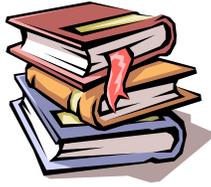


English and Language Arts Service-Learning Projects



Elementary

- Students partnered with a local hospital and literacy group to make books to donate to brand-new mothers. They included letters explaining, “why it’s important to read to a child” and offered favorite titles.
- After 9/11 and reading the poem, “Hands Are for Helping,” students wanted to raise money for the Red Cross. Students eventually decided to write and sell a cookbook of favorite recipes. They also organized a public ceremony where they presented \$1745 to the Red Cross.
- Working with the school guidance counselor, students wrote a “Getting Through Kindergarten” book to give to each incoming kindergartner.
- After discussing attitudes toward their school, students decided to develop stretches of blank hallway walls into space for displaying student work. Partnering with school custodians, a lumber company and parent volunteers, students built 20 bulletin boards, applying both math and language arts skills. They also wrote letters and progress reports and gave oral presentations to a variety of audiences.
- Trying to improve the school’s lunch program, students decided to grow vegetables at school. They partnered with the lunch staff and local garden supplier. They researched, read books, wrote thank you notes, kept reflection journals and shared their progress orally with lunch staff.

Middle School

- Social studies students partnered with the library to interview citizens of all ages and write and illustrate a book of post-9/11 reflections based on collected thoughts, feelings and memories. The book was donated to all school and local libraries and municipal offices.
- Students read book(s) about “recent” historical events to inspire an oral history project with local senior citizens. They partnered with the local historical society and veteran group, donating a copy of their written product to both groups and the library.
- Students wanted to create plays from books with a local actor/director. They surveyed a nearby hospital, school and senior center to determine interest and preferences in book genres. Students wrote and performed for different audiences (hospital, seniors, younger students).

- Alternative ed students worked on a school garden pond, partnering with a surveyor, landscape designer, construction and lumber company, concrete manufacturer and graphic artist. They created a brochure describing the careers involved in this project and shared it with a 6th grade class that helped with some of the labor.
- Language arts students were asked by a local conservation group to create a trail and write a “how-to” manual based on their experience. This way, the community group can use this manual with other classes in the area.
- Students partnered with LifeFlight, Bureau of Highway Safety and the Coalition for Safe Kids to do an in-depth study of injury prevention. Students created surveys, wrote letters, conducted research and designed power point presentations on safety, interviewed the public, presented to the school board and published project updates in the school newsletter.

High School

- Students wrote books for younger students with the expert guidance of 3rd graders who shared what they like. Older students then worked with a local writer and artist and donated the finished books to elementary schools, libraries, shelters, etc.
- Reading *Tunnel Vision* by Fran Arrick and other suicide-related literature, inspired English students to research teen suicide, present prevention ideas to their school board and implement a multi-pronged plan to address the issue at their high school.
- American Studies students read Civil War era literature triggering discussion and research on slavery today. Students debated the issues involved in buying freedom for a Sudanese slave prior to deciding to undertake this effort. They worked with an international organization to help present their case to other students, civic and religious organizations to raise money for this cause.
- While science students partnered with students from a nearby reservation to study local environmental issues, in English they read fiction and non-fiction literature concerning Native American history and culture. They also wrote a research paper that included primary and secondary source documents.
- Humanities students were asked by a college art museum to research and write a catalogue for an exhibit on Monhegan Island artists. Students tracked down and interviewed artists and/or living relatives. They studied the style and historical period in which they worked.