

## Service-Learning Curriculum Unit Plan

<b>Unit/Topic:</b> Nature Trail	<b>Grade Level:</b> 2 <sup>nd</sup> Grade
<b>Service Idea:</b> (Provide Description) Make a pamphlet about the Nature Trail including a map, historical timeline, and the importance of the Nature Trail to the community. Pamphlets will be distributed to the community.	
<b>1. Content Standards/Grade Level Content Expectations:</b> (Identify learning outcomes to be addressed) H2.0.1 H2.0.3 H2.0.6 G1.0.1 G1.0.2 G2.0.1 G2.0.2 P4.2.1 P4.2.2	
<b>2. Students will understand....</b> (What are the enduring understandings?) <ul style="list-style-type: none"> <li>• How it was built.</li> <li>• How they decided where and when to build the Nature Trail.</li> <li>• When the next phase will take place.</li> <li>• How it is important to the larger community. (Ionia, Belding)</li> <li>• How to use cardinal directions.</li> <li>• The purpose and uses of maps.</li> </ul>	<b>3. Essential Questions to Guide Learning &amp; Inquiry:</b> (Turn understandings into essential questions.) <ul style="list-style-type: none"> <li>• How was it built?</li> <li>• Why did they decide where and when to build the Nature Trail?</li> <li>• When will the next phase take place?</li> <li>• How is the Nature Trail important to the larger community?</li> <li>• How are cardinal directions used on maps?</li> <li>• What are the purposes and uses of maps?</li> </ul>
<b>4a. Students will know....</b> (What is the content knowledge focus?) <ul style="list-style-type: none"> <li>• Individuals involved with the project.</li> <li>• Importance of Nature Trail to the community.</li> <li>• The Belding/Ionia connection to the Nature Trail and future plans.</li> <li>• Distinguish physical and human characteristics of the Nature Trail.</li> <li>• The students will know the importance of symbols, legends, compass rose, and scale on a map.</li> </ul>	<b>4b. Students will be able to do....</b> (What are the skills?) <ul style="list-style-type: none"> <li>• A map with physical and human characteristics, a legend, symbols, scale, and compass rose.</li> <li>• A timeline of Nature Trail events.</li> <li>• A pamphlet including the history, a map, and benefits of the Nature Trail.</li> </ul>

<b>Assessment Evidence</b>	
<p><b>5a. Performance Task:</b> (What will students do to demonstrate their learning?)</p> <ul style="list-style-type: none"> <li>• Make a map of the Nature Trail.</li> <li>• Make a timeline of the history of the Nature Trail.</li> <li>• Make a pamphlet to promote the Nature Trail. (including the map, history, and benefits)</li> </ul>	<p><b>5b. Other Assessment Evidence:</b> (Describe formative/on-going/other summative assessments.)</p> <ul style="list-style-type: none"> <li>• Assessment of map skills: Compass rose Legends, Symbols Scale</li> <li>• Make a class timeline of Saranac.</li> <li>• Make a class timeline of the Nature Trail.</li> <li>• Write a paragraph about the benefits of the Nature Trail to the community.</li> </ul>
<p><b>5a. Performance Criteria:</b> (Provide checklists, rubrics, or criteria.)</p> <ul style="list-style-type: none"> <li>• Map rubric 10 pts.- title, compass rose, scale, legend with 3 human and 3 physical characteristic symbols.</li> <li>• Timeline rubric – title, dates in chronological order, descriptions, neatness, spelling accuracy.</li> <li>• Paragraph (Writing process criteria).</li> </ul>	<p><b>5b. Other Assessments Criteria:</b> (Describe criteria for other assessments.)</p>
<p><b>Learning Plan:</b> (Develop a series of lessons/learning activities.) (Give enough detail for another teacher to follow.) (Consider the 5 Components of Service-Learning: Investigation, Planning &amp; Preparation, Action, Reflection, Demonstration of Results &amp; Celebration.)</p>	
<p><b>A. Steps for Students:</b></p> <ul style="list-style-type: none"> <li>• Lead Activity (Introduce desired results, ask essential question, connect with student experience, begin <b>investigation &amp; pre-reflection</b>)</li> <li>• Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include <b>planning &amp; preparation, action,&amp; reflection</b>)</li> <li>• Closure (Revisit enduring understanding/essential question. Include <b>reflection &amp; demonstration of results &amp; celebration</b>)</li> </ul>	<p><b>B. Notes for Teacher:</b> (What do you need to remember to do?)</p> <ul style="list-style-type: none"> <li>• Permission slip</li> <li>• Parent volunteers</li> <li>• Make sure Nature Trail is available</li> <li>• Make contacts for future lessons: Dennis Bowen Margaret Breckon</li> </ul>

**C. Materials Needed:**

- Chart paper
- Markers
- Permission Slip
- Timeline paper (sentence strips)
- Map paper
- Colored pencils
- Rulers
- Writing toolboxes
- Pamphlet paper (3 fold paper)
- Butcher paper
- Board
- Index cards

**D. Approximate Time for Unit:**

One trimester

**E. Resources:**

MSU website – [www.msu.edu/objects/content](http://www.msu.edu/objects/content)

Dennis Bowen

Margaret Breckon

Saranac Village Office

Across The Bridges – Book about Saranac

Saranac Historical Society

Using Maps – published by Scholastic

## Lesson 1 of 6

### Lesson Essential Question(s):

- What is a Nature Trail?
- Is there a Nature Trail in Saranac?
- Where is the Nature Trail located?
- Have you ever used the Nature Trail?

