



## Service Learning Lesson Plan

**Project Title:** Citizenship as Social Justice  
**Main Subject Area:** ELA

**Grade Level:** 8  
**Theme:** Civics

**Duration:** 2  
months

### Objective/Description

Students learn about social injustice, educate others about social injustice, and advocate for those who have been unjustly treated. Each group selects and investigates a type of injustice:

1. Interactional injustice (Bullying)
2. Economic injustice (Poverty/Homelessness)
3. Human rights violations
4. Racial discrimination
5. Religious discrimination
6. Discrimination against disabled persons

Students design and implement an advocacy campaign after researching their selected issue. Students may choose to work with a non-profit that supports their efforts. Once students create their advocacy campaign, they present their research using various media (display boards, PowerPoints, Prezis, videos, etc.) during an Advocacy Day selected by the school.

### Common Core Content Standards

#### Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **CCSS.ELA-Literacy.RH.6-8.8**
- **CCSS.ELA-Literacy.RH.6-8.9**
- **CCSS.ELA-Literacy.RI.8.7**
- **CCSS.ELA-Literacy.RI.8.8**
- **CCSS.ELA-Literacy.RI.8.9**

#### Comprehension and Collaboration

- **CCSS.ELA-Literacy.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### Presentation of Knowledge and Ideas

- **CCSS.ELA-Literacy.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **CCSS.ELA-Literacy.SL.8.5**
- **CCSS.ELA-Literacy.SL.8.6**

### Driving Question

What is our responsibility as citizens regarding injustices that happen in our community and the world?



## Investigation

### Research, class instruction, interviewing civic leaders and/or professionals, surveying neighbors or peers

- Give an overview of project-based service learning.
- Discuss the goals of this project, which are to gain a deeper knowledge of justice issues (historically/currently) in our country/world and to advocate for a philosophy or civil position; discuss how students can advocate for issues.
- Brainstorm various social justice issues that students could research and address.
- Divide students into groups and instruct them to decide which justice issue each group will research and address.
- Have students research their issue (read excerpts, watch videos, do interviews).
- Determine if an expert guest speaker would benefit the study.

## Preparation

### Collaborative problem solving, planning, and task assignment by & with the students

- See “Planning Tools” at [http://servicelearning.childreninc.org/?page\\_id=527](http://servicelearning.childreninc.org/?page_id=527).
- Have students talk to school administrators in order to schedule a school Advocacy Day.
- Tell each group to determine what type of advocacy campaign to create, figure out what supplies will be needed to complete the project, and to gather those supplies.
- Instruct them to assign tasks to individuals.
- Have students create presentation materials (display boards, PowerPoints, Prezis, videos, etc) to support the conclusions gained from their research.
- Set aside time for students to practice presenting.

## Action

### Service activities or methods used to address a social issue or community need

- Help students present their advocacy campaigns to the school during an Advocacy Day.

## Reflection

### Frequent assessment of students’ growing knowledge and developing skills; refer to driving question

- See “Reflection/Evaluation” at [http://servicelearning.childreninc.org/?page\\_id=483](http://servicelearning.childreninc.org/?page_id=483).
- Discuss historical and current social justice issues; list them on the board and have students rate their importance/impact upon society,
- Before students research their issue, have them write an initial reflection piece about any experience they have had connected to their issue, the experiences of others they know, and/or anything else they know about the social justice issue they are researching.
- Midway through the creation of the advocacy campaigns, have students pair up and share what they are learning from this project; as a class, list the things that students are learning.
- Have students take a student survey.



## Demonstration of Knowledge

### Assessment of students' knowledge/skills and project outcomes

Help students share their presentations, videos, or project displays at a Board of Education meeting, PTO meeting, or other public venue.

## Community Partners

### Includes anyone who offers expertise to the project or who benefits from the project

- **Interactional injustice (Bullying):** Rachel's Challenge, Stopbullying.gov, Anti-Bullying Network
- **Economic injustice (Poverty & Homelessness):** Freestore Foodbank, Cold Shelter, Habitat for Humanity, St. Vincent De Paul Society, Welcome House, Interfaith Hospitality Network, Drop Inn Center, etc.
- **Human rights violations:** Youth for Human Rights International, Slavery & Human Trafficking, Amnesty International, The Advocacy Project, United National Human Rights Council, humanrights.gov
- **Racial discrimination:** National Underground Railroad Freedom Center, Urban League of Greater Cincinnati, NAACP
- **Religious discrimination:** Council on Religious Freedom, The Office of International Religious Freedom, Interfaith Alliance
- **Discrimination against disabled persons:** Stepping Stones, Redwood Rehabilitation Center, Starfire, Bawac, Goodwill Industries, Autism Speaks, Special Olympics

## Outcome

### Funds or goods generated, direct or indirect service provided, advocacy or education done

Presentations at Advocacy Day; possible item collection or fundraising for related organizations

## Secondary Subject Areas (Bold all that apply)

- |                                   |   |
|-----------------------------------|---|
| ▪ English, Reading, Language Arts | ▪ Government and Civics                                       |
| ▪ World Languages                 | ▪ <b>Global Awareness</b>                                     |
| ▪ Arts                            | ▪ Financial, Economic, Business, and Entrepreneurial Literacy |
| ▪ Mathematics                     | ▪ <b>Civic Literacy</b>                                       |
| ▪ Science                         | ▪ Health Literacy   |
| ▪ <b>Economics</b>                | ▪ Environmental Literacy                                      |
| ▪ Geography                       |   |
| ▪ History                         |   |



## 21<sup>st</sup> Century Skills (Bold all that apply)

- Career Readiness
- **Creativity and Innovation**
- **Communication and Collaboration**
- **Critical Thinking and Problem Solving**
- Physical Education
- **Initiative and Self-direction**
- Flexibility and Adaptability
- Consumerism
- **Information Literacy**
- **Media Literacy**
- **Technology Literacy**
- **Productivity and Accountability**
- **Leadership and Responsibility**
- **Social and Cross-cultural Skills**