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Educator's Guide

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CiviConnections

Constructing the Past ★ Creating the Future

Educator's Guide

by Rahima C. Wade, Ed.D.

Corporation for
**NATIONAL &
COMMUNITY
SERVICE** 

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Educator's Guide

by Rahima C Wade, Ed.D.

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Introduction

In the fall of 2003, the National Council for the Social Studies (NCSS) was awarded a teacher training grant from the federal Corporation for National and Community Service to fund “CiviConnections: Constructing the past, creating the future.” The NCSS proposal was one of just 8 chosen for funding in the new 2003 grant competition on “Linking History, Civics, and Service.” From 2003 to 2007, CiviConnections will involve more than 297 teachers and 7,425 3rd - 12th grade students nationwide in linking local history inquiry with community service-learning activities. Teams of three teachers apply for \$7,500 grants to cover their costs for attending a summer workshop, implementing the program during the fall, and attending the NCSS Annual Conference. Dr. Rahima Wade, Professor at The University of Iowa, serves as project director. Dr. Wade and Dr. Linda Levstik, professor at The University of Kentucky, are co-facilitating the summer workshops.

CiviConnections will engage selected teachers and their students in the following activities: 1) Students and teachers choose a current issue of concern or need in the local community, 2) Students become inquiring historians as they investigate the issue throughout their community’s history, 3) Students compare their local findings with learning about the selected issue in our nation’s history, 4) Students look at how the issue is impacted by one or more government documents, such as the Bill of Rights, 5) Students design and conduct quality service-learning activities to work on the issue and strengthen their community, and 6) Students create a public display to educate the community and celebrate their collaborative service projects. Teachers will develop and adapt these activities based on their students’ interests and abilities, the needs or problems in the local community, and their local social studies curriculum.

Requirements for the 2004 application include the following: 1) apply in a team of three teachers from grades 3-12 in the same school district, 2) be regular or comprehensive individual members of National Council for the Social Studies (or agree to join if your application is accepted), 3) partner with at least one local community agency, 4) involve at least 25 students per teacher in at

least 20 hours of service each (this may include a variety of activities including community interviews, letter writing activities in the classroom, service with individuals in the community, creation of the public display, and attendance at the culminating community celebration), 5) attend one 2-day summer 2004 workshop and on Friday, November 19, the 2004 NCSS Annual Conference in Baltimore, MD (all travel, lodging and meals are to be paid from the \$7,500 grant), 6) implement the program during the Fall of 2004, and 7) comply with grant evaluation and reporting procedures.

The information and articles in this CiviConnections Educators’ Guide have been developed to assist participating teachers in designing and implementing exemplary community-based educational programs with their students. The Guide consists of the following chapters in three parts:

Part 1: **Basic Components of CiviConnections**

1) Historical Inquiry

Historical inquiry is the first foundational component of the CiviConnections program. Inquiry into the history of the local community provides a basis for students’ development of strategies for serving and improving their community. In this section of the guide, key ideas about history, history teaching, historical inquiry, and classroom community building are presented.

2) Community Service-Learning

Community service-learning (CSL) is the integration of school or community based service activities with academic skills and content and structured reflection on the service experience. CSL is the second foundational component of CiviConnections; this section of the Guide provides teachers with an overview of the basic principles and essential elements of CSL and examples of CSL for 3rd – 12th grade students.

Part 2: CiviConnections Steps

3) Choosing an Issue

The first step in the CiviConnections program is choosing a social or environmental issue as a focus for learning and service. This section provides multiple pathways for teachers and/or students to choose an issue and a list of possible issues for the program.

4) Investigating our Community's History

This chapter offers a range of strategies for involving students in learning about their chosen issue in the local community's history. Students are encouraged to engage in both firsthand research as they talk to longtime residents of the community as well as to access the community's written records.

5) Exploring our Nation's History

An in-depth understanding of the local community's history needs to be situated within an understanding of national conditions and events related to the issue under study. This section of the Guide describes methods and resources for learning about social and environmental issues in U.S. history.

6) Examining Government Documents

This chapter of the Guide explains how teachers and students can use government documents such as the Bill of Rights, the Constitution or the Universal Declaration of Human Rights to reflect on how they might change or improve their community. These documents and others listed in this section highlight essential principles of democratic living and social justice.

7) Improving our Community

Having reflected on the principles in government documents as well as having studied the evolution of their issue in both their local community and the nation, students are now positioned to plan and implement ways they can take action to improve their community. This section covers options for indirect and direct service activities as well as advocacy experiences students can employ to create positive change.

8) Celebrating Service and Learning

Each CiviConnections program is designed to result in a community-wide celebration of students' learning and service. This section addresses options for when and where to hold the celebration, who to invite, and how to feature students' accomplishments in ways that will engender inspiration and further action on the part of the community members who attend the celebration.

Part 3: Grant Nuts and Bolts

9) Grant Funds and Expenditures

Here teachers will find needed information for how to access their CiviConnections grant funds and guidelines for how these funds can and cannot be spent. Details are also provided on required grant fund expenditures.

10) Grant Reporting and Evaluation Procedures

It is very important that all CiviConnections teachers comply with the grant reporting requirements and evaluation activities. The tasks and an associated timeline are explained in this part of the Guide.

Chapter 1: Historical Inquiry

Historical inquiry is the first foundational component of the CiviConnections program. Inquiry into the history of the local community provides a basis for students' development of strategies for serving and improving their community. In this section of the guide, key ideas about history, history teaching, historical inquiry, and classroom community building are presented.

Note: This chapter is excerpted and adapted from Chapters 1-3 in *Doing History: Investigating with Children in Elementary and Middle Schools* by Linda Levstik and Keith Barton, Mahwah, NJ: Lawrence Erlbaum, 2001.

A Context for Studying History

History Helps Us Think About Who We Are

In the identification of family characteristics, the passing on of family heirlooms and artifacts, of stories shared and times remembered, we build our personal and family histories and learn something about who we are—or who we would rather not be. Anyone who has listened to family stories grow and change over time, however, also knows that interpretation shifts with the teller. All of us, then, start with our own diverse social histories—the story of who we are as interpreted through the experiences of daily living, family stories, pictures, and artifacts.

For much of the 20th century, however, school history derived mainly from the political life of nations and emphasized the study of leaders. History instruction began with the assumption of a unified society, telling a broad story that tended to de-emphasize racial, ethnic, gender and class distinctions. As a result, many of us became invisible in history. If our students are to be visible—able to see themselves as participants in the ongoing drama of history—then we have to rethink the ways in which we conceive of history:

- Begin with the assumption of a pluralistic society. All of us belong to many groups that are intricately related to each other. Some of us have exercised more power than others; others have more often been excluded from power.

- Recognize that no single story can possibly be our story. Instead, our multiple stories braided together, constantly speak to and against each other. Each of us is a strand, but not the whole.
- Remember that history is alive. All our stories are only partially known, always unfinished, and constantly changing as we speak and act.

History Helps Us Picture Possible Futures

Because history is a work in progress, it always tells us more than who we (and others) were or are at the moment. By marking out particular paths to the present, history also points to some possible paths to the future and forecloses others.

Shifting the focus of the history curriculum to a pluralist perspective presents a more inclusive and authentic vision of the futures available to all students. Studying a range of perspectives helps students understand discrimination, marginalization, and opposition, as well as power and privilege. It opens up a broader range of possible ways of acting in the world—and acting in the future. To help students envision such a history:

- Focus on enduring human dilemmas. Emphasize that the dilemmas of the present have their roots in the past. Untangling those roots can be both freeing and empowering.
- Focus on human agency. Emphasize the ways in which people have acquiesced to, ignored, or acted against oppression and injustice, as well as the ways in which people have worked to build the futures they desired.
- Focus on subjecting interpretations to scrutiny and skepticism. Emphasize the “authored” nature of historical interpretation. Whose voice is heard? Whose is left out? How else might the story be told?
- Connect to the micro-level. Emphasize bringing historical perspectives to bear on current issues both in the classroom and the larger society.

- Connect to the macro-level. Study discrimination, marginalization, and opposition as global phenomena that require global as well as local and national responses.

History Is About Significant Themes And Questions

If history helps us think about who we are and to picture possible futures, we cannot afford a history curriculum mired in trivia and limited to chronological recounting of events. Instead, we need a vibrant history curriculum that engages children in investigating significant themes and questions, with people, their values, and the choices they make as a central focus. In the past, we have assumed that students needed “basic skills” before they could engage with big issues. The trouble with this is that timelines, names, and memorized “facts” are not history, and they are certainly not compelling. The enduring themes and questions that humans have struggled with over time are, however, more compelling history. In the past, we have reserved these for historians and then wondered why children too often found history insignificant. By shifting the instructional focus from hearing about one historical story to asking questions worth pursuing, children have an opportunity to engage in the real “basics” of history.

History Is Interpretive

No historical account can be entirely objective, historical knowledge always involves interpretation. At the most basic level, anyone interested in knowing what happened in the past faces a problem peculiar to history: The events are already over with and cannot be directly observed or repeated. As a result, finding out what happened always involves indirect methods (such as using primary sources and artifacts), and this requires interpretation: The historian has to decide which sources to use, how reliable they are, and what to do when they contradict each other. The historical record is more often incomplete than contradictory, though, and so the historian has to piece together fragments of information to construct a complete description. Such descriptions inevitably involve speculation, since some facts can never be recovered.

History Is Explained Through Narratives

Historical accounts also involve a more important kind of interpretation—not just in establishing what happened, but in showing how events relate to each other. A simple list of events from the past is usually referred to as a chronicle. History, however, is something more: Histori-

cal explanations frequently explain events in a narrative form. A historical account, then, often is a story about the past—with a beginning, middle, and end, and a setting, characters, problem (or problems), and resolution.

But whenever history is told as a narrative, someone has to decide when the story begins and ends, what is included or left out, and which events appear as problems or solutions. As a result, historical narratives always involve interpretation: Someone decides how to tell the story. Deciding which events to include and which to leave out forms one of the most basic aspects of historical interpretation.

What appears as failure from one perspective appears as victory to another. One may see progress where another sees decline, one may find the importance of events that others ignore, and so on. Far from being avoided, debates over interpretation are at the very heart of the historical profession. Historians know that more than one story can be told about the same events and that interpretations will change over time; there is simply no single, unchanging story of history. Such ambiguity is regarded as an inevitable, productive, and desirable part of the search for historical knowledge.

History Is More Than Politics

The historical narratives that students encounter at school focus almost exclusively on the political and diplomatic history of the United States—the history of laws, presidents, wars, and foreign relations. Information that does not fit into these categories is rarely afforded much (if any) importance. As a result, those who traditionally have had little access to politics—such as women, people of color, and the poor—have been largely excluded from the narrative interpretation of American history. Deciding to limit one’s attention to politics, then, amounts to excluding large portions of the population from U.S. history; it is one way of deciding what is left in and out of the story.

Put simply, there is not a single story of history, but many stories. Native-European relations, the American Revolution, slavery, changes in domestic labor, immigration, the Vietnam War—all these will look different from varying perspectives. Each point of view will regard some events as more important, others as less so; each will include some details while omitting others; what appears as progress in one story will seem like decline in another; and

solutions will be regarded as problems in another. Each story will invariably contain the kind of interpretation that is an inseparable part of historical understanding.

History Is Controversial

The combination of interpretation and importance makes for a volatile mix. If historical truth were handed down to us on a stone tablet, the meaning and significance of the past would be certain and unchanging, and there would be no room for controversy. Not only would we know about what happened in the past, but we would know just what story to tell about it; anyone who suggested alternative explanations could be considered an unenlightened crank. And if history were unimportant, if it were not so central to our individual and collective identity, its interpretive nature would hardly matter. Historians and others could be relegated to the remote confines of archives and libraries, where they would be free to argue over their conflicting narratives, out of sight and out of mind. But history has a more vital fate: Because many stories can be told about the past and because those stories powerfully influence our understanding of who we are and where we came from, history is destined to be among the most controversial areas of human knowledge.

