MY NEIGHBORHOOD TOOLKIT
Investigating, Collecting, Exhibiting, and Serving Community History

Investigating My Neighborhood

Students are natural historians. They are curious about the people, places, and events that populated their schools, neighborhoods, and cities. By investigating neighborhood history, students can construct meaningful historical narratives. These narratives help students personalize the past and foster a greater sense of community pride. Neighborhood history makes history relevant, concrete, and immediate.

Like detectives trying to solve a crime, students can use clues (historical sources and evidence) to answer questions about the history of their own neighborhood. The inquiry process begins with essential questions. Younger students might ask: who originally settled in my neighborhood? How did the streets in my neighborhood get their names? What were the original purposes of the old buildings in my neighborhood? For older students, local history can be a lens for studying broader national narratives in history. They might inquire: what was my neighborhood like during the Civil War? The Roaring Twenties? How have patterns of migration and immigration changed my neighborhood? How did desegregation impact schools in my neighborhood?

Questions serve as a launching point for historical investigation. Finding the answers to these questions is much more complicated than looking them up in a textbook or encyclopedia. In many cases, there is little published and accessible material that synthesizes the relevant information. Thus, investigating neighborhood history is a great way to engage students in original historical research.

Further Reference

- Bruce A. VanSledright, "Can 10 Year Olds Learn to Investigate History as Historians Do?" *OAH Newsletter*, August, 2000.

- John P. Dillon, "All History is Local: Researching the Place Where You Live." *Middle Level Learning*, 2007.
  http://www.socialstudies.org/system/files/publications/mll/30/MLL30.pdf. (NCSS membership required)

- Kay Cooper, *Who Put the Cannon in the Courthouse Square?* New York: Walker and Company, 1985.

Historic Markers as Secondary Sources

Historic markers are like chapters in a local history textbook scattered throughout the city. Markers tell the stories of significant people, places, and events on physical spots relevant to the stories. Students may even pass one or two of the 1,447 Ohio Historic Markers on their way to school.

Students should keep in mind that historic marker narratives (like all secondary sources) reflect one *account* of the past, not the past itself. James Loewen, author of *Lies Across America: What Our Historic Sites Get Wrong*, believes students should examine markers critically by asking questions about the point-of-view in marker narratives. Loewen's list of "10 Questions to Ask at a Historic Site" forms the basis of the Historic Marker Analysis Sheet in this toolkit. Students can verify or critique the information on historic markers through their own original research with primary sources. They may even want to construct an alternative narrative, or a second narrative for the other side of a marker.

Resources

- Remarkable Ohio: www.remarkableohio.org - A database of Ohio Historic Markers; also available as a mobile app on iTunes.

- Historic Marker Database: www.hmdb.org - A categorized, searchable database containing historical markers and commemorative plaques from across the United States; includes photographs, transcriptions, and location information for hundreds of site markers.

- Teaching Columbus: Historic Sites Archive: http://teachingcolumbus.omeka.net - The Teaching Columbus Historic Sites Archive contains hundreds of high resolution historic and contemporary images with accompanying metadata.

- James Loewen, *Lies Across America: What Our Historic Sites Get Wrong*. New York: Touchstone, 2000. An examination of sites throughout the United States where history is written on the landscape, including historical markers, monuments, historic houses, forts, and ships.

Students as Historians

Students at Monroe Middle School and East Pilgrim Elementary created the narratives for historic markers in the King-Lincoln-Bronzeville neighborhood in Columbus.

http://www.remarkableohio.org/HistoricalMarker.aspx?historicalMarkerId=106011

Historic Marker Analysis Sheet

Name of historic marker: _____

Location: _____

Key information from the marker text: _____

_____

_____

When was the marker put up? How did that time differ from our time? From the time of the person or event commemorated on the marker? _____

_____

_____

Who sponsored the marker? What were the sponsors' motives? What point-of-view is represented? _____

_____

_____

What information is left out? What point-of-view is ignored? How would the story differ if a different group told it? _____

_____

_____

Are there words or phrases used that would not be used today (insulting or degrading terms)? _____

_____

_____

Is the marker text accurate? What historical sources could be used to learn more about the event or person commemorated? _____

_____

_____

Cemeteries

Cemeteries are accessible primary sources that exist in nearly every community, often within walking distance of a school. The mysterious nature of cemeteries makes them a great resource for students using an investigative approach to neighborhood history. Cemeteries and gravestone markers provide details about the life of the people whose remains are buried below. Gravestones may reveal names, birth and death dates, occupations, ethnicity, and religion.

