

SOCIAL STUDIES INFUSED SERVICE LEARNING

Our whole school has always looked for ways to support our community and those beyond our walls. We have learned through the 11 Principle Framework that service learning is different than community service. Much of our work, although purposeful and intentional, and full of incredible character development, has all been considered community service for the majority and service for those bringing the idea to the school, such as composting and vermi-composting (Grow Detroit), hat and mitten drives (Troy Community Coalition and Troy People Concerned), stuffing stocking for overseas service members (Womens' First Marine Division), letters for soldiers, and the staff adopts a family (or two) school families each year. With that in mind, last year we began delving deeper into our understanding of this deeper character development work. We have revisited this topic at staff meetings and at this point, each grade level has designated specific content units that lend itself to service learning which creates connectiveness between content, core values, and impact of learning through service. Each grade level is pursuing ideas generated and planning for those units while others are working through them currently and even some have already completed their first iteration.

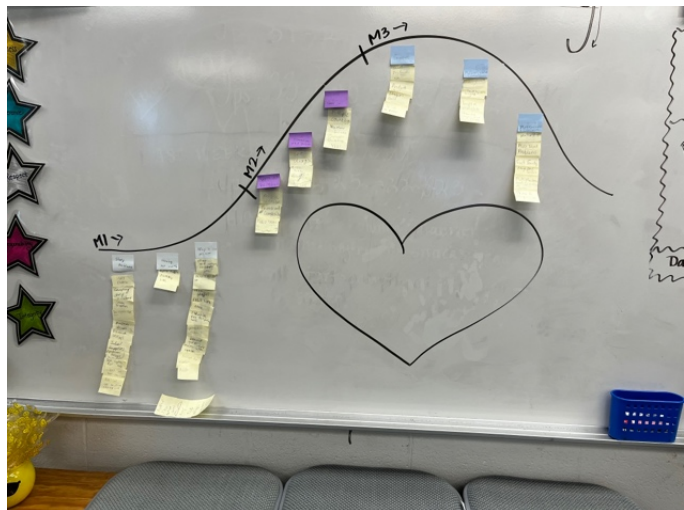
CIVICS – 4th Grade Sample

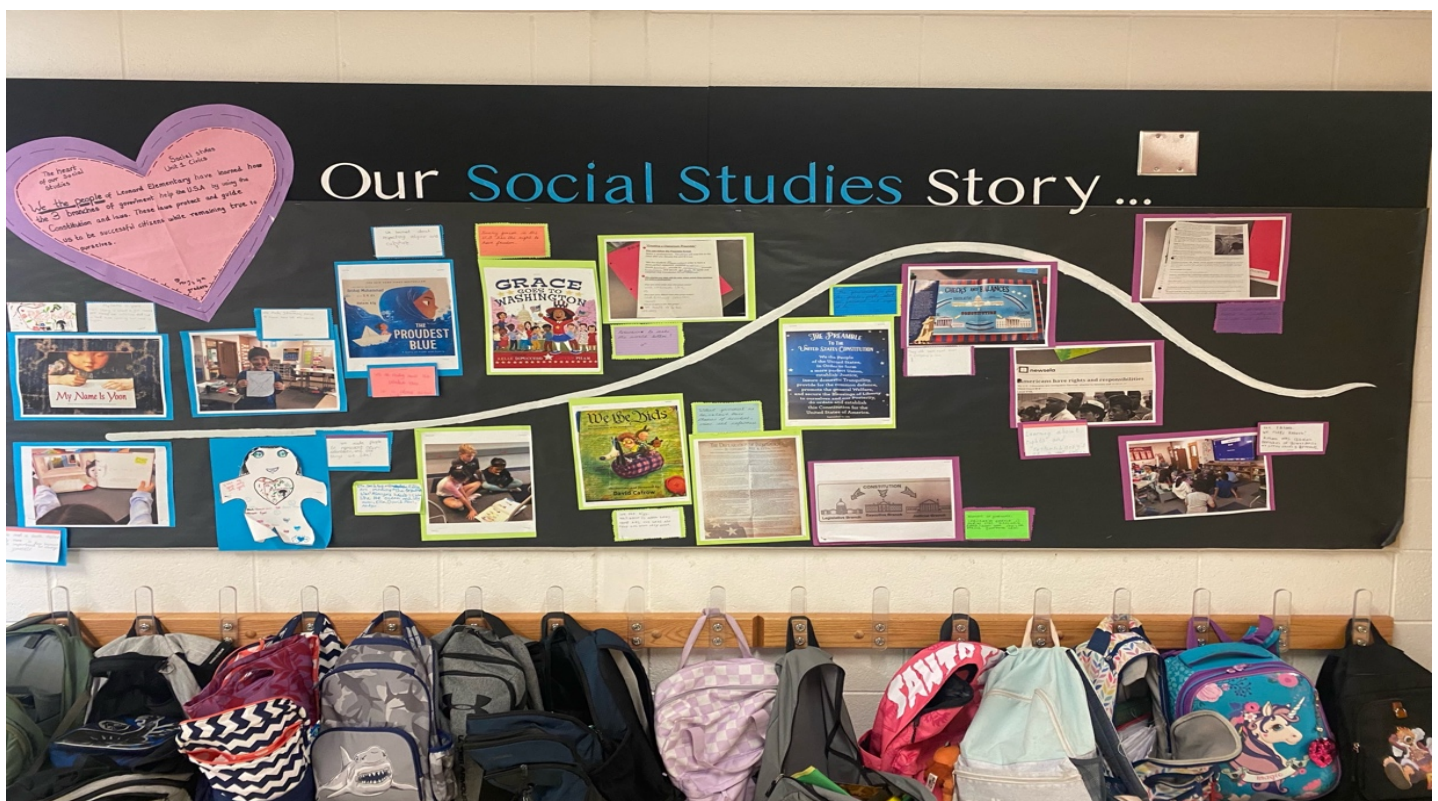
First, we dove into our CIVICS lessons that started with individual “Identity Maps” and growing them as we learned more about ourselves and our classmates. We learned the importance of our names, experiences, and heritage. We pushed our learning with thinking through “windows”, “mirrors”, to a new level to include “sliding glass doors” which demonstrates our connection to texts, new learning, peers experiences as a way to relate with things that are the same for us, different than us, and how this *information can transform our thinking*. We reviewed the value of perspective taking.

