



In a Perfect World Foundation – Double Your Impact

Final Report

April 1, 2011

IAPW provides partial funding to select projects



Teachers ask. You choose. Students learn.

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Geographic Literacy

Classroom project requested by **Ms. P.** on Nov 23, 2010



Ms. P.'s Classroom
High Poverty [?](#)
California (South)
Where is the classroom located? [?](#)
[Like](#)

My Students: Is California a country? Where is Brazil? Why is Christmas a summer holiday in Australia? My students desperately need geographic knowledge. It is impossible to teach United States history if students have little or no understanding of geographic locations.

My students are very enthusiastic learners. They know a great deal about many things, but they are practically illiterate when it comes to geographic knowledge about the world. Each year I have students who don't know the difference between a state and a country, and many have no knowledge of the continents and other geographic features. The wonderful thing is they absolutely love learning about geography. Most of my students have not been out of the state of California, but they are very interested in world events. And they want to know where places are in the world.

Our school is a Title I school, with most students receiving free lunch. We are a small school and our budget does not allow us to purchase supplemental materials regularly. We are a social justice magnet school, and one of our goals is to provide students with the knowledge and skills needed to become agents of change.

My Project: I am requesting a class set of write and wipe world and United States maps. With these maps, my students will learn all about geography. They will learn about the continents, oceans, and major bodies of water. They will be able to identify countries on each of the populated continents, and some of the world's major cities.

Students will learn about climatic regions and why the imaginary

Completed!

December 7, 2010
\$484 given
7 donors

2x Double thanks to Your Impact

in a perfect world

Help by telling your friends

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Once IAPW funds are activated, a message to the classroom reaffirms the foundation's commitment.



Mrs. C. the Teacher Oct 10, 2010

Dear Vera & Gerry, Craig Arnold, Kelly, In a Perfect World Foundation and Anonymous Donors,

Thank you all SO MUCH! I am truly touched by your generous support. I was so thrilled to receive the great news from Donors Choose that our project had been funded!

The tools you funded will enable my curious students to learn the science standards through hands-on experiences. My students are going to LOVE these wonderful learning tools. I can't wait to see the excitement and joy on their faces when they begin exploring these vital tools that your kindness and generosity funded.

It is because of the kindness of donors like you that my kids will have wonderful learning experiences that will stay with them for the rest of their lives.

Thank you for being amazing patrons!

With gratitude,
Mrs. C.

On Mar 31, 2011, Mrs. C. followed this note with student letters sent via mail to the donor who completed this project, and to donors who gave \$100 or more.



DonorsChoose.org Oct 9, 2010

Good news: Project fully funded!



In a Perfect World Foundation gave Oct 9, 2010

"In a Perfect World's mission is to inspire and empower children to become compassionate, socially-conscious, responsible leaders. When children are given the opportunity & resources to express their dreams, they can help to make the world more "perfect!"

Craig Arnold from Long Beach, CA gave supporting [Restoring Truthiness Giving Page](#) Oct 9, 2010

"I donated because I want to support kids in California (South)."



Vera & Gerry from Northridge, CA gave supporting [Jason Goldman's Science Bloggers for Science Education!](#) Oct 9, 2010

"I helped because I'm a strong believer in Applied Sciences education."



Teachers were reminded monthly about the funding opportunity through our teacher newsletter.



Double Your Impact from In a Perfect World

[How it works](#)

50% match offer for project requests for \$500 or less in materials submitted by Los Angeles teachers in select high need schools.*

*Crescent Heights Magnet School, Del Olmo Elementary School, Dr. Theodore Alexander Science Center, Macarthur Park Primary, Norwood Street Elementary, Saturn Street Elementary, Dorsey High School, Belmont High School, Manual Arts High School, Contreras High School, Central LA High School, West Adams High School, Crenshaw High School, and Alexander Hamilton High School are eligible for this funding.

Support for 15 schools in Los Angeles

- Projects under \$500
- Eligible schools:

ELEM/MIDDLE:

Crescent Heights Magnet School, Del Olmo Elementary School, Dr. Theodore Alexander Science Center, Macarthur Park Primary, Norwood Street Elementary, Saturn Street Elementary

FEEDER HIGH SCHOOLS:

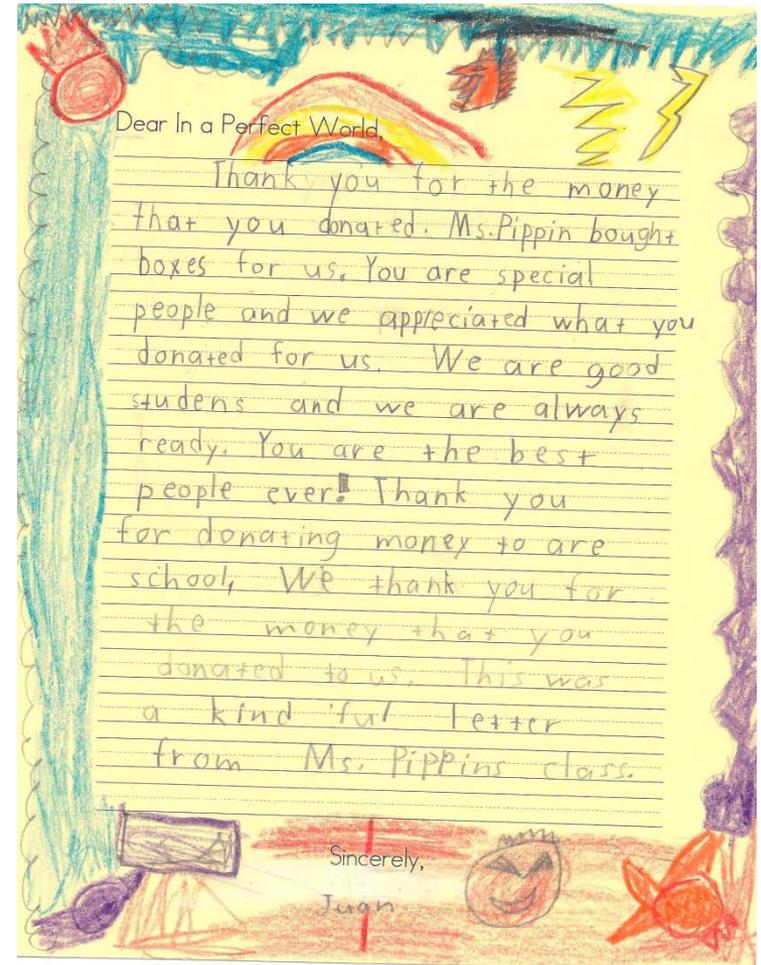
Dorsey High School, Belmont High School, Manual Arts High School, Contreras High School, Central LA High School, West Adams High School, Crenshaw High School, Alexander Hamilton High School