Gravestones and cemeteries can be studied as a type of material culture, examining the relationship between artifacts and social relations. The shape and material of a gravestone, its design, and the inscription are all clues to questions about community history. To draw conclusions about the past, individual gravestones should be viewed in the context of the entire cemetery, and the cemetery within the context of the larger community. Students can examine other primary sources such as diaries, census records, military records, and maps to support their conclusions.

Students as Historians

Students at Centennial High School worked with AmeriCorps volunteers to identify unmarked gravesites of Civil War veterans in Green Lawn Cemetery in Columbus.

http://wosu.org/2012/news/2012/06/18/civil-war-vets-get-gravestones-in-green-lawn-cemetary/

Resources

- Green Lawn Cemetery: http://www.greenlawncemetery.org/ - Established in 1848, Green Lawn Cemetery in Columbus serves as the resting place for many famous Ohioans and Americans.

- American History in a Cemetery: http://www.teachingcolumbus.org/green-lawn-american-history-in-a-cemetery.html - Biographies, maps, and stone-teller videos bring Green Lawn Cemetery to life.

- Franklin County Gravestone Photos: http://www.genealogybug.net/Franklin_Cemeteries/ - A township-by-township index of many of the known cemeteries throughout Franklin County, Ohio.

- Find A Grave: http://www.findagrave.com/ - a free website for finding the final resting places of famous individuals, friends and family members.

- David Weitzman, *Underfoot: An Everyday Guide to Exploring the American Past*. New York: Charles Scribner's Sons, 1976. Chapter 4. Resting Places, pp. 67-90.

Cemetery Analysis Sheet

Name of Cemetery: _____

Select a specific gravestone to examine. Examine all of the writing and symbols on the stone. What are you able to immediately conclude about the person buried at this site? _____

_____

_____

Examine the artwork on and of the stone. How is the artwork or style different or similar to other gravestones? Was the design carved by hand with a chisel, by a machine, or was it etched with a new type of technology? _____

_____

_____

What type of stone was used for the marker? Examine the size, shape and style of the gravestone. Measure (or estimate) the height, width, and depth. What conclusions can you draw about the individual from the composition and size of the stone? _____

_____

_____

Examine the entire cemetery. How old is the cemetery? How did you come to this date? _____

_____

Are there any graves that do not fit with the typical pattern in the cemetery? What is different about them and who are the people buried there? _____

_____

_____

How does the cemetery relate to the surrounding property? How does the landscape architecture of the cemetery reflect that of the community? _____

_____

_____

Census Records and Military Records

Census records allow students to confirm the conclusions they reached from cemeteries and other sources. Census records can shed light on the economic activities of a community through time, immigration trends, and race relations. From 1850 to 1940, details are provided for all individuals in each household, including: names, ages, state or country of birth, parents' birthplaces, year of immigration, street address, marital status, occupation, and home value. The 1940 census, released in 2012, is the most recent census record available. However, students can also use compiled census data from more recent years, including the 2010 census, to analyze contemporary changes in their neighborhood.

Students will encounter veterans' gravesites in almost any cemetery they explore. Military records can provide helpful information about veterans and other members of the family. Students can locate draft records, service records, pension records, bounty land records, claim records, and military histories through online databases. A service record shows a veteran's rank, unit, date enlisted and discharged, basic biographical information, medical information, and military information.

Students as Historians

In Washington Court House, Ohio, students in Paul LaRue's Research History class have engaged in hands-on projects, including an investigation in the cemetery at the Camp Chase Confederate Prison Camp in Columbus.
http://www.nps.gov/nr/twhp/www lps/lessons/123camp_chase/index. htm

Resources

- Ancestry.com – the most comprehensive searchable database of U.S. census records and military records. The collection includes the original record files and transcriptions. A free version of Ancestry is available to teachers and students through the INFOhio Core Collection: http://www.infohio.org/ER/ERcore.asp.

- The National Archives: http://aad.archives.gov/aad/index.jsp – includes a searchable database with access to millions of military and veterans records.