Teaching and Learning History

Learning Means In-depth Understanding

Psychological research that investigates differences between experts and novices in various fields indicates that those who are more capable do not simply know more, nor do they necessarily have any greater general intelligence or reasoning ability; rather, they have a better understanding of the key concepts of the field and a more developed understanding of when and how to apply those concepts. Good teaching, then, focuses on helping students learn important organizing ideas, rather than simply covering massive amounts of factual information.

To develop an in-depth understanding of history, students have to engage in sustained study of [meaningful] topics. Instead of moving through the major events of world history chronologically, for example, a teacher might devote a two month unit to the history of human interaction with the environment. A unit like that would not mean identifying every time people and the environment have interacted—obviously impossible!—but developing students' understanding of the variety of ways people throughout time

have adapted to the environment, changed it to meet their needs, competed for resources, and so on. And rather than learning a list of names, dates, and events (to be forgotten quickly), students would be doing history—questioning, collecting data, interpreting, explaining. Admittedly, a teacher may cover less material that way, but students will learn more of the things that make for expert understanding.

Instruction Must Build On Students' Prior Knowledge

To help students develop their understanding, teachers must directly address the knowledge they bring with them to school and build on it whenever possible. To learn, people have to link new experiences to previous understanding. They have to restructure their mental schemas.

Unfortunately, textbooks and other materials rarely devote much attention to students' prior understanding. Of course, every child, every class, and every community is different, and no textbook could address the variety of experiences or range of understandings. To understand information—not simply repeat it—students must connect it to their previous understanding. Teachers, the people who know students best, have to find out what they know and how to build on that knowledge.

Another important way to connect history to what students already know is by focusing on the everyday lives of people in the past. Children understand situations in terms of how they involve people. When the race is on to make it through the textbook, though, the human element is the first to get pushed aside, and students wind up studying the things they know the least about, such as politics, diplomacy, and government. The absence of people in the study of history may account for the lack of enthusiasm that has been attributed to the subject. By focusing on people, teachers can both build on what students know best and give them a better sense of what historians actually do.

People Learn Through Disciplined Inquiry

People learn when they seek answers to the questions that matter to them; their understanding changes only when they become dissatisfied with what they know. The process of asking meaningful questions, finding information, drawing conclusions, and reflecting on possible solutions is known as inquiry.

Outside school, learning almost always takes place within the context of purposeful activity: People learn because they need to know how to do something important, and they can see examples of what it looks like to accomplish these tasks.

Unfortunately, schools rarely engage students in authentic inquiry; their experiences are usually determined by the content of textbooks or curriculum guides rather than the pursuit of meaningful knowledge. Children have few chances to investigate that have meaning for them or that engage them in realistic challenges. The study of history must begin with the concerns and interests of students and must help them find answers to questions that grow out of those concerns and interests. This means that students have to learn what it is to ask and answer historical questions—how to find information, how to evaluate sources, how to reconcile conflicting accounts, how to create an interpretive account. And students certainly must learn what the authentic application of historical knowledge looks like: They must see how history can explain the present and they must see this in the most authentic of ways—through the comparison of conflicting ideas about the nature and significance of the past.

Teaching Means Scaffolding

Most students need direct help to make the most of their experiences, and teachers' most important responsibility is to provide them with the structure they need to learn—a process known as scaffolding. Children learn best when they take part in joint activities with teachers (and more knowledgeable peers) who help them go about their studies.

Scaffolding takes many forms. First, teachers have to encourage students' interest in accomplishing tasks; although children are naturally inquisitive, they are more likely to follow through with their investigations when teachers help them develop and maintain interest. Second, teachers must actively support and encourage students as they work through assignments. This support often involves breaking a task down into manageable components. Students learn more from inquiry when teachers give them experience developing questions, identifying resources, and planning presentations then when they are just sent to the library and told to "do research."

Another crucial element of this scaffolding is the teacher's modeling of procedures. As suggested earlier, teachers must demonstrate what it looks like to do history; just as students need to see their teachers reading and writing, they need to see them grappling with historical questions, collecting information, making generalizations, and so on.

Finally, teachers have to give students critical feedback on their performances: They must help them understand how their work compares to ideal versions. Without such feedback, many students will not know whether they are accomplishing a task successfully. The ultimate goal of all these forms of scaffolding is to transfer control from teacher to student by enabling students to plan their learning and monitor their own progress—abilities sometimes referred to as meta-cognition.

Constructive Assessment

By constructive evaluation, we mean first and foremost that it serves a constructive purpose—it has beneficial effects on teaching and learning. For students, this means that evaluation tasks allow students to show what they know rather than what they don't know. When teachers and students work together—looking for the best means of demonstrating what's been learned—students' self-esteem benefits because they have every chance to live up to their potential. The teacher's instruction is more effective, meanwhile, because she gains more complex insight into what students know and what they still need to learn.

To gain this kind of insight, a teacher needs more than one way of tapping into students' achievement. By combining several means of assessment, she can be more confident of finding out what they know and can do. Three of the most useful ways of finding out about students are through their discussion, their writing, and their performances or presentations. Using multiple means of assessment gives each student a chance to show what he or she knows. This approach also frequently involves giving students choices. In some cases, students may choose the form their assessment takes—a student might be allowed to decide, for example, whether an inquiry project will result in an essay, a poster, a videotape, or a presentation to the class.

Assessment activities should also be authentic—they should be similar to the tasks people do in their communities, their businesses, or in scholarly disciplines.

This often involves preparation for an audience beyond that of the teacher.

Perhaps the most important principle to keep in mind in assessing students' historical understanding is that constructive evaluation must be consistent with a constructivist perspective on teaching and learning. People learn new information by linking it to what they already know; their understanding, then, is never a simple reproduction of the information they encounter, but always an interpretation in light of prior understanding. Learning about history is not an all or nothing process in which you either "know" a topic or you don't, but a lifelong process of schema building that involves not only a greater quantity of information, but increasingly sophisticated insights into the connections and relationships among concepts. Constructive evaluation seeks to provide teachers and students a picture of how this schema-building process is going, rather than assessing whether students have "caught" discrete pieces of factual information.

Building a Classroom Community of Historical Inquiry

Communities of inquiry have several common characteristics:

- There is lively conversation and intellectual negotiation among participants who each have varying degrees of expertise in the topic at hand.
- Conversation focuses on questions and tasks worthy of sustained discussion and in-depth study.
- Students use both prior knowledge and newly gathered data to "master perplexity"—to make sense out of what seemed to not make sense when their study began.
- Teachers model and students practice "classroom thoughtfulness"—taking the time necessary to think carefully and thoroughly before responding to questions or attempting to resolve problems.
- Students do history—they pose, investigate, and at least tentatively answer historical questions and develop historical explanations and interpretations—they don't just memorize the history others have done.

Talking Historically: The Importance of Questions

As they participate in conversation, children not only think about what counts as history, but consider why peo-

ple might exaggerate beyond historical data and how different genres use historical information—important questions about the way history is used in the larger world. They also learn that some of the most interesting questions don't have single, or easy, answers. These questions are central to reflective, disciplined inquiry, but equally important is the historical talk surrounding them. Talking historically is more likely to occur where teachers and students value the multiple perspectives that diversity can provide, where conversation revolves around questions worthy of discussion, and where conversation is supported by sustained inquiry.

If children are to enthusiastically engage in sustained conversation about history, four things are required: questions that are worth discussing, questions that do not have simple or single answers, sufficient and appropriate data sources so that students can attempt to answer the questions, and imaginative entry into the past.

Imaginative Entry

While in-depth understanding in history comes as students assess, organize, and interpret historical data in the ways already described, it is also grounded in imaginative entry. Students might, for instance, participate in simulations and role plays, or recreate biographies or historical stories that require imaginative entry into an historical event. We are not suggesting fanciful retellings of history. Rather, students must speculate on the motives, values, and choices of historical actors in order to build supportable, discipline-based accounts that explain events. In doing so, they must imagine the perspectives of participants from another time and place, without imagining beyond their data.

Another feature of in-depth study is the application on new learning beyond the classroom. In other words, disciplined inquiry has value and meaning beyond success in school. Remember that we already said that history presents us both with stories of origins and possible destinations. These are not just school stories left behind when children exit the classroom. Instead, these are stories that have the power to transform students' understandings of themselves and their possible futures.

In one sense, our lives become meaningful when we see ourselves as actors within the context of a historical story—we look for the connections among past and current events, the lives of those around us, and our own lives.

We begin to recognize that no society or group of people is wholly wise or virtuous, that all of us have the capacity for both good and ill. Wisdom develops as much from stories about human failure as from stories of success. In short, to see ourselves in historical perspective, we need stories about the range of human experience, and we have to learn to evaluate the meaning of those experiences from many perspectives.

Reflection And Assessment

Rich communities of historical discourse provide teachers ideal opportunities for constructive assessment. These classrooms provide a wide array of data about students' developing historical understanding—they give teachers insight into how students are progressing along the road to increasingly mature historical thinking. Teachers learn what students can do historically by engaging them in authentic historical activities; students' talk, question setting, research and interpretation all offer insights into what they know and what they still need to learn. Constructive assessment in history can involve peer and teacher review, self-assessment, anecdotal records, formal scoring rubrics, checklists, and other formats for gaining insight into students' thinking. A teacher's "kid-watching" skills and a willingness to document her observations are the best tools she has for assessing this progress.

One challenge for teachers is organizing this array of data so that it provides useful information, not just to the teacher, but to students and their parents and guardians. Most of the teachers with whom we work accomplish this complex task by using portfolios as a means of organizing assessment data. This involves not only collecting student work, but helping students learn to monitor their own progress by involving them in the task of assessment.


Conclusion

As you read the chapters in part 2 of the CiviConnections Educators' Guide, you will see how the program has been developed based on these key ideas about history, history teaching, historical inquiry, and classroom community building. The CiviConnections program engages students in identifying significant questions about a topic of concern in their community, investigating those questions using multiple data sources, and talking historically about their findings. Finally, students conduct these activities not only to understand the past, but also to work in their

community toward a better future.

Students' efforts to solve real community problems while they "make history" in their own community are discussed further in the next chapter on community service-learning.

Chapter 2: Community Service-Learning

 Community service-learning (CSL) is the integration of school or community based service activities with academic skills and content and structured reflection on the service experience. CSL is the second foundational component of CiviConnections; this section of the Guide provides teachers with an overview of the basic principles and essential elements of CSL and examples of CSL for 3rd – 12th grade students.

Note: This chapter is excerpted from Chapter 1 in Wade, R., ed. *Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies*. Silver Spring, MD: National Council for the Social Studies, 2000.

Community Service-learning for the Social Studies

Many social studies educators in our nation’s classrooms are finding innovative ways to build bridges between the curriculum and the community through service-learning activities. Service-learning—the integration of community service with academic skills and content and structured reflection on the service experience—provides social studies students with opportunities to apply “book knowledge” to real problems and needs in the local community. Here are two examples of how social studies students are becoming informed and active citizens while addressing important community issues.

As part of a social studies unit on FDR and The New Deal, high school students compare New Deal legislation with present laws, develop recommendations for improving services to the needy, and work with a local social service agency to implement these changes.

Middle school students studying immigration in their social studies class work after school at the local library helping to tutor recent immigrants to pass their U.S. Citizenship tests. They also write and distribute copies of “A Guide to Community Resources” to address new arrivals’ needs for local transportation, health services, housing, and jobs.

These activities engage students in active citizenship while providing a meaningful context for learning social studies content and skills. This chapter focuses on providing a definition of service-learning and outlining key components and useful strategies for effective service-learning projects.

