bulletin board, presenting to other classes, making buttons and bookmarks to distribute, holding a fundraiser, writing an article for the school newspaper, call the local newspaper, start a petition, putting signs around the school, making an announcement during morning announcements, making ribbons to wear, have a peace march

- It was decided that students would work to raise awareness of the situation through a bulletin board, announcements, and presentations to other classes. As a class, a bulletin board idea was decided upon and became the first item of business along with a series of announcements to explain what the class would be doing. Students then indicated what part of the project they would most like to assist with, and committees were formed.

- The committees included:
  - Morning Announcement Crew
  - Letter Writing Crew
  - Artwork Crew
  - Letter Punchers
  - Sign Makers
  - Address Finders
  - Square Cutters

- **Presentations** - After the bulletin board was completed, students began preparing brief presentations to give to other classes in an effort to continue raising awareness of the issue. Using time in computer lab, students created handouts for their peers to be distributed during the presentations.

- **Letters to the Senator** - During English class, students were taught the components of business letters as they created their own letters to Senator Lugar expressing their feelings about the situation and the relations between the United States and Afghanistan.

- **Reflections** - The final portion of the project allowed for student reflections generated during computer lab. Overall the response was overwhelmingly positive, even for students who had been reluctant to focus their attention on women in another country. Many students wished for more time in the project to complete some of the items originally brainstormed, but indicated they were glad to have participated in the project.
• "Being a Leader" – Video Field Trip

In this video, popular music and movies were used to demonstrate that students of all ages have the potential to be good leaders. Students working as a class to end slavery in Sudan, a sixth grade boy organizing a soccer tournament for others, and a junior high girl organizing an annual peace march, were all highlighted in this video. The video production company provided teachers with the following questions to prompt a class discussion following the video:

• What does it mean to be a leader?
• What are the differences between good and bad leaders?
• In the video, how did regular students like you become good leaders?
• What are some ways you can prevent following bad leaders?
• In what ways are you a leader every day?
• What can you do to become a good leader?
• Survey and Voting

After discussing the various organizations and causes the class was interested in helping, students were given the weekend to think about whether they wanted to help out an organization on a local, national, or world level. Students were to choose one group they were most interested in helping, decide why they would be most interested in helping that group, and what the class could do to help. The following week the students were given the following survey to fill out. After completing the survey, the students’ top three choices were placed on the board and voted on. After much discussion and thought, students chose to help raise awareness for the women in Afghanistan.

Helping Others

1. I think that our class should help people in ________________.

2. I would most like to help ____________________________________.

   Because...

3. I think that our class could...
• Survey and Voting

After discussing the various organizations and causes the class was interested in helping, students were given the weekend to think about whether they wanted to help out an organization on a local, national, or world level. Students were to choose one group they were most interested in helping, decide why they would be most interested in helping that group, and what the class could do to help. The following week the students were given the following survey to fill out. After completing the survey, the students' top three choices were placed on the board and voted on. After much discussion and thought, students chose to help raise awareness for the women in Afghanistan.

Helping Others

1. I think that our class should help people in ____________.

2. I would most like to help ____________________________.
   Because...

3. I think that our class could...
Helping Others

1. I think that our class should help people in animal shelters and pounds.

2. I would most like to help animals because...
   If people don't come and get these animals in 3 weeks, then they will kill the animal. I might be a 3 week old puppy and they throw it to the pound and kill it in 2 weeks.

3. I think that our class could...
   buy food for some stray dogs and help them find a home and make sure every dog is treated properly.

Helping Others

1. I think that our class should help people in Indiana.

2. I would most like to help animals because I like to help animals.

3. I think that our class could... if we see animal: heart we should help it.
Helping Others

1. I think that our class should help people in

   Af_____________

2. I would most like to help Af because They
   Because... Need to stop what they are doing

3. I think that our class could... should Raise money...
Helping Others

1. I think that our class should help people in 
   A.F.

2. I would most like to help because we should be treated badly
   Because... we are women that doesn't mean

3. I think that our class could... try to raise money all around town to help.

Helping Others

1. I think that our class should help people in 
   A.F.

2. I would most like to help because women and men should have
   the equal amounts of rights everywhere

3. I think that our class could... try to raise money all around town to help.
Helping Others

1. I think that our class should help people in **Sudan**.

2. I would most like to help **kids**. 
   Because... 
   I think slavery is wrong and the kids are the future so I want for them to have.

