

Service Learning Certification Form

On Campus
 Off Campus

SECTION 1

<u>Instructor(s):</u>	<u>School:</u>
<u>Course:</u> United States History	<u>Department:</u> Social Studies
<u>Period(s) Participating</u>	<u>Grade Level(s):</u> 11 th Grade
<u>Project Name:</u> Child Labor Project	<u>Anticipated # of students:</u>
	<u>Date Submitted:</u>

SECTION 2 Project Description:

While studying child labor in the U.S during the industrial revolution, students will research the alleged use of child labor in the production of the goods they buy. They will develop a letter writing campaign in which students will write letters to corporations urging them to monitor and prevent the use of child labor in their overseas plants and work with foreign governments to end the poverty that forces children to work. They will make presentations to other classes in which they will explain the issue and ask for other students to join the letter writing campaign. The letters will be mailed to the heads of the various corporations.

SECTION 3 Community Need(s):

Child labor is a problem facing the global community. As consumers, students may be concerned about having children their age or younger producing the goods they purchase. They may see a need to express this concern to the companies producing these goods.

SECTION 4 Community Partner(s):

Kids Can Free the Children, American Federation of Teachers, International Labor Organization.

SECTION 5 Student Voice

- Students will determine on which product they wish to focus upon.
- Students will decide the content of their letters and their classroom presentations.
- Students will decide which companies and legislators will receive the letters.

SECTION 6 California Content/Skill Standard(s)

History/Social Science:

11. 2. Students will analyze the relationship among the rise of industrialization, large scale rural, migration, and massive immigration from Southern and Eastern Europe.

Language Arts: Reading Comprehension:

- 2.3. Students verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents

Written and Oral English Language Conventions:

- 1.1. Students demonstrate control of grammar, paragraph and sentence structure, diction, and usage.
- 1.2 Students produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

(OVER)

SECTION 7 Project Components:

- Students will examine earlier efforts to end child labor in the United States.
- Students will research the extent of the use of child labor to produce goods sold in the United States.
- Students will select a particular industry on which to focus.
- Students will determine what action can be taken to alter the practices of those who use child labor.
- Students will write to companies encouraging a child labor free policy in compliance with international law.
- Students will prepare a presentation to other students explain the issues encouraging them to write to companies .
- Students will write a reflective essay on their experience.

SECTION 8 Reflection Prompts

- Students will write an evaluation of the project stressing whether they thought it was an effective way to address the problem.
- Students will write an essay on whether labor laws in the U.S. adequately protect children.

SECTION 9 Outcomes and Assessments:

- Students will exhibit an understanding of the extent of the use of child labor in a globalized economy by preparing a presentation to be given to students in other classes.
- Students will exhibit an understanding of the use of child labor by focusing on industries in which child labor is a problem.
- Students will exhibit an ability to write a persuasive letter by creating a letter to be sent to corporations and legislators.
- Students will exhibit an ability to communicate clearly making a presentation to other students on the problem of child labor.

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)