Defining Community Service-Learning

Service-learning activities take a wide variety of forms, making defining the term a challenging task. In recognition of the need for a widely-accepted definition of service-learning, a group of service-learning educators formed the Alliance for Service-Learning in Education Reform (ASLER) and created the following definition:

Service-learning is a method by which young people learn and develop through active participation in thoughtfully-organized service experiences:

- *that are coordinated in collaboration with the school and community,*
- *that are integrated into each young person’s academic curriculum,*
- *that provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity,*
- *that provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities,*
- *that enhance what is taught in the school by extending student learning beyond the classroom,*
- *that help to foster the development of a sense of caring for others.*

(ASLER, 1993, p. 1)

While most schools include some types of community service activities (e.g. canned food or clothing drives, fundraisers, recycling programs), less often do teachers enhance students’ learning from these experiences through integrating the service activity with academic skills and content and structured reflection on the service experience. Given social studies’ mission of developing

an informed and active citizenry, service-learning is a particularly important offering in the social studies classroom. Students not only develop civic participation skills, values, and attitudes; they also develop first-hand knowledge of the topics they are studying in the curriculum. Learning about the past from people who lived it, studying local history through artifacts and old buildings, learning about a culture through working alongside people from that culture, or developing an understanding of voting through coordinating a voter registration campaign provide social studies students with real-world understanding of social studies issues and an interest in social studies that can't be matched through textbook instruction alone.

Research Support for Service-Learning

The research as a whole points to the promise of thoughtfully structured experiences bringing about positive results. If social studies educators develop service-learning projects that involve teaching others what is being learned and/or carefully match the project activity to the curriculum, academic achievement is more likely. And at the very least, time spent outside of the classroom on service activities is unlikely to diminish students' academic learning. Additionally, almost all types of service-learning enhance students' personal and social development and students appear to be much more likely to continue to be involved in their communities if they are encouraged to participate through the school curriculum.

These findings provide considerable support for service-learning among educators committed to the civic mission of the social studies curriculum. "Quality counts" and "context matters" are two critical edicts when considering the design of effective service-learning experiences. Most of the positive findings came from studies that focused on exemplary service-learning programs (e.g. those that included substantial time spent on service and reflection and carefully matched learning and service goals). The next part of this chapter focuses on the essential elements of a quality service-learning project.

Essential Elements of Quality Service-Learning

The ASLER definition cited previously lists many of the essential elements of quality service-learning programs. Additional sources for more detailed discussion than can be provided here include: *Principles of Combining Ser-*

vice and Learning (Giles, Honnet, and Migliore, 1991); *Service-Learning: Core Elements* (Langseth, 1990); and *Community Service-Learning: A Guide to Including Service in the Public School Curriculum* (Wade, 1997). Seven central elements for quality service-learning programs are addressed here: preparation, collaboration, service, curriculum integration, reflection, celebration, and evaluation.

Preparation

Planning and preparing for a service-learning project is a critical step in fostering success. There are many ways to begin planning a project. Some social studies teachers start with their curricular goals and consider what types of service experiences will enhance course content and skills. Others develop the service activity first and then create curriculum connections with social studies and other subject areas, such as language arts and math. With all projects, it is wise to begin by considering the parameters for the scope of the experience. How much time do you want to devote to the service and reflection activities? Are there funds and transportation to support an out of school experience or would it be better to focus on a school-based need or problem? What community agencies are within walking distance of the school? Is there a particular issue that is of concern to you, your students, and/or the community? What types of service activities easily connect with your curricular goals?

Teachers should be sure to include all stakeholders in the planning of the project. Students and community agency members should have a say in how the project unfolds. Informing parents and administrators during the planning stage can help to address any concerns and potentially lead to additional resources and supporters. Are there other faculty or staff in the school that might work with you on this project?

Considering the logistical aspects of your service-learning project during the preparation stage may thwart potential problems down the road. Consider issues such as scheduling, transportation, and liability for off-campus activities. If your project will need funding, brainstorm possible avenues for acquiring this support. Will you need additional adults to help supervise students in the community? Oftentimes students can be especially helpful in coming up with ideas to address the logistical aspects of the project.

Orientation is another key activity during the planning

phase. If students are going out into the community to work with others or help out at a community agency, they need to be prepared for this experience. Likewise, if the agency is new to student volunteers, it may be helpful to orient agency members in regard to their expectations of the students.

Finally, think about the learning component of your project during this early stage. How will you ensure that students connect their experience with the course content? In what ways and how often will you have students reflect on their experiences in the community? How will you evaluate student learning? Planning ahead will ensure that your project is a success, both in the community and in the classroom.

Collaboration

Service-learning projects generally involve several types of collaboration. First, it is likely that students will work together in small or large groups to carry out various aspects of the project. They may also be working directly with others in the community, perhaps serving senior citizens, preschoolers, or individuals with economic or health needs. Often the individuals with whom they are working are different from themselves culturally or in other significant ways. Do your students have the skills for these varied types of collaborations? If not, which civic education skills will be important to teach them in the classroom? Some possibilities include interview skills, conflict resolution strategies, or decision making techniques. Minkler (1997) identified several democratic skills that students may employ in conducting service-learning projects: respectful deliberation and dialogue, coalition building, developing creative solutions that meet everyone's needs, and gathering support from a broad audience in the community.

As the teacher, it is likely that you will be collaborating with others who you have not been involved with before. Think about who might be potential collaborators in your school, neighborhood, and local community. If you are approaching a particular community agency about a possible collaboration, be sure to consider the agency's point of view. Rather than propose a specific project, ask the agency director what needs or problems the agency is most concerned with at this time. Then brainstorm project possibilities with your students and agency members to develop a plan that is mutually beneficial for all involved.

It is important to note that collaborations with community members are likely to change over time. Initial enthusiasm can lessen if a project is not conducted with care. Agencies may be cautious about taking on student volunteers if they have not previously done so. In a successful service-learning project, community members will come to value the services your students provide and continue to invest the agency's time and resources toward your collaboration.

Service

True service is more than an action; it is an attitude, a relationship, and a way of being in the world. There are numerous types of service projects suitable for the social studies curriculum. While the following categories are somewhat arbitrary, service experiences can be labeled as either direct, indirect, or advocacy activities.

Direct service involves working with others in the school or community or hands-on involvement with animals or the environment. Students may work with senior citizens, younger children, individuals who are learning English as a second language, people with disabilities or illnesses, or people living in poverty. Whenever possible, individuals from these groups should be included in the planning phase of the project to ensure that the activities will be mutually beneficial for all involved. The best service-learning projects ensure that all individuals involved are contributing their skills, talents, and interests toward making the community a better place for everyone. Students can sometimes develop condescending attitudes toward those they are helping and may need to be reminded that service-learning should be about solidarity, not charity.

Indirect service activities are fundraisers or collection programs that generate money or resources that can be contributed to an organization working on a community problem. While indirect service activities are generally easier to coordinate because they can be completed at school, teachers should consider the value of students working directly with others as well. Following are just a few of the ways students and teachers can fundraise for a worthy cause: passing the hat at a meeting, canvassing door to door or by telephone, holding a dance; sponsoring a performance or concert; screening a movie; sponsoring a walk-a-thon, work-a-thon, lock-in, or road race, creating a newspaper signature ad; organizing a festival or carnival; selling t-shirts, bumper stickers, buttons, etc.; holding

a raffle; having a bake sale or a yard sale; or coordinating a car wash. Students can organize school-wide collections of the following items: canned food, newspapers and other recyclables, animal shelter supplies (food, toys), clothing, books, infant items (disposable diapers, formula, baby food, etc.), or personal hygiene supplies (toothpaste, soap, shampoo, etc.). A third type of indirect service project is an adoption program where students pay for the preservation of rainforest acreage or endangered species.

Perhaps the most useful types of service-learning experiences for social studies educators concerned with developing students' civic participation skills are advocacy activities. The following activities give students opportunities to share what they have learned with others in the community, to work for community improvement through social and political channels, and to learn a variety of methods for public communication. Most of these activities are more suitable for secondary students, though several could be adapted for the elementary level. Advocacy activities include:

- creating public displays
- offering public performances
- writing editorials
- making public service announcements
- developing and distributing pamphlets, leaflets, or flyers
- speaking at public meetings
- phoning public officials
- writing letters to public officials
- writing a newsletter
- developing a speaker's bureau
- setting up a public hearing
- boycotting products or businesses
- organizing a demonstration or protest
- writing a news release
- participating in a call-in radio show
- writing a grant
- circulating a petition
- being a youth representative on a local board or city council
- planning a news conference
- making and putting up posters
- conducting a survey or public opinion poll and publicizing the results
- setting up a telephone hot line
- holding a contest
- developing and distributing awards

- developing a program for public access TV
- setting up a web page or listserv.

While all of these activities provide valuable learning opportunities for young citizens, they take time to plan and carry out. Sometimes social studies teachers are concerned that the time spent on service will take away from covering course content. While teachers of older students sometimes counter this problem by having them complete service activities during out of school time, there are several facts important to keep in mind here. First, students rarely remember information they don't use for very long. Would you rather your students memorized 30 facts for a test this week and forgot almost all of them two weeks later or would you rather that your students learned 10 facts and retained the information because they used these ideas and experienced how they apply to civic life? Service experiences not only enhance the application of classroom knowledge, students' motivation to learn social studies content increases when they realize that they can use their book knowledge to make a difference in their school or community.

Curriculum Integration

Curriculum integration is what distinguishes a valuable *service-learning* project from a useful community service activity. Thus, it is essential that the project be connected with academic skills and content. At the elementary level, teachers often integrate service-learning into a variety of subject areas. For example, a fourth grade classroom studying cultures around the world, might read books about different types of bread and their origins and then use their math skills to bake several types of bread for the local soup kitchen. Fifth graders studying U.S. history might identify several grassroots movements that have contributed to change in our country (e.g. civil rights, women's movement, animal rights) and then choose one to get involved with. All of these projects could easily incorporate students developing their reading and writing skills.

At the secondary level, when the social studies curriculum becomes more content-oriented, matching the service activity with the curriculum becomes an even more important task. Following are a few ideas for secondary level service-learning projects, based on commonly taught high school social studies courses.

U.S. History

- Interview senior citizens or long-time community members about a topic studied in the course. Write up the interviews and give to the interviewees as an affirmation of their contributions.
- Conduct library and first-hand research to write a history of the local community and how its development has been influenced by national historical events.
- Assist a local historical society in cataloguing items, planning educational programs, or other needed activity.
- Plan an educational program for younger students on the story behind a chosen historical event.
- Trace a selected social issue in the community through history (e.g. immigration, health care, racism, poverty, etc.) and develop an action plan for addressing some part of the problem.

Government

- Work with a local group (e.g. League of Women Voters, NAACP) to conduct a voter registration drive.
- Tutor individuals studying for their U.S. citizenship tests.
- Research, develop, and distribute a brochure in several languages used locally to alert teens to their civil and criminal rights and responsibilities (e.g. draft registration for high school males).
- Develop and distribute a petition for a change in the local community that concerns teens.
- Analyze school board meeting agendas and participate in meetings with agenda items of concern to students.

World History

- Develop a speaker's bureau connecting high school students from different countries with elementary classrooms studying their cultures.
- Review current children's books at the local library on a selected country or area of the world. Recommend out of date books to be removed and research new books to be purchased. Conduct a story hour with several of the new books for elementary age children.
- Research the demographics of your community in terms of representation of world cultures. Interview individuals from these cultures about their problems and needs living in the community and develop an action plan to address one of those needs.

Economics

- Research local market prices on certain items and services (e.g. staple foods, auto repairs, entertainment) and develop and distribute a brochure to low income individuals. Include a cost-benefit analysis based on recommended daily requirements and cost of items.
- Research the national and global economic components of a social issue (e.g. hunger, illiteracy, homelessness) and develop an action plan for addressing some part of the problem.
- Create a video library for the high school on different careers by making five minute videos of individuals in the community. Be sure to include a wide range of occupations and provide information about training needs and costs and potential salary range for each career.

Reflection

Reflection is a means for reliving or recapturing our experience in order to make sense of it, to learn from it, and to develop new understandings and appreciation. Reflection takes place throughout a quality service-learning project, not just at the end of the experience. Critical to students' willingness to reflect honestly and deeply is a classroom climate based on mutual respect, caring, and openness to divergent ideas. At the beginning of a service-learning project, encourage students to reflect on their assumptions, stereotypes, fears, desires, and other preconceived notions. During the time period students are engaged in service, they should focus on processing their feelings and experiences and developing approaches to address challenges they are facing. The end of the service-learning activity is the best time for students to draw conclusions about their experience, to connect what they have learned from their experience with course goals and content, and to apply their knowledge to thinking about future civic involvement.