3. I think that our class could... 
   Our class could adopt a family or raise money.

Helping Others

1. I think that our class should help people in **Sudan**.

2. I would most like to help. 
   Because... 
   I think everyone could help someone because it is the right thing to do.

3. I think that our class could... 
   Raise money for the People of Sudan.
Helping Others

1. I think that our class should help people in animal shelters and pounds.

2. I would most like to help animal. Because...
   If people don't come and get these animals in 2 weeks then they will kill the animal. I might be a 3 week old puppy and they take me to the pound and kill it in 2 weeks.

3. I think that our class could...
   buy food for some stray dogs and help them find a home and make sure every animal is treated properly.

Helping Others

1. I think that our class should help people in Indiana.

2. I would most like to help animals. Because... I like to help animals.

3. I think that our class could... If we see an animal in heart we should help it.
Helping Others

1. I think that our class should help people in
   Turkey.

2. I would most like to help all damage that they've had
   Because...

3. I think that our class could... find people to go clean Turkey.

Helping Others

1. I think that our class should help people in
   Taiwan.

2. I would most like to help earthquake
   Because... I think they really need help putting their
city back together because the whole place
is a mess because of the earthquake.

3. I think that our class could... raise money and send
   it there to help them.
Helping Others

1. I think that our class should help people in __________.

2. I would most like to help __________.
Because... when I go back, I won't feel guilty of how poor my country is, I'd know I've helped the poor.

3. I think that our class could...
• Research

Students were given two days of social studies class to work in small groups to find information about Afghanistan. Using computers, the Internet, encyclopedias, magazines, and library books, students were able to locate maps, political history facts, and information about the current political situation. After students had completed their research, a class period was spent to allow students to share their most interesting findings. At the end of the class discussion, students had located Afghanistan on the world map, listed major resources within the country, and discussed the differences between the Taliban government and the government of the United States.

Here students use class resources to locate information about Afghanistan.
Women in Afghanistan are forced to wear coverings called *burgas* that cover their entire bodies, including their eyes. These outfits are not only hot, they also restrict women's vision and have resulted in several injuries.
In April, 1998, U.S. Ambassador to the United Nations Bill Richardson traveled to Afghanistan in an attempt to broker a peace agreement between an organized Afghan opposition and the Taliban. The U.S. must not help facilitate a so-called peace that creates a stable reign of terror over women.

On September 27, 1996, the "Taliban," an extremist militia group, captured the Kabul, the capital city of Afghanistan, overthrew the existing government and unilaterally declared an end to women's basic human rights. Women can now no longer work outside of the home. Girls are prohibited from attending school. Women have restricted access to medical treatment because they can only be treated by female doctors whose access to work is restricted. In addition, women are required to completely cover their bodies with a "burqa," including a mesh covering over the eyes. Women have been beaten for appearing in public without being fully veiled.

The effects of these rules have been severe. Many Afghan women are widows and have no other means of income. Already, the Afghan government has partially shut down since at least half of its employees are women. Hospitals (40% of physicians are female) and schools are closed (70% of teachers are female).

The Taliban said that it might agree to the establishment of single sex universities with curricula based on the Taliban's interpretation of Islam. However, this is a hollow promise since the Taliban will not agree to restore primary and secondary education of girls. Additionally, the Taliban made few concessions on women's right to work. No mention is made of freeing women from the abysmal "house arrest" under which they now live -- forbidden from holding paid jobs, unable to leave their homes without a father, brother or son, even when no such relative exists, and being forced to wear the imprisoning head-to-toe burqa in public.

The Taliban is reported to receive extensive financial and military support from Pakistan and Saudi Arabia, where there also exist major restrictions on women's rights. Additionally, a U.S. oil company, Unocal, with the largest interest in a consortium of multinational companies intent on building a gas pipeline through Afghanistan, negotiated with the Taliban to secure permission to proceed with such a project. The Taliban stood to gain over $100 million from such a project. Though Unocal claimed the consortium will not build a pipeline until there was an internationally-recognized government in Afghanistan, reports indicated that Unocal had already established offices in Southern Afghanistan to facilitate this project. After pressure from the Feminist Majority, coupled with declining world oil prices and Taliban shielding of alleged terrorist Osama bin
Laden, Unocal completely pulled out of the pipeline project.