- Historic Census Browser: http://mapserver.lib.virginia.edu/ - contains data compiled from the census, not records of individuals within the manuscript census records themselves.

- The United States Census Bureau – Statistics in Schools: http://www.census.gov/schools/for_teachers/ - Lesson plans, teaching ideas, and maps for using the census in the classroom.

Census Record Analysis Sheet

Census Year: _____

City/Township: _____

Names of individuals listed: _____

_____

_____

_____

What does the record tell us about families and social structures in the community during this period? _____

_____

_____

What are the most common occupations listed in the record? What does the record reveal about the economic activities of the community? _____

_____

_____

What does the record show about settlement patterns and/or migration and immigration in the community? How diverse was the community? _____

_____

_____

Compare this census record with another record from the same neighborhood at a later historical period. What conclusions can you draw about the changes in the neighborhood? _____
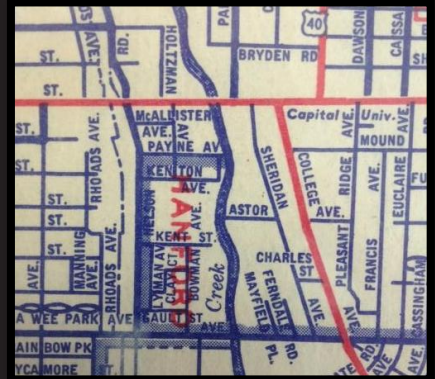
_____

_____

_____

_____

Maps

Maps are used every day by pilots, delivery drivers, tourists, real estate agents, news teams, and military leaders. Historic maps, however, do much more than get us from once place to another. History is the analysis of change over time, and historic maps are vital tools to analyze that change. Maps may reveal specific information about the individual residents and businesses of a neighborhood at a given point in history. But they can also tell us about broader trends in the history of the neighborhood: industrialization, immigration, urbanization, suburbanization, revitalization, and gentrification.

Comparing maps from different time periods can also help students understand the forces that have shaped their neighborhoods today. For example, students can compare neighborhood maps before and after the construction of highways to determine how highways impacted their neighborhood.

Students can also analyze maps as cultural artifacts. Maps are primary sources because they are created in particular cultural contexts. Maps are not necessarily mirror images or neutral representations of physical space. They may reveal misperceptions, biases or intentional misrepresentations of a cartographer in a particular time and place.

Students as Historians

Historical maps of Hanford Village helped Centennial High School students analyze the impact of Interstate 70 on the neighborhood. Students used their research and oral histories to create a historic marker for the neighborhood.
http://www.remarkableohio.org/HistoricalMarker.aspx?historicalMarkerId=106129

Resources

- Franklin County Engineer Records Management Office, 970 Dublin Rd. Columbus, OH 43215 (614) 525-3030. Teachers and students can visit the map room to examine and/or photocopy historical maps of Columbus, original drawings of subdivision plats, aerial photos of Franklin County, railroad plans, and more. Digital images are available of most maps.

- Sanborn Maps – large-scale street plans produced by the Sanborn Fire Insurance Company from 1867 to 1970. Sanborn Maps are available free to teachers and students through INFOhio databases: http://www.infohio.org/er/secure/SANBORN.asp. Original Sanborn Maps are located on the Third Floor of the Columbus Metropolitan Library, Main Branch, 96 S. Grant Ave. Columbus, OH 43215.

- Making Sense of Maps: http://historymatters.gmu.edu/mse/maps/ - a study guide on how to analyze maps and finding and using maps online.

Map Analysis Sheet

Type of Map (Check One)

_____Raised relief map   _____Topographic map   _____Political map

_____Military map   _____Satellite photograph   _____Bird's-eye map

Date of the map: _____

Map creator: _____

Where was the map produced? _____

Why do think this map was created? What evidence indicates the purpose of the map? _____

_____

_____

What types of features (e.g. buildings, homes, roads, railroads, parks, natural resources) are shown on the map? What do you think are the most important features? _____

_____

_____

What information does this map add to your knowledge of the neighborhood or city? _____

_____

_____

Does the information on this map support or refute other information that you have read about this community?

_____

_____

What questions do you still have as a result of examining this map? Where could you go to find answers to those questions?

