7th Grade Social Studies

1) Introduction: Service-learning is tailor made for teaching Social Studies. The essence of both service-learning and social studies is helping students understand the world around them so they can be effective citizens and leaders. Service-learning brings students into direct contact with real-world community problem-solving. The experience provides a context in which to explore the impact of government, policy, and economics on our every day lives.

2) Definition of service-learning:
Service-learning is a form of teaching and learning that engages students in meaningful service activities in their schools and communities as part of the standard academic curriculum. Integrated into (but not limited to) the school day, service-learning connects young people with structured activities that address human and community issues, and that provide opportunities for increased student academic engagement, civic responsibility, personal and social development and the acquisition of critical thinking skills.

The following concepts are central to good service-learning practice. Evidence of these elements as well as their alignment with Pennsylvania state standards and the School District's promotion/graduation requirements are key to model practices.

- **Student voice in choosing, developing and implementing a project:** Service-learning works best when students are involved in something relevant and meaningful to them. Encourage student participation and sharing of responsibility in all aspects of a project.

- **Identification of genuine need:** The "community" identifying the need can be the class, the school, the neighborhood, a community partner, the city, etc. Goals for addressing problem have the support of designated community and clearly defined goals.

- **Mutual benefit for students and community partner(s):** Students acquire knowledge and skills, and in return contribute a short or long-term solution to the problem. Sensitivity to needs and/or limitations of all parties is important.

- **Sustained student involvement:** Length of project can vary but should span a minimum of 6 weeks. Projects with greater richness and complexity may last a semester or an entire school year.

- **Rigorous, multidisciplinary research:** Projects should meet content standards in at least two academic disciplines and demonstrate writing and research competence. Research can explore root causes/effects, potential solutions or public policy related to the problem.

- **Ongoing reflection:** Reflection activities should occur throughout the project. They reveal cognitive and affective learning and can incorporate speaking, writing and/or multimedia strategies.

- **Assessment of student learning and project impact:** Evaluates academic, personal and social development as well as whether stated community need has been met/addressed. Rubrics and other authentic assessment tools are preferred.

- **Culminating presentation:** Presentations or exhibitions of learning allow students to demonstrate what they have learned for the benefit of others, including community partners.

- **Final celebration:** Positive change and collaboration is hard work! Acknowledge and celebrate the contributions and accomplishments of all who were involved.

3) Sample Project Description
A sample project description is included for your convenience. This particular project is not required, however, it is designed to fit the core curriculum for this subject and it reflects issues of global concern that also may affect Philadelphia. Teachers are encouraged to transform this project and take it in new directions.

Thinking Globally, Acting Locally
For this plan, 7th grade world history is broken up in six-week units in such a way that the themes and locations examined can be connected to present-day situations. Below are suggestions as to how this can be done within a service-learning context. The project can span the entire year or be shortened as needed. There are group elements required for research; however the class works as a whole to identify the issues they want to address.

The goal is to encourage students to identify global issues that affect the students locally, so that they can develop an advocacy plan to address the issue, connect to community partners, develop and implement an action strategy. Throughout history, individuals and groups have created movements to achieve certain ends, such the freedom to travel, speak or read freely, to criticize and to be left in peace. These movements have formed through religious, socio-economic and other environmental factors. By creating a time line (8.1.9 A) that spans the majority of the school year and encompass the following themes, a class will be prepared by the before the last 6 week session to identify strategies they can implement to address concerns or issues locally, nationally or globally.

By the last six-week session the students will have been exposed to various cultures and different power structures. They will also have learned in previous years about Philadelphia history, issues that can be written into an essential question. The students will identify a current problem in their school or community. Drawing upon historical nonviolent strategies for change (5.2.9 A, B, C, E, G; 5.4.9 C; 8.4.9 A, D), students will design and implement an action plan. They will identify who their allies are, who their opposition is, and how to win over those in between (or, those who may be indifferent establishing new alliances and various ways people can support their efforts to help advocate for their cause).

4) Suggested Lesson Plans/Activities

Situating Students in the Problem
-   Students create social change timelines for each historic period covered in class and can include the following: student written headlines capturing the big events; research; referenced primary source documents (poems, art, coins, photos of building, religious artifacts,) songs; architecture; pamphlets; and political satire). (8.1.9 A, B, C, D)
-   Using the Influence Mapping Questions strategy, students reflect on the various time periods and social change struggles.
    o   Identify the players: who are allies and who are opponents (which allies can influence decision makers)
    o   Who influences the decision makers / who are potential allies?

