Not Forgotten
Model K-12 Service-Learning Lessons

Overview

Students will learn about immigration and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity. By conducting research on customs and rituals across time periods, students will make a connection between local history and how it fits into the larger stage of American history. Students will learn to appreciate and identify the burial site as a primary historical repository while performing a meaningful historical preservation service.

Contents
1. *Lesson Plan Information*. Description of lesson content:
    a. Standards addressed
    b. Objectives
    c. Time and materials needed

2. *Service Learning Components.* Description of lesson using the five service-learning components:
    a. Investigation
    b. Preparation
    c. Action
    d. Reflection
    e. Demonstration/Celebration

3. *Standards*: description of how lessons meet each of the standards.
    a. Duration and Intensity
    b. Link to Curriculum
    c. Partnerships
    d. Meaningful Service
    e. Youth Voice
    f. Diversity
    g. Reflection
    h. Progress Monitoring

Lesson Plan Information
Title: The 'Not Forgotten'
Grade level(s): 10-12
Subject area(s): English Language Arts, American History, Career Education

Standards addressed:
History
- Order events and construct timelines.
- Demonstrate an understanding of cause and effect, and the relations between events.
- Make connections between key people and events.
- Compare and contrast ideas, rituals, customs, and concerns.
- Understand immigration and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
- Maintain a system (e.g., history notebooks) for collecting, referring to, and sharing notes, thoughts, and writings, including formal writing products.

English Language Arts
- Facilitate discussion groups independent from the teacher.
- Organize and present ideas in a logical order.
- Use information to inform or change their perspectives.
- Conduct interviews for research projects and writing.
- Collect information for writing from different texts and sources.
- Maintain a process for recording, collecting, referring to, and sharing ideas and information for writing.
- Select appropriate strategies for revising work.
- Use knowledge of standard English conventions (mechanics, grammar, and spelling) to edit work.

School to Career Competencies
- Communicate and understand ideas and information.
- Collect, analyze and organize information.
- Identify and solve problems.
- Use technology.
- Initiate and complete entire activities.
- Act professionally.

Objectives:
- Through research, students will make a connection between local history and how it fits into the larger stage of American history.
- Students will learn about customs and rituals across time periods.
- Students will learn to appreciate and identify the burial site as a primary repository for studying men and women who served the nation since the American Revolutionary war times.

- Students will learn about conserving and stabilizing aging tombstones. They will be involved in beautifying and maintaining hallowed grounds.
- Students will learn how to partner and work with city organizations.
- Students will gain an appreciation for history.
- Students will provide a meaningful service to their community.

Time needed for completion: Activities in the classroom and out in the community will be conducted during a daily history class period over a span of one semester (approximately 70 hours – across 16 weeks).

Materials needed: digital camera, digital camcorder, CD and CD burner, scanner, printer, Internet access, ribbons and American flags for decorations
Literature: A Graveyard Preservation Primer (American Association for State and Local History Book Series) by Lynette Strangstad, 1995: Altamira Press.

Service-Learning Components

Investigation
Choosing a Project (Weeks 1-2)
As part of an American History class, students brainstormed potential ideas that could be conducted as a service-learning project.
- They were asked to name problems they either saw or knew about in the local community.
- The problems were categorized and a group of students were asked to pick a category and devise a brief plan in order to address the problems.
- Each group presented their plan to the class.
- The class then voted as to which plan would become the class project. The project that won was a local historical site cemetery. The site dated back to the Revolutionary War era, contained the remains of men and women with many identities unknown to the current community residents. The cemetery was also identified as a site that could use some grounds attention or care. The students and teacher discussed more about why they thought the project would be of value both to their own learning and of service to the community.

During the initial conversations and discussions students agreed upon rules for smaller group and larger group discussions where all students had opportunities to voice their opinions. Students agreed to treat each other with mutual respect for opinions and perspectives during discussions and decision-making. Students talked about the issues as they arose and reflected on them in their journals.

Needs Assessment (Weeks 3-4)
In order to make sure that the service students provided would be an effective contribution to the community, the students conducted a community needs assessment. Students decided to survey a sample of community people as to what types of problems were associated with the cemetery.   Students brainstormed about the types of

questions to include on their survey. A draft instrument was developed by a group of volunteer students and presented to the class. Other students were busy developing the sampling technique to be used and dividing up the town into sections and developing telephone lists of potential people to survey based on those sections. Lists were divided among students. Under the leadership of several students, the telephone surveys were conducted and the results were analyzed. Students compared the needs identified by the community with their original ideas and determined: (1) the grounds could use some extra attention; (2) they could provide the local historical society with their research findings on people who were buried in the cemetery; and (3) they could help decorate the cemetery for local events such as Memorial Day or Veterans Day celebrations as suggested by local veterans.