_____

_____

_____

Buildings and Houses

The physical structures where students live, work, shop, attend school and go to church may provide clues for neighborhood history investigations. Houses, churches, and other buildings can be studied as a form of a material culture. Architectural styles and physical qualities of buildings reveal the age of the neighborhood, settlement patterns, economic evolution, cultural and religious heritage, and socioeconomic conditions.

Most American houses are built in one of many architectural styles that have been popular throughout American history. Other houses are considered "folk" houses because they are designed without an effort to mimic current fashion. Students can look for particular styles and unique houses in their neighborhoods. Students might even find one or two Lustron homes in their neighborhood. Lustron homes were pre-fabricated steel homes constructed in response to the housing shortage following World War II.

Some buildings and houses may also be significant for their connection to important events and people in community history. For example, over twenty houses in central Ohio communities have been documented as stations on the Underground Railroad.

Resources

- David Weitzman, *Underfoot: An Everyday Guide to Exploring the American Past*. New York: Charles Scribner's Sons, 1976. Chapter 8. Historical Buildings, pp. 145-174.

- Virginia and Lee McAlester, *A Field Guide to American Houses*. New York: Alfred A. Knopf, 1984.

- Teaching with Historic Places: http://www.nps.gov/nr/twhp/ – includes lessons and activities based on properties listed in the National Park Service's National Register of Historic Places.

- Franklin County Auditor: http://www.franklincountauditor.com – includes descriptive details, photographs, and ownership records (back to 1920) of buildings and homes in Franklin County.

- Lustron Locator: http://www.lustronpreservation.org/lounge/locator/lustron-locator – a searchable database of Lustron homes.
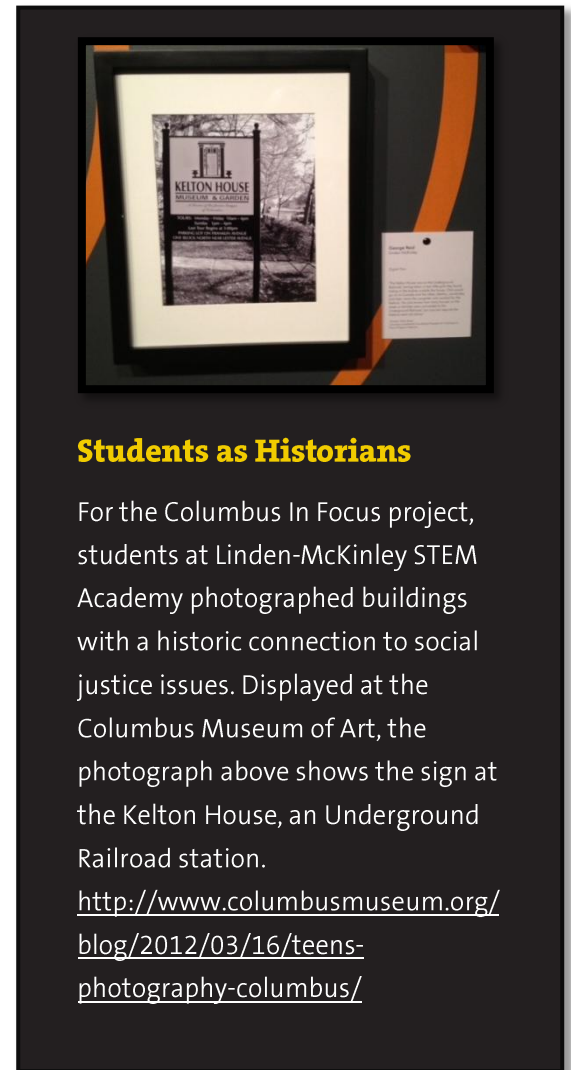
Students as Historians

For the Columbus In Focus project, students at Linden-McKinley STEM Academy photographed buildings with a historic connection to social justice issues. Displayed at the Columbus Museum of Art, the photograph above shows the sign at the Kelton House, an Underground Railroad station.
http://www.columbusmuseum.org/blog/2012/03/16/teens-photography-columbus/

Building and House Analysis Sheet

Street Address: _____

Describe the physical characteristics of the building or house (e.g. approximate size, shape, materials composition).