The United States government has publicly expressed concern regarding the Taliban's violation of women's human rights and in 1997, closed the embassy of Afghanistan located in Washington, DC. Following the new restrictions on women's rights in 1998 forbidding non-Afghan women UN workers from travelling within Afghanistan without a male relative and the assault of UN workers by local Taliban leaders in Southern Afghanistan, the UN withdrew its staff and activities from Southern Afghanistan.

The U.S. government has carried an unequivocal message that it would not in any way support an Afghan government that would not restore women's rights to education, work and mobility, yet we know that the U.S. is under a great deal of political pressure from Unocal and others.

Let President Clinton, Secretary of State Albright, and U.N. Ambassador Bill Richardson know that peace without the restoration of women's rights is totally unacceptable. Using our e-mail and fax service below, urge the U.S. government and the United Nations to:

- Use all possible channels to restore women's rights to work, to education and to physical safety in Afghanistan
- Not recognize the Taliban or any other Afghan faction systematically violating women's human rights as the legitimate government of Afghanistan
- Not allow the Taliban or any other faction systematically violating women's human rights access to a United Nations seat
- Uphold the U.S. endorsement of the Platform for Action signed at the 1995 Fourth World Conference on Women that calls for respecting and protection women's human rights
• Bulletin Board

After completing their research, students chose to begin working on a centrally located bulletin board in the building. In an effort to raise school awareness of the situation, this board was designed and completed by the students. Facts about Afghanistan, pictures, protest signs, a petition, and ways others could help, were all included in the display. In a brainstorming session, students worked together to establish a theme for the board, as well as divide the responsibilities among classmates. With the title, “Help! Afghanistan Needs You,” students chose to place a screening over the board to represent the screens women in Afghanistan must wear. Within a week, students had completed all necessary components for the board, as well as having created extra posters to hang throughout the school.

This is the main portion of the students' bulletin board.
To the left of this section, students listed facts about the current situation in Afghanistan, addresses of United States government officials, and a petition for students and teachers to sign in support.
Help Afghanistan!
Addresses to People who can help...

Presidential Clinton
The White House
Washington D.C.
20500

Office of Senator Evan Bayh
575 N. Pennsylvania St.
Indianapolis, IN
46204

Secretary of State Madeleine Albright
Department of State
Washington D.C.
20520

Office of Senator Richard Lugar
1180 Market Tower
10 W. Market St.
Indianapolis, IN
46204-2964
Help Needed

Afghanistan needs you! Women are being beaten, if they show any body-part. We, Mr. Morris's 5th grade class, are asking any caring students and/or staff-members to sign a petition, to stop this!
We need your helping hands!

Help! Afghanistan needs you!
AFGHANISTAN

WOMEN!

They are being beaten, if they show any body - part!

This is what women have to wear. Then you know why we need to help those women.

For info, talk to anyone Mr. Morris' 8th grade class.
Help Afghanistan
Help Afghanistan.

They need you!
Help

Afghanistan

Help

Help
• Presentations

After the bulletin board was completed, students began working on presentations to continue to raise awareness among their peers. Using the English textbook, students were introduced to a variety of key points to remember when giving speeches. In groups of four, students worked together compiling information about Afghanistan and outlining their talks. A group of four students volunteered to stay in at recess and completed a handout for distribution, highlighting the key facts about the treatment of women.

During their presentations, students also distributed their “Squares to Wear.” These squares, cut from the same material covering the bulletin board, were to be worn as a silent way to show support for the women in Afghanistan. Groups were responsible for scheduling presentation times with fourth, fifth, and sixth grade teachers. At the end of each presentation, students answered questions and encouraged other classes to get involved in making a difference.

Before giving their presentation to a sixth grade classroom, one group of students practices in front of classmates.
Show your support for making a difference with a "Square to Wear."

