



# Greenville Consolidated School

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## **Science and Place-based Education Alive in Greenville Consolidated Schools Climate Grant Narrative Report**

Our **Science and Place-based Education Alive in Greenville Consolidated Schools** grant was based upon climate education through place-based, interdisciplinary learning. We wanted to offer our rural students an opportunity to play a part in reducing climate change through offering climate educational learning opportunities that promote outdoor learning and a sense of place. We were able to accomplish this and this is how we did it.

The first priority of our grant was on sequencing and aligning science across all grade levels Pk - 12 along with sequencing a 6 - 8 week 8th grade science unit specific to place-based climate education. The second focus of our grant was based upon developing an interdisciplinary unit, braiding authentic/real world local natural resource topics into multiple content areas of science, math, english language arts, and social studies for the entire middle school. The third part involved aligning and sequencing elementary science specific to place-based outdoor learning, and the fourth involved tying all of it together by building an outdoor classroom shelter where all teachers and students could practice and participate in the above mentioned learning.

What we found out was that the grant would not fund building outdoor classroom spaces, and that the only teachers interested in this work were at the middle school level. The elementary and HS teachers had prior commitments, varying interests or little time to tackle this work. That being said, the middle school team took this grant opportunity and ran with it! Here is a summary of the work that was accomplished.

Greenville Consolidated School believes in collaborative work and schedules teamwork time for both their elementary and middle level teachers. Rural Aspiration's Design Specialist used this team time to meet with the MS teachers to plan both the interdisciplinary climate, place-based Natural Resource unit/lessons and the culminating year end MS event that they called the Field and Forest Day.

The MS interdisciplinary unit was based on the greater Moosehead Lake area offering students the opportunity to learn more about their place, the area and resources where they live. Units and lessons are as follows:

- Math: MS 7th grade learned how to use GIS to map their school campus and trail
- SS: MS 8th grade students invited local historian Suzanne AuClair to visit their classroom to give them a local history lesson including the Wabanaki history of their place
- ELA: MS 6th grade students developed Nature Journals and went outside to immerse themselves in nature to create nature poetry
- Science: MS students grades 6- 8 participated in outdoor science learning throughout the year, including climate specific lessons in the 8th grade

The Field and Forest Day was a one day nature intensive field trip for all MS students and all 48 students showed up for the day! This event was held at the Natural Resource Education Center (NREC) Visitor Center which sits on acres of field and forested trails. Students visited stations throughout the day that featured climate, local history, recreation, and the natural resources of the area. These stations were:

1. Forestry and Climate Change - offered by UMaine Climate Change Institute
2. Birding 101 - offered by Maine Audubon
3. Bushcraft and Shelter Building - offered by the Appalachian Mountain Club and RAP
4. Nature Journaling - offered by Maine Master Naturalist Volunteers
5. Maine Wildlife - offered by Maine Master Naturalist Volunteer
6. Archery and Recreation - offered by IF&W and NREC volunteer
7. Local History (Fire tower and watchman's cabin) - offered by local historian

The day was amazing, the students were engaged, excited and active, we had 11 volunteers run the stations, 12 GCS staff present guiding students, and happy MS teachers glad to have participated.

Due to the success of the school year work, our MS teachers as a team participated in a 1 day summer interdisciplinary professional development day held by community partner Rural Aspiration Project where the MS team coordinated fall and spring curriculum planning for a joint place-based unit: How are we connected to our Natural History and Natural Resource use?

Ideas created for fall unit:

Grade	ELA	SS	Science	Math
6th	Read Sweet Grass - do a photo essay/memory or family tradition		Animals of place Watershed/Systems	Size, conversion of Greenville over time
7th	History of Place and Culture or interview of someone else's history and culture	Location, Geography	Plants/Trees of place	

8th	Narrative or Informational	Maine and US history - map of settlement	How the environment changes, atmosphere, ice out days	
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Ideas created for spring Unit:

