



Maryland State Department of Education

Service-Learning

Fellow Project

World Cultures Project

Glenelg Country School, Worthington Elementary School and Long Reach High School, Howard County, 10th grade and 3rd grade students with support from high school

students and parents,

David C. Weeks, Civic Leadership Director

weeks@glenelg.org.

Primary Subject: Social Studies

Grade Level: 10th Grade

Additional Subject Area Connections:

Language Arts, Science

Project Title:

World Cultures Project

Type(s) of Service:

Direct

Project Description:

Glenelg Country School 10th grade mentors will work with Worthington Elementary School 3rd grade students in a study of countries in the world. In teams of three to four high school mentors and approximately three to four, 3rd graders, the students will gain exposure to a variety of cultures and will understand through their own presentation one particular culture, which is different from their own U.S. culture. This study meets the goal and many of the objectives in Unit III: Investigating the World of the Howard County Public School 3rd Grade Social Studies Curriculum. The cultures to be studied will largely be determined by the association with immigrant students from the ESOL classes at Long Reach High School, who will serve as primary source consultants to the study groups. Multiple intelligences and

Goals

1. To enrich the third grade social studies, language arts and science curricula
2. To be introduced to a variety of cultures
3. To become familiar with a foreign country through country research and presentation
4. To enhance the self-esteem of the public and private high school students by having a successful mentoring relationship with their elementary school partners.
5. To enhance the self-esteem of third grade students with successful mentoring
6. To recognize and value the various abilities of the students working on the project
7. To improve interpersonal communication skills for problem solving
8. To develop fine quality presentations
9. To cultivate an ethic of service
10. To make new friends and have fun.

learning styles will be considered by the teachers in forming groups of 3rd and 10th grade students. The groups will have eight sessions to conduct research on a country and to prepare for a presentation of the country to an audience of peers, teachers, parents, school administrators and guests. Depending on student interest and ability, the presentations will assume a variety of forms among which are dioramas, models and role-plays. Reflection and celebration will culminate this collaboration between the high school and 3rd grade students.

Potential Service-Learning Action Experiences:

Note: David Weeks has had experience developing the following projects

Neighborhood Map Project

Guided by tenth grade mentors, third grade students attain map reading skills and community resources while making a large mural map of the local area and eventually presenting it.

Howard County's Famous People and Places Project

Guided by tenth grade mentors, third grade students study one famous person or place in Howard County. Then the high school students give support in the presentation of these topics.

Intergeneration Oral History Project

Eighth grade students collaborate with elders to learn about a particular time period such as World War II, The Great Depression or the Civil Rights Movement. After students interview with elders, they write essays on what was learned and share their writings with the elders.

Alignment with Maryland's Best Practices of Service-Learning: *World Cultures Project*

- 1. Meet a recognized community need** (*e.g. What health, education, environment or public safety need was met? How did you determine there was a real need in this area? Who was helped by your project?*)

In this age of globalization and intercultural demographic change in the United States, it is essential that students become familiar with different cultures and lifestyles. This increased awareness will foster harmonious coexistence and allow students to appreciate and not fear cultural diversity. This project creates a mentoring relationship between older students and younger students and allows them to work together on the issues of culture appreciation and diversity.
- 2. Achieve curricular objectives through service-learning** (*How did the project reinforce or enhance student academic learning?*)

This project meets the goal and many of the objectives in Unit III: Investigating the World of the Howard County Public School Third Grade Social Studies Curriculum.
- 3. Reflect throughout the service-learning experience** (*What types of activities did students engage in to reflect on their project?*)

The tenth grade mentors complete a journal after every work session with the third graders and write an interim and final reflective essay. In each session the third and tenth grade students orally reflect on their accomplishments from the previous session. The third graders write a reflective letter of thanks to their respective mentors.
- 4. Develop student responsibility** (*How did students have opportunities to make decisions about the service-learning project and take on leadership?*)

Working with one or two partners, the tenth grade students mentor a small group of four to five third graders in the research of a country and the creative presentation of that country to an audience of family members, guests and school related people. Although students are given a teacher designed framework for a lesson, the tenth graders have to implement it and in the process set and meet goals with their students. In the course of eight sessions, third graders undertake research on topics of interest and collaborate with their tenth grader mentors in the development of a creative and fun presentation.



- 5. Establish community partnerships** *(With what community partners did you collaborate? Non-profits, civic organizations, businesses that provided donations, etc.)*
High school students from Glenelg Country and the ESOL classes at Long Reach High School are primary source consultants for this project. The Worthington Elementary School PTA contributes to the evening presentation with ethnic foods and assistance in presentation planning. Local ethnic restaurants provide door prizes for certain attendees.
- 6. Plan ahead for service-learning** *(How did you prepare and plan for the project?)*
Prior to the launching of the project, the teachers from the Glenelg Country School and the Worthington Elementary School collaborate on the schedule and the composition of the student groups. Contact is made with the ESOL teacher at Long Reach High School to attract foreign students as primary source consultants. Materials and logistical support for the presentation are planned with the Worthington PTA.
- 7. Equip students with knowledge and skills needed for service** *(What did students learn through the experience?)*
The tenth grade students learn the value of being mentors and in the process strengthen their project management skills. The third graders learn about their particular country and attain valuable long term project experience and presentation skills.

Created: project 1999; write up 2010