

# *Modern and Classical Language Service-Learning Projects*

## *(Middle and High School Level)*



### *Middle School*

- After hearing stories of isolation and challenges from mainstreamed deaf students, an American Sign Language class decided to create and teach lessons for elementary classes in the district. Lessons included elements of American Sign Language, deaf culture and awareness of everyday challenges for deaf students in their school.
- Remembering how difficult it was to decide if they should take French or Spanish, students wanted to help 5<sup>th</sup> graders make an informed decision. Each month they hosted a Spanish or French lunch table at the elementary school. 5<sup>th</sup> graders asked questions about the class, language and middle school in general as they learned about a new culture and a few phrases in a new language.
- Students created alphabet and number books in Spanish for elementary school students. After reading aloud to enthusiastic young students, they made books-on-tape and donated the sets to all 3<sup>rd</sup> grade classrooms.
- Spanish students started email correspondence with an ESL class in a California middle school, made up primarily of new Mexican immigrants. In English, they interviewed the new immigrants. The new Californians responded in Spanish about their experiences. Remembering their own indifference to studying immigration, students decided to create and perform a play about immigrant life for younger students, hoping to sensitize them to the needs of immigrants.
- French students noticed many French speaking Canadian travelers in local restaurants were having a difficult time understanding the menus. So, partnering with a local restaurant, they translated the menu and created a new design for the French version based on what they learned about French Canadian provinces and culture.
- French students worked with the new local Franco-American Center to produce a video chronicling the contributions of Franco-Americans to area mills. Students presented this video of the history of the mills and the contributions of French-speaking Canadians to parents, people highlighted in the video, school officials and board members of the local Franco-American Center where it is now housed. They also successfully submitted it to the Video Arts Festival and the school's own film festival.

- Spanish students were asked by the primary school principal to help raise awareness of foreign languages with K-2 students. Each middle school student created signs in Spanish for the most useful vocabulary (please, thank you, stop, line up, numbers, etc.) and obvious parts of the building (door, window, desk, bathroom, etc.) and helped younger students with pronunciation.

## ***High School***

- ESL students spent time reading and discussing the signs, regulations and procedures throughout their high school. They decided that the Fire Safety instructions should be posted in many different languages so that during emergencies everyone had easy access to life-saving information. They translated regulations into their own languages and then worked with the Multilingual Office to get signs made in all the languages represented in the district.
- Partnering with the Chamber of Commerce, students interviewed local organizations, businesses and religious establishments to inform their French-language Downtown Walking Tour Map and Guide. They also used resources from Boston, Montreal and Paris to guide their work. Their finished product was available in city offices as well as local hotels, restaurants and points of interest.
- Students translated famous children's stories into French and then donated the books they created to a local French Immersion Preschool. When they delivered the books, they met with and read to the children. That was so successful, they wanted to do more. Learning that the preschool needed a new fire door and fire prevention education, high school students successfully fundraised and then worked with a local firefighter to develop informative skits, coloring books and activities in French to share with the preschoolers.
- To help a local shelter increase literacy in the community, Spanish students wrote bilingual books. These books were donated to the shelter to assist the program director in encouraging parents to read to their children.
- Spanish students heard from the elementary librarian that she was responsible for planning a full week of Mexican cultural activities for her K-5 students. She asked for help from 4 Spanish classes, each one researching and taking on a different task. One class decided to give folk dance lessons to 3<sup>rd</sup>-4<sup>h</sup> graders; another class created simple Spanish books for the library and read them to 2<sup>nd</sup> graders; another group gave a week's worth of Spanish lessons to 5<sup>th</sup> graders and the fourth class cooked a Mexican meal for 1<sup>st</sup> graders.
- Latin students challenged their teacher to "prove" that Latin was really useful for learning English vocabulary words. The teacher was successful so they decided to offer tutoring to any students preparing for the SATs.