There are numerous ways to have students reflect in a service-learning project. Often teachers will encourage students to journal about their experiences; discussion is also a frequently used method. Students will gain more from the reflection process when teachers structure the reflection activity to focus on specific aspects of their experience. For example, in addition to journaling or discussing what happened at the service site, what problems were encountered, or how students felt; social studies teachers can foster students' learning by asking questions

such as “What civic participation skills did you use during this project?” or “How did your experiences working with others in the community support or challenge what we learned about in the textbook?” Following are several questions teachers can use to help students reflect on a societal issue central to their service-learning project and the notion of citizenship generally.

Societal Issues

- What new knowledge have you learned about this issue through your service experience?
- What human needs or problems are created by this issue?
- How are individuals and groups in the community (nation, world) attempting to address this issue?
- What historical events have been connected with this issue?
- What are the current political, economic, and social contexts influencing this issue?
- In your opinion, what are the best approaches to trying to create positive change concerning this issue?

Citizenship

- What is a good citizen?
- What type of citizen do you think you will be when you grow up?
- What are the ways that citizens help their communities?
- How does a democracy depend on civic participation?
- What would happen in our democracy if everyone participated in public life?
- What would happen in our democracy if only a few individuals participated in public life?
- Is community service an essential component of good citizenship in a democracy? Why or why not?

In addition to journaling and discussion, there are many other useful means for fostering students’ reflections on their service experiences. They include: creative writing, writing persuasive letters, concept mapping, writing a guide for future program participants, creating artistic expressions (theatre, music, dance, visual arts), developing a school-wide or community display, and presenting at a public meeting or conference. Many of these activi-

ties can also be used as a means for evaluating students’ learning.

Celebration

Celebrating students’ service-learning efforts is not just a way to have fun at the end of the project. Celebration also serves a variety of other goals: publicizing the project, saying “thank you” to those who helped, developing new support for the program, and honoring and renewing the commitment of those who will continue to be involved. Celebrations can range from small student-only popcorn parties to large public events open to the entire community. Students should be encouraged to help plan the event and to think about ways that they can share the results of their efforts (e.g. photo display, video, slide show, awards presentations). Of course, food is a must. Be sure to offer some healthy, vegetarian, and/or wheat free items for those individuals who may be on restricted diets. Celebrations that bring together most or all of a project’s participants can help everyone see the impact that the program has had on the community.

Evaluation

Evaluation in a service-learning program serves several purposes. First, it is important to assess what students have learned from the experience. Was the particular service activity chosen effective in enhancing the course content and goals? Are students aware of the civic participation skills they used or developed during the project? What are students’ views about the community impact of their efforts? In general, did they believe their efforts were successful? Do they plan on continuing to volunteer or participate in civic life in other ways? Social studies teachers can answer these questions through a variety of methods including: tests, essays, writing assignments, individual interviews, or analysis of students’ journals.

A second purpose of evaluation is to make modifications in the program. Distributing a brief survey or conducting phone interviews with project participants in the school or community can assist the process of improving the project. While surveys are perhaps the easiest means for collecting responses to the same questions from many individuals, phone or personal interviews may net more in-depth information or ideas that weren’t even inquired about.

Sometimes teachers will need to collect evaluation data

to provide to funding sources (as with a state or federal grant) or to justify continuation of the project to administrators. Some of the information needed can be gleaned from the evaluation measures described above. However, often the most impressive data for these audiences involves numbers of participants, hours spent on service, funds spent, funds saved by the agency due to students' efforts, and so forth. If you know you will need to compile this data by the end of the project, develop a system in the beginning for doing so. Students can keep track of their efforts via timesheets and agency members can be informed ahead of time about information that will be requested.

Conclusion

Service-learning is an especially suitable strategy for the social studies, given the profession's mission of creating active and informed citizens. Teachers' success in conducting quality service-learning projects will be enhanced if they: collaborate with students, school personnel, and community members, match service activities to course goals and content, and provide frequent and varied opportunities for students to reflect on their experience. Through thoughtfully structured service-learning projects, social studies teachers can provide their students with opportunities to connect the curriculum with community concerns and to develop their civic participation skills and attitudes while working on problems of concern in the community.

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Chapter 3: Choosing an Issue

The first step in the CiviConnections program is choosing a social or environmental issue as a focus for learning and service. This section provides multiple avenues for teachers and/or students to choose an issue and a list of possible issues for the program.

Pathways to Choosing an Issue

There are many different paths teachers and students can take to choose a community issue as a focus for a CiviConnections project. Here are some of the possibilities.

1. Begin with the curriculum.

Look at your curriculum content, district standards, and goals. Consider your state standards and/or tests. What issue does the curriculum address that is also central to your community? Are there skills or values central to your social studies curriculum that could best be taught through a particular issue? For which issue are you most likely to find helpful curricular resources (e.g. websites, news articles, children's literature books, etc.)?

2. Begin with teacher or student interest.

What issue is likely to be of most interest to your students? What issue have you as a teacher been involved with in your community? Is there an issue that promises to be of greater interest to parents and community members who might assist with your project? What issue is unique to your community?

3. Begin with the community.

Look at newspapers or talk to members of the community. What issues are of particular interest to your community? Which present multiple opportunities for problem solving and action?

Selection of a suitable issue may be the most important part of your CiviConnections project. Skeel (1996) suggests the following questions to guide teacher's choice of an issue to study in the classroom.

1. Is the issue of real significance?
2. Is it likely to be or has it been continually recurring?

3. Will the students become better-informed, thoughtful citizens as a result of the study?
4. Does the issue require judgment and/or critical thinking?
5. Are the children sufficiently mature and experienced to thoroughly understand the study?
6. Is it appropriate for the children's developmental level?

When considering the choice of an issue as a focus for a CiviConnections project, the following additional questions may be helpful to consider.

1. Is this issue one that can readily be connected to the required curriculum content, skills, and standards?
2. Are there opportunities to connect this issue to meaningful and needed service to the local community?
3. Is this an issue that is likely to engender widespread interest and support among students, parents, and community members?
4. Will students' involvement with this issue likely lead to an increase in positive civic attitudes and future civic action?

Who decides?

An important consideration for CiviConnections teachers is who will decide on the community issue. The teacher? The students? Both together? There are advantages and drawbacks in each situation. For example, when the teacher chooses the issue, there may be greater opportunities for curriculum integration and much groundwork in planning and gathering resources can be done before school starts in the fall. However, students may not feel ownership of the project and some may lack interest in participating. If the students decide on this issue, they may choose one that is difficult to connect to curricular goals and standards or one that may not be significant in the local community. Perhaps the best approach is for both parties to have some input into the choice of a community issue. This can be accomplished in many ways. Here are several possibilities.

1. The teacher chooses a broad category and students choose an issue within that category. This approach allows the teacher to choose an area of concern that is central to the community and can be readily connected with the curriculum. At the same time, students have some ownership of the project as they brainstorm and vote on or come to consensus on an issue. For example, the teacher might choose “safety” as a broad category and students might brainstorm the following list from which to choose one issue: disaster preparedness, hate crimes, violence, teen crime, gangs, gun control, and drug/alcohol abuse.
2. Students brainstorm a list of possibilities based on criteria given by the teacher. Students consider the variety of issues that are problems in their community. Each issue in the list is evaluated according to the following criteria: significance to the community, connection with the required curriculum, opportunities for meaningful service and action, interest to students, and interest to others in the community.
3. Students gather suggestions from parents and community members, present viable issues to the class, and vote on three. The teacher then chooses one of the three issues. This process also allows for community input. The disadvantages to this strategy may be that the time involved in surveying others, planning and presenting their ideas, and voting on the top three will take a week or more of class time. However, the teacher can choose the issue that is of the greatest significance and/or is most readily connected to the curriculum.

Possible Issues for CiviConnections Projects

Regardless of the strategies used to choose an issue, there are likely to be many possible and suitable community issues in any location. Think about your community, your school, and the developmental levels and interests of your students as you consider the following list of social and environmental issues.

- | | |
|--------------|----------------|
| Hunger | AIDS |
| Homelessness | Mental illness |
| Racism | Disabilities |
| Poverty | Immigration |
| Child Abuse | Gangs |

- | | |
|--------------------|------------------------------------|
| School Violence | Water Quality |
| Pollution | Air Quality |
| Toxic Waste | Wildlife rescue and rehabilitation |
| Trash | Jobs |
| Litter | Elderly |
| Safety | High School Dropouts |
| Crime | Teen Pregnancy |
| Gun Control | Food Additives |
| Human Rights | Pesticides |
| Graffiti | False advertising |
| Prejudice | Malnutrition |
| Voter apathy | Public Transportation |
| Hate crimes | Child Labor |
| Unemployment | Prostitution |
| Literacy | Racial Profiling |
| Conservation | Eating Disorders |
| Lead-based Paint | Acid Rain |
| Loneliness | Global Warming |
| Healthcare | Sexism |
| Substance abuse | Anti-Semitism |
| Smoking | Stereotyping |
| Alcoholism | Homophobia |
| Bicycle Safety | Habitat Destruction |
| Landfills | Single Mothers |
| Endangered Species | Disaster Preparedness |
| Pets | |

Conclusion

There are many criteria that figure into the selection of a suitable issue to investigate: interest, developmental appropriateness, resources available, potential for curriculum connections, and opportunities for service, to name a few. Once a community issue has been selected, the class is ready to begin the process of learning about this issue in their community’s history. In Chapter 4, we discuss the strategies and resources for engaging students in local historical inquiry.

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Chapter 4: Investigating our Community's History

This section offers a range of strategies for involving students in learning about their chosen issue in the local community's history. Students are encouraged to engage in firsthand research as they talk to longtime residents of the community as well as to access the community's written records.

Developing a Community Investigation Plan

After the issue is selected, the next part of the CiviConnections project is to learn about the issue in the local community's history. Teachers and students can develop a plan together and then divide up the tasks for individuals, pairs, or small groups of students to carry out. There are two primary data collection strategies students will use in their firsthand research: interviewing and document analysis.

Interviewing

As a class, talk about who in the community might know about the selected issue. These individuals might include:

- longtime residents of the community
- people affected by the issue
- people working in businesses or social service agencies that address the issue
- local community historians

For example, if the issue chosen was homelessness, students might want to interview senior citizens who have been longtime residents of the community, homeless or formerly homeless individuals, and people who work at the local homeless shelter, food bank, or free medical clinic. In addition, students might want to talk to employees at the unemployment office and a community historian at the county historical society.

After a list of potential interviewees is established, these individuals should be contacted to request their time and interest in an interview. A brief letter or e-mail invitation in advance of a phone call will give those you contact time to think about whether they would be interested in participating or not. Interviews could be conducted over the phone or in person, during class time or as homework.

Another option would be to mail or e-mail the interview questions to the individual and ask them to respond in writing. In an elementary classroom, teachers might want to invite several interviewees to come to school for a panel-type interview.

An invitation to participate might look something like this:

September 8, 2004

Dear _____;

Mr. Smith's 8th grade social studies class is learning about homelessness in our community's history in an effort to determine how we can help. We would like to interview you to learn what you know about homelessness in our community.

Someone from our class will call you to see if you would be willing to participate in a phone or in-person interview sometime in the next two weeks. We look forward to learning from you. If you have any questions about our class CiviConnections project, you can e-mail Mr. Smith at rsmith@aol.com .

Sincerely,

Mr. Smith's class

While some students are writing or typing letters and mailing them, others can be brainstorming what questions interviewees should be asked. Here are some possible questions, again focused on the theme of homelessness.

- How does your job or your life experience in our community inform you about homelessness?
- Do you think homelessness is a major problem in our community? If yes, why? If no, why not?
- Can you trace the history of homelessness in our community? If yes, when did the problem begin? What caused it? What have people tried to do to help solve this problem?
- Do you have any written information that would

help me understand the history of homelessness in our community?

