

## **The Cause: A Book Drive A Hayward Service-Learning Project**

### **Contact Information**

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### **Introduction and Description of the Lesson**

Burbank Elementary School resides in downtown Hayward. The student population consists of students from low socio-economic background, and of various ethnicities (predominantly Latino and African American, but including Caucasian, Asian, Vietnamese, Chinese, and Asian Pacific Islanders.)

This project came about when a group of teachers became interested in service-learning, which involves students helping others in their community. The teachers wanted the students in the 3<sup>rd</sup> grade to understand the need to help others, like themselves, as Cesar Chavez had when he helped the migrant workers form a union. The students then turned to the question of what needs their community had. One of the largest needs is books. The students decided to donate books to the homeless shelters in their community.

### **Instructional Process**

#### **Preparation**

The students discussed and reflected on the life of Cesar Chavez. They discussed and wrote about how Cesar Chavez not only touched the lives of the farm-workers, but people all over our country. The teacher charted the students' prior knowledge through a KWL chart (what the student Knows, Wants to know, and Learned.) The teacher built upon this knowledge by reading the book La Causa: The migrant Farmworkers' Story. When they finished their writing, they read their work aloud. During this time they discussed the ways they could touch others in their community. They decided to make contact with a local family shelter and find out what they needed. The shelter informed the students that the shelter needed children's books.

Throughout the project, the students identified what they would be expected to know through teacher demonstrations, examples and discussion.

Issues the teacher needed to discuss with the students prior to the project included researching community service organizations, making sure the principal supported the service, and determining where to store the books until the students delivered them to the shelter and how to get the books to the shelter.

The students learned leadership skills by taking initiative to help others in need. It was the students' responsibility to design and implement the drive. They also went to other classrooms to promote the drive and its purpose.

### **California State Academic Content Standards**

#### 3<sup>rd</sup> Grade Language Arts

Reading 2.1, 2.2

Writing 1.0, 2.0

Listening and Speaking 1.0, 1.8

#### 3<sup>rd</sup> Grade History/Social Science

Continuity and Change 3.1, 3.4, 3.5

#### 3<sup>rd</sup> Grade Science

Life Science 3, 3a

### **Action**

How will the author of the lesson ensure that the service will be high quality?

We assessed the community to make sure that there was a real need for our service. The students participated in most of the decisions in the book drive for the homeless shelter.

How will the service activity help students meet the content standards?

By integrating Cesar Chavez and his work with different subjects we were able to meet all the standards stated earlier. In writing, the students not only read his biography but were able to write about him and his cause. In social studies the students we were able to use maps, time lines and books to understand migrant farmworkers. The service itself helped meet the social studies standard 3.4, 2.

How will students identify the civic, social, or personal responsibility areas that will be addressed in this lesson?

The students identified these areas through learning about Chavez and his values and actions and applying them to this service-learning project.

How will students participate in the service (individually or groups after or during school)?

The students made posters to help get the school involved in the book drive. They also visited other classrooms to promote the book drive and explain the purpose.

Describe any supervision that will be necessary.

I monitored each step by making sure the students understood all directions and the purpose of the book drive especially in the promotion stage.

### **Reflection**

Describe how students will reflect before, during and after the service activity.

Using the KWL Chart the students were given the chance to reflect before, during and after the project. After the service the students were again given time for reflection through their writing. This writing was more personal: How they touched others in their own community.

Describe what the students will be asked to reflect upon (e.g. content standards, civic responsibility).

By understanding how their part in the book drive touched others the students had a better understanding of the importance of social responsibility. To accomplish this understanding we discussed what social responsibility is and how we accomplished it through the book drive.

### **Student Assessment**

How will students be assessed on their learning (academic and civic standards)?

To assess their understanding of the academics standards and social responsibility outcomes in this project the students wrote an essay of our service project stating their part in it and how they helped others in their community which was graded by the teacher according to the standards and outcomes.

### **Project Evaluation and Expansion**

Describe how the following areas of impact will be evaluated: student achievement of the content standards and civic responsibility, role of community partner and how well their community needs were met.

The project was evaluated by the amount of books the students collected for the shelter. This also told us if we met the community's needs. We collected 347 books.

### **Celebration and Public Recognition**

Describe how the service will be celebrated.

As a celebration the class invited community members to our classroom. The purpose was to read. The community member was allowed to bring their favorite book to read to the students and in return the students read to the community members. The students participated in a "Reading Fun Day". This celebration was to reinforce the importance of books and the importance of the students' service project.

Describe how the public will be informed about the service and the learning accomplished.

The public and the community was informed through invitations, to our reading celebration. The invitations were written by the students.

### **Materials and Staff Development Needs**

Include instructional worksheets or forms that may be used in the lesson.

KWL chart

Book: La Causa: The Migrant Farmworkers' Story by Dana Cathereine De Ruiz and Rudy Gutierrez

Journals for students

Boxes for collecting books (one for each classroom)

Construction paper for poster

Crayons, markers and or paint

Any other books, posters and information that you can find on Cesar Chavez

### **Funding, Resource Support, and Sustainability**

This project was supported by a Cesar Chavez Service-Learning Day grant to the Alameda County Office of Education from the Governor's Office on Service. The main support required for this project was from our principal and school staff.

## Lesson Plan Profile

### Contact Information

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### Abstract

This is a service-learning project that was conducted at Burbank Elementary School in Hayward. The purpose of this project was to increase our students' awareness of their community's needs. Through this project, the students learned the impact Cesar Chavez has had on many lives in California. They also learned about the hard life migrant workers have and the impact they have on our everyday lives. Throughout the lessons on Cesar Chavez, migrant workers, and farming the students learned that they too could make a difference in their own community. The students began a book drive for a homeless shelter here in our own community. After the drive, we celebrated by inviting community members to a "Reading Fun Day" where community members and students spent the day reading their favorite books to one another. This celebration was to reinforce the importance of books and working with our community.

### Degree of Complexity

High

### Educational Setting and Participant Information

#### Educational Institution

Public

#### Comprehensive Schools

K-3

#### Participant Configuration

Whole Class Project  
Cross-age or Multi grade

## **School Schedule**

Traditional 9 month

## **Kinds of Service Provided**

### **Overview of Service**

Indirect Service

### **Service Issue Areas**

Civic Action

### **Duration of Service Activity**

Short Term (2-6 Sessions)

### **Specific Service Activity Areas**

Educational

Civic Action

Social Services

Homelessness

## **Lesson Content**

### **Subject Area(s)**

Agriculture education

Reading/Language Arts

English Language Development

History/Social Science

## **California State Academic Content Standards**

### 3<sup>rd</sup> Grade Language Arts

Reading 2.1, 2.2

Writing 1.0, 2.0

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### 3<sup>rd</sup> Grade History/Social Science

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### 3<sup>rd</sup> Grade Science

Life Science 3, 3a

## **Collaborating Partners**

### **Educational Institutions**

Preschool  
Elementary

### **Individual Partners**

ParentsGrandparents

### **Reflection**

Journals  
Video / Pictorial presentation  
Oral presentation