

A Trail To Every Classroom (TTEC) Curriculum Development Tool



UNIT DESIGN COVER SHEET

Author contact: **Deborah Araujo, Tora Huntington
Stephanie Morris**

School name, state and town: **Craneville Elementary, Dalton, MA**

Title: **Dalton's Wonders and Hidden Treasures!**

Abstract/Vignette: *To bring awareness and appreciation of the natural and cultural assets of our community, that naturally inspires students toward civic pride and care for these precious resources with special emphasis on the Appalachian Trail.*

Grade level(s): Please check all that apply.

- K-2 3-5 6-8 9-12 College and Lifelong Learning

Discipline: Please check all that apply.

- Art and Music Health and PE Foreign Language
 Literature and Language Arts Mathematics Science
 Social Studies and Geography History Technology

Year Developed: **Unspecified**

Period (month, week, year): **1-3 year plan**

Teaching environment:

- In the Classroom (indoors) On the Trail
 In the Community Online/Virtual

A Trail to Place-Based Service-Learning Curriculum

Connecting Youth & Communities
Along the Appalachian Trail



Start Here!

Big Idea

To bring awareness and appreciation of the natural and cultural assets of our community, which should naturally inspire students toward civic pride and care for these precious resources. (Special emphasis will be placed on the Appalachian Trail.)

Service Project

What project(s) could your class undertake that would actively engage your students in learning about this theme? What could the final product be?

- Make a walking guide of the natural and cultural resources in the town of Dalton.
- Clearly mark the Appalachian Trail on the town sidewalk.
- Bring attention to the natural sections of the local AT and other nature trails.
- Create quests to educate and create interest in the town addressing the cultural and natural resources.
- Provide opportunities for children to learn outside of the classroom.
- Form a hiking club to provide opportunity to explore.
- Kiosk Maintenance/Improvement.
- Becoming an AT Town

Partnerships & Benefit(s)

Who are potential community partners that could assist you in this project?

- Parent/Teacher Organization (PTO)
- Crane & Co.
- L.P. Adams
- Price Chopper
- Interprint, Inc.
- Appalachian Trail Conservancy (ATC)
- Leave No Trace Grant
- Local American Legion Chapter
- The Dalton Historical Commission

What are the potential benefits for your class and your partners of working together?

The students and the community will work together to learn about the AT and other natural and cultural resources in the area and the students will be our future stewards

Project Name:

Dalton's Wonders and Hidden Treasures!

Teacher(s): **Deborah Araujo**
Tora Huntington
Stephanie Morris

Grade Level: **2,3 and 5, club (4-5?)**

Time Frame: **1-3 year plan**

Your Evaluation of the Unit

How will you evaluate the unit and make note of what worked well and what could be improved? How will you analyze and interpret project outcomes?

Take surveys from students, teachers and community members to measure heightened awareness/interest and on how each activity went using "What, So What and Now What" to document growth in objectives. (Making modifications according to the responses.)

Evaluating the final Products of the Walking Tour and the Quests.

State Standards

(Objectives/Anchors/Outcomes)

Which elements of the state framework of standards does this unit address?

TBD for each class
Science-
History
ELA
Physical Education
Art
See attached list specific to each grade level.

What are the skills and outcomes you are working towards?

Skills and Habits of Mind

What are the academic or life skills students will gain from this unit? What habits of mind do you expect them to demonstrate? Think all disciplines.

- Appreciation of our part of the World
- Problem Solving/ Reflection
- Critical Thinking
- Creativity and efficiency in writing/illustrating.
- Cooperation
- Understanding the importance of community involvement.
- Civic Responsibility

Resources

- Books/Articles
- Getting started in Service Learning
 - Learning to Make Choices for the Future
 - A Trail to Every Classroom- Reflection/Evaluation Toolkit
 - Step by Step – An Intro to Walking the Appalachian Trail
 - Leave No Trace
 - Questing- A Guide to Creating Community Treasure Hunts
 - The Hike Leader Handbook
- Materials/Supplies
- Cameras, Hiking Gear, Out-door Project Buckets

Models & Examples

How will students understand the expectations for their project?