- What strategies are being used now to try to solve the problem of homelessness? Who is involved? What agencies or businesses are working on this problem?
- Which strategies do you think are most effective? Why?
- Do you have any ideas for strategies that could be tried in the future?
- Who else do you think we should interview to learn more about homelessness?

This last question is an important one that may result in additional interviewees for the CiviConnections project. While students should be free to ask additional questions of interest or relevance to the particular interview they are conducting, having everyone use a standard set of interview questions will greatly assist students with assembling their information and drawing conclusions from the data collected.

As students conduct their interviews, they can either tape record and then transcribe the interviewee's comments or just take notes. A class discussion focused on the interview questions one at a time will allow students to share what they learned and come to some conclusions. It is likely that there will be conflicting information and viewpoints gathered. This is a valuable lesson for students to learn: that history is not one specific set of facts but that rather that there are always multiple perspectives on any given situation or event. Thus, it is not necessary to resolve or try to find the "truth" with every aspect of the issue. However, examining written documents and information may aid students in coming to more defensible conclusions about the issue under study.

Examining Written Documents

Students should ask about available written information during their interviews as well as seek out any of the following print resources they think may be helpful.

- Newspaper archives (for past news articles and letters to the Editor)
- Community agency documents and websites (for letters, policies and other documents on the issue)

- Historical society documents (for primary sources, for example, old photos relevant to the issue)
- Local TV/Radio archives (for past TV or radio shows on the issue)
- Local public library (for agency brochures and other locally written publications)
- Local city council archives (for meeting minutes or transcriptions where the issue was discussed or legislation passed on the issue)

As much as possible, students (rather than the teacher) should be the people to make phone calls, write e-mails or letters, or go to the businesses and agencies to find out about print resources. With elementary school children, the teacher may take more of a leadership role in seeking out and even obtaining resources. However, these should be shared with the class and students of all ages should then discuss what they have learned and how this information affirms or conflicts with the information they gathered in their interviews.

Writing a Community History

Once the students have completed their community investigation, they should write a community history of the selected issue, using interview and print resources to document their views. Community histories of 12th graders will vary greatly from those written by 3rd graders, but all students should come to their own conclusions and support those conclusions with data collected through the community investigation process.

Conclusion

Planning and conducting a community history inquiry project is an exciting adventure for students of all ages. In the process, they will learn valuable firsthand research skills, acquire stronger connections to people and organizations in the local community, and develop a greater appreciation for the community and its history.

Chapter 5: Exploring our Nation's History

An in-depth understanding of the local community's history needs to be situated within an understanding of national conditions and events related to the issue under study. This section of the Guide describes methods and resources for learning about social and environmental issues in U.S. history.

Begin with Questions

Thus far in their CiviConnections project, students have developed an in-depth understanding of the local history of their selected issue and have written a community history, relying on various sources of information to support their conclusions. Next, ask students to brainstorm questions they have about the history of the issue in the national context. If deemed relevant, you may want to confine the study of national history to a specific time period or event. For example, if the issue under study is poverty, you might want to have students learn about The Great Depression or if child labor is the topic you might want to focus students' inquiries on the labor movement in the early 1900's. However, one should be careful not to give the impression that these issues were a problem only during the selected time period. Most social and environmental issues have a long legacy in our nation's history and are still being addressed today.

Students should be encouraged to brainstorm a wide variety of questions about their topic. If desired, this list can then be narrowed down before beginning to research. Here is a set of questions that might be applied to the study of any issue.

- When did this problem emerge in U.S. history?
- How does the evolution of the problem parallel or differ from what was happening in our community?
- What are the opposing viewpoints on this issue?
- How did ordinary citizens and grassroots groups deal with this problem?
- How did our nation's leaders deal with this problem? Did they pass legislation to try to resolve it in some way? What other measures did they take to try to lessen or eliminate the problem?

- Is the problem still present throughout U.S. society today? If not, why not? What happened that led to the elimination of this problem in some locations? If yes, what are people trying to do to change the situation? What strategies appear to be promising?

After students have agreed upon a set of questions to guide their research, they can begin to learn about the issue nationally.

Beyond the Textbook

While your social studies textbook may have a section or a few that are relevant to understanding the history of your selected issue nationally, it is likely that you and your students will need to go beyond the textbook and seek out other resources that can provide multiple perspectives and a more in-depth understanding of the issue. Possible resources include guest speakers, books, websites, and primary sources.

Guest Speakers

Are there "experts" in your community or local university who could come to the classroom to speak with your students? Guest speakers can introduce students to key resources as well as provide firsthand understanding or research-based perspectives on an issue.

Books

If possible, obtain a variety of books about the issue, including those written for the grade level you are teaching as well as more advanced resources and/or books for younger students. Have students read different books or parts of them and then compare what they learned. Encourage students to think of themselves as history detectives, attempting to solve the "mystery" of the events of the past. What facts are supported by most or all of the books? What different interpretations of some events are presented? Why do you think that historians differ about these events? What do you think is the most compelling evidence or argument for a certain interpretation?

Websites

The worldwide web is a great source of information on almost any subject. Simply putting the title of the issue your class is studying in one of many search engines is likely to point to hundreds if not thousands of websites. One of the challenges of web searches is not to get lost in the voluminous amount of information on a topic. For this reason, teachers may want to pre-select web sites for the class to use in their research. Another challenge is to find reliable and credible information. Make sure to have your students refine their searches as much as possible and to look carefully at the source of the information.

Primary Sources

If possible, locate materials that were produced during the time period under study. Primary sources will allow your students to think like historians as they uncover information from a variety of perspectives and attempt to draw conclusions about the past. For example, students might examine government documents, newspaper articles, or public notices related to their issue. Here is a list of just a few of the types of primary sources that might prove useful in a CiviConnections project.

- letters
- government documents
- newspaper articles
- maps
- posters
- diaries
- medical records
- court records
- testimonies
- photos

Many primary sources can be found in historical societies, museums, and public libraries. For topical packets of primary sources assembled for classroom use, contact Jackdaws publications (1-800-962-9101 or www.jackdaw.com).

Another source for primary sources as well as timelines, lists, and charts on various issues and events in American history is the *American History Teacher's Book of Lists* by Fay R. Hansen (from The Center for Applied Research in Education in West Nyack, New York and listed on Amazon.com).

Constructing a Narrative

When students have completed their research on our nation's history concerning the issue they are studying, they should construct a narrative that compares and contrasts their local community's history with national history. There are many possibilities for how students could present their learning. Consider the following options, based on students' interests and abilities.

- an essay
- a PowerPoint presentation
- two parallel timelines
- a poster
- a persuasive speech
- a song
- a skit
- a conceptual map or web

Students could work on any of the above projects individually, with a partner or in a team. In an elementary classroom, teachers may want to guide students' comparisons and narrative construction in a whole class discussion.

Conclusion

Comparing local history and national history relevant to a selected social or environmental issue will aid students' development of an understanding of the connections between their community and national events. They will also encounter additional ideas for strategic change that may be applied to their efforts to "make history" by serving their local community.

Chapter 6: Examining Government Documents

This section of the Guide explains how teachers and students can use government documents such as the Bill of Rights, the Constitution or the Universal Declaration of Human Rights to reflect on how they might change or improve their community. These documents and others listed in this section highlight essential principles of democratic living and social justice.

The Declaration of Independence, the U.S. Constitution and the Bill of Rights

These documents were foundational in setting up the new government of the United States of America. Students can examine these papers to develop an understanding of the basic democratic principles adhered to by statesmen and government leaders of the time. While originally limited to white property owning males, the documents did set forth a set of rights and responsibilities of democratic citizens and provided a framework for expanding those rights and responsibilities to other groups. Later amendments, for instance, asserted that people of color and women should also benefit from the rights and responsibilities accorded to all U.S. citizens.

Students can examine these documents (or simplified or abbreviated versions provided by the teacher) as they reflect on the rights and responsibilities related to the issue they are studying in their local community. For example, if the class is investigating voting rights as their selected community issue, these documents as well as the 15th, and 19th Amendments to the Constitution will be informative.

For details on the history of all of these documents as well as the full text, go to <http://ourdocuments.gov>

The United Nations Universal Declaration of Human Rights

Adopted by the General Assembly of the United Nations on December 10, 1948, the Universal Declaration of Human Rights (UDHR) proclaims a broad spectrum of economic, social, cultural, political and civil rights for all of the world's people. Article 2 of the UDHR reads, "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind,

such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status." It is easy to see how just this article alone is relevant for the following community issues: hunger, homelessness, violence, hate crime, and racial profiling. Following is an abbreviated description of the 30 articles in the UDHR. For a complete transcript, click on the featured link at: www.hrusa.gov

- Article 1 – Right to Equality
- Article 2 – Freedom from Discrimination
- Article 3 – Right to Life, Liberty, Personal Security
- Article 4 – Freedom from Slavery
- Article 5 – Freedom from Torture and Degrading Treatment
- Article 6 – Right to Recognition as a Person before the Law
- Article 7 – Right to Equality before the Law
- Article 8 – Right to Remedy by Competent Tribunal
- Article 9 – Freedom from Arbitrary Arrest and Exile
- Article 10 – Right to Fair Public Hearing
- Article 11 – Right to be Considered Innocent until Proven Guilty
- Article 12 – Freedom from Interference with Privacy, Family, Home and Correspondence
- Article 13 – Right to Free Movement in and out of the Country
- Article 14 – Right to Asylum in other Countries from Persecution
- Article 15 – Right to a Nationality and the Freedom to Change Nationality
- Article 16 – Right to Marriage and Family
- Article 17 – Right to Own Property
- Article 18 – Freedom of Belief and Religion
- Article 19 – Freedom of Opinion and Information
- Article 20 – Right of Peaceful Assembly and Association
- Article 21 – Right to Participate in Government and in Free Elections
- Article 22 – Right to Social Security
- Article 23 – Right to Desirable Work and to Join Trade Unions
- Article 24 – Right to Rest and Leisure
- Article 25 – Right to Adequate Living Standard
- Article 26 – Right to Education
- Article 27 – Right to Participate in the Cultural Life of the Community

- Article 28 - Right to a Social Order that Articulates this Document
- Article 29 –Community Duties Essential to Free and Full Development
- Article 30 –Freedom from State or Personal Interference in the above Rights

If the students have selected a community issue specific to children, teachers should consider using the United Nations Declaration of the Rights of the Child, adopted by the UN General Assembly on November 20, 1959. For a full text of the document, go to: www.un.org/cyberschoolbus/humanrights/resources/child.asp. Following is an abbreviated and simplified version, especially useful for elementary age students.

1. All children have the same rights, whether they are rich or poor, boy or girl, black, brown, white, or yellow skinned.
2. All children should have the chance to grow up healthy and safe and in a good place to live.
3. All children have the right to a name and a country of their own.
4. All children have the right to nourishing food, a decent home, proper clothing, a safe place to play, and good medical care.
5. Children who are blind, deaf, crippled, sick, or have a learning disability should be given special care and attention.
6. All children need to grow up in an environment of love and care.
7. All children should have good schools to go to which help them learn and play.
8. When a child is in danger, he or she should be quickly cared for.
9. Children should not be treated harshly or cruelly or made to work outside the home before they are old enough.
10. Children have the right to be brought up in the spirit of understanding, tolerance, friendship, and peace.

Milestone Documents

As students learn about their selected issue in both local and national history, they will also benefit from examining U.S. government documents to see how this issue is supported in our basic democratic principles. The following list of 100 Milestone Documents features thousands

of public laws, Supreme Court decisions, speeches, treaties, amendments and other documents that have shaped the course of U.S. history from 1776 to 1965. The decision was made to include documents only up to 1965 because, according to the National Center for History in the Schools, “Historians can never attain complete objectivity, but they tend to fall short of the goal when they deal with current or very recent events.” To read any of these documents, go to <http://ourdocuments.org>.