These patches are available from Mr. Morris' students, and can be worn as a peaceful, silent way to show your support for change in Afghanistan.
HELP AFGHANISTAN!

The women in Afghanistan need your help!! Here are some reasons why.

1. The women in Afghanistan can not leave their homes without a male relative.

2. Women must have the windows in their homes facing the streets painted black.

3. Women must wear burqa outfits that cover them from head to toe. (If they show any part of their body, they may be beaten.)

4. Only girls who are 8 years old and under are allowed to go to school.

5. Women are not allowed to go to college or work.

These rules all came into effect in 1996, under the new rule of the Taliban government. Before this time, women were able to work as doctors, lawyers, and teachers, and lead full, productive lives.

We invite you to help raise awareness of this issue and write to government officials and ask that the United States take action to stop this disgrace.
Letters to Senator Richard Lugar

Using the English textbook, students were taught lessons about the various components of a business letter. After learning about the grammatical and content requirements of a letter, students used a template to create their own letter to Indiana’s Senator Lugar. Students were to use information gathered throughout the service learning project to defend their feelings about the current situation in Afghanistan. The objective of the letter was to ask that the United States to no longer recognize the Taliban as a legitimate government, and try to help the women of Afghanistan in some way. After completing a rough draft, a class period was spent on peer editing, in order for each student to have the input of at least two other classmates. After a final reading by the teacher, students began their final drafts to be sent to Senator Lugar.

While writing their rough drafts, students use their English textbook for reference.
4635 East 50 North
Colorado, IN 46031
October 14, 1999

Office of Senator Lugar
100 Market Tower
10 W Market St.
Indianapolis, IN 46204-2694

Dear Senator Lugar:

Hello, I'm girl from a fifth grade class at Clifty Creek. I'm thinking about the women in Afghanistan, and their freedom. After the government called Taliban took over, the women have to wear these things called burqa. I think it ridiculous. They can't go to school over the age of eight, so that means they can't get an education. They can't leave their house without a male relative, and if they show any part of the body they can get a beating and maybe even killed. The reason why I think that's ridiculous is because we get our freedom, why not them?

I think we should show an example for Afghanistan. They would realize they're being mean, and that we don't get sore throats a bad back from whipping, screaming at the women.

Thank you for taking time for reading this letter. I hope you understand why I want to help the women in Afghanistan, and I hope I see a change in Afghanistan. Please write back.

Sincerely,
Heather C. Benge
Mother C. Berns
4625 East 50 North
Columbus IN 47203
Oct. 14, 1999

Office of Senator Lugar
1180 Market Tower
10 West Market St.
Indianapolis, IN 46204-2694

Dear Senator Lugar:

I am writing to you about women's rights in Afghanistan. I am Steven Eikenbarg of Columbus, Indiana. I do not think it is fair to the women.

I think we should not consider the Taliban a government because if the women do not get any education, they also aren't getting some vitamins. Also, the women's situation isn't very good because of the clothes they have to wear over their eyes.

Thank you for your time. I hope you will consider changes.

Signed,

Steven Eikenbarg
Steven Eikenbarg
Office of Senator Lugar
1120 MarketTower
10W Market ST.
Indianapolis, IN. 46204-2694

Dear Senator Lugar,

I am Elsie Ramey from Clifty Creek Elementary. My class and I are writing to you because the women in Afghanistan need us. They can't go to school or work. They have to wear head-to-toe covers. None of their body can show or they will be beaten. They can't go outside without a male relative. I think it's unfair. If they do it to women, then they should do it to men too. It's why unfair. We should try to stop it.

We could try to stop it by not doing business with them. We could get other countries to stop doing business with them. We could even force them to stop hurting the women. I think we can change it. I know we can.

Thank you for your time. Please write us back.
Last, please try to do something about Afghanistan.

Sincerely,
Elsie Ramey

[Signature]
4625 E. 50N.
Columbus, IN 47203
October 14, 1999

Office of Senator Lugar
1180 Market Tower
10 W. Market St.
Indianapolis, IN
46204-2694

Dear Senator Lugar:

We are worried sick about the women and girls in Afghanistan. "We" is Mr. Morris' 5th grade class. Women are being beaten if they show any body part. They are being forced to lose their freedoms by the Taliban Government. They are forced to wear clothes called "burgas" which cover their entire body, including eyes. We have heard about an "Eh" women, which the girls have not been outside in months for they have no male relatives. Any females are not allowed to go out without an adult male.
This treatment is disgraceful.