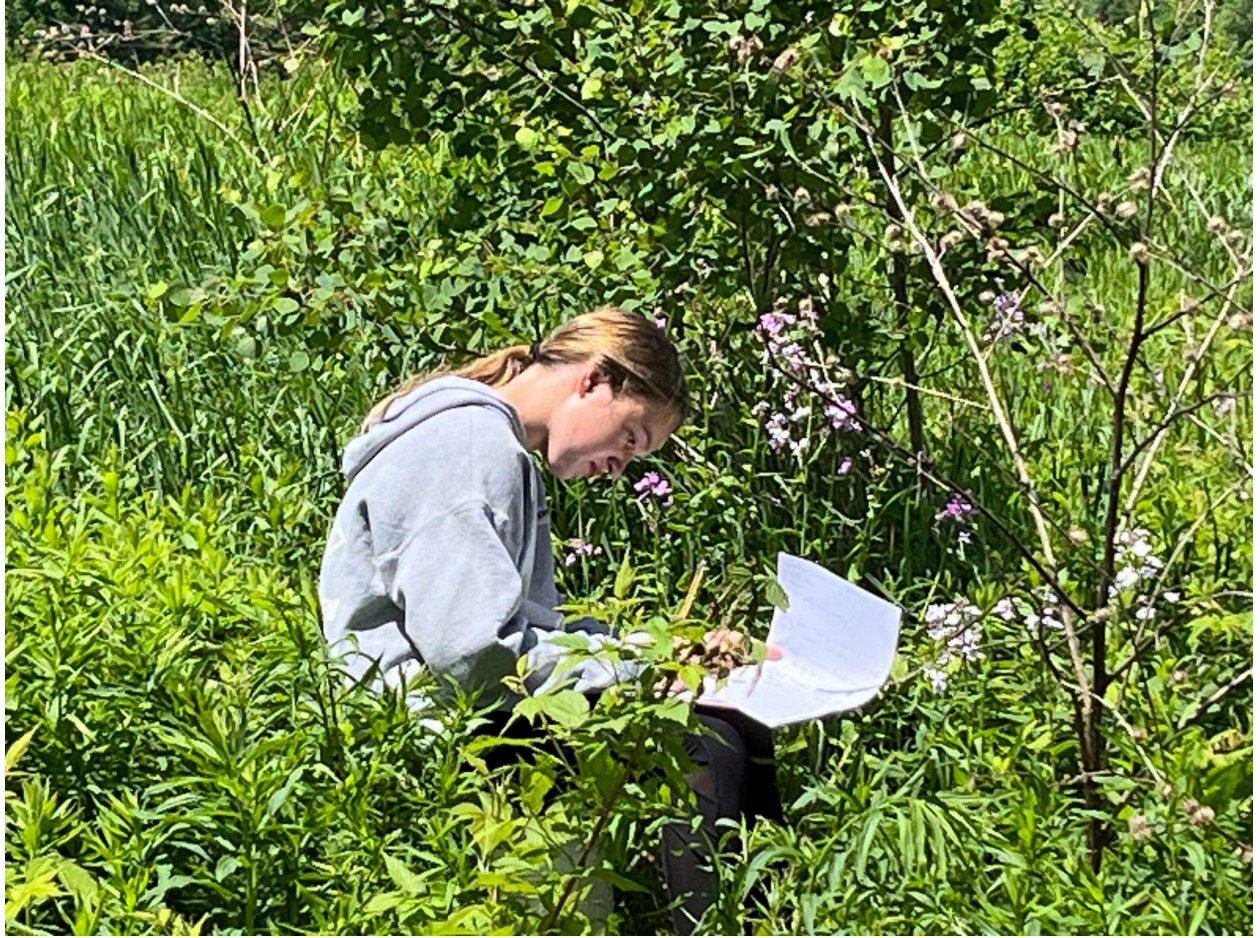
Grade	ELA	SS	Science	Math
6th	Link Poetry and Creative writing, argumentative from their fall project		Life Cycle of Alewives and fish passages	
7th				GIS mapping
8th		Maine and US history - map of settlement		

MS Science teacher Selena Tardif continued the work with Rural Aspirations by participating in another 1 day climate Intensive. Attached is the work that was accomplished: [GCS Climate S & S work](#) and [GCS MFC Climate Science sequence](#).

Although this grant did not meet all of the deliverables, it was a huge success. Partnerships were created, students were actively engaged in outdoor, climate, place-based learning that they will remember long into the future, MS interdisciplinary units were a huge success with continued intentions, and the whole of GCS had an amazing and crucial role they played in helping to reduce climate change, improving the environme











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and promoting outdoor education for students in our area.







