



Salt Lake City Kids Take Action

Objectives

Students will:

- Evaluate the impact of student service projects.
- Discuss the value of participating in community life.
- Implement their own service-learning project.

Setting the Stage

Show overhead of *Children's Monument Photo*. Ask students if they remember seeing this monument on the tour of the City and County Building. Review what they learned about the sculpture on the field trip.

Student Instruction

1. Show overhead of *Monument Dedication Photo*. Share background information with the students.
2. **Explain:** Students from Salt Lake City School District provided service to their community through their donations a long time ago. We still can see the result of their service when we look at the monument today.
3. Show overhead of the *Student Community Service Examples* and review ways that other students have served their community. Have students identify who benefitted from each project (i.e., service recipients, service providers, community) and how. **Ask students:** *What values did each project promote?* Discuss student responses.
4. **Ask students:** *Is it important for students and other people to serve their communities? Why or why not?*

Student Activity

As a class, design and implement a service-learning project to address a need in your community. Service-learning is an excellent method of fostering the development of Utah Life Skills including, lifelong learning, complex thinking, collaboration, and responsible citizenship. A service-learning project need not be complex. It could be as simple as having your class read with younger students in your own school on a regular basis to promote literacy.

As opposed to community service, service-learning offers students opportunities to develop and use academic skills while meeting community needs. An effective service-learning project includes: orientation and training, meaningful service, evaluation, structured reflection, and recognition/celebration.

Materials

- Teacher Background on Children's Monument
- Children's Monument Photo (1 overhead)
- Monument Dedication Photo (1 overhead)
- Student Community Service Examples (1 overhead)

Core Curriculum Objectives

4th Grade

Social Studies
6040-0402

Health Education
7040-0701

5th Grade

Social Studies
6050-0503

Health Education
7050-0701

Utah Life Skills

Lifelong Learning
Complex Thinking
Collaboration
Responsible Citizenship





Resources

Numerous resources are available to help you and your students design and implement a service-learning project, including:

The Utah State Office of Education Service-Learning web site:

www.usoe.k12.ut.us/servicelearning

Utah State Office of Education, Character Education Specialist,
Kristin Fink, phone: (801) 538-7948, email: kfink@usoe.k12.ut.us

Lewis, Barbara (1995) *The Kid's Guide to Service Projects: Over 500 service ideas for young people who want to make a difference*. Minneapolis: Free Spirit Publishing.

Lewis, Barbara (1991) *The Kid's Guide to Social Action: How to solve the social problems you choose and turn creative thinking into positive action*. Minneapolis: Free Spirit Publishing.



The Children's Monument

The Children's Monument stands on the west side of the City and County Building. The patriotic monument features a flagpole and a bronze statue of a boy and a girl holding a copy of the U.S. Constitution. It was dedicated on June 4, 1937.

The monument was the brainchild of John V. Buckle. The Utah "patriotic instructor" for the United Spanish War Veterans, Buckle first championed erecting a permanent flagpole at every school in the Salt Lake City School District. After completing this project, he developed the idea for installing a flagpole and monument at the City and County Building.

Salt Lake City School District adopted the project in 1936. Every student in the district was encouraged to donate to the monument fund. Donations, however, were not to exceed fifteen cents. The district's 32,000 students raised \$3,600 for the project. As a point of comparison, a new house cost about \$3,500 in 1936.

Schools also held contests to select the "ideal" boy and girl to be models for the monument. Frank Wilkins of Oquirrh School and Patricia Van Derck of Ensign School were chosen to pose for the sculpture. Wilkins grew up to be a justice on the Utah Supreme Court and Van Derck became a teacher.

Students also participated in the project by writing down what they wanted to be when they grew up on class rosters. The rosters were placed in a box that was sealed into the base of the monument. The box was removed in 1950 and the original rosters given to the Utah State Historical Society.

The monument dedication was an impressive affair. Students from 39 schools marched around the City and County Building behind banners featuring their schools' names. The ceremony also included speeches, patriotic music, and a flag raising ceremony.





Photo by Brian Griffin, Griffin Photo Design.



Student Community Service Example Sheet

Children are citizens in a community and can make a difference on issues that are important to them. Here are just a few of the things students have done:

When the City and County Building was restored, many schoolchildren around the city gave tours at the building. Each child learned a section of the tour and shared it with visitors.

Jackson Elementary School students helped clean up a toxic waste dump next to their school that was polluting Salt Lake City's ground water.

Hawthorne Elementary School students created a beautiful green space called Hidden Hollow where Parley's Creek runs through a commercial district in Sugarhouse.

Beacon Heights Elementary students have lobbied Salt Lake City leaders to create a tunnel under 1300 East in Sugar House so that people can cross the street safely.

Students at **Adele C. Young Intermediate School** in Box Elder School District read to elementary school students and elderly people in retirement centers and nursing homes.

Students at **Rowland Hall-St. Mark's School** in Salt Lake City have created 12 pieces of artwork for nonsighted audiences. They work directly with nonsighted people who use senses other than sight to appreciate art.

Students at **Westside Alternative School** in Hays, Kansas, restored and maintain planters on Main Street. The planters are part of efforts to beautify and preserve the small-town, downtown shopping area which is threatened by malls.

Service doesn't need to be a big project. Have you ever helped a younger student with reading? Have you cleaned up trash on the playground? Does your school need a garden or a recycling center?

There are many things that you can do to serve others. *How can you or your class be of service in some way?*