7th Grade Social Studies

- o What levels of government directly affect the issues - who are the decision makers? (5.1.9 A, B, C, I, J) (consider who is already a champion for the causes or issues involved,; identify why it is in their best interest to support the side they are on; are these justification based on religion, nationalism, racism, xenophobia, power struggle)
  - o Evaluate the influences of each party. How were their interests being served?
  - o Editorialize hindsight 20:20: Who might have helped their side achieve their goal?
- Invite guest speakers to talk about current problems.
- Do a video conference with students in another country and learn about issues affecting their school and community that may be similar to issues affecting your students (see Global Education Motivators in Local Resources).
- Human Rights Squares: http://www1.umn.edu/humanrts/edumat/hrsquares/original.pdf

Research
- After choosing a current problem (see below), students will create social change timelines and answer Influence Mapping Questions similar to what they did for historic events. These exercises will guide students as they develop and implement their own social change strategy.
- students will interview local people, obtain oral histories, and/or survey fellow students about current issues of concern

Creating a Solution
- Students will advocate for some specific change in either their school or community. Even if the issue they choose is of global concern, a more manageable piece might be to advocate for their school or community to adopt certain practices (such as an annual awareness event on behalf of a cause or to stop purchasing non-fair trade coffee). Be careful not to set expectations for social change that can't be accomplished in an academic year (such as ending all child labor).
- Potential solutions can consist of: creating a garden or piece of art to memorialize past tragedies or to raise awareness/to remind people to never forget; teaching other students using games, plays, vignettes; hosting town hall or parents meetings; inviting city council members to speak; creating a student newspaper; hosting an art show; or creating a student discipline council.

Potential topics:
- Celebrating Diversity
- Anti hate crimes
- Anti Bullying/Conflict Resolution
- International and local illegal child labor - sweat shops.
- Educating consumers - being responsible consumers
- Environmental issues
- Lead Poisoning
- Air pollution - Asthma & Cancer corridor in Philadelphia
- Equal opportunity for education (resource Student Union)
- Helping others in crisis – victims of natural disasters, health issues
- Freedom of Religion

- Freedom of Speech and Democracy
- Black Lives Matter

5) Sample Rubric

Rubrics can be used at all steps of the service-learning process. Each activity can have its own rubric, and you can use a cumulative rubric to assess student work at the end of the project. Here are two sample rubrics that assess student learning, one on developmental growth and one on task completion.

See attached

6) Multidisciplinary Connections

Art - Symbols used in independence movements. Compare Gandhi's clothing from boyhood to his adult life. What did clothing symbolize for him? Why is there a spinning wheel in the Indian Flag? What images did West Africans use to indicate their desire for independence? How did Fela use music to symbolize their struggle for Independence? Considering various forms of arts based protest (ex. Teatro Campesino)

Technology - using Power Point to create presentations about human rights struggles of a particular nation or people, using desktop publishing to create publicity materials such as posters and brochures esp. for informing the broader public about Universal Declaration of Human Rights.

English - Writing papers and informative brochures, oral communication

7) For more information:

Japanese internment camps in the United States
http://www.pbs.org/americaresponds/tolerance.html

The Holocaust and anti-Semitism
http://www.pbs.org/wgbh/amex/holocaust/tguide/index.html

Holocaust Memorial Museum
http://www.ushmm.org/education/foreducators/resource/right.htm

Tiananmen Square
http://www.pbs.org/wgbh/pages/frontline/gate/

Amnesty International 11th year anniversary of Tiananmen Massacre
http://www.amnesty.org/ailib/intcam/china/

Serbia Under Milosevic
http://www.pbs.org/weta/dictator/serbia/

Protest Violence with Painting
http://www.pbs.org/frontlineworld/stories/srilanka/slideshow.html

7th Grade Social Studies

El Teatro Campesino
http://www.elteatrocampesino.com

Apartheid in South Africa
http://www.pbs.org/wgbh/pages/frontline/shows/mandela/teach/

Worldwide Child Labor Activist, Iqbal Masih
http://www.childrensworld.org/engiqbal/index.asp

Universal Declaration of Human Rights
http://www.un.org/rights/50/decla.htm

Human Rights Watch
http://www.hrw.org/

Black Lives Matter
https://blacklivesmatter.com/

   8) Local resources

Philadelphia Museum of Art
http://www.philamuseum.org

Philadelphia Student Union
 (215) 546-3290

Asian Arts Initiative
http://www.asianartsinitiative.org

United Nations Association of Greater Philadelphia
http://www.unagp.org/

Global Education Motivators
http://www.gem-ngo.org/

American Friends Service Committee
http://www.afsc.org

University of Pennsylvania's Museum of Archaeology and Anthropology
http://www.museum.upenn.edu/new/edu/teachers/teachers_activities.shtml