_____

_____

Describe the architectural features of the building or house. Are any of the features unique or interesting? _____

_____

_____

What is the approximate age of the building or house? What evidence indicates the age? _____

_____

_____

What do you think was the original use of the building? What is the current use of the building? _____

_____

_____

How does the building or house compare to others in the immediate area? Is it similar in style and size or unique for the neighborhood? _____

_____

Look up the building or house on county auditor's website. What new information did you learn? Were your initial conclusions about the building's age and use accurate? _____

_____

_____

What conclusions can you make about the history of the neighborhood through this building or house and those nearby?

_____

_____

_____

Collecting My Neighborhood

Sometimes investigations into local history require students to go beyond the public spaces and accessible archives. Many clues to neighborhood history are in the memories of long-time residents and the personal collections in their attics and basements. Other clues are buried under backyards, buildings, and parking lots. Students can use oral history and archaeology to dig up, both metaphorically and literally, these clues and add them to the collection of historical records.

Oral History

Oral history involves gathering, preserving and interpreting the voices and memories of individuals and communities. In his book *Doing Oral History*, Donald Ritchie writes, "Oral History collects memories and personal commentaries of historical significance through recorded interviews. Recordings of the interview are transcribed, summarized, or indexed and then placed in a library or archives."

Oral history projects can be completed by students of all ages and provide a good opportunity for intergenerational learning. Younger students can interview older family members or neighbors about their memories of the community. Older students can brainstorm a list of individuals who have firsthand knowledge of the neighborhood during specific periods in American History (e.g. the Great Depression, the Civil Rights Movement). Veterans groups and community organizations that serve immigrant populations may be helpful in connecting students with people who will share their stories.

Students as Historians

Students from Columbus Alternative, East High School, and Walnut Ridge High School, conducted oral history interviews for the Civic Voices: International Democracy Memory Bank project, a collection of personal narratives that preserve the legacy of important democratic struggles.

http://www.teachingcolumbus.org/civic-voices.html

Resources

- Donald Ritchie, *Doing Oral History*. New York: Oxford University Press, 2003.

- Donna M. DeBlasio, et al., *Catching Stories: A Practical Guide to Oral History*. Athens, OH: Swallow Press, 2009.

- Civic Voices: International Democracy Memory Bank: http://www.civicvoices.org – includes oral history videos and instructional resources on how students can do oral history with members of their community.

Oral History Preparation Sheet

Name of interviewee: _____

Important biographical information of interviewee (age, birthplace, occupation, etc.): _____

_____

Write your personal introduction and introduction to the project. _____

_____

_____

_____

_____

Write at least five questions that you will ask. You should rely mostly on open-ended questions. Open-ended questions begin with "why, how, what kind of," etc. (e.g. What do you think about….?) _____

_____

_____

_____

_____

_____

_____

_____

_____

Write some follow-up questions that you will ask (e.g. Could you tell me more about..?)_____

_____

_____

_____

Digging for Evidence

There are thousands of potential clues to local history hidden away in attics and basements of community residents. Photographs, newspaper clippings, letters from soldiers, diaries, family heirlooms, and antiques are just some of the examples. Students can add to the historical record for future generations of researchers by collecting and digitizing these artifacts and sources. Today's mobile technology makes it easy and inexpensive to scan or photograph these objects and upload them to the Internet without removing them from their owners' possession.

In some cases, historical evidence is buried even deeper than the basement. Working with professional archaeologists in a local dig is another good opportunity for students to help add artifacts to the historical record. Archaeology is the study of physical objects from the past in order to better understand human history. Archaeologists find clues about how people lived by studying the tools they used, the kind of structures they built, and the environments they lived in. Archaeological work consists of both field work (digging for artifacts) and lab work (artifact analysis). Artifacts are a source of material culture and can tell us about family relations, food consumption patterns, and recreational activities in the community.

Students as Historians

Columbus East High School students participated in an archaeological dig at the Deardurff House in the Franklinton neighborhood. To find out what the students learned, watch the following video on YouTube:
http://youtu.be/wQMthIjfkWc

http://www.hardlinesdesign.com/whats-new/spring-2011/

Resources

- Tom Gray and Susan Owens, "From Attics to Graveyards: How to Locate Primary Documents for Your Classroom." *Social Education*, 67(7), pp. 386-388.
  http://www.socialstudies.org/system/files/publications/se/6707/6707386.pdf (NCSS membership required)

- David Weitzman, *Underfoot: An Everyday Guide to Exploring the American Past*. New York: Charles Scribner's Sons, 1976. Chapter 7. Balsam, Bitters, and Borax, pp. 127-143.