Like Lincoln said, "All men (humans) are created equal." What would life be without women? Who can free countries today? Who cares your food? Who handles your clothes? Prospects, many girls and kids go to college, university, and
learn to run productive businesses such as... Coffee, farming, etc...

We are going to take control of the
situation. We are trying to persuade governments
to stop doing business with Afghanistan till
they change their ways.

Thank you for your time and
we hope you’re concerned. Please send us
a reply about what’s happening and what’s going
to. Thank you again.

Sincerely,

Ruta Sardesai
• Reflections

The final portion of the service learning project allowed for student reflections to be written in the computer lab. Overall, students were positive about the project, indicating that they had fun while learning something new and making a difference for others. Students chose a variety of different activities as their favorite element, but the entire class indicated that they enjoyed the project. Although many students wished for more time to continue the project to further raise awareness outside of the school, it was indicated that they were glad to have participated. In the final letters to the student teacher, several students indicated the project as their favorite part of the ten-week pre-service teacher program.

_A group of students cutting “Squares to Wear,” enjoy the break from the routine academic curriculum._
Women in Afghanistan

I had fun with this project. It was neat to get to help others and it was fun. My favorite part was when we got to write the senator because I had never done that. I hope that he writes us back. I wish that we could have more time to write the president and the newspaper.

Spenser
Afghanistan Project

In the beginning I wanted to help the animals and not to work on the Afghanistan project. Now I am glad we did this one because it was fun. I learned a lot about another country and ways that I can help. My favorite part was giving presentations because we got to teach other people about something new. I wish we had more time to call the newspaper so more people can learn about Afghanistan.

By: Logan
AFGHANISTAN

I HAD FUN WITH OUR AFGHANISTAN PROJECT. I LIKED MAKING THE BULLETIN BOARD THE BEST BECAUSE THAT WAS DIFFERENT FROM THE WORK WE DO EVERYDAY. I THOUGHT IT WAS NEAT WHEN OTHER TEACHERS AND KIDS STARTING WEARING OUR SQUARES TO SHOW THEIR SUPPORT. IT WAS GOOD TO HELP OTHER PEOPLE. I AM VERY GLAD THAT I LIVE HERE AND CAN BE FREE AND GO TO SCHOOL AND COLLEGE.

BY NIKI
Dear Mrs. Pettit,

I hate to see you leave, because you are a great teacher to learn with. At first I thought that you had a boy’s name.

I really like how we got to study Afghanistan. That was a fun project, because we kept on with the project for several weeks and did lots of projects.

I think that you will become a great teacher because you do a project with almost everything. The kids will really like you when you become a teacher.

I hope you come back next year or something and see us. You might even want to come back next year and teach us in sixth grade. I hope you come back for sixth grade, but even if you don’t I hope you get a good job at some school.
Dear Miss. Pettit,

Thank you for teaching our class. We all enjoyed it. We appreciate it. My favorite thing we did was the Afghanistan project. It was fun.

I think you will make a great teacher. I hope you get a great job and like your job. I'm sure your new kids will too.

WITH BEST OF LUCK

YOUR STUDENT,
ELIZE RAMSEY
Dear Miss Pettit,

I'm sorry you have to go so soon. I wish you could stay the whole year. I think I'm speaking for everyone when I say, I appreciate the devotion you have put in our class.

I loved doing the Afghanistan Project, and we will continue. I'm glad you had, and let me borrow the second 'Harry Potter' book, because I thoroughly loved it.

I think you'll make a great teacher, because you have great, new ideas, unlike some teachers who teach the old-fashioned way. But sometimes that's all right. Be sure to read the Harry Potter books!

Sincerely,
Ruta Sardesai

Ruta Sardesai

P.S. E=Mc2 ☺ ☺

Good Luck
Handbook

Resources for Teachers Interested in Beginning a Service Learning Program
Steps to Establish a Service Learning Program

The following are the important steps to be included in an effective service learning program. A teacher setting up a new program can use these steps as a starting point in establishing a successful service learning curriculum.