- Lee Resolution (1776)
- Declaration of Independence (1776)
- Articles of Confederation (1777)
- Treaty of Alliance with France (1778)
- Original Design of the Great Seal of the United States (1782)
- Treaty of Paris (1783)
- Virginia Plan (1787)
- Northwest Ordinance (1787)
- Constitution of the United States (1787)
- Federalist Papers, No. 10 & No. 51 (1787-1788)
- President George Washington’s First Inaugural Speech (1789)
- Federal Judiciary Act (1789)
- Bill of Rights (1791)
- Patent for Cotton Gin (1794)
- President George Washington’s Farewell Address (1796)
- Alien and Sedition Acts (1798)
- Jefferson’s Secret Message to Congress Regarding the Lewis & Clark Expedition (1803)
- Louisiana Purchase Treaty (1803)
- Marbury v. Madison (1803)
- Treaty of Ghent (1814)
- McCulloch v. Maryland (1819)
- Missouri Compromise (1820)
- Monroe Doctrine (1823)
- Gibbons v. Ogden (1824)
- President Andrew Jackson’s Message to Congress ‘On Indian Removal’ (1830)
- Treaty of Guadalupe Hidalgo (1848)
- Compromise of 1850 (1850)
- Kansas-Nebraska Act (1854)
- Dred Scott v. Sanford (1857)
- Telegram Announcing the Surrender of Fort Sumter (1861)
- Homestead Act (1862)
- Pacific Railway Act (1862)
- Morrill Act (1862)
- Emancipation Proclamation (1863)

- War Department General Order 143: Creation of the U.S. Colored Troops (1863)
Wade-Davis Bill (1864)
President Abraham Lincoln’s Second Inaugural Address (1865)
Articles of Agreement Relating to the Surrender of the Army of Northern Virginia (1865)
13th Amendment to the U.S. Constitution: Abolition of Slavery (1865)
Check for the Purchase of Alaska (1868)
Treaty of Fort Laramie (1868)
14th Amendment to the U.S. Constitution: Civil Rights (1868)
15th Amendment to the U.S. Constitution: Voting Rights (1870)
Act Establishing Yellowstone National Park (1872)
Thomas Edison’s Patent Application for the Light Bulb (1880)
Chinese Exclusion Act (1882)
Pendleton Act (1883)
Interstate Commerce Act (1887)
Dawes Act (1887)
Sherman Anti-Trust Act (1890)
Plessy v. Ferguson (1896)
De Lôme Letter (1898)
Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States (1898)
Platt Amendment (1903)
Theodore Roosevelt’s Corollary to the Monroe Doctrine (1905)
16th Amendment to the U.S. Constitution: Federal Income Tax (1913)
17th Amendment to the U.S. Constitution: Direct Election of U.S. Senators (1913)
Keating-Owen Child Labor Act of 1916 (1916)
Zimmermann Telegram (1917)
Joint Address to Congress Leading to a Declaration of War Against Germany (1917)
President Woodrow Wilson’s 14 Points (1918)
19th Amendment to the U.S. Constitution: Women’s Right to Vote (1920)
Boulder Canyon Project Act (1928)
Tennessee Valley Authority Act (1933)
National Industrial Recovery Act (1933)
National Labor Relations Act (1935)
Social Security Act (1935)
President Franklin Roosevelt’s Radio Address unveiling the second half of the New Deal (1936)
President Franklin Roosevelt’s Annual Message (Four Freedoms) to Congress (1941)
Lend-Lease Act (1941)
Executive Order 8802: Prohibition of Discrimination in the Defense Industry (1941)
Joint Address to Congress Leading to a Declaration of War Against Japan (1941)
Executive Order 9066: Japanese Relocation Order (1942)
General Dwight D. Eisenhower’s Order of the Day (1944)
Servicemen’s Readjustment Act (1944)
Manhattan Project Notebook (1945)
Surrender of Germany (1945)
United Nations Charter (1945)
Surrender of Japan (1945)
Truman Doctrine (1947)
Marshall Plan (1948)
Press Release Announcing U.S. Recognition of Israel (1948)
Executive Order 9981: Desegregation of the Armed Forces (1948)
Armistice Agreement for the Restoration of the South Korean State (1953)
Senate Resolution 301: Censure of Senator Joseph McCarthy (1954)
Brown v. Board of Education (1954)
National Interstate and Defense Highways Act (1956)
Executive Order 10730: Desegregation of Central High School (1957)
President Dwight D. Eisenhower’s Farewell Address (1961)
President John F. Kennedy’s Inaugural Address (1961)
Executive Order 10924: Establishment of the Peace Corps. (1961)
Transcript of John Glenn’s Official Communication with the Command Center (1962)
Aerial Photograph of Missiles in Cuba (1962)
Test Ban Treaty (1963)
Official Program for the March on Washington (1963)
Civil Rights Act (1964)
Tonkin Gulf Resolution (1964)
Social Security Act Amendments (1965)
Voting Rights Act (1965)

Connecting Milestone Documents with Local History

There are many possible ways to integrate the study of some of the above documents with local historical inquiry. For example, classes studying the issue of racism in the

local community might want to examine one or more of the following: the Chinese Exclusion Act (1882), Plessy vs. Ferguson (1896), Brown v. Board of Education (1954), and the Civil Rights Act (1964), to name just a few of the possibilities. The Act Establishing Yellowstone National Park (1872) might be interesting reading for students working on public land use issues. On the topic of child labor, the Keating-Owen Child Labor Act of 1916 might be most suitable. Teachers of elementary and middle school students may want to share excerpts or summaries of some of these documents whereas high school students could read them in their entirety.

Government Documents Resource List

In addition to the websites mentioned above, check out the following for government documents and resources for teaching with government documents.

<http://bensguide.gpo.gov>

Ben's Guide to the U.S. Government, a service of the U.S. Government Printing Office, is an excellent resource for all grades. There are age appropriate elementary, middle school and high school links for learning about government documents and the history of the U.S. government.

<http://memory.loc.gov/ammem/ndlpedu/lessons/98/local/intro.html>

The collection of an archive of primary source materials constitutes the principal activity of a year-long American Studies class focusing on historiography and the use of primary sources. Students collect primary source materials from their families or local communities. In analyzing these primary sources, students examine the interplay between national, state, local, and personal history. Over a period of several weeks, students produce a digital collection modeled on the Library of Congress' American Memory.

<http://ourdocuments.gov>

This is the U.S. federal government's website that includes the 100 Milestone Documents.

<http://gateway.library.uiuc.edu/doc/>

This is a U.S. Government Documents Library housed at the University of Illinois Urbana-Champaign

<http://memory.loc.gov/ammem/amhome.html>

American Memory is a gateway to government docu-

ments and many more primary source materials relating to the history and culture of the United States. The site offers more than 7 million digital items from more than 100 historical collections.

http://www.archives.gov/digital_classroom/index.html

The U.S. National Archives and Records Administration (NARA) Teaching with Documents site groups key documents by time period in U.S. history.

<http://www.lib.umich.edu/govdocs/fedhis.html#frus>

The University of Michigan Documents Center offers a comprehensive list of web sites for accessing Federal Government resources and historic documents.

<http://www.edteck.com/dbq/>

The Teaching with Documents website, maintained by Peter Pappas, gathers an exceptional collection of student worksheets and guidelines for analyzing government documents and other types of primary sources.

http://civnet.org/resources/resources_frameset.htm

Civnet's Teacher and Student Resources feature a collection of some of the world's great historic documents and speeches pertaining to civics, democracy, human rights, tolerance, and freedom (e.g., Magna Carta, U.S. Declaration of Independence, Universal Declaration of Human Rights).

Chapter 7: Improving our Community

Having reflected on the principles in government documents as well as having studied the evolution of the selected issue in both their local community and the nation, students are now positioned to plan and implement ways they can take action to improve their community. This section covers options for indirect and direct service activities as well as advocacy strategies students can employ to create positive change.

Brainstorm Opportunities for Change

Ask students to consider how they might take action to improve the issue they have been studying. They should think about both ways they can get involved in local change as well as ideas for how they can influence the thinking of others on a state or national level. Before brainstorming, students should review what they have learned about citizens' efforts to make a difference in regard to their selected issue. Which actions have been most influential? Which ideas have not been tried but might prove useful?

Encourage students to think about the following types of action as they brainstorm ideas:

- Direct service – working directly in the community with people, animals, or in natural environments
Examples: building a nature trail, bagging groceries at the Crisis Center, reading to homebound senior citizens, preparing and serving a meal at the local soup kitchen,
- Indirect service – fundraisers or collections of various materials
Examples: recycling in the school, canned food drive, clothing drive, bake sale, movie and popcorn fundraiser, read-a-thon, adopt a ... activities
- Advocacy – letter writing, petitions or campaigns to influence people's views on an issue

Note: You may not use CiviConnection funds to advocate for a particular candidate, political party, legislation, or platform. These federal funds cannot be used to influence the outcome of any election or to lobby for a specific law, policy or candidate. While you may not ask

legislators to take particular action on an issue, you can educate and inform public officials about issues of concern. You can provide current facts and research on various options for action).

Examples: letters to the editor or the local city council, writing to state government officials

In the truest spirit of brainstorming, do not dismiss or criticize any of the students' ideas at this point. Instead, the focus should be on generating as many ideas as possible for how students might create positive change in regard to their issue. Record the students' ideas on large chart paper for future use. Also, as the teacher, feel free to contribute your ideas to the brainstormed list as well.

Consult Community Collaborators

In addition to students' brainstorming, it is essential to consult community agency members about their perceptions of the community's needs. It may also be helpful to ask them what types of actions are needed to meet those needs. However, do not be limited by some adult's perceptions of students' capabilities. Some community members may have little experience with student volunteers. Teachers may be more capable of envisioning how students can address existing community needs and proposing possible project ideas to the community agency member.

If community agency members are invited to the classroom for their input, prepare them for what to expect from your students. How long can they speak and still keep students' attention? Will visual aids be used? Include time for questions from students and prepare the students in advance as to what types of questions they might ask a community speaker. Students may want to share possible service ideas with the agency member to get their feedback on which is most needed or most feasible.

Introduce Decision Making Criteria

After students and teachers have gathered community input and created a comprehensive list of possible ways to make a difference, it is important to introduce the criteria to guide the decision making process. Consider which of

the following criteria are relevant for your CiviConnections program.

- **TIME** – How much class time can be devoted to service activities? How much out of school time can be required or are students willing to contribute?
- **FUNDS** – What funds have been budgeted for the service activities? If additional funds are needed, what organizations or individuals might support these actions?
- **INTEREST** – Which of the ideas brainstormed are most interesting to students? Which one(s) do they want to implement?
- **IMPACT** – Which of the possible activities is likely to have the most impact on the community or on the issue nationally?
- **CAPABILITY** – Which ideas will be easiest for the students themselves to carry out? If adult assistance is required, are adults available to participate?

Teachers will also need to decide if the class will complete one or more CiviConnections service activities all together or if pairs, committees, or small groups of students can work together on different actions.

Choosing One or More Service Projects

Students and their teacher can informally discuss their brainstormed ideas in light of the criteria presented or complete a more structured process to choose one or more service activities. As an example of the latter, a grid chart could be created and filled in similar to the one in Figure 1 .

In this chart, 1= easily meets this criteria, 2=minimally meets this criteria, and 3= does not meet this criteria. In this example, the best choices have the lowest scores. Thus, the students in this 10th grade class decided to have a bake sale to raise funds for the local homeless shelter, write letters to the local city council advocating for a new shelter, and start a mail service at the local soup kitchen for individuals who are homeless. These ideas incorporate the three types of service: indirect service, advocacy, and

Figure 1. Decision-making Grid Chart on Ideas to Help Solve Homelessness

Idea	Time	Funds	Interest	Impact	Capability
Bake sale to raise funds	1	1	1	2	1
Open a new shelter	3	3	1	1	3
Serve a weekly meal at the shelter	2	2	2	2	1
Advocacy to city councilors	1	1	2	2	1
Help homeless people apply for jobs	3	1	3	1	3
Start a mail service at the soup kitchen	2	1	1	2	2
Get churches to provide overflow housing for the shelter	2	2	3	1	2
Write to U.S. President	1	1	3	3	1

direct service, respectively. The teacher and class agreed that everyone would write letters but that the class would work in two groups on the bake sale and the mail service.

