

# Course 1: World History

**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 8 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.

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- **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 a common issue or problem in many of Philadelphia's communities. Teachers are encouraged to transform this project and take it in new directions.

**Human Rights Day:** The goal of this service learning project is for students to educate their peers and fellow citizens about Human Rights issues at home and around the world. Students will research successful strategies employed by social justice and human rights advocates. Students will raise awareness to create positive change in their school and neighborhoods by using the Universal Declaration of Human Rights (UDHR) in conjunction with their research of non violent human rights movements. After they have analyzed the tactics and tools utilized to improve human rights conditions locally, specific non-violent strategies and tactics used by social justice and human rights advocates can be used effectively in case study and experiential learning. Optional expansion activities include researching the propaganda methods used to foster negative stereotypes, violence and human rights abuses.

The project consists of students researching the global struggles for Human rights, the governments opposed, and the techniques used, comparing those that were successful short-term and long-term (8.1.9, 8.2.9 D, 8.3.9 C-D) . Students will identify non-violent tactics that have been used to combat human rights abuses, including economics, art, literature, clothing, music and organization. As students move through the traditional world history curriculum, comparative analyses can be made between struggles for political rights with those focused on the acquisition of human rights.

Students will create working groups focused on various different human rights crises throughout the 20<sup>th</sup> Century and how they apply to current crises (8.4.12). They will conduct research and present detailed multimedia educational material to the class. Subsequently, the class will sponsor a "Human Rights Day" so they can use what they have learned to educate and inform people in their school and community. (Traditionally, the United Nations sponsors a Human Rights Day for the beginning of December. You may observe that day or create your own). You may also want to consider the Human Rights Day as a kick-off event or culminating event for a larger project, such as the creation of a video about human rights that can be aired on the new Public School TV.

Among the crises that can be evaluated by students are:

- Gandhi's nonviolent tactics

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- Vaclav Havel Charter 77
- Nelson Mandela end of Apartheid in South Africa
- Tiananmen Square Protesters
- Child Labor Laws in the US
- Civil Rights Movement in the US
- Women Rights Movement in the US
- Gay, Lesbian, Bisexual, Transgender Rights Movement
- Police Brutality Protests/Black Lives Matter

## 4) Suggested Lessons/Activities:

### Situating Students in the Problem

- Take the human rights temperature at your school  
<http://hrusa.org/hrmaterials/temperature/interactive.php>

### Research

- Comparing the Bill of Rights to the Universal Declaration of Human Rights  
<http://www.pbs.org/wnet/un/classroom/lesson2b.html>

### Creating a Solution

- This will be specific to your students' interests. Students may identify any number of community or school-wide problems through the lens of human rights. They may also want to focus on the problems in another part of the world. Or, they may discover that few people in their school and their community know much about UDHR and want to launch a public education campaign to increase awareness of this important document and how it applies to our everyday lives.

### Assessment

- Involve students in determining if their intervention is successful.

## 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 is a sample rubric that covers student presentations at the actual Health Fair. This rubric was created on Rubistar, a free web-based program which can be found at <http://rubistar.4teachers.org>.

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?

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**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 UDHR.

**English** – Writing papers and informative brochures, oral communication

## 7) Where to get more info?

Human Rights Squares: <http://www1.umn.edu/humanrts/edumat/hrsquares/original.pdf>

History of Nelson Mandela and his struggle to end Apartheid in South Africa:

<http://www.pbs.org/wgbh/pages/frontline/shows/mandela/teach/>

Women's Suffrage Movement:

<http://memory.loc.gov/learn/lessons/00/suffrage/teacher.html>

Worldwide Child Labor Activist, Iqbal Masih:

<http://www.childrensworld.org/engiqbal/index.asp>

United States Government's Bill of Rights: <http://memory.loc.gov/const/bor.html>

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

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

Black Lives Matter at School: <http://www.blacklivesmatteratschool.com/curriculum.html>

## 8) Local Partners:

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>

Black Lives Matter Philadelphia: <https://www.blmphilly.com/>

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This curriculum insert was developed by Heather Margolis, Education Director of City Year Greater Philadelphia, as part of a collaborative effort between the School District of Philadelphia and several local community-based service-learning organizations, designed to integrate service-learning with the new core curriculum.

Revised by Ben Sereda, Administrative Coordinator PHENND 8/19/2020