✓ Preparation
- Establish a timeline for the project
- Assign responsibilities among other teachers, volunteers, and students
- Brainstorm possible problems and solution of the project
- Set up orientations
- Focus on group development

✓ Collaboration
- Discuss plans with other teachers and administrators
- Discuss ideas with students
- Plan dates and activities with community volunteers

✓ Service
- Complete service program activities

✓ Curriculum Integration
- Combine academic curriculum with service projects
- Demonstrate links between service activities and academic work

✓ Reflection
- Provide time for student reflection on service activities
  (journals, presentations, projects, discussions…)

✓ Celebration
- Reward student efforts and achievements
  (parties, announcements, awards…)
- Motivate others in school and community to become involved in continuing the project
How Students Can Make a Difference in the World

The following are a list of suggestions for service learning projects for students of all ages. While the possibilities for service learning are endless, these are a few of the more popular ideas to help teachers get started on projects.

Help the Environment
- Improve the School Environment
- Plant Gardens
- Plant Trees (Arbor Day)
- Establish an Environmental Club
- Begin a Recycling Program
- Raise Environmental Awareness
- Adopt A Rainforest Acre

Help Others
- Make Kits for the Homeless (personal care products)
- Food and Clothing Drives
- Tutor Others
- Help with Special Olympics
- Write to Nursing Home Patients
- Visit Nursing Homes
- Make Decorations for Nursing Homes
- Rake Leaves, Shovel Snow, Cut Grass for the elderly
- Donate Time to Local Hospitals

Help Animals
- Adopt a Zoo Animal
- Raise Money for Local Shelters
- Walk and Play with Animals at the Shelters
- Have an Adopt-A-Pet Campaign
- Make and Distribute Bird Houses

Help the Community
- Work to Register Voters
- Raise Safety and Crime Awareness
- Help Habitat for Humanity Build a House
- Clean-Up the Community Activities
Service Learning on the Internet

The following is a brief listing of the major Internet sites focused on service learning. These sites contain information about service learning, contacts available throughout the country, and examples of successful programs at all levels of education. Many of these sites contain links to other service learning sites, but the following provide teachers a place to begin their search.

- [http://cst.colorado.edu/sl/](http://cst.colorado.edu/sl/)
  This site contains articles and academic papers about service learning, as well as links to other service learning organizations and programs.

- [http://www.nicsl.coled.umn.edu/](http://www.nicsl.coled.umn.edu/)
  Organized through the National Service Learning Clearinghouse, this site contains the Learn and Serve newsletter, contacts, resources, and a database of service learning projects and organizations.

- [http://www.aacc.nche.edu/initiative SERVICE/SERVICE.HTM](http://www.aacc.nche.edu/initiative SERVICE/SERVICE.HTM)
  Associated with Learn and Serve, this site contains information on service learning, including a how-to guide, academic activities for teachers to use, workshop information, and a variety of resources.

- [http://www.co.mo.md.us/services/volunteers/sslndcw.html](http://www.co.mo.md.us/services/volunteers/sslndcw.html)
  Created by a Maryland school system, this site provides examples and links to a variety of programs and organizations associated with service learning.

- [http://northern.edu/ASLC](http://northern.edu/ASLC)
  Included in this web-site, are definitions of and issues in service learning, as well as links to a variety of successful programs throughout the state of South Dakota.

  Established by the Corporation for National Service, this site includes a variety of information about service learning, as well as state contacts and links to national programs at all levels of education.
Integrating Literature and Service Learning

The following is a list of books suggested by Carrie Sorby Duits and Adelle Dorman, to help teachers combine literature with service learning. The following books include themes about the satisfaction in helping others, needs of the environment and people within communities, as well as how students of all ages can make a difference.

- **A Taste of Blackberries**: Written by Doris Buchanan Smith and illustrated by Charles Robinson
  Centered around the death of a young boy, this book presents the importance in sensitivity to others.

- **Dragonwings**: Written by Laurence Yep
  Written about a Chinese immigrant family, this book focuses on the issues surrounding discrimination.

- **The Giving Tree**: Written and illustrated by Shel Silverstein
  This black and white picture book highlights the importance of giving to others.