- Evaluation of quality of outside samples and peers' student work.
- **Community leaders and teachers will be models.**

What exemplars of student work will they see? What opportunities will there be for them to critique each other's work?

Reflection

How will reflection be built in to your curriculum and activities?

- Pre and Post Reflection
- Journals- Heads, Hearts, Hands (ABC)
- Value Line/ Take a Stand
- Community Surveys

Final Celebration

How will you celebrate the success of your unit and share its results with the school and community?

Presentation

- Presentation of the Walking Tour of Dalton to the Town Board and the Community
- Presentation of the Dalton Quests to the Town Board and the Community
- Revealing of AT street markings to the Town Board and the Community.
- Celebration of becoming an Official AT Town
- An annual group hike on the local AT.

Essential Questions (Unit Objectives)

- Why is it important to be aware of cultural and natural resources?
- Why is it important to visit these sites instead of just reading or hearing about them?
- Why is it important to preserve and care for natural and cultural resources?
- How can we be stewards of our community's resources?
- How can we make learning about our community fun and interesting.

Student Role (Youth Voice)

How will you guide your students to express ideas, be involved in project decisions, and evaluate outcomes?

- Journals
- Brainstorming what to choose and represent as natural resources.
- Choice on formats and styles to give the information.
- Choice in what to mark the pavement as a AT symbol.
- Qualitative comparisons used to decide on quality work, affirmed by peer confirmation.

Community Connections

What opportunities or needs exist in your school or community that could be addressed by a student project related to your big idea for learning?

- Creating a Walking Tour Map and varying quest activities highlight Dalton's Assets heightens ecotourism.
- Residents' lives will be enriched by the appreciation/pride factor by involvement in their home community.
- Children and local residents can learn one from another.
- The AT Trail Community would be better served.
- School initiatives would be involved with community interests/historical and natural preservation efforts.

Student Assessment

How will you assess student learning? How will you know if they have met the goals for the established outcomes?

- Surveying Craneville Students for AT awareness prior to the initiative, during the projects and at the end of the listed projects.
- Self assessment in classrooms and grade alike feedback.
- Community feedback with testers going over the final community products.

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3rd Grade MA State Standards

History Skills

2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, MA, and the local community
5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century.

History Standards

- 3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.
- 3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. **Common Core ELA**
7. Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).on the same topic.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. .
7. Conduct short research projects that build knowledge about a topic.
6. With guidance and support from adults, use technology to produce and publish writing (keyboarding skills) as well as to interact and collaborate with others.

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Gaining perspective and insight from the

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- Evaluation of quality of outside samples and peers' student work.
- Review and reflect on work is in progress.
- Children will review samples of other student created maps to help fine tune the criteria for quality work.

Reflection

How will reflection be built in to your curriculum and activities?

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Pat Woods

**Coordinator of the Masters of Education Program
Lebanon Valley College**

Final Project

Trail to Every Classroom

Curriculum Guide

for

Craneville Group 5th, 3rd and 2nd Grade

3rd Grade Focus

Submitted by

**Deborah Araujo
71 Park Avenue
Dalton, MA 01226**

Craneville kids are stepping out of their classrooms and onto the Appalachian Trail as it runs into, through, and out of their town. As they grow to know and value this treasure hidden in the natural environment around them just a half-mile from their school, they grow into committed stewards of the Trail, and share their growing knowledge and enthusiasm about the Trail with their school and town communities. Science, Social Studies and English Language Arts curricular ties for second and third graders ensure that study and exploration of the AT becomes an integral part of classroom life, continuing beyond the current school year. In collaboration with Craneville's Parent Teacher Organization, a Family Hiking Club extends exploration of the Trail beyond the second and third grade classes, and beyond the school day. The Craneville school community will work under the guidance of our local Trail Club to design, construct and maintain a new kiosk as the Trail enters town from the south.

