

Hancock Middle School

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Paavola Wetlands Partnership



Hancock Middle School
2010 - 2011
School Year Team:

- 65 8th grade students
- Classes:
Self and Community
Language Arts
Communications
- 4 Teachers

Student Learning Outcomes

Hancock Middle School's Self and Community course uses place-based education and hands-on service learning projects to address community needs through real-world projects.

Stewardship is fostered through development of a greater student awareness and understanding of the local community while participating in projects that meet the needs of various community organizations and units of government. Specific outcomes for students are to develop a sense of responsibility while planning and implementing projects that meet needs identified by the community. As students become active participants in authentic community

projects and have their voices heard, they will become valued citizens in their community, taking ownership in protecting the place where they live within the Great Lakes Watershed.

Other classes supporting these outcomes include the 8th grade Language Arts and 8th grade Communication courses. Each of these classes will collaborate and use the students' experiences in 8th Self & Community to strengthen their connection with the Great Lakes, creating a vehicle which allows student expression of with their partnership with Paavola Wetlands using the Internet.

Community Partners:

- City of Hancock
- Keweenaw Land Trust

Donations Received:

- Hancock Schools
- Ottawa Sportsman Club
- UP Environmental Coalition

"The LSSI (Lake Superior Stewardship Initiative) grant provided Hancock Middle School staff, students, and community an enormous opportunity for growth. In utilizing those community partnerships, the students were able to access the Lake Superior landscape and watershed for education, stewardship and for building sustainable connections to the land."

-- Heather Bradway,
Teacher



School improvement goals addressed by the project :

- ◆ **Literacy** - writing for the public: brochures, school newsletter, newspaper, and summarizing scientific data.
- ◆ **Math** - analyzing number data in a real world context.
- ◆ **Respect** - working in student groups within the community. Equipment care and project completion will foster a sense of responsibility and respect for students' own work and abilities.
- ◆ **Art** - appreciation of art and artisans that record nature and document history.





A sense of place... reinforced through visual art, history, science, and the language arts.

Tree Identification...
 trail identification signs,
 walking trail tree ID brochure,
 clay tile tree identification signs

Did you know...

- Hawthorn has heavy wood and is used to make handles.
- Because of the thorns, birds like to use this tree to build nests.
- Another name for the Hawthorn is Thorn-apple.

By: Kyle Niemi and Jacyie Monticello

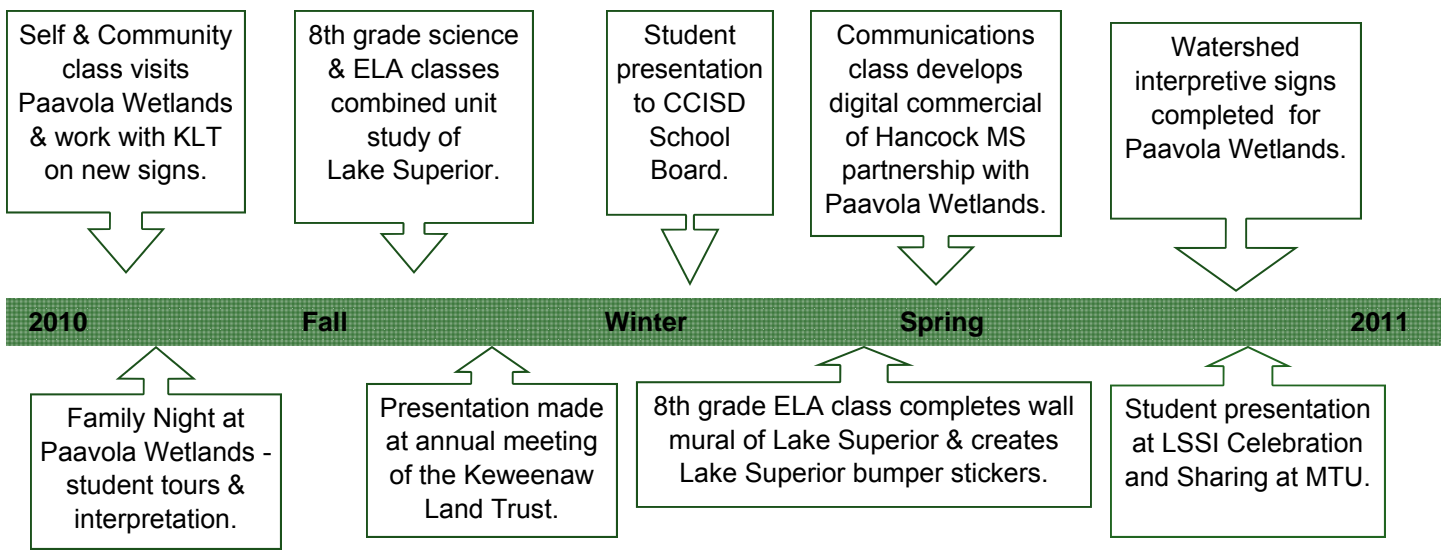


These signs were produced by Hancock Middle School students in partnership with the KLT and the Lake Superior Stewardship Initiative—a program that helps K-12 students become knowledgeable and active stewards of the Great Lakes in their communities, funded by the Great Lakes Stewardship Initiative, which was established by the Great Lakes Fishery Trust with the support of the Wege Foundation.

Source: Karshaw, Linda. *Trees of Michigan*. Lone Pine Pub. Int. WA, 2006.



2010-2011 School Year Project Timeline



Skills learned:

- ◆ Watershed studies
- ◆ Trail building & mapping
- ◆ Tree identification
- ◆ Finnish homestead - cultural studies
- ◆ Create digital commercial
- ◆ Interpretive sign making
- ◆ Public speaking

