



Maryland State Department of Education
Service-Learning
Special Education Unit
Hurrahs for Heroes

Primary Subject: Social Studies

Grade Level: 9th (Alt-MSA)

Additional Subject Area Connections:
 Language Arts, Music, and Mathematics

Unit Title: Hurrahs for Heroes

Type(s) of Service: Direct, Indirect, and/or Advocacy

Students participating in service-learning projects have a wide range of abilities, challenges, and needs. Teachers and parents may provide a greater amount of guidance and assistance before, during, and at project completion. Procedures and steps described in the unit may be enhanced, modified, or excluded, as dictated by the needs of the students. Various assistive technologies may be used to meet the individual needs of students in order to complete the project.

Unit Description: Students will research the impact of American military involvement on both the lives of the service person and his/her family. Using what they have learned, students will understand the impact of the service person’s sacrifices on both the individual and his or her family. Students will create projects to honor and assist military personnel.

Potential Service-Learning Action Experiences:

- Make and sell “Hurrahs from Home” postcards that can be sent to the troops. *(indirect)*
- Take the money earned from the postcards and purchase phone cards for our soldiers. *(indirect)*
- Give a small reception for the local Veterans of Foreign Wars (VFW) post. *(direct)*

- Create posters depicting the sacrifices of both the service people and their families for display throughout the school and community. *(advocacy)*
- Acknowledge the “Hometown Heroes” by displaying on a school wall a world map with pictures of parents who are in active duty. *(indirect)*
- Send “Care Packages” to soldiers stationed around the world. *(indirect)*

Maryland Curriculum Standards Met

Social Studies:

Standard 6.0

Social Studies Skills and Processes

Students shall use reading, writing, and thinking, processes and skills to gain knowledge and understanding of political, historical and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Standard 3.0

Geography

Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Alignment with Maryland's Best Practices of Service-Learning: *Hurrahs for Heroes*

1. Meet a recognized community need

This project provides much needed support for our American military men and women and their families.

2. Achieve curricular objectives through service-learning

See Maryland Curriculum Standards listed above (6.0 Skills and Processes)

3. Reflect throughout the service-learning experience

Students will participate in writing school public service announcements (PSAs) to be published on the school website and/or in the school newspapers to reflect their learning and advertise their projects. Students may be able to announce the PSA for the school by activating a pre-recorded message on an augmentative communication device. Students will also complete a photo journal of their activities throughout the year. The journal could be shared with veterans at their reception.



4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)

The [Any Soldier](http://www.anysoldier.com) website (www.anysoldier.com) allows students to see the various branches of service and places to send collected objects. Students can plan for what items to send, how to collect the items, and how to pay for postage.

5. Establish community partnerships

Local veteran's organization (VFW, American Legion) provide direct contacts with veterans and are possible sources of funding.

6. Plan ahead for service-learning

Students will read soldier information on the Any Soldier website to decide to whom and where to send packages and phone cards. Visit the post office to get free mailing boxes and custom forms. This can be done on line; there is a link at [Any Soldier](http://www.anysoldier.com) website. Plan how to fund postage, which is about \$15.00 a box, depending on contents. Plan how to separate food and toiletries. Allow about two weeks for boxes to arrive. Letters to parents should be sent home explaining the project and its goals.

7. Equip students with knowledge and skills needed for service

Students will acquire written and verbal communication skills, as well as build planning, budgeting, and civic literacy skills. Students will discuss citizenship and civic responsibility. The projects that are planned will be published in the school newsletter and on the website to inform parents about the activities. Students will utilize technology on an individual basis to develop communication skills including sign language and augmentative communication devices.

Procedures with Resources:

Hurrahs for Heroes

These procedures represent an example of a service-learning lesson on this specific topic, but can be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt this unit to fit your unique classroom and community and to solicit student input in planning and decision making.

1. Introduce the service-learning project by discussing service-learning and citizenship with students and engaging in activities to explore those themes. A resource to support this topic can be found at [Bringing Learning To Life](https://www.youtube.com/watch?v=o2-eoEi6FCo) (<https://www.youtube.com/watch?v=o2-eoEi6FCo>).
2. Read and discuss material related to the impact and reality of wars, soldiers' lives, and effects on soldiers' families. Review data on the cost of war to countries and individuals. Research conflicts involving the American military. Research cultures and geography of the regions to develop an understanding of the conditions in which troops live. Teachers may find a variety of books about the impact of military service on the family and adapt these stories with the use of a tool like Boardmaker for word recognition and comprehension practice.
3. Construct the "Hurrahs from Home" postcards and arrange to sell to students.
4. Solicit photos from students who are from military families and display them prominently in the school with a world map.
5. Visit the [Any Soldier](http://www.anysoldier.com/index.cfm) (<http://www.anysoldier.com/index.cfm>) and have students navigate the tool bar across the top to decide to whom to mail the phone cards.
6. Go to the U.S. postal service website to obtain information about shipping overseas.
7. Sort and count items to be sent to individual soldiers. Assemble the packages using a picture representation of the items to go into each package.

Additional Interdisciplinary Connections



Music - 2.0 Historical, Cultural, and Social Context. Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Language Arts - 4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Math - Students will sort and count money raised by selling postcards.

8. Discuss the impact of the project on the soldiers and families assisted. Read, discuss, and display any thank you letters or emails that might be sent back by soldiers or their families. Include documents in the photo journal to be shared with veterans.
9. Have students contribute to writing public service announcements for the school intercom, websites, and newspaper to educate students about the effects of the projects upon the service people and their families.
10. Students will visit a local VFW to host a thank you reception for veterans and perform patriotic songs.
11. Students could take tours of the U.S Naval Academy in Annapolis, Fort McHenry, or the Museum at Aberdeen Proving Ground. Other sites can be found in Washington D.C. and the surrounding areas.
12. Upon completion, analyze the plan to evaluate the successful completion of the objective and overall success of the project. Also, reflect on the project using various reflection activities and evaluate the effectiveness of the project by completing the [*Rubric for Assessing the Use of the Maryland's Seven Best Practices of Service-Learning*](#)
(http://marylandpublicschools.org/programs/Documents/Service-Learning/rubric_best.pdf.)

Updated: December 2019, December 2014; Created: July 2009

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[Maryland Public Schools Service-Learning Website](http://www.mdservice-learning.org) (www.mdservice-learning.org)

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