

Hancock Middle School ~~ Paavola Wetland Preserve



Hancock Middle School
2009 - 10

School Year Team:

- 40 7th grade students
- 20 8th grade students
- Classes:
Service Learning
Self and Community
- 3 Teachers

"The LSSI 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."

-- Hancock Middle School
Teacher quote



Student Learning Outcomes

Occasionally working together as a two-hour interdisciplinary class, Hancock Middle School's "Service Learning" and "Self and Community" courses are structured to meet specific middle school state content expectations in science, language arts, and social studies. Using place-based education and hands-on service-learning projects, the classes address community needs through real-world projects.

The stewardship need identified is for students to develop greater awareness and understanding of their local community while participating in projects that meet the needs of various

community organizations and units of government. Specific outcomes are for students to develop a sense of responsibility and to be able to plan and implement projects that meet the 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.

Assessments will be performance and project based.



Community Partners:

- Keweenaw Land Trust
- MTU Water and Society
- Vern Simula
- Superior AmeriCorps
- USDA Natural Resources Conservation Service

Donations Received:

- Hancock Schools
- Ottawa Sportsman Club
- UP Environmental Coalition

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

2009-2010 School Year Project Timeline

8th - Self and Community develop tree ID walking trail brochure

7th - Engineering Concepts use vernier probes to collect data at Paavola wetlands pond - comparing to Lake Superior

Students develop signs for interesting tree facts for 16 prevalent tree and shrub species at Paavola Wetlands.

Complete tree ID Walking Trail brochures

8th - Self and Community to host community event for Barkell Elem. students, parents, etc. at Paavola: tour trail, use ID guide.



Skills learned:

- ♦ Watershed studies
- ♦ Trail building & mapping
- ♦ Soil studies
- ♦ Finnish homestead - cultural studies
- ♦ DO, turbidity, & flow probes
- ♦ Interpretive sign making

Paavola Wetlands...

Interpretive signs created by
7th grade Art, Self & Community,
and Engineering Concepts classes

