



## PROJECT-BASED SERVICE LEARNING PLANNING TOOL

**Project Title:** Orphan Train Rider

**Start Date:**

**End Date:**

**School:**

**District:**

**# Students:**

**Teacher(s):**

**Class(es):** ELA and History

**Grade Level(s):** 7

**Overview/Description of Project:** The students will compare and contrast true orphan stories on the Orphan Train Movement website. They will recognize that children are still left in orphanages today, and they will gain respect and understanding of the misfortune for kids in our community. The students will research information about the Children's Home of Northern Kentucky, and will determine the items that the home is in need of. Through communication and collaboration, the students will decide how they will collect the items and present them to the home. This project will focus on the common core informational text reading standards.

**Community Partners/Contacts:** Children's Home of Northern Kentucky

**Funds/Goods/Services Generated (as applicable):** Tangible Donations

**Core Content/Subjects/Interdisciplinary Themes** (Check all that apply):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> English, Reading or Language Arts | <input type="checkbox"/> Geography  |
| <input type="checkbox"/> World Languages                              | <input checked="" type="checkbox"/> History   |
| <input type="checkbox"/> Arts   | <input type="checkbox"/> Government and Civics                                      |
| <input type="checkbox"/> Mathematics                                  | <input type="checkbox"/> Global Awareness   |
| <input type="checkbox"/> Economics                                    | <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy |
| <input type="checkbox"/> Science                                      | <input type="checkbox"/> Civic Literacy   |
| <input type="checkbox"/> Health Literacy                              |   |
| <input type="checkbox"/> Environmental Literacy                       |   |

**21<sup>st</sup> Century Skills** (Check all that apply):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Creativity and Innovation  | <input type="checkbox"/> Information, Communications and Technology Literacy (Apply and Use Technology Effectively) |
| <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  | <input checked="" type="checkbox"/> Flexibility and Adaptability  |
| <input checked="" type="checkbox"/> Communication and Collaboration  | <input checked="" type="checkbox"/> Initiative and Self-Direction   |
| <input checked="" type="checkbox"/> Information Literacy (Access and Evaluate Information; Use and Manage Information) | <input type="checkbox"/> Social and Cross-Cultural Skills   |
| <input type="checkbox"/> Media Literacy (Analyze Media; Create Media Products)   | <input checked="" type="checkbox"/> Productivity and Accountability   |
|  | <input checked="" type="checkbox"/> Leadership and Responsibility   |



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## Common Core Content Standards:

CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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 Distinguish among fact, opinion, and reasoned judgment in a text.



CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

**Driving Question:** How can we support orphans that are in our community?

**Investigation:**

*Student research-read news, interview civic leader, survey neighbors, peers, collaborative inquiry of community issues, class instruction*

The students will read articles about orphans from the Orphan Train Rider Movement on the following site: <http://orphantraindepot.org/orphan-train-rider-stories/>

The students will compare and contrast stories, as well as make self-to-text connections. (This provides an opportunity for the teacher to incorporate ELA common core standards.)

The teacher will ask students what they know about orphans in our community (think-pair-share) and will introduce the Children's Home of Northern Kentucky. Please share the clip on the following website: <http://www.chnk.org/wish-list/> (Preview the clip first to make sure it is appropriate for your specific students.)

Now it is time for students to brainstorm ideas for helping out the orphanage in their community. Introduce the project and add ideas that the students have generated.

Reflection Focusing Activity: Discuss how the activity chosen addresses the driving question for this project.

**Preparation:**

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

The students will look at the wish list on the Children's Home of Northern Kentucky website, and will identify items that they will collect during this project.

The students will plan how they will advertise for the project, collect the items, and present the items to the Children's Home. Have them discuss how they will involve the school and community in this project.

**Action:**

*What social issue, community need addressed? Direct service, Advocacy, or Education focus?*

The students will carry out the collection and will inform participants about what they have learned about the Orphan Train Rider Movement.

The students will contact the Children's Home of Northern Kentucky and ask how they can donate the items that they have collected. Also ask them to take pictures of the children using some of the items (without faces) and send them back to your school. It may be a good idea to provide them with an addressed envelope with prepaid postage on it.

**Reflection:**

*Ongoing within project: Measure & assess knowledge, skills, growth*

As a whole group, the students will make a list of all of the items that they collected. They students will identify how each item will be used in the home, and how the donations impact each child.



**Demonstration:**

*Demonstration of knowledge & growth: Celebration of learning and service outreach*

1. The students can have a small celebration before or during the donation of the items.
2. When pictures return from the Children's Home, the students can identify what they have learned from this project, and how this project has impacted their individual lives.

***\*Please adapt this lesson plan to meet the needs of your students!***