



<https://qrco.de/beUhO8>

BROTHER  MARTIN

“From Text to Terrain”:
Using Anchor Texts to
Guide Field Experiences

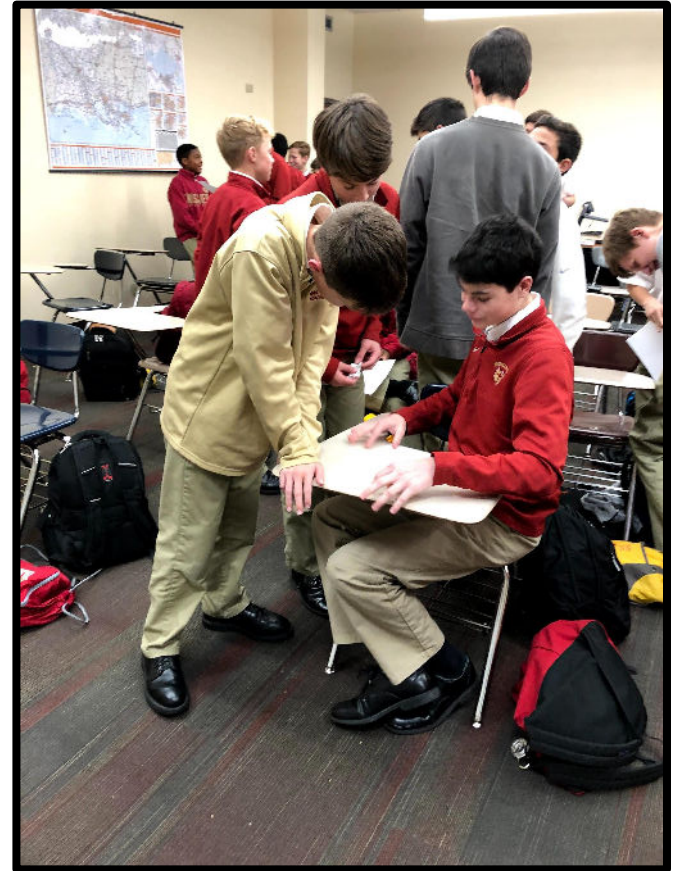


BROTHER  MARTIN

Amy Peavey

Thomas Mavor

Why teach
about saving
our coast?



School Improvement Plan

Brother Martin High School will incorporate the 4 Cs into its curriculum: **collaboration, critical thinking, creativity, and communication.**

Create and execute **interdisciplinary**/department 4 Cs curriculum.

LEARNING GOALS

- **Researching:** locating, evaluating relevant print and electronic resources
- **Building a “Works Consulted”** in MLA format
- **Formulating questions** based on research
- **Recounting** their field trip in writing through unified sensory description
- **Learning and applying content-specific vocabulary**
- **Using technology-based map applications** to locate and analyze data

LEARNING GOALS, CONTINUED

- **Working Collaboratively** with students' assigning each other tasks
- **Presenting** in front of their peers and "guest" faculty panel
- **Being able to respond to student and panel questions**
- **Evaluating information:** exam question asks them to choose the most effective strategy
- **Reflecting on their learning:** large group processing of both the entire multi-week process and their presentation slides

"Stunning, beautifully written, the best book on Louisiana I have ever read. Tidwell has captured the soul and heart of the Cajun people." —James Lee Burke

