



**2009 Annual Convening
of Service-Learning Leaders
Maryland State Department of Education
Service-Learning Unit**

**Education, Simulation, Publication, and
Beautification of Furnace Town**

Primary Subject:

Social Studies and Integrated Language Arts

Additional Subject Area Connections:

Math and Science

Unit Title:

Education, Simulation, Publication, and Beautification of
Historic Site: Furnace Town

Type(s) of Service:

- Indirect
- Direct
- Advocacy

Unit Description:

Students visited the local historic park at Furnace Town in the fall of 2008 to tour the park and see what the park needed for the upcoming year. The staff, dressed in historical costume, presented information about the many different buildings, trades, culture, and socio-economics of the region. Teachers and students worked together with the staff of Furnace Town to ensure students had an appreciation of local heritage and history. Next, students brainstormed ideas for committees that worked on projects based on the observed needs of the park. Students worked in committees to write letters of advocacy to county officials and the local newspaper, created fundraising events, a historical play about the park, information PowerPoint outlining the finances of the park, scale models of the park, and created informational posters about the events at Furnace Town for the public. Finally, the students present their projects to the park and to 3rd graders from the town as well and worked directly with the park to assist them with their needs.

Potential Service-Learning Action

Experiences:

- Clearing overgrowth and brush around the parking areas.
- Planting flowers and mulching.
- Painting/staining buildings and walking areas.
- Tour guides for 3rd grades student groups.

Local School System: Worcester County—Snow Hill Middle School

LSS Coordinator: Dr. Josh Fradel

Grade Level: 8th Grade

**Maryland State Curriculum
Indicators Met**

Content Title: Social Studies

2.C.1.d- Describe the effects of early industrialization on individuals and families
3.B.1.a- Analyze how **geographic characteristics** influenced the **location** and development of economic activities, such as farming, lumbering, fur trading, whaling and the rise of the industry in the early national period
4.A.2.a Compare how scarce **resources** affected the decisions of **consumers** and **producers** in different **regions** of the United States

Content Title: Integrated Language Arts

4.4.a-Choose level of language, formal to informal, appropriate for a specific audience or purpose.

4.7.b-Use various information retrieval sources to obtain information on a topic.

Content Title: Science

6.A.1.2c-Identify and describe how the natural change processes may be affected by human activities (stream/river alteration).
6.B.1.3-Identify and describe that ecosystems can be impacted by human activities, such as the protection of the Chesapeake Bay watershed.

Content Title: Math

4.A.1.a - organize and display data to make circle graphs
4.B.1.d - interpret circle graphs
4.B.1.a - interpret tables
7.C.1 - present mathematical ideas using words, symbols, visual displays, or technology
7.D.1 - relate or apply mathematics within the discipline, to other disciplines, and to life

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Alignment with Maryland's Best Practices of Service-Learning: *Education, Simulation, Publication, and Beautification of Historic Site: Furnace Town*

1. Meet a recognized community need

Furnace Town funds and staff are limited. They have received the same amount of money from the county as they did in the 1970s. Therefore they are in need of assistance in any way possible. Our project helps defray costs to have work completed and to publicize the historic area and its events. This project also links with citizenship education because it is informing students how non-profit organizations exist, and how they work to keep funding to enrich the revitalization.

2. Achieve curricular objectives through service-learning

Each core curricular subject was represented at Furnace Town. Students worked in committees throughout the year on projects that had different themes. Each project was linked with VSC standards.

3. Reflect throughout the service-learning experience

There are a variety of opportunities for reflection. Reflection is divided into pre, during, and post actions. In pre-reflection students determine how they would like to assist the park through brainstorming and summarizing what they have learned. For the during-reflection, students complete a committee report outlining the progress of their group for each meeting. After returning to the site for the last day of work, students discuss (orally, in writing, and video) what they had learned and how they had impacted Furnace Town.

4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)

After the initial fall visit, students formed committees based on what they perceived Furnace Town needed. Students took leadership roles in the committees, coming up with ideas, plans, communicating with Furnace Town as needed.

5. Establish community partnerships

It is quite evident that Furnace Town is our community partner. Students met with the director of Furnace Town at the first visit, upon initial committee meetings, and throughout the planning as was needed.

6. Plan ahead for service-learning

Each summer the 8th grade instructional team meets to plan the upcoming years service learning project. The project guidelines fall within local county requirements for quality service learning projects. Projects are then evaluated in the fall by service learning fellows and feedback is given to instructional teams if there is a need for changes. At the end of the school year, we evaluate our own project to see if we met all local and state requirements and if we accomplished our project goals.

7. Equip students with knowledge and skills needed for service

The 8th grade teachers equip students with knowledge and skills needed for the service throughout the year. For instance, teachers help students prepare for a short play depicting life at furnace town. During the action visit in the spring, teachers instruct students with skills needed to help the park. For instance, some of the skills needed for direct action at the park were weeding, planting, pruning, mulching, use of garden tools, public speaking, presenting PowerPoints, and artistic skills.



