students write an effective mission that states a specific goal of the organization and the group the organization will serve.

10      9      8      7      6      5      4      3      2      1      0

Comments:

---

---

---

---