The grid chart strategy will allow the most practical and doable ideas to surface. But what if your students have a grand idea that they are truly excited about? If you are willing to support your students in completing a large project, by all means, do so.

Planning for Success

Spending time in the planning phase can help to create successful service experiences for students and the community. Teachers may want to revisit the essential elements of high quality service-learning discussed in Chapter 2, pp. 11 – 17. Also, think about the following questions in planning for success.

- How will you prepare community agency members for working with students?
- How will you prepare students for their service-learning activities?
- How much planning time do those coordinating the project need to develop an effective program?
- Have you planned for community and student input, training, orientations, supplies, transportation, the service activities, academic integration, structured reflection, publicity, and evaluation?
- Who is responsible for coordinating the service activities on site?
- Who is responsible for getting supplies, coordinating transportation, and planning activities?
- How will you monitor the actual service activities?
- How are the service activities being integrated with the academic curriculum?
- How will you give participants opportunities to reflect on their service activities?
- Who has the time and expertise to be the problem solver or trouble shooter?
- How can participants get the help they need in their service activities?
- In what ways will you have students reflect on what they are learning in your project?

- How will the participants in your project be recognized for their efforts?
- How will you evaluate the effectiveness of your project?
- How can you engender broad-based support for your project?
- In what ways can you publicize the successes of your project?
- How can you collect feedback from a variety of sources to improve your project?

Teacher as Role Model

As teachers facilitate their students' local community service activities, they should also consider modeling civic involvement outside of the school day. Teachers can join organizations that play a significant role in the life of the community (e.g. Urban League, League of Women Voters, United Way, etc.) or regularly volunteer at a homeless shelter, the Humane Society, or a museum. Teachers can then talk about their personal volunteer experiences with their students, demonstrating what can be learned from service and what it means to have a meaningful life as a democratic citizen.

In addition, such personal involvement in civic affairs can assist the teacher with making connections in the community and developing a network of people and organizations who may be helpful in implementing the service-learning component of the curriculum. Teachers' civic involvement can also contribute to visibility for the school in the community, firsthand information regarding community issues, and possible financial support.

Conclusion

There are many opportunities for meaningful service in any community. Students will benefit from being involved in the decision making process about which types of activities will be most enjoyable and beneficial for all involved. Teachers should take time to plan the service component of the CiviConnections program carefully so that students will feel empowered and excited about their potential as contributing citizens to their local community.

Chapter 8: Celebrating Service and Learning

Each CiviConnections program is designed to result in a community-wide celebration of students' learning and service. This section of the Educators' Guide addresses options for when and where to hold the celebration, who to invite, and how to feature students' accomplishments in ways that will engender inspiration and further action on the part of the community members who attend the celebration.

Celebrating Students' Efforts

A community-wide celebration serves several purposes as a culminating event for your CiviConnections project. First, the event gives everyone a chance to celebrate students' hard work, both in their community investigations and in their service to the community. Second, students' preparation for the public display and/or presentations gives them an opportunity to reflect on their efforts and to discern what are the most important aspects of their work to share with others. Finally, the celebration will teach others about the community issue your students chose and hopefully inspire them to take action on this issue, both locally and nationally.

Who to invite and where to celebrate – defining “community”

Teachers and students need to decide how large an event to hold and who they want to invite. This might depend in part on the particular project, who was involved, and how large an event the class envisions. Thus, the celebration could be held for any of the following communities:

- the school community – teachers, students, staff, principal, and parents. The celebration could be held in the evening at the school.
- the local community or neighborhood community – all of the above plus local neighbors and community residents. The celebration could be held at the school or at a local community center, public library meeting room, or other location in the neighborhood.
- the community of the city or town – all of the above as well as anyone who lives in the town or city. The celebration could still be held at the school or in any public meeting place in the town or city.

As you consider where to hold the community celebration, consider also which locations are more likely to draw the people you hope will attend. While the school may seem like the easiest place, a community location might be better in terms of attracting residents of your city or town. How many people do you anticipate will attend? Make sure the space you have reserved will hold the projected number of attendees. If a very large number of people will attend, check the acoustics of the room and get a microphone if needed so student speakers will be heard clearly.

Is it possible to station a public display for a few weeks at a public site? If so, this would provide additional opportunities for others to learn and be inspired by the students' work. Do some public sites (such as a post office, shopping mall, or library) draw considerable traffic on their own?

If possible, involve students in the decisions associated with where, when, and how to organize the celebration. It is important that students feel comfortable with the event and those who attend as well as that they receive recognition and appreciation for their work.

Options for Celebrating Learning and Service

After deciding when and where to hold the celebration and whom you hope will attend, there are still many decisions to be made. How will the CiviConnections learning and service be featured? Here are some possible activities you and your students might want to consider:

- student awards – presented by the principal, the mayor, or the director of a community organization involved in the CiviConnections project
- display – photos with captions, students' written work, or other project “artifacts” can be mounted on posters, a wall, or bulletin boards
- multi-media presentation – a video on the project could be shown or a slide show set to music or student narration
- refreshments – perhaps a few parents would organize something or you could use some of your CiviConnections

- tions funds to provide light snacks
- student speeches – students who wish to could each speak briefly about a selected aspect of their CiviConnections work
- community speakers – invite those who were involved with or touched by the CiviConnections project to share their perspectives or invite the mayor or principal to make a speech in recognition of the students’ efforts
- service activities – you could set up an optional donation bowl to contribute funds toward addressing your issue or have postcards and stamps available for attendees to engage in an advocacy activity
- handouts – consider having students create a handout for celebration attendees that provides a brief description of what they learned and how they made a difference as well as ideas for further action and needed contact information so that more people can get involved with the issue

These are just a few of the many options possible for an informative and fun celebration. Be creative, invite student input, and welcome assistance from parents or other community members who would like to be involved in planning this event.

Publicizing the Celebration

Don’t wait until the last minute to set the date for and publicize the celebration. Give everyone plenty of advance notice about when and where the event will be held. Students can make personal invitations for parents and selected community members. You could also publicize the event in the local newspaper, community organization newsletters, the school newsletter, local radio and TV, and other outlets in your community. All of these publication outlets take some lead time, sometimes a few weeks or more, so begin planning your celebration at least a month in advance.

Other Questions to Think About

- How long should the celebration last?
- Will parents or students bring refreshments?
- Will there be set up? Clean up?
- Are there costs associated with reserving a selected public space?
- How much time do we want to devote to planning the celebration?

- Do we need other adults to help supervise the celebration?
- Will students be involved in making presentations or giving “tours” of the displays?

Conclusion

The community celebration serves several purposes in the CiviConnections program. It gives students an opportunity to reflect on their learning and experience and to consider how to present their learning to others. The celebration gives teachers a suitable means for assessing students’ learning from their experiences. Finally, the celebration serves to inspire local community members to get involved with this issue and to recognize the students’ efforts.

Chapter 9: Grant Funds and Expenditures

In this chapter teachers will find needed information for how to access their CiviConnections grant funds and guidelines for how these funds can and cannot be spent. Details are also provided on required grant fund expenditures.

Information for Accountants

CiviConnections grant funds will be mailed to the accountant or business manager for your school district in three installments: 1) as soon as the summer workshop budget has been submitted and approved, 2) as soon as the project budget, project summary, and student pre surveys have been submitted – due by September 30 at the latest, and 3) after all reports and surveys have been completed and submitted – due by December 31 at the latest. Following is a copy of the information mailed to your accountant with the first check:

Dear (Accountant's name);

Congratulations to the teachers from your district who have applied for and been awarded a CiviConnections grant of \$7,500. Enclosed is the first of three checks to cover the costs associated with the teachers' participation in the CiviConnections program, funded by the National Council for the Social Studies (NCSS) with support from the federal Corporation for National and Community Service. Please read this letter carefully in order to follow the necessary guidelines for managing these federal funds.

Each CiviConnections grant is a total of \$7,500, to be sent to you in three separate installments. This first check covers the expenses associated with the teachers' attendance at the CiviConnections summer workshop. A budget for these expenses is included with this letter. The check enclosed covers the expenses listed in the Learn and Serve grant column only. (Match/in-kind contributions are those being donated by the teachers or the district).

Teachers are required to submit a project budget for an amount up to the difference between this check and the total \$7,500. These budgets, along with their project summaries and student pre-surveys are due to NCSS by September 30, 2004. A check for the Learn and Serve

grant amount in the second budget (minus 10% - \$750) will then be mailed to you for the teachers' use. The final \$750 will be mailed to you after all of the following have been received: 1) student pre and post surveys, 2) end of project report and 3) financial expenditures form. Items 1 and 2 are the teachers' responsibility. We have included all necessary forms and information for the financial expenditures form, your responsibility, in this mailing. Items 1-3 are all due to NCSS by December 31, 2004.

You will find all of the following in this mailing:

- 1) Directions for Tracking Expenditures and completing Expenditures Report Form*
- 2) Expenditures Report Form*
- 3) Use of Grant Funds Guidelines*
- 4) Statement of Assurances and Certifications (please sign and return)*

If you have any questions about the CiviConnections grant program or the guidelines and forms enclosed, please contact Treverne Brown-Thomas, CiviConnections program assistant at 301-588-1800, ext. 108 or civiconnections@ncss.org. Please mail the signed Statement of Assurances and Certifications as soon as possible to Treverne at NCSS, 8555 16th St., Suite 500, Silver Spring, MD, 20910.

Sincerely,

*Rahima Wade
CiviConnections Program Director
Cc: [Lead Teacher]
[Lead Teacher's principal]*

Directions for Tracking Expenditures (Accountant's Responsibility)

Recipients of federal funds are responsible for maintaining a full and complete record of expenditures of federal, state, and local funds connected with a program.

1. Establish a separate account for the CiviConnections program
2. Assign an auxiliary code to the program identifying the line items of the program's approved budget.

3. Keep originals of primary source documents such as purchase orders, paid invoices, paid vouchers, related correspondence, and other items relative to expenditures. You do NOT need to submit receipts along with your expenditures report.
4. All records must be kept for five (5) complete years plus the current fiscal year.
5. All grant funds must be accounted for. Any funds not used must be returned to the National Council for the Social Studies.
6. Keep track of any in-kind or matching contributions from the school district or other parties involved in CiviConnections. There is no match requirement for this grant but any match must be documented on the Financial Expenditures Form. A match (cash) and in-kind contributions, including services, must be fairly evaluated and may be provided through state, local, or federal sources (other than funds made available through National Service laws). Volunteer time of non-program staff and non- participants may be submitted as in-kind costs. The fair market value of the donated services and goods may be listed. Rates for volunteers shall be consistent with those regular rates paid for similar work in other activities of the organization. To list volunteer time, a log listing the names, ages, dates, and hours contributed must be kept.

Directions For Completing Expenditures Report Form (Accountant's Responsibility)

You can complete this form in the hard copy version enclosed but it will be much easier to complete the e-mail version we will send you. Please use your copies of the approved CiviConnections Summer Workshop Budget (enclosed in this mailing) and the CiviConnections Project Budget (which you will receive after teachers submit them in September) to fill in the correct amounts under "Learn and Serve Budgeted Amount." You do NOT need to send originals or copies of any invoices, purchase orders, or receipts with the Expenditures Report Form but you do need to keep these items on file in the event of an audit. The Expenditures Report form must be completed and mailed to Treverne Brown-Thomas by December 31, 2004. If you have any questions about completing this form, please contact Treverne at 301-588-1800, extension 106 or e-mail her at civiconnections@ncss.org

Use of Grant Funds Guidelines

CiviConnections Grant funds may be used for:

- School bus or mass transit transportation to service sites
- Substitute pay when the program dictates that teachers be away from their classrooms
- Curriculum materials and supplies to implement the program (e.g. reference materials, books, software, videotapes, supplies to make the display for the community celebration)
- Film and film processing to document the program
- Copy work, printing, mailings, phone calls
- Small recognition awards for students or community participants (e.g. certificates, plaques, ribbons, thank you cards)
- Consultant services (who contribute their expertise usually for a short period of time)
- Transportation, registration and attendance costs associated with attending the National Council for the Social Studies Conference on Friday, November 19, 2004 in Baltimore, MD.
- Up to \$750 for teachers' planning time (\$250 per teacher) outside of the regular school day
- Up to 5% (\$375) for administrative costs for accounting processes***

Do NOT use CiviConnections grant funds for:

- Food or refreshments (except for food costs necessary to accomplish the service-learning activities such as snacks for child care or nutrition education programs)
- Any religious activity
- Political activity that could be construed as:
1) lobbying, 2) assisting, promoting, or deterring union organizing, 3) any activities that would influence the outcome of an election
- Salary for a new employee or consultant to administer the program
- Office space and office equipment rental
- Reward field trips of any kind
- Gifts or items that appear to be gifts
- Payments to student participants

- Equipment and equipment maintenance costs (Equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year. Equipment includes computers and purchase of materials that will result in capital improvement. Supplies and materials that include trees, shrubs, and flowers for beautification projects are ineligible).
- Replacing state or local funding for previously existing programs nor duplicate or replace those programs
- Travel to conferences other than those required in the CiviConnections program

*****Administrative Costs Guidelines**

Administrative costs are the costs associated with the overall administration of the program. Up to 5% (\$375) can be used to cover the costs associated with administering the grant.