- **The Hundred Dresses**: Written by Eleanor Estes and illustrated by Louis Slobodkin
  Centered around a poor, immigrant girl, this book highlights the effects of teasing others and the importance of trying to understand others.

- **The Hundred Penny Box**: Written by Sharon Bell Mathis
  Using African-American traditions, the author focuses on the importance of relationships with the elderly.

- **It Takes a Village**: Written and illustrated by Jane Cowen-Fletcher
  Using an Asian family, this book demonstrates the importance of individual contributions within a group.

- **Knots on a Counting Rope**: Written by Bill Martin Jr. and John Archambault, and illustrated by Ted Rand
  Centering on a Native American theme, this book highlights the needs of individuals with disabilities.

- **The Lorax**: Written and illustrated by Dr. Seuss
  Colorful illustrations and word choices help teach about the effects of pollution and the need to protect the environment.

- **Now One Foot, Then the Other**: Written and illustrated by Tommie dePaola
  Focusing on the changing relationship between a boy and his grandfather, this book helps students realize that everyone can teach others.
The Patchwork Quilt: Written by Valerie Flournoy, illustrated by Jerry Pinkney
Focusing on the elderly and family traditions, this book highlights the small things that can be done to help others.

Roll of Thunder, Hear My Cry: Written by Mildred Taylor
Set in Mississippi in post-Civil War times, this book focuses on the issues of race and the importance of group work.

Sadako and the Thousand Paper Cranes: Written by Eleanor Coerr
Set after the Hiroshima bombing in Japan, this book stresses the effects of war and the compassion needed for those with serious illnesses.

Sarah, Plain and Tall: Written by Patricia Mac Lachlan
Set in the times of the pioneers, this book demonstrates the importance in caring for plant and animals in the environment, as well as for humans.

Smoky Night: Written by Eve Bunting, illustrated by David Diaz
This book uses award-winning collages to highlight the effects of rioting on communities and the differences between others.

The Trumpet of the Swan: Written by E.B. White
This book focuses on the importance of protecting endangered animals, as well as the importance of friendships.

We Are All in the Dumps with Jack and Guy: Written and illustrated by Maurice Sendak
Using poetry, the author introduces readers to issues around homelessness.

For more information on how to use these books, see Reaching Out Through Reading: Service Learning Adventures with Literature. Included in this book are worksheets, activities, and discussions that integrate service learning into the curriculum through literature.

# National Addresses

## Animals

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address 1</th>
<th>Address 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Humane Society</td>
<td>P.O. Box 1266</td>
<td>Denver, CO 80201</td>
</tr>
<tr>
<td></td>
<td>1-303-792-9900</td>
<td></td>
</tr>
<tr>
<td>Animal Welfare Institute</td>
<td>P.O. Box 3650</td>
<td>Washington, D.C. 20007</td>
</tr>
<tr>
<td></td>
<td>1-202-337-2332</td>
<td></td>
</tr>
<tr>
<td>Defenders of Wildlife</td>
<td>1101 14th St. NW, Suite 1400</td>
<td>Washington, DC 20005</td>
</tr>
<tr>
<td></td>
<td>1-202-682-9400</td>
<td></td>
</tr>
<tr>
<td>National Audubon Society</td>
<td>Christmas Bird Count 101 N. Kihei Rd., Suite 21</td>
<td>Kihei, Maui, HI 96753-8833</td>
</tr>
<tr>
<td></td>
<td>1-800-WHALE-11</td>
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<tr>
<td>Pacific Whale Foundation</td>
<td>P.O. Box 3650</td>
<td>Washington, D.C. 20007</td>
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<td></td>
<td>1-202-337-2332</td>
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<tr>
<td>People for the Ethical Treatment</td>
<td>P.O. Box 42516</td>
<td>Washington, DC 20015-0516</td>
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<tr>
<td>of Animals</td>
<td>1-301-770-7382</td>
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## Environment