Current and Future Service Projects

Craneville's students will become informed about the valuable natural asset of the Appalachian National Scenic Trail. Here's the goals:

- Provide opportunities for children to learn outside of the classroom.
- Bring attention to the natural sections of the local AT and other nature trails.
- Form a hiking clubs to provide opportunity to explore within the community.
- Make a walking guide of the natural and cultural resources in the town of
- Students will know where the Trail enters and leaves Dalton, and its route through town Dalton.
- Clearly mark the Appalachian Trail on the town sidewalk.
- Create quests to educate and create interest in the town addressing the cultural and natural resources.
- Help local AT trail maintenance by providing a Kiosk and then maintaining it with student created projects to continue awareness.
- Students will learn about the importance of volunteers in maintaining and protecting the Trail by attending presentations by members of the Berkshire Chapter of the AMC, and by helping to develop and maintain a new AT kiosk in town.
- Possibly becoming an AT Town

Essential Question to be Addressed

- Why is it important to be aware of cultural and natural resources?
- Why is it important to visit these sites instead of just reading or hearing about them?
- Why is it important to preserve and care for natural and cultural resources?
- How can we be stewards of our community's resources?
- How can we make learning about our community fun and interesting.

Administrative Support.

We have been allowed to pursue the goals in the classroom as long as all children can participate. If there are any special needs that do not allow us to go on hikes ect., then we cannot go. That is why we are doing an after-school hiking program. The project is not promoted school wide as of yet. In the future, our goal would be for the vision to grow to the whole school and the local community. We figured it would be more enthusiastically supported and promoted once success has been realized through what we do this year.

What we have done so far.

The program began in September with a Family Hike along the Trail through town. A 6-week after-school club took fourth and fifth graders on hikes in October and November. Third graders began their study of community landmarks and resources in November. Second graders have investigate habitats on walking field trips.

First Steps to be Taken: Current Service Project for Grade 3

- Take "seasonal" walks to note and appreciate the area we live in.

- Tie reflection on nature walks to current literature we are studying: Courage of Sarah noble, Bears on Hemlock Mountain and Pocahontas, all of which deals with men surviving in the wilderness. Tie in some walks with reflection on poetry.
- Create a walking Tour Map of Dalton by first walking the town and then identifying the “Hidden Treasures” of Dalton that should be noted on the map, highlighting the two locations where the AT enters and exits our town.
- Consulting with the local selectmen/women to gain their support and input on priorities. Also to discuss placement of the final product.
- Creating a large to scale map of the community by projecting an accurate map.
- Look at samples of student created maps to gain ideas for symbols, keys and models.
- Take current photographs of landmarks to be included on the map and find historic photos of the same locations to show change.
- Use student art to use on the map.
- Collaborate with local printing companies in the area to print the student map for use in the community.
- Research and report information found about the resources.
- Guide will highlight natural and cultural resources in the town of Dalton.
- Bring attention to the natural sections of the local AT and other nature trails.
- Provide opportunities for children to learn outside and appreciate nature.
- To build an inner love of the natural world that engenders stewardship.
“ Love is where attentiveness to nature starts, and responsibility towards one’s home landscape is where it leads.” (?)

Future Steps to be Taken:

- Continuation of naturalist appreciation objectives.
- Create Quests to accompany the Walking Tour Map.
- Quests will be made form interviewing locals in the community and gaining historical anecdotes to add an historic level of interest.
- Students will share their discoveries, photographs, drawings and writings with the school community by presentations at school community gatherings, on hallway bulletin boards.
- Poetry will also be included in the quest to cause reflection on natural environments and in Dalton.
- The Kiosk will be created and maintained with student art so studenst will be involved for years to come.
- Students will share their discoveries, photographs, drawings and writings with the town and hiking community by posting them on the new kiosk, and through articles in the local newspaper.
- An outdoor community will be maintained through family hikes in all areas.
- Perhaps Dalton will apply for and become and AT Town.

Links Resources

An Appalachian Trail Map of Massachusetts

http://www.mass.gov/dcr/parks/trails/appl_map.gif

Department of Conservation and Recreation

<http://www.mass.gov/dcr/parks/western/appl.htm>

Appalachian Trial Conservancy

<http://www.appalachiantrail.org/>

Local AT contact Cosmo Catalano

catalano.cosmo@gmail.com