

Service Learning Certification Form

On Campus
 Off Campus

SECTION 1

Instructor(s):

Social Studies:

Course: United States History

Department: Social Studies

Period(s) Participating

Grade Level(s): 11

Project Name: Veteran's History Project

Anticipated # of students:

Date Submitted:

SECTION 2 Project Description:

Students create video and audio oral interviews with veterans from World War II to the present. They will contact veterans and veterans groups, set up the appointments, prepare the questions, learn how to use the audio or visual equipment, and conduct the oral interviews. The completed interviews will become part of the Folk Life Collection of the Library of Congress.

SECTION 3 Community Need(s):

There is a need to capture the memories of veterans while they are still able to provide such interviews. In particular there is a need to have more minority veterans represented in the oral history collection in the Library of Congress. There is also a need to preserve the memories of veterans living in the Southern California area.

SECTION 4 Community Partner(s):

The community partners will include: the Library of Congress, local chapters of the American Legion and the Veterans of Foreign War, and the Veterans Administration .

SECTION 5 Student Voice

- Students determine which veterans they wish to interview- Tuskegee Airmen, 442 Regiment, Korean War, or Vietnam War veterans etc.
- Students determine technology to be used- audio or video.
- Students determine what are the most important things to ask the veterans.
- Students conduct the interviews.

SECTION 6 California Content/Skill Standard(s)

History /Social Science:

11.7 Students analyze America's participation in World War II.

11.9 Students analyze U.S. foreign policy since World War II.

Language Arts

1.0 Written and Oral English Language Conventions-Students will write and speak with a command of standard English conventions.

(OVER)

SECTION 7 Project Components:

- Students research the role of men and women of diverse backgrounds in World War II and military actions since then.
- Student contact veterans groups and make appointment for interviews.
- Students write interview questions.
- Students prepare paper work for submission of interviews to the Library of Congress.
- Students conduct interviews.
- Students submit completed interviews to the Library of Congress.
- Students write a reflective essay about their experience.

SECTION 8 Reflection Prompts

- Students write essays indicating what they learned from the experience.
- Students write essays comparing what they have learned about a particular war from their textbook to what they learned about the same war from a veteran.

SECTION 9 Outcomes and Assessments:

- Students will be able to list the contribution of men and women of diverse background in World War II and military actions since then.
- Students produce quality interviews that are acceptable for the Library Congress collection.
- Students learn organizational skills necessary to produce veteran interview tapes.
- Students develop communication skills that enable them to contact veterans, arrange for interviews, and conduct interviews.
- Students use critical thinking skills to determine what to ask the veterans.
- Students write a reflection essay on what they learned from interviewing the veterans.

SECTION 10 Accommodations/Support for Diverse Learners:

- Appropriate tasks will be assigned to all students.
 - Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
 - Locations will be accessible. When not available alternative sites will be sought.
 - Each member of the group will have an equal opportunity to make significant contributions to the project.
 - Students with IEPs will be identified and individual needs will be addressed.
- I agree to the above accommodations for diverse service learners. Initials_____**

SECTION 11 Administrator Comment(s) / Recommendations:

Submitted by: _____ Date: _____
Teacher Signature

Approved: _____ Date: _____
Principal or designee Signature

Original to: _____APSCS **Copies to:** _____ SIS Coordinator _____ Teacher(s)