The students reflected on their previous discussions about the value of the project and the part they could play in their community as citizens. Overall, the students said that they would learn more about the local people over the centuries and their part in local history; the comparison of local history to what was occurring nationally; the customs and traditions of these people over the years; the science of preservation associated with grave stones and other artifacts found within the cemetery boundaries; and sharing their findings with the community and working on beautification of the cemetery.

Preparation
(Weeks 6-8)
The teacher provided an agenda of the major historical events to be covered during the semester. In addition, the teacher held classroom discussion about their knowledge of the local cemetery and the persons or groups of people who were laid to rest within the cemetery. The teacher also asked students about historical events that they might know about that had taken place within the community. Since students would be talking with and interviewing community members, the teacher worked with students on interviewing and general communication skills. Given that the cemetery might bring forth affective responses from both community members and possibly students, the teacher talked with students about the topic and how to best respond when interviewing people on a sensitive subject. The teacher and class discussed preconceptions that might apply to activities and participants and the part that they might play in their project.

Students divided themselves into teams for the preparation or planning component of the project with some students volunteering to plan for the historical research part of the project and a second group volunteering to plan the work associated with the beautification part of the project. Student leaders were identified for the two tasks.

Historical Research Planning
The team identified people and potential partners that they would need to talk to in order initiate the research portion of the project. They identified the local librarians as important resources as well as people from the local historical society, museum, and the keepers of cemetery records. Students took on leadership roles as they volunteered to initiate conversations with representatives of the identified organizations.   Students contacted organizational representatives and the team initiated collaborative planning

In collaboration with the cemetery owners/keepers, plans were made to record the names and dates of tombstone information if not already on file. Information gathered from the tombstones and records regarding dates were organized into time periods matching those events to be covered in class. Students planned to conduct online research accounts of these time periods. Plans were made to research documents at the historical society and also at the library.

Cemetery Beautification
The cemetery beautification team identified people and partners whom they would need to contact. As contacts were made, collaborative planning took place.
Plans were made in collaboration with the cemetery grounds keepers about potential student responsibilities for preservation and beautification. Veterans, interested community leaders, and other community members were invited to plan for decorating graves and honoring those people represented in the cemetery through local holiday celebrations.

Groups presented their plans to the class as they were drafted and finalized.

Students kept a journal and reflected on the planning activities. These activities were also discussed in class along with problem solving discussions when needed.

Action
(Weeks 9 -15)
Students turned plans into actions. Both planning teams of students participated in all activities. The following is a list of activities that were implemented.

Historical Research Activities
- Students interviewed librarians about working with primary sources;
- Students researched online accounts of major historical events both locally and nationally;
- Students visited the local historical society to examine photos, letters and journals;
- Students examined and recorded information found on each of the cemetery stones, and photographed each stone;
- Students noted ethnicities represented within the cemetery and the location of those ethnicities;
- Students researched cemetery records;
- Students connected those names and events identified through library and historical society research with those names found on cemetery stones making note of contributions of individuals as well as family groups, ethnic groups, and community groups;
- Students interviewed their own families and relatives about the community's history; and

- Students assembled research information, statistics, and material into a searchable public database available at the high school, public library, and on CDs.

Cemetery Beautification Activities
- Students worked with museum and cemetery officials to learn about cemetery artifacts preservation;
- Students examined head stones and other artifacts and discussed what preservation efforts were needed;
- Students helped with cemetery clean-up efforts; and
- Students collaborated with veterans and community members about decorating the cemetery ground for the Memorial Day celebration.

Students maintained communication with partners and other interested community members about progress on beautification plans and on research and database activities. Students regularly entered reflective thoughts about activities in their journals as well as discussed the activities during class. Problems and possible solutions were addressed and discussed during class. Students discussed and wrote in their journals about meeting their project goals and objectives.