We continued learning about our civic responsibilities and the important roles government plays at the local, state, and federal levels. Our experience shed light on historical events including segregation, voting rights, and the importance of using your voice.

Once we have created our story arc, broke our story into the story parts using story elements, we brainstormed all that we learned (Cultures of Thinking Visible Thinking Routine: Generate, Sort, Connect, Elaborate) in that “part”, sorted our ideas, and then collaborated with peers to decide how to best share our learning.

In this artifact, you will find the social studies lesson plans, [Taking Learning Public - Leonard Fourth Grade](#) (click for video), and picture of the bulletin board students put together that culminates their learning as they prepared for taking action on their service-learning ideas.





In taking our learning public, we toured our school to look for ways we could support our learning and our community. In doing so, we generated action items that would make a positive impact. As a grade level, we came up with 1) Picking up the recess equipment at the end of each day, 2) Gathering litter from around the school, and 3) Ensuring our lost and found and recycling area is cleaned up. Their service-learning efforts have been transformed into student created tutorial videos and will be shared while inviting younger and older peers to join in their community service. We ARE Leonard!

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SESSION 27-30: Taking Student Learning Public

SESSION OVERVIEW: Students will LEARN HOW TO IDENTIFY A PROBLEM OR NEED IN A COMMUNITY (LOCAL, STATE OR GLOBAL) AND TAKE ACTION STEPS TO SOLVE THOSE PROBLEMS.

MATERIALS

- iPads
- paper

KLEWS

- use as needed

TEACHERS

IMPORTANT NOTE:

Lessons 27-30 are called "Taking it Public". As a classroom teacher, or building grade level, you can decide what "community" means to you. Some teachers may feel comfortable having their students focus on school community, and others may feel comfortable focusing on larger systemic global issues, such as human rights or environment. What is most important is to allow the kids to share their ideas about community needs and problems and are given an opportunity to take action to solve that problem. We have included lots of examples of different ways to take it public. You have some autonomy with this to decide how big or small you want to make it.

STUDENTS

It is important that the students' ideas are heard and validated. The power will come when the ideas come from the kids, and are guided by the teacher.

Students will:

- brainstorm
- research and investigate
- share

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<p>TEACH:</p> <p>DAY 1</p> <ol style="list-style-type: none"> 1. Prepare two chalk talks with the following questions: <ol style="list-style-type: none"> a. What are some problems in our community? b. What are some community needs? 2. After kids have shared some individual thinking, make an issues board (similar to one in reading where we make an issues wall for characters) and put up the ideas for a class visual. 3. Tell kids that they will have an opportunity to take action for this problem. As a class, kids will decide on one big idea that they want to choose. (you may have kids vote, or let kids convince others why they want a certain topic). 4. Once a problem has been chosen to address, kids and teacher work together to decide some sub-categories and kids will choose which sub-group they want to be a part of. 5. Here's what a possible example may look like: <p>Class topic: Waste</p> <p>Possible Sub-topics: food waste, littering, water waste, natural resource waste</p> <p>DAY 2</p> <ol style="list-style-type: none"> 1. Kids are in their groups and start researching their sub-topic. Websites, podcasts, or interviewing adults may be ways for kids to gather information about their problem. <p>DAYS 3-5</p> <ol style="list-style-type: none"> 1. Today, kids decide how they are going to take their ideas public. Kids make a plan and share it with the teacher for approval. How and when you decide to have the different groups share is up to you and what works best with your schedule. Don't feel compelled to do these projects right now...they can be done throughout the year if they fit in better with a different month in school. 	
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<p>TAKING IT PUBLIC IDEAS AND SUGGESTIONS</p> <p>Teachers: please note that these ideas are just suggestions for taking things public. They should come organically from the class, and can be as big or small as you feel comfortable.</p> <ul style="list-style-type: none"> • Picture books for buddy classes • Posters for the community • Poetry Slam • Podcasts • Decorate rocks to express messages about their topic • Present at a board meeting • Present at a PTO meeting • Morning announcements • Write a bill to their senator or representative • Write a letter to a community leader (possibly choose one as a class and write a shared letter) • Media center display • Class fundraiser with money going towards chosen topic • Make a spark page or newsletter to go out to school community or hand out at library 	
<p>WRAP UP:</p> <p>Reflection Questions: Have kids reflect on the following questions with their group:</p> <ol style="list-style-type: none"> 1. How do we know that we were successful in teaching the public about our problem? 2. What do we hope happens in the immediate future? 3. What do we hope happens months from now? 	<p>WRAP UP:</p>