

Student Service-Learning Planner

Primary Subject: Social Studies

Grade Level: 6th Grade

Project Title: Impacting Hunger

Type(s) of Service: Indirect

School/Teacher(s): Leonardtown Middle;
Hailey McCord and Heather Husk

Project Description: While students are studying the economic principles and processes required to formulate government policy, students will examine the issues associated with poverty and hunger throughout the world and in their local area. They develop a plan to assist with the collection of food for Loaves and Fishes, located in Leonardtown and a division of the Southern Maryland Food Bank. In addition, the service-learning project raises awareness about hunger and different approaches to address the issue.

1. Meet a recognized community need

This project addresses the need to assist families and individuals by developing a partnership with Loaves and Fishes, a Leonardtown division of the Southern Maryland Food Bank. Last school year, the students worked to collect nearly 15 boxes of food that sustained the food pantry for nearly six weeks.

Students are made aware of poverty and hunger and the importance of assisting the local community. To address this issue, students will increase awareness by identifying and examining factors that contribute to poverty, as well as advocating for the elimination of poverty and hunger within the local area. In addition, students take an active role in planning and organizing the service-learning program.

Maryland State Curriculum Indicators

Goal 4: Economics

(4.A.1) Students will explain that people made choices because of resources relative to economic wants and to goods and services in the context of early world history. *Identify opportunity cost of economic decisions made by individuals and groups.*

Maryland College and Career

Readiness Standards

Literacy Standards:

[\(CCSS.ELA-LITERACY.RH.6-8.1\)](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[\(CCSS.ELA-LITERACY.RH.6-8.2\)](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[\(CCSS.ELA-LITERACY.RH.6-8.4\)](#)

Determine the meaning of words and phrases that are used in a text, including vocabulary specific to domains related to history/social studies.

[\(CCSS.ELA-LITERACY.RH.6-8.7\)](#)

Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards:

[\(CCSS.ELA-LITERACY.WHST.6-8.1.B\)](#)

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- 2. Achieve curricular objectives through service-learning**

The students examine social, economic, and political factors that contribute to poverty and hunger. Students also investigate and analyze historical and current governmental policies on dealing with this issue.
- 3. Reflect throughout the service-learning experience**

Students engage in group discussion, brainstorm, and debate the issue of poverty and hunger. Students also complete written reflections on the parts of the service-learning project. Reflections may include posters, collages, narratives, and presentations.
- 4. Develop student responsibility**

Students take responsibility for organizing the collection of food for their class and school. It is their responsibility to inform people why they are collecting the food and engage in a discussion on the importance of addressing poverty. These discussions also provide an additional opportunity for students. Students take an active role in planning, coordinating, and collecting food for Loaves and Fishes.
- 5. Establish community partnerships**

A partnership is established with the LMS Unified Arts department to create a food drop off event in connection with their concerts and the LMS NJHS for a drop off at the annual LMS Talent Show as well as Loaves and Fishes, a division of the Southern Maryland Food Bank.
- 6. Plan ahead for service-learning**

In order to have a successful service-learning project, students need to examine the causes of poverty and how government agencies have dealt with this issue. Students investigate the issue by visiting websites such as www.poverty.com, www.dosomething.org, www.freedomfromhunger.org, www.worldfooddayusa.org, <http://twentytwowords.com/what-will-you-do-with-your-privilege/>, www.unicef.org.
- 7. Equip students with knowledge and skills needed for service**

Students will gain knowledge of their community as well as economic concepts through their exploration of opportunity cost and scarcity through the student service-learning project. Students also practice literacy skills to acquire information from text and visual sources, and practice public speaking skills.

Through these experiences, students become knowledgeable about poverty, hunger, and its effect on people and communities, as well as themselves, whether they experience it directly or not. They will learn how active citizens can affect the community.