10 of the 15 Eligible Schools Participated

School Name	Projects Funded
Crenshaw Senior High School	12
Crescent Heights Magnet School	91
Del Olmo Elementary School	36
Dr Theodore Alexander Sci Ctr	51
Macarthur Park Primary Center	26
Manual Arts Senior High School	1
Miguel Contreras Lrng Complex	6
Norwood Street Elem School	2
Susan Miller Dorsey Sr Hs	21
West Adams Preparatory High School	7
TOTAL	253

Impact to date

- \$15,000 to 85 projects (an increase of 7 projects from last year)
 - From 31 teachers
 - Impacting **2,189** students
- These projects received 253 additional donations from individuals around the country. (Representing \$15,000 in additional funds).



Project: Blast Off! - Astronomy

Materials

" My Students: Teaching astronomy to 5th graders can be easy since most of the students are already interested in the content. However, without the proper materials, astronomy can become boring and students may lose interest.

I teach at a public, urban elementary school. All of our students qualify for free breakfast and lunch. We are considered a "low performing" school, but my students prove that this label is wrong. My 5th graders come to school every day with an open mind and heart. They are amazing young minds from various backgrounds. Despite our labels of "gifted," "special education," and "English Language Learner," my students work as a team and a community.

My Project: I believe in my students and I want the best resources for them. To maintain their interest in astronomy, I am requesting five books and an interactive solar system fact finder. The five books will be great addition to our tiny astronomy section and they will alleviate the battles of who gets to check out a book. The interactive solar system will be able to provide various facts about the planets and serve as a visual representation of our solar system.

I hope that you can help me in providing my students with the additional resources they need to explore our astronomy unit. These materials will be great additions to our classroom and they will impact the other 5th grade classes, as I will be able to share with my colleagues. I appreciate the time you have taken to read our proposal and thank you in advance for helping our students.

My students need 5 books on astronomy and an interactive Solar System Fact Finder.



Project: Notable Biographies of Social Activists

" My Students: How can it be that young people today are often unaware of the inspiring and powerful stories of men and women who have changed the world. My students need to be intimately introduced to some of the world's remarkable agents of change. They need interesting biographies to read in small groups.

My students are enthusiastic about learning. They enjoy reading good books, but often need to be encouraged to read on their own. Most come from supportive families, but there are a range of socio-economic factors that sometimes deny them access to the wonderful world of knowledge and literature available. Few of my students possess a public library card or visit the public facility. Many parents tell me they do have computers in the home but no Internet.

Our school is a Title I school, with most students receiving free lunch. We are a small school and our budget does not allow us to purchase supplemental reading materials regularly. We are a social justice magnet school, and one of our goals is to provide students with the knowledge and skills needed to become agents of change.

My Project: I am asking for several small group sets of five each of notable biographies. Students will read the biographies in small groups. They will look for distinguishing characteristics of the person, and ultimately develop criteria for what it means to be an agent of change. In addition to understanding the personal sacrifice, perseverance, and empathy of these individuals, they will also be learning about the historical and social context in which each person lived. They will be truly inspired by the lives of these selected activists.

My fifth graders understand that they have rights that no one should take away. What they sometimes do not understand is that they also have a responsibility to protect the rights of others. This collection of biographies, along with the instructional activities planned, will provide them with outstanding examples of what it means to be an advocate for social justice and an agent of change. It will also teach valuable lessons in civic responsibility and democratic principles.

My students need five copies each of a variety of 12 biographies about social activists to read in order to determine common characteristics of agents of change.



Project: Mr. R's Classroom Library

" My Students: For the past ten years I have been learning how to teach students who have struggled with reading and writing for most of their school careers. Then, I happened upon books that helped to change my life and the lives of my students because they resonate with my students.

I have wonderful students, but for many, reading is a grind. They call it boring, and my sense is that they find it boring because, they struggle to find material that is accessible. However, when my students read the books I am requesting here, they cannot stop! They pass them on to friends. They write eloquent responses. They rest their faces on these pages with prayerful concentration. For me, it is the most thrilling part of my job.

My Project: These resources will change the lives of my students because they will help my students to see that reading is not something to shy away from or avoid. Reading can be a joyful and thrilling experience, provided with the proper material. With these resources, I will be able to prove to my students that they do not have to hate to read.

This project will make a difference because more students will have access to novels that they can relate to. As they do that, their experience as readers will change and reading will become something to celebrate, not dread.

My students need 5 copies of each of five book titles including "It Happened to Nancy: A True Story from the Diary of a Teenager" and "The Absolutely True Diary of a Part-Time Indian Sherman".