Administrative costs include:

- Indirect costs
- Costs for financial, accounting, auditing, internal evaluations or contractual functions
- Costs for insurance that protects the entity that operates the program

Administrative costs do NOT include:

- Costs for staff who recruit, train, place or supervise participants
- Costs for internal evaluations

Assurances

(To be signed and then returned to NCSS by the accountant)

As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that the applicant:

Has the legal authority to apply for federal assistance, and the institutional, managerial, and financial capability (including funds sufficient to pay the non-federal share of project costs) to ensure proper planning, management, and completion of the project described in this application. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the state, through any authorized representative, access to and the right to examine all records, books, papers, or documents related

to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

Will establish safeguards to prohibit employees from using their position for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 CFR 900, Subpart F).

Will comply with all federal statutes relating to nondiscrimination. These include but are not limited to: Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686). which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of disability (d) The Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) The Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) sections 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290dd-3 and 290ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the National and Community Service Act of 1990, as amended; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of federal participation in purchases.

Will comply with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C 276a and 276a-77), the Copeland Act (40 U.S.C 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction sub-agreements.

Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires the recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved state management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C 1451 et seq.); (f) conformity of federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984, as amended, and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.

Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, application guidelines, and policies governing this program.

Certifications

Certification - Debarment, Suspension, and Other Responsibility Matters

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities.

- A. As the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that neither the applicant nor its principals:

Is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency.

Has, within a three-year period preceding this application, been convicted of, or had an adverse civil judgment entered in connection with, fraud or other criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

Is presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification, and

Has not, within a three-year period preceding this application, had one or more public transactions (federal, state or local) terminated for cause or default;

- B. If you are unable to certify to any of the statements in this certification, you must attach an explanation to this application.

Certification - Drug-Free Workplace

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations require certification by grantees, prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification may be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Section 85.615 and 85.620).

As the duly authorized representative of the grantee, I certify, to the best of my knowledge and belief, that the grantee will provide a drug-free workplace by:

- A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- B. Establishing a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace, the grantee's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- C. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (A);
- D. Notifying the employee in the statement required by paragraph (A) that, as a condition of employment under the grant, the employee will: abide by the terms of the statement, and notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
- E. Notifying us within ten days after receiving notice under subparagraph (D) from an employee or otherwise receiving actual notice of such conviction;
- F. Taking one of the following actions, within 30 days of receiving notice under subparagraph (D), with respect to any employee who is so convicted- Taking appropriate personnel action against such an employee, up to and including termination; or Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;
- G. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (A) through (F).

Certification - Lobbying Activities

As required by Section 1352, Title 31 of the U.S. Code, as the duly authorized representative of the applicant, I certify, to the best of my knowledge and belief, that:

No federal appropriated funds have been paid or will be paid, by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into of any cooperative agreement, or modification of any federal contract, grant, loan, or cooperative agreement;

If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the applicant will submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

The applicant will require that the language of this certification be included in the award documents for all subcontracts at all tiers (including subcontracts, sub-grants, and contracts under grants, loans and cooperative agreements) and that all sub-recipients will certify and disclose accordingly.

Information for CiviConnections Teachers

CiviConnections teachers are responsible for the following activities related to grant funds and expenditures: completing and submitting the summer budget form and the project budget form, saving receipts for all grant expenditures and turning them in to the accountant, restricting expenditures according to both the "Use of Grant Funds Guidelines" and the submitted and approved budget forms. Copies of the two budget forms are included in this chapter.

Teachers should talk to their accountant about how to access their CiviConnections funds. In some cases, teachers may be able to receive the funds in advance of purchases or use school district invoices. In other cases, teachers will need to incur costs and then submit receipts and be reimbursed by the school district.

Directions for Completing the CiviConnections Project Budget Form (Teachers' Responsibility)

The project budget form is similar to the summer workshop budget form, although most of the categories are different. As with the summer workshop budget, you can complete the project budget on line (preferred, easier) or in hard copy. As you fill out the project budget, please keep the following in mind:

- 1) Your total "Learn and Serve Amount" for the summer workshop budget and the project budget combined cannot exceed \$7,500.
- 2) There is no match requirement for this grant, but if contributions are made by teachers, schools, districts, or community agencies, please list the amount or the fair market cost in the appropriate spaces.
- 3) Consult the "Use of Grant Funds Guidelines" in this chapter to make sure you do not include any disallowable items in your budget.
- 4) Be sure to explain the expenditures in each category on the form. Some examples are provided.
- 5) Try to be as specific as possible. However, you do not have to have exact costs for every item. For example, you could indicate that you will purchase "art supplies" for the public display for a total of \$80 or "student books on U.S. history" for a total of \$150 (15 books x \$10 each).
- 6) You may adjust the amount in categories 1-7 of the budget up or down by 10% of the amount listed in that category without obtaining approval from NCSS. However, your total Learn and Serve funds may not exceed that listed on the project budget form. Also, the Learn and Serve amounts in categories 8 and 9 cannot exceed those listed on the budget form.
- 7) The project budget is due to Rahima Wade by September 30, 2004. You can e-mail it to rahimawade@uiowa.edu, fax to 319-335-5608; or mail to Rahima Wade, N291 Lindquist Center, The University of Iowa, Iowa City, IA 52242.
- 8) As soon as we receive your project budget, project summary, and student pre surveys, we will process the second payment to your accountant. The second payment will be for the total Learn and Serve

amount on your project budget form minus \$750. The remaining \$750 will be mailed in a third check to your accountant after all student surveys and reports have been submitted to and received by NCSS.

- 9) Please complete your project budget carefully. In general, we will not approve amendments to this budget past the due date. In extreme circumstances in which a budget must be changed beyond what is typically allowable (see #6 above), teachers will need to obtain permission from Rahima Wade, CiviConnections project director.

CiviConnections Project Expenses

It is very important that you keep track of your expenses for the CiviConnections program. Each time you plan to purchase an item, you should check the Use of Grant Funds Guidelines and your approved budget to make sure that the cost is allowable. Be sure to turn in all receipts to your accountant. It would also be a good idea to either keep copies of your receipts and/or keep a log of funds spent. Teachers can keep a log in a notebook listing the date, item purchased, and cost. All expenses for the project must be incurred by December 31, 2004. Funds not incurred by this date will be returned to NCSS. There will be no carryover funds (expenses allowed beyond the December 31, 2004 date) in the CiviConnections program.

Conclusion

Both CiviConnections teachers and school district accountants have significant responsibilities in regard to fiscal management of CiviConnections grant funds. When all parties are conscientious in regard to managing grant funds, keeping track of project expenses and financial reports will be easily accomplished.

Chapter 10: Grant Reporting and Evaluation Procedures

It is very important that all CiviConnections teachers comply with the grant reporting requirements and evaluation activities. The tasks and an associated timeline are explained in this part of the Guide.

Introduction

The Corporation for National and Community Service, the organization funding the CiviConnections program, is very interested in knowing how effective CiviConnections is in fostering civic education knowledge, skills, and attitudes among our nation's youth. In order to evaluate students' learning and service in the CiviConnections program, it is vital that teachers follow the guidelines in this chapter in regard to the evaluation procedures.

CiviConnections Project Summary

Along with your project budget form, send a completed CiviConnections Project Summary form (just one if all three teachers in your team are working on the same project or separate forms for different projects). This form is included for your use in this chapter.

Pre and Post Student Surveys

The pre and post student surveys are included in this chapter. Both must be completed by all students participating in the CiviConnections program. You will need to make copies for your students and when completed, mail them to Rahima Wade. Both surveys have 25 items and a similar rating scale (though in the post survey the scale is used twice for each item).

The pre survey should take students no more than 10 minutes to complete and the post survey no more than 15 minutes. Students should complete the pre survey during the first week of school, before the CiviConnections program has even been introduced or started. The surveys should be mailed along with your program budget and project summary. Checks for the program budget amount will be mailed after the project budget and project summary forms have been received and approved and after all pre surveys have been received.

Students must complete the post survey after the CiviCon-

nections program is completed and no later than December 31, 2004. The final 10% (\$750) of your grant budget will be mailed to your district accountant after the post surveys, expenditures report, and final report have been received.

Please mail all completed surveys to:

Rahima Wade
Lindquist Center N 291
The University of Iowa
Iowa City, IA 52242

October E-Mail

At the beginning of October, you will be sent an e-mail message with several questions in regard to your progress with the CiviConnections program. Please respond to this email promptly (no later than October 15, 2004). Completing this "progress report" should take you no more than 45 minutes. The report will serve as an update on how you have progressed in your CiviConnections project, any needs or problems, and any modifications from your original plans. The email/progress report will be sent to all three teachers on your team. All three teachers should respond.

NCSS CiviConnections Grantee Meeting – Friday, November 19, 2004

Your team should plan to attend this meeting in Baltimore, Maryland (part of the NCSS Annual Meeting). For further information on registration and hotels, go to www.socialstudies.org. You will have a choice of attending a three-hour session in the morning or in the afternoon on Friday. This meeting will provide an opportunity for grantees to talk about their CiviConnections projects (bring photos, samples of student work, or other "artifacts" for "show and tell"). We will also discuss challenges and help each other brainstorm possible strategies and solutions. Finally, we will spend some time learning more about options and possibilities for the final display/celebration aspect of your project. If you have not yet become an NCSS member (part of your commitment in receiving the CiviConnections grant) you can do so along with your conference registration. You can include full

conference registration (\$165 for NCSS members, \$210 for non-members which includes the cost for becoming a member) and two nights hotel costs in your CiviConnections Project Budget. Hotels are expensive so when possible, plan to share a room. You can also include costs for travel to and from the conference from your home, substitute pay to cover your absence at work on Friday, and meals for two days at the conference plus meals during your travel time. If you wish to stay at the conference for longer than two days, you must pay for the additional meals and hotel room yourself.

Final Report

The final report on your CiviConnections project must be postmarked (or emailed) by December 31, 2004. Guidelines for this report will be given to you at the NCSS Meeting on November 19, 2004. Part of the final report is a log of the hours students have spent on service activities. There is a form for this included in this chapter. Final checks will be mailed to school district after the following have been received: final report, financial report (from the district accountant) and student post surveys.

Note: The Expenditure Report should be mailed to:

Trevi Brown-Thomas
National Council for the Social Studies
8555 Sixteenth Street, Suite 500
Silver Spring, MD 20910

The project budget, project summary, pre and post student surveys, and final report should be mailed to:

Rahima Wade
Lindquist Center N 291
The University of Iowa
Iowa City, IA 52242

Timeline

End of first week of school (9/15/2004 at the latest)

Student pre surveys due
CiviConnections program budget due
CiviConnections project summary due

10/15/2004

E-Mail progress report due

11/19/2004

Grantee Meeting at NCSS Annual Meeting
in Baltimore, MD

12/31/2004

Final Report (including Student Hours Log) due
Expenditure Report from accountant due
Student post surveys due