



- > [SSCE Home](#)
- > [Student & Secondary Support](#)
- > [Student Support](#)
- [Academic Support](#)
- [Alternative Education](#)
- [Community Service Learning](#)
- [About CSL](#)
- [Grants](#)
- [MassONE](#)
- [Professional Development](#)
- [Promising Practices](#)
- [Resources](#)
- [21st CCLC Programs](#)
- [Innovative Program Grants](#)
- [McKinney-Vento](#)
- [Parent/Community Advisory](#)
- [Trauma-Sensitive Schools](#)
- > [College and Career Readiness](#)
- > [Contact SSS](#)

Family & Community > Alternative Learning >

Community Service-Learning

22 Ways to Integrate Service-Learning into the History & Social Science Curriculum

1. Students explore local archives and create a visual exhibit at Town Hall highlighting their community, "Then and Now." (3.11)
2. Students lead tours at historic sites or museums. (3.12)
3. Middle school students write historical fiction about important persons or events for younger students. (3.3, 3.5, 3.7, 5.18)
4. Students research lives of local veterans killed in WWII, interview their friends and family members, and hold a celebration of their lives at a town meeting. (USII.14-17)
5. Students hold a Native American tree planting ceremony and discuss ways their school climate could more closely embody the values of Native American culture. (3.12, 4.15)
6. Students learn about the history of the census and raise community awareness for high census returns. (E4.1)
7. Students explore the local cemetery and create a self-guided walking tour that highlights history, artwork, and important persons. (3.8, 3.9, 3.11)
8. Students tutor immigrants to pass the citizenship exam. (4.16, 5.18, 5.24, USG.5.1, US1.19)
9. When studying the depression, develop a long-term service partnership with homeless shelters and food banks. (USII.11)
10. Students restore a historical building in partnership with the local historical society. (3.9)
11. Students interview local immigrants who escaped or were exiled from their country, and write letters in support of human rights. (4.15, USG.2.10)
12. Students develop an exhibit on African-American contributions to their community. (4.15, USII.9)
13. Students research important women, their contributions, and create a Women's History Trail. (US1.33, USII.9, USII.27)
14. Students study Dr. Martin Luther King, Jr.'s writings, and organize service activities to improve the community in the spirit of Dr. King's message, "Everybody can be great, because everybody can serve." (5.27, USG.2.10, USG.5.6)
15. Students study the Industrial Revolution and develop an environmental plan to reduce pollution. (USII.1-2).
16. Elementary students sing national songs, recite the pledge of allegiance, and create patriotic crafts for elderly in a nursing home. (PreK-K.7, 1.4)
17. Students write and illustrate a historical narrative about a famous national or Massachusetts citizen and read to younger students. (3.7, 5.18, USI.31)
18. Students research and develop an exhibit on the political and social status of women in the United States and other countries. (US1.33, USII.9, USII.27, p.35, p.36, p.37)
19. Students learn about citizen's rights, research social services in their communities, and develop an informational pamphlet for people living in homeless shelters. (US1.15, E.4.1, USG.5.9)
20. Students identify a public policy dilemma in the community, research the issue, develop action plan to address the problem, and implement the action plan. ((5.27, USG.1.2, USG.5.9)
21. Students study the election process and organize a voter registration program for their community. (US1.18, USII.32, USG.5.2, USG.5.4)
22. Students research important sites and people and create a local history walking trail. (3.8, 3.9)

*Massachusetts Department of
Elementary & Secondary Education*

[E-mail this page](#) | [Print View](#) | [Print Pdf](#)

[Search](#) · [Site Map](#) · [Policies](#) · [Site Info](#) · [Contact ESE](#)