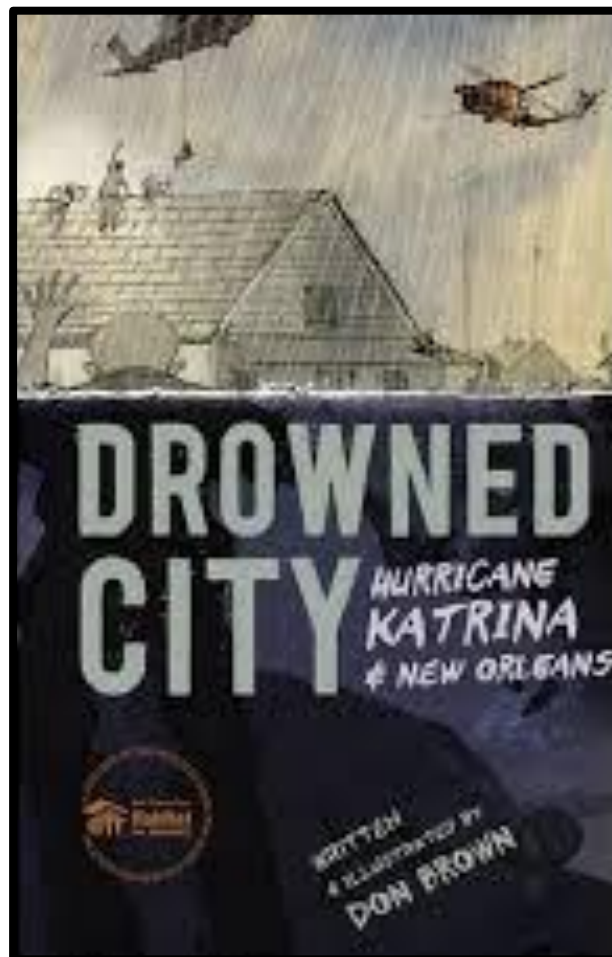
BAYOU FAREWELL

THE RICH LIFE AND TRAGIC DEATH
OF LOUISIANA'S CAJUN COAST

WITH A NEW INTRODUCTION ABOUT THE EFFECTS
OF THE DEEPWATER HORIZON OIL SPILL



MIKE TIDWELL





















**COALITION TO RESTORE
COASTAL LOUISIANA**

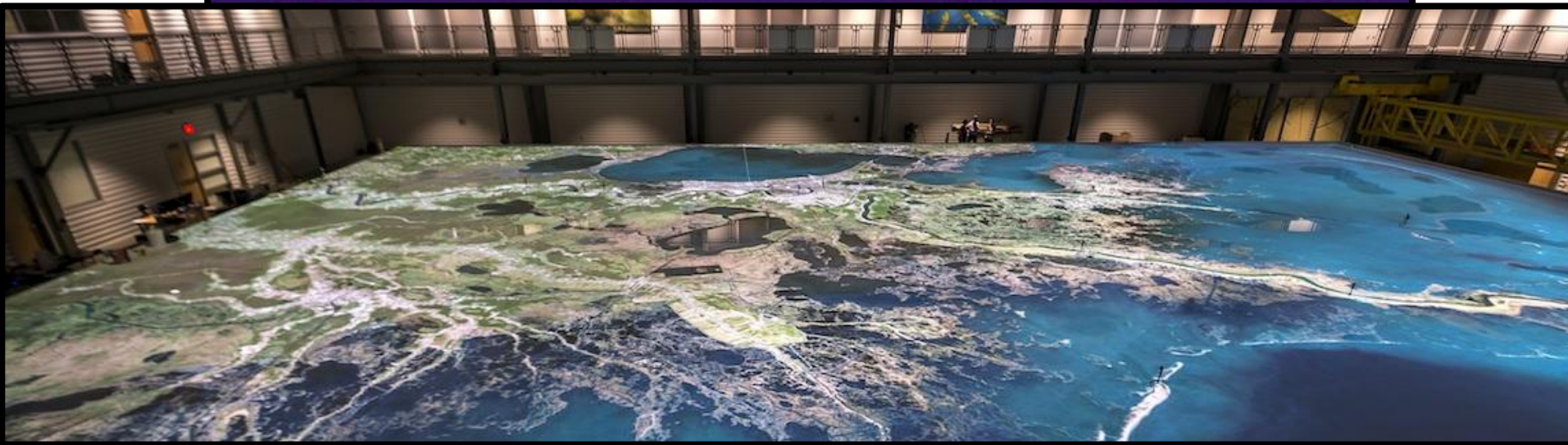


Resilience = Adaptive Capacity (and Bad Analogies)



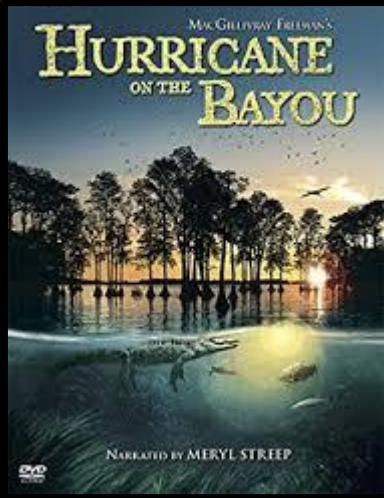
LSU

Center for River Studies









LOUISIANA
**ART &
SCIENCE**
MUSEUM

A scenic aerial photograph of a coastal area featuring a long bridge spanning across a wide body of water. The foreground shows marshy land with green and brown patches.