- Archaeological Institute of America Lesson Plans: http://www.archaeological.org/education/lessonplans - lessons help teachers implement the study of material culture and methodological approaches of archaeology into their classrooms.

Artifact Analysis Sheet

What type of material is present in the artifact? (e.g. pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic) _____

_____

Describe the physical characteristics of the artifact (e.g. shape, color, texture, size, weight, movable parts, writing or print on it). _____

_____

_____

Sketch the artifact:

Who would have used the artifact and for what purpose? _____

_____

_____

What does the artifact reveal about the way of life of the people who made it and used it? _____

_____

Exhibiting My Neighborhood

Students will be eager to showcase their newly acquired knowledge of community history. Providing a venue for students to organize, synthesize, and display their analysis of community history is a critical step in the process of doing history.
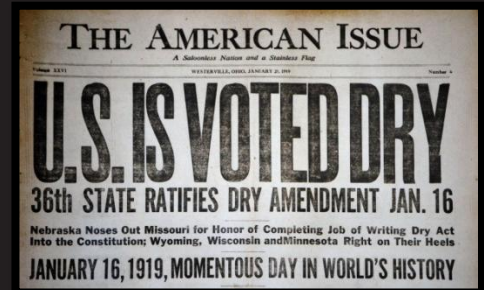
History Day

The National History Day in Ohio program provides an excellent opportunity and structure for students to share their research. History Day is a program for students in grades 4-5 and 6-12. Students conduct research based on the annual theme and demonstrate their research in one of five categories: research papers, original performances, documentaries, exhibits and websites. Local history inquiries make good topics for History Day research as they are often unique topics.

Students can share their History Day projects at a school event open to other students, parents, and community members. The top projects can be offered the opportunity to compete at a regional competition for possible advancement to the state and national competitions.

Students as Historians

Two students from Genoa Middle School in Westerville, Ohio advanced to the state History Day competition for their exhibit on the Anti-Saloon League, the powerful temperance organization headquartered in Westerville during the Prohibition Era.

http://www.westerville.k12.oh.us/districtNewsArticle.aspx?artID=2659

Resources

- James Loewen, *Teaching What Really Happened: How to Avoid the Tyranny of Textbooks and Get Students Excited About Doing History.* New York: Teachers College Press, 2010. Chapter 4, Doing History, pp. 83-102.

- National History Day in Ohio: http://www.ohiohistory.org/education/national-history-day-in-ohio – official website of the program managed by the Ohio Historical Society.

- National History Day Resources: http://nhdohteach.weebly.com/index.html - provides information and resources for teachers to implement History Day in their classroom, including sample students projects.

History Day Project Planning Sheet

Topic: _____

How does your topic relate to the History Day theme? _____

_____

_____

Category:

_____ Research Paper　　　　　_____ Exhibition　　　　　_____ Website

_____ Documentary　　　　　_____ Performance

What type of primary sources will help you learn about your topic? Where can you locate these sources?

_____

_____

_____

_____

What type of secondary sources will help you learn about your topic? Where can you locate these sources?

_____

_____

_____

_____

List the implementation steps in your project and the deadlines for completing each step. _____

_____

_____

_____

_____

_____

Exhibitions

Creating a museum exhibition is one means for students to demonstrate the results of their investigation using words, photographs, videos, and artifacts. The school library may be a good starting point for displaying exhibitions. Students could also go beyond the walls of the school by working with neighborhood non-profit organizations, library branches, or historical societies for exhibition space. A successful exhibit is one that communicates an intended message to the visitor. Exhibits do not just display photographs and artifacts. They interpret the meaning of the collection, tell a story, and make an argument about the past.

Digital Exhibits

Creating online exhibitions will make students' work publicly accessible around the world. Having students create their own websites is an effective and inexpensive method to demonstrate their learning. Weebly is one student-friendly and free web tool available. Teachers can establish an account for the class and provide individual student pages, or students can create their own account. Weebly's drag-and-drop website builder allows students to build professional webpages that include rich multimedia content, including YouTube videos, image galleries, and maps.