Reflection
Ongoing
A review of the reflection activities is as follows:
- Reflections were recorded in journals during class on a regular basis concerning all stages of project activities;
- Students were given a format to use while writing in their journals. Questions were addressed in phases. They were told to address the connections between the local findings and American history; the value of knowing history; the importance of local history to the community; surprising facts that they had learned about; and their own place in history.
- Journals were submitting monthly and were graded for content and writing standards;
- Research findings and project activities were discussed with the class along with the types of questions that they were addressing in their journals; and
- As a culminating reflection activity, students summarized what they had learned as a result of the project. Students discussed what effect the project had on themselves as individuals, the effect on the community, and the next steps to sustain the project.

Demonstration/Celebration
(Week 16)
- Students, veterans, and other interested community members organized a Memorial Day celebration at the cemetery site;
- Information about the Memorial Day tribute was advertised through local schools, public bulletin boards, newspapers, and radio station;

- Students celebrated the accomplishments of their work through the Memorial Day celebration;
- Students talked with the community members about their cleanup efforts and worked with the veterans group to place flags, ribbons, and flowers at gravesites;
- Students prepared stories, poems, collages, and power point presentations to share with the community about what they had learned and presented them during the Memorial Day celebration;
- Students demonstrated the database they had developed to the community and informed the community about how the database could be accessed;
- The community partners recognized the students' efforts by provided each student with a letter of commendation; and
- At the end of the celebration, students paired up with a community member and talked about what effect the project had on the community, on them as individuals; and what could be done to sustain the project.

Service-Learning Standards

Duration and Intensity
Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:
1. Service-learning experiences include the processes of investigation of community needs, preparation for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning provides enough time to address identified community needs and achieve learning outcomes.

- Each of the components is addressed in the lesson plan.
- The lesson/project is conducted during a daily history class period over a span of a semester.
- Over the semester, groups of students work in the community researching local history and associated persons; work within the cemetery and collaborate with the community on a Memorial Day celebration.

Link to Curriculum
Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:
1. Service-learning has clearly articulated learning goals.
2. Service-learning is explicitly aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in School Board policies and in student records.

- Learning goals are identified.
- The service learning experience is tied to American history coursework as well as language arts and school to work competencies.
- Writing and communication skills learned in language arts are applied in reflection, demonstration, and celebration activities.
- Involvement in the service-learning project was noted in all student records.

Partnerships
Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:
1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs and view each other as valued resources.

- Students developed partnerships with the veterans, community leaders, local cemetery, historical society, museum, and library representatives;
- Students collaborated with partners on research, documentation, and beautification plans.
- Students maintained communication with partners about project progress.
- Students worked with partners in implementing activities and demonstration events.

Meaningful Service
Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:
1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

- Activities are appropriate for high school students studying American history.
- The people and issues investigated represent a part of local history and American history.
- The students investigate customs and rituals of the period. In addition, students learn about other local history and customs.

- The community gains student help in the upkeep of the historic site and has access to the student developed database.

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:
1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

- Students identified issues of interest, community needs, the needs, and appropriate partners.
- Students investigated and decided on what resources were available to investigate the history associated with the burial site and its inhabitants.
- Students voiced their preference in conducting activities.
- Students took on leadership responsibilities in conducting activities and in decision making.
- Adults and students created ground rules for expression of opinions, the discussion of and acceptance of differing opinions.
- Students openly discussed research findings and field experiences.
- Students reflected on the quality and impact of their project.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:
1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

- Students openly discussed and analyzed their findings based on ground rules set for mutual respect for differing perspectives of participants in the project.
- Students showed mutual respect and honored differing perspectives during conflicts and decision –making when the need arose.
- Through discussions, students address stereotypical information on individuals or groups as it was gathered. Students talked about the need to provide information without using stereotypes.
- Students discussed the historical contributions of people from different ethnic/racial groups in the community.

Reflection
Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:
1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience to understand connections to public policy and civic life.

- Students reflected on their activities from project start to finish through discussions and through journals.
- Students demonstrated their understanding through verbal discussions and presentation, written word, and through active role-playing.
- Students reflected on preconceptions and stereotypes.
- Students discussed how the project made contributions to the community.

Progress Monitoring
Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policymakers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

- Students reflected on meeting project goals.
- Learning outcomes related to content standards were assessed through unit quizzes, tests, and journal entries.
- Students and teacher regularly communicated with partners about plans and implementation and gather their feedback.
- Students regularly addressed problems that were encountered in order to improve project experiences.
- Students demonstrated their learning through the database that they developed as well as through celebration poems, stories, and presentations.

Sources:
Adapted from *The Not Forgotten – Sharing History and Archeology* by Dwight Harrison Barnett, History teacher at Charlestown High School, Charlestown, Massachusetts.