### Lesson Knowledge:

The student will know what a Nature Trail is and where the Saranac Nature Trail is located.

### Lesson Skill(s)

Meta-cognition about the Nature Trail.  
Building a point of reference.

### 1. Lesson Opener:

KWL on the Nature Trail. Survey the students to see how many students are aware of the Nature Trail. Plan a class walking trip to the Nature Trail.

### 2. Transition:

Putting on coats and using the restroom before leaving.

### 3. Activity:

Walk on the Nature Trail.

### 4. Lesson Wrap-Up:

Add to our KWL and look at a map of Saranac and label the Nature Trail.

Have students survey 3 different sources (using teacher created survey) about their use of the Nature Trail.

### 5. Additional Lesson Notes:

Teacher creates survey to send home at the end of the day that includes 3 questions:

1. Do you know about the Nature Trail?
2. Do you use the Nature Trail? If so, how?
3. What are the benefits of having a Nature Trail?

## Lesson 2 of 6

### Lesson Essential Question(s):

- How was it built?
- Why did they decide where and when to build the Nature Trail?
- When will the next phase take place?
- How is the Nature Trail important to the larger community?

### Lesson Knowledge:

The student will know the history of the Nature Trail and how the Nature Trail is important to the larger community.

### Lesson Skill(s)

The students will prepare a list of questions to ask the village manager.

### 1. Lesson Opener:

Review the KWL and the map of Saranac to show Nature Trail location. Brainstorm a list of questions that can be asked of Dennis Bowen. (village manager)

### 2. Transition:

Back from large group to seats to work in small groups to write questions.

### 3. Activity:

Dennis Bowen visits and students ask questions. Students write down responses to questions.

### 4. Lesson Wrap-Up:

Thank guest. Students write thank you letter. Collect questions and answers to use in future lessons.

### 5. Additional Lesson Notes:

## Lesson 3 of 6

### Lesson Essential Question(s):

- What is the chronological order of events in the planning and building of the Nature Trail?

### Lesson Knowledge:

Understand how dates relate to the past and present.

### Lesson Skill(s)

The students will put the information they learned from their interview into chronological order on a timeline.

#### 1. Lesson Opener:

Show and discuss a number line. Relate a number line to a timeline.

#### 2. Transition:

Give random numbers to students and have them line up in numerical order. Discuss the concepts of first, next, last. Dismiss to seats.

#### 3. Activity:

Randomly pass out questions and answers from previous lesson. As each student reads the question, the class decides when that event occurred (first, next, last) and line students up in a human timeline. Draw timeline, post events in chronological order.

#### 4. Lesson Wrap-Up:

Students make their own written timeline.

#### 5. Additional Lesson Notes:

## Lesson 4 of 6

### Lesson Essential Question(s):

- How do you read and understand a map?

### Lesson Knowledge:

- Compass rose
- Cardinal directions
- Map title
- Legend
- Scale

### Lesson Skill(s)

- The students will draw a map using the information they have learned in the lesson.

### 1. Lesson Opener:

Show the students on a class map the compass rose, cardinal directions, title, legend, and scale.

### 2. Transition:

Provide the students with a variety of maps and have them identify the compass rose, cardinal directions, title, legend, and scale.

### 3. Activity:

- Review map from first lesson that shows where the Nature Trail is located. Create a class-sized map of the Nature Trail that includes a compass rose, cardinal directions, title, legend, and scale.

### 4. Lesson Wrap-Up:

Discuss the class map and encourage students to share what they have learned about maps at home.

### 5. Additional Lesson Notes:

More practice on individual map skills including scale, compass rose, legends, and title as needed per classroom.

## Lesson 5 of 6

### Lesson Essential Question(s):

- How do you read and understand a map?

### Lesson Knowledge:

- Physical and natural characteristics

### Lesson Skill(s)

- The students will draw a map using the information they have learned in the lessons.

### 1. Lesson Opener:

Review the map from the previous lesson and have the students draw one thing they remember seeing on the Nature Trail.

### 2. Transition:

Look at the students' drawings and distinguish between physical and natural characteristics.

### 3. Activity:

- Add physical and natural characteristics to the class-sized map.
- Create their own student map of the Nature Trail using the physical and natural characteristics.

### 4. Lesson Wrap-Up:

Have students share their own map with another student.

### 5. Additional Lesson Notes:



**Lesson 6 of 6****Lesson Essential Question(s):**

What are the benefits of the Nature Trail?

**Lesson Knowledge:****Lesson Skill(s)**

Write to inform the public about the benefits of the Nature Trail.

**1. Lesson Opener:**

Review the student surveys from lesson 1 to determine the benefits and uses of the Nature Trail.

**2. Transition:**

Make a class chart of the benefits of the Nature Trail.

**3. Activity:**

Each student will write a paragraph to inform the public about the benefits of the Nature Trail.

**4. Lesson Wrap-Up:**

Have students share their paragraph in a small group.

**5. Additional Lesson Notes:**

Assess students by having them create their own pamphlet using the content learned in this unit. The pamphlet must include:

- Timeline
- Map
- Benefits