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address 1</th>
<th>Address 2</th>
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</thead>
<tbody>
<tr>
<td>Earth First!</td>
<td>P.O. Box 5176</td>
<td>Missoula, MT 59806</td>
</tr>
<tr>
<td></td>
<td>1-914-428-7100</td>
<td></td>
</tr>
<tr>
<td>Rainforest Action Network</td>
<td>450 Broadway, Suite 700</td>
<td>San Francisco, CA 94111</td>
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<tr>
<td></td>
<td>1-415-398-4404</td>
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<tr>
<td>Student Conservation Association</td>
<td>National Office</td>
<td>P.O. Box 550</td>
</tr>
<tr>
<td></td>
<td>1-603-832-4301</td>
<td>Charlestown, NH 03603</td>
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## Individuals With Disabilities

<table>
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<tr>
<th>Organization</th>
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<tr>
<td>March of Dimes Birth Defects</td>
<td>1275 Mamaroneck Ave.</td>
<td>White Plains, NY 10605</td>
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<tr>
<td>Foundation</td>
<td>1-914-428-7100</td>
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<tr>
<td>Promote Real Independence for</td>
<td>1159 Poquonnock Rd.</td>
<td>Groton, CT 06340</td>
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<tr>
<td>the Disabled and Elderly</td>
<td>1-203-966-5195</td>
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<tr>
<td>Special Olympics International</td>
<td>1350 New York Ave., Suite 500</td>
<td>Washington, DC 20005</td>
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<td></td>
<td>NW</td>
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<tr>
<td></td>
<td>1-202-628-3630</td>
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## Disaster Services

<table>
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<tr>
<th>Organization</th>
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<td>American Red Cross Disaster</td>
<td>17th and D Streets, NW</td>
<td>Washington, DC 20006</td>
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<tr>
<td>Services</td>
<td>Washington, DC</td>
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<tr>
<td></td>
<td>1-202-737-8300</td>
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<tr>
<td>AmeriCares Foundation</td>
<td>161 Cherry St.</td>
<td>New Canaan, CT 06840</td>
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<tr>
<td></td>
<td>1-203-966-5195</td>
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<tr>
<td>The United Way of America</td>
<td>701 N. Fairfax St.</td>
<td>Alexandria, VA 22314</td>
</tr>
<tr>
<td></td>
<td>1-703-836-7100</td>
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## Illness

<table>
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<th>Organization</th>
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<tr>
<td>American Cancer Society</td>
<td>1599 Clifton Rd., NE</td>
<td>Atlanta, GA 30329</td>
</tr>
<tr>
<td></td>
<td>1-800-227-2345</td>
<td></td>
</tr>
<tr>
<td>American Heart Association</td>
<td>7272 Greenville Ave.</td>
<td>Dallas, TX 75231-4596</td>
</tr>
<tr>
<td></td>
<td>1-800-242-8721</td>
<td></td>
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<tr>
<td>International Child Health</td>
<td>American City Building</td>
<td>P.O. Box 1205</td>
</tr>
<tr>
<td>Foundation</td>
<td>Columbia, MD 21044</td>
<td>1-301-596-4514</td>
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<tr>
<td></td>
<td>1-313-836-7104</td>
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<tr>
<td>Make-a-Wish Foundation</td>
<td>National Office</td>
<td>2600 N. Central Ave.</td>
</tr>
<tr>
<td></td>
<td>Suite 936</td>
<td>Phoenix, AZ 85004</td>
</tr>
<tr>
<td></td>
<td>1-800-722-WISH</td>
<td></td>
</tr>
<tr>
<td>Ronald McDonald House</td>
<td>500 N. Michigan Ave.</td>
<td>Suite 200</td>
</tr>
<tr>
<td></td>
<td>Chicago, IL 60611</td>
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<td>1-313-836-7104</td>
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## Community

<table>
<thead>
<tr>
<th>Habitat for Humanity International</th>
<th>Keep America Beautiful</th>
<th>Kids For A Clean Environment</th>
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<tbody>
<tr>
<td>121 Habitat St. Americus, GA 31709-3498</td>
<td>9 W. Broad St.</td>
<td></td>
</tr>
<tr>
<td>1-800-HABITAT</td>
<td>Stamford, CT 06902</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-203-323-8987</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.O. Box 158254</td>
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</tr>
<tr>
<td></td>
<td>Nashville, TN 37215</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-800-952-3223</td>
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