

# THE POWER OF ONE:



## A Guide to Service-Learning & Social Science Research

by Sharon Coletti



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# INSPIRATION

\* \* \*

**Looking into the Face of Evil  
(potential for evil)... page 4**

**The Flip Side  
(potential for good) ... page 12**

**Everyday Heroes (service jobs) ... page 18**

**In Loving Memory (9-11-2001) ... page 20**

**Send Me an Angel  
("callings" to serve) ... page 23**

**Why Me? (grief into action) ... page 30**

**We Can Change the World  
(youth activism) ... page 39**



**I'll Do It! (volunteerism) ... page 43**

**Down in the Schoolyard  
(curbing crime) ... page 48**



**Ripples  
(bringing about change) ... page 53**

**Tell Me a Story  
(inspiring tales) ... page 57**

**Serving to Learn  
(service learning) ... page 61**



**Just for Fun (vocabulary search) ... page 68**

\* Each of the lessons in this section is intended to help motivate students to become involved in service; it is not necessary to complete all of them to achieve that goal. We recommend you work with other grade-level teachers to divide the lessons up over several years to extend use of the unit.

# ~PREPARATION~

**Hard News (identifying problems) ... page 72**

**It Fits! (classifying problems) ... page 75**

**What's the Matter?  
(clarifying problems) ... page 81**

**Decisions, Decisions  
(narrowing the problem) ... page 85**

**In a Perfect World (establishing goals) ... page 90**

**You Think YOU'VE Got Problems?  
(researching past efforts) ... page 93**

**Thinking Globally; Acting Locally  
(focusing the topic) ... page 99**

**Overcoming Fear of Commitment  
(analyzing possible solutions) ... page 103**

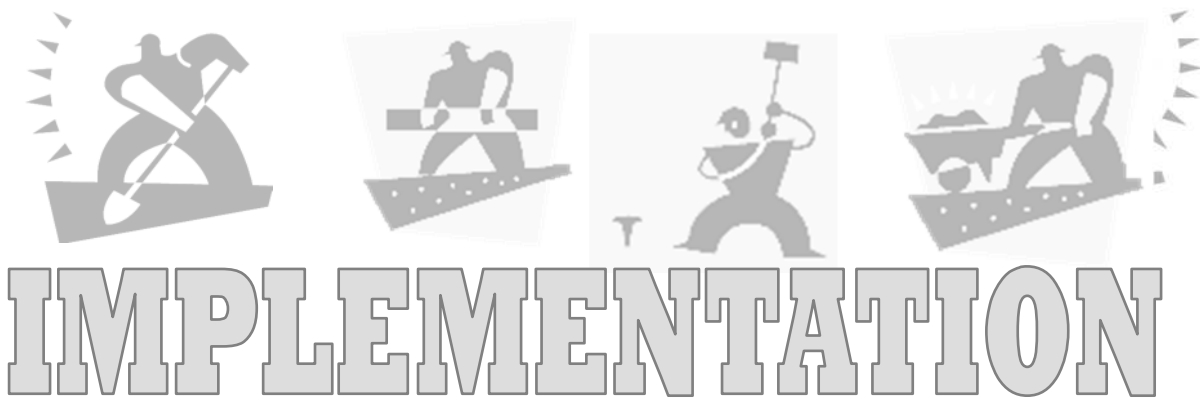
**By George! I Think We've Got It!  
(selecting a solution) ... page 107**

**Recipe for Success (planning the project) ... page 112**

**Slicing the Pie (assigning tasks) ... page 116**

**Just for Fun (jumbled puzzle) ... page 120**

\* The lessons in this section are VERY flexible, particularly in terms of the time you allow for each. Read through the lessons before beginning the section to decide how they can be most useful to you and your students. Note that alternative Springboards are provided for use of the unit at multiple grade levels or for skill practice.



**As Simple As Falling Off a Log (recording information) ... page 124**

**First Things First (prioritizing tasks) ... page 128**

**Nice Meeting You (planning meetings) ... page 132**

**Say SOMETHING (conducting an interview) ... page 138**

**Excuse Me ... (conducting a survey) ... page 143**

**In the Business (business letter) ... page 149**

**Are We There Yet? (assessing progress) ... page 152**

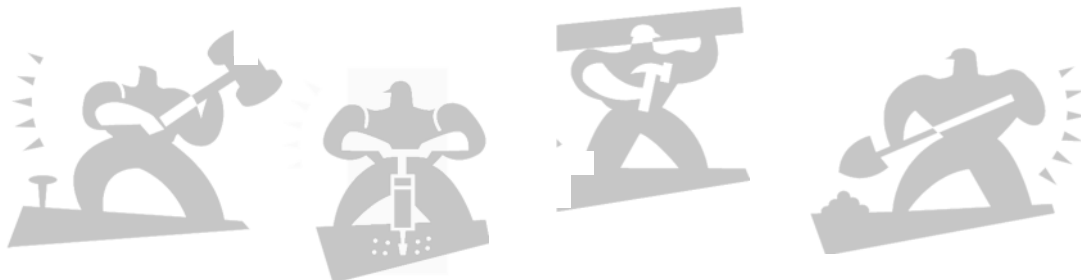
**Charting the Course (using charts) ... page 156**

**Ups and Downs (graphing) ... page 162**

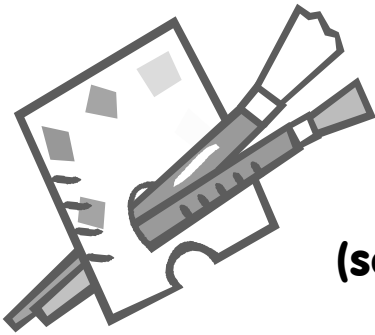
**Where Do We Go from Here? (reevaluating goals) ... page 167**

**Just for Fun (action crossword) ... page 172**

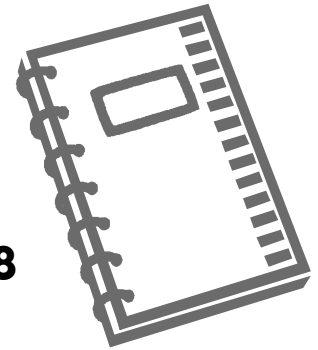
- \* Lessons in this section are very flexible. They can be used as whole-class skill lessons or as group “clinics” as needed. Read through the lessons to determine how they will be most useful for you and your students.



# PRESENTATION



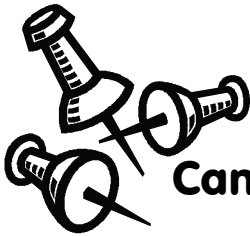
**I'm from Missouri: Show Me  
(mini-projects) ... page 172**



**A Trip to the Fair  
(social science projects) ... page 178**

**A Little Discipline Never Hurt Anyone  
(social science disciplines) ... page 182**

**I'm Board (display requirements) ... page 191**



**Not the DREADED Paper!  
(research paper) ... page 196**



**Can We Talk? (oral presentation) ... page 201**

**You Are Cordially Invited  
(conducting a social science fair) ... page 206**

**Mirror, Mirror (reflective writing) ... page 213**



**All Things Considered  
(evaluation) ... page 219**



**Just for Fun  
(clue cue review) ... page 223**

- \* This section of the unit is primarily intended for teachers who want their students to present their projects in a Social Science Fair display and/or want to conduct a class or school fair. However, the lessons are adaptable and other options are also presented. Read through the lessons to decide what you should use with your students.