

## **Creek Clean-Up**

### **Community Objective**

To instill in sixth grade students an awareness for the environment of the local creek.

### **Background**

This activity incorporates high school and middle school students in a service-learning project based upon literature and science. In this project, high school students visit sixth grade classrooms to read Is This a House for Hermit Crab? by Megan McDonald. After reading the story aloud, the high school students ask the sixth graders to make a list of the various water sources in the area. After the sources have been listed, the students will then list the various types of aquatic life in the local water sources. Students will be looking for tadpoles, frogs, crayfish, bass, and trout. Students then research in the school library to find out what types of homes these creatures have. Students will also look for algae, water plants, ferns, and wildflowers.

### **Challenged Student Conditions**

- ~Physically challenged students can be service providers in our project if (1) include them in the planning and (2) allow them to collect and analyze water.
- ~Students with learning disabilities can be service providers in our project if we (1) include them in the planning, and (2) pair them with peer assistants as needed.

### **Resources**

- ~Is This a House for Hermit Crab? by Megan McDonald. Orchard Books, 1990. \$15.95. 0-531-05855-7.
- ~An available creek for clean up.
- ~Nets, buckets, water boxes.
- ~Trash bags.
- ~A microscope.
- ~Litmus paper, beakers.
- ~Clothing: shorts, t-shirts, old sneakers.

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SERVICE-LEARNING LESSON-PLANS  
FOR K-12 CHALLENGED STUDENTS

**Timeline of Service Activities**

- Week #1 ~High school students visit sixth grade classroom and read aloud.  
~Sixth grade teacher plans creek field trip with high school students.  
~Sixth grade students visit library to research aquatic life.
- Week #2 ~Field Trip Activities  
~Students report to the water source and divide into groups.  
~One group picks up trash in the water.  
~One group takes water samples to be tested for foreign chemicals.  
~One group catches plant and animal specimens in the water.  
~An experienced science teacher identifies the flora and fauna.  
~One group inventories the organisms since they are good indicators of the water quality.  
~The collected trash is disposed of.  
~The inventory and water samples are taken back to class to be analyzed.  
~Results will determine what chemicals were found in the water.  
~Plants and animals found will determine if the water is polluted.  
(No plants or animals are to be kept.)

**Reflection**

- ~Students will write papers describing their activities which will be compiled into a class journal.
- ~High school students will visit the sixth grade classrooms to hear about the journal and share their thoughts about the project.

**Celebration**

- ~A class party will be held where all “green” food and drinks will be served. Sixth grade and high school students will attend.

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**Academic Objectives**

**WV IGOs**

Science

- ~Cooperate and collaborate to ask questions, find answers, solve problems, and conduct investigations for further appreciation and joy of scientific discovery. (6.10)
- ~Formulate conclusions through close observations, logic, objectivity, perseverance and integrity in data collection. (6.13)

Oral Communication

- ~Think critically about oral selection to foster exploration, questioning and imagining. (6.14)
- ~Listen to specific oral information and interpret it to construct meaning in and beyond the text. (6.8)

**Contact Information**

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