For projects that involve a collection of oral histories and/or historical documents and artifacts, students can use a free service provided by Omeka to exhibit their material. Omeka is an open source content management system for online digital collections. The hosted version allows anyone to create an account and few technical skills are necessary.

Students as Historians

Students at Washington Senior High School near Columbus, Ohio, created a website to showcase their research into the gravesites of United States Colored Troops from the Civil War.

http://usctohio.org/

Resources

- Weebly: www.weebly.com – website hosting service; students can use a free Weebly subdomain or purchase a domain name through Weebly.

- Omeka: www.omeka.net – free open source management system for uploading archived collections and adding metadata to the archived items.

- House to Build a Museum Exhibit in an Hour: http://morrisoncountyhistory.org/?page_id=1449

Exhibition Planning Sheet

Topic: _____

Exhibit title: _____

Exhibit location and space: _____

What story do you want your exhibit to tell? What argument are you making about the history of the community?

_____

_____

_____

What photographs, artifacts, and words will communicate your message to visitors? _____

_____

_____

_____

_____

Sketch your exhibit in the space below.

Serving My Neighborhood

Service-Learning

Service-learning integrates meaningful community service with academic content to augment the learning experience, teach civic responsibility, and strengthen communities. Students use what they learn in the classroom to address real-world issues and concerns. They learn practical applications of their studies, and actively contribute to their community through their service. Authentic service-learning experiences are cooperative experiences that promote skills teamwork, community involvement and citizenship.

Studying local history provides a prime venue for service-learning. In fact, many of the ideas presented in this toolkit constitute one type of service learning. Oral histories, community exhibitions, and the creation of historic markers serve the community by garnering positive media attention, building community pride, and preserving historic value—all of which can enhance the economic stability and revitalization of a neighborhood.

Resources

- National Service-Learning Clearinghouse: http://www.servicelearning.org/ - a comprehensive resource center for service project ideas and resources.

- Rahima C. Wade, ed. *Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies.* NCSS Bulletin 97, Washington D.C., National Council for the Social Studies, 2000.

- Rahima C. Wade, ed. Community Action Rooted in History: *The CiviConnections Model of Service-Learning.* NCSS Bulletin 106, Washington D.C., National Council for the Social Studies, 2007.

- Hands-On Central Ohio: http://handsoncentralohio.org/ - connecting those in need to resources, and pairing available volunteers to the nonprofit sector; staff also available for service learning projects.

Students as Historians

For the Serving Columbus Project, students at Whetstone High School learned about the history of the settlement house movement in the Progressive Era, and established fundraisers, resource drives, and community gardens to serve four local settlement houses.

http://www.teachingcolumbus.org/serving-columbus-whetstone.html

Service-Learning: Integrating Local History and Community Service

Service Avenue	Possible Activities
Marking Historic Sites	• Nominate a site for an Ohio Historic Marker and write the marker narrative. • Nominate a building for the National Register of Historic Places. • Create QR Codes that can be scanned for more information about a site. • Research unmarked gravestones or replace broken or missing stones.
Exhibiting Community Memories	• Create a collection of oral histories for the web or library archives. • Digitize photographs and artifacts from community members for display. • Create a website to showcase local history and community resources.
Interpreting Local History	• Serve as a docent or re-enactor at a museum or historic site. • Create a children's book or documentary video about local history. • Develop a walking tour of a neighborhood. • Paint or restore a public mural or create a musical performance.
Advocating for Public Policy	• Write a letter to the editor or government leaders about a policy issue. • Draft a policy proposal to address a community issue. • Address a meeting of city council or neighborhood association.
Partnering with Community Organizations	• Create a public service announcement for the radio or television. • Create marketing brochures or rack cards to advertise a community agency. • Start a fundraising campaign or resource drive. • Volunteer time and effort at a community organization.

Service-Learning Project Planning Sheet

Project title: _____

Academic learning objectives: _____

_____

_____

_____

_____

Type of service: _____

How does this service meet the needs of your community? _____

_____

_____

_____

_____

What community resources are available for assistance with this project? _____

_____

_____

_____

_____

List the implementation steps in your project and the deadlines for completing each step. _____

_____

_____

_____

_____