

Service-Learning Certification Form

___ On Campus
___ Off Campus

SECTION 1

<u>Instructor(s):</u>	<u>School:</u>
<u>Course:</u> U.S. History or World History	<u>Department:</u> Social Studies
<u>Period(s) Participating</u>	<u>Grade Level(s):</u> 11 or 10
<u>Project Name:</u> Homestead Strike Role Play	<u>Anticipated # of students:</u>
<u>Date Submitted:</u>	

SECTION 2 Project Description:

In a classroom simulation of the 1892 Homestead Strike, students learn about industrialization and the conflicts and common interests between native-born unionized craft workers and immigrant nonunion laborers. Students caucus in five worker groups and present various viewpoints on craft unionism, the strike, Carnegie's plans to reorganize his steel mill, and the future of their jobs. The simulation culminates in a mass meeting of all the workers in which students debate and vote on whether to join the strike and the union. Following the simulation, students analyze the outcome of their experience (who won the strike vote and why) and determine issues they want to learn more about and take action on to meet their needs. Some examples: identify union vs. non-union employers in our local economy, interview union members about the causes and impact of the strike in their community, research and disseminate information about workers' rights today.

SECTION 3 Community Need(s):

There is a need to raise student awareness about teen workers' rights and labor law today

SECTION 4 Community Partner(s):

L.A. County Federation of Labor, UCLA Center for Labor Research and Education, United Food and Commercial Workers Union, Resource Network for Young Workers. UTLA/LAUSD Collective Bargaining Education Project.

SECTION 5 Student Voice

Students will decide what to accomplish, resources they need, create their own action plans and definitions of success.

SECTION 6 California Content/Skill Standard(s)

California History-Social Science Content Standards—
Grade 10—World History, Standard 10.3 (on the industrial revolution)
Grade 11-- U.S. History, Standard 11.2 (on industrialization)
Language Arts
1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(OVER)

SECTION 7 Project Components:

1--Classroom case study/simulation: curriculum and demonstration lesson available from Linda Tubach, teacher for the UTLA/LAUSD Collective Bargaining Education Project. Call 213-386-3144 to schedule.
2--Produce action plan on child labor issues: identify goals, targets, and timeline. Support is available from the Collective Bargaining Education Project; also, a helpful how-to manual called Active Citizenship Today is available from the Constitutional Rights Foundation, 213-487-5590.
3--Identify community partners and resources.
4--Evaluate project success.

SECTION 8 Reflection Prompts

Students will write an essay on one or more of the following topics;
What was the most meaningful part of this lesson to you?
What did you learn that is relevant to your life? What did this remind you of that we have already studied?
Why are unions important?
What else do you want to learn about unions and worker rights for your future?

SECTION 9 Outcomes and Assessments:

In the classroom case study, students will decide whether or not to join the Homestead Strike, and then compare their decisions to the actual historical outcome. Teachers will be able to assess student performance through a structured sequence/portfolio of reading, writing and speaking assignments. Teachers may use pre-tests and post-tests on vocabulary and concepts. With teacher guidance, students will define the goals and measure the success of their action plans on selected issues. Outcomes could include an oral history video project on the supermarket strike, a guide to local careers and employers, union vs. non-union, a support committee for a local strike or community issue, or a peer education program to raise teen workers' awareness about their rights in a workplace today.

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 group member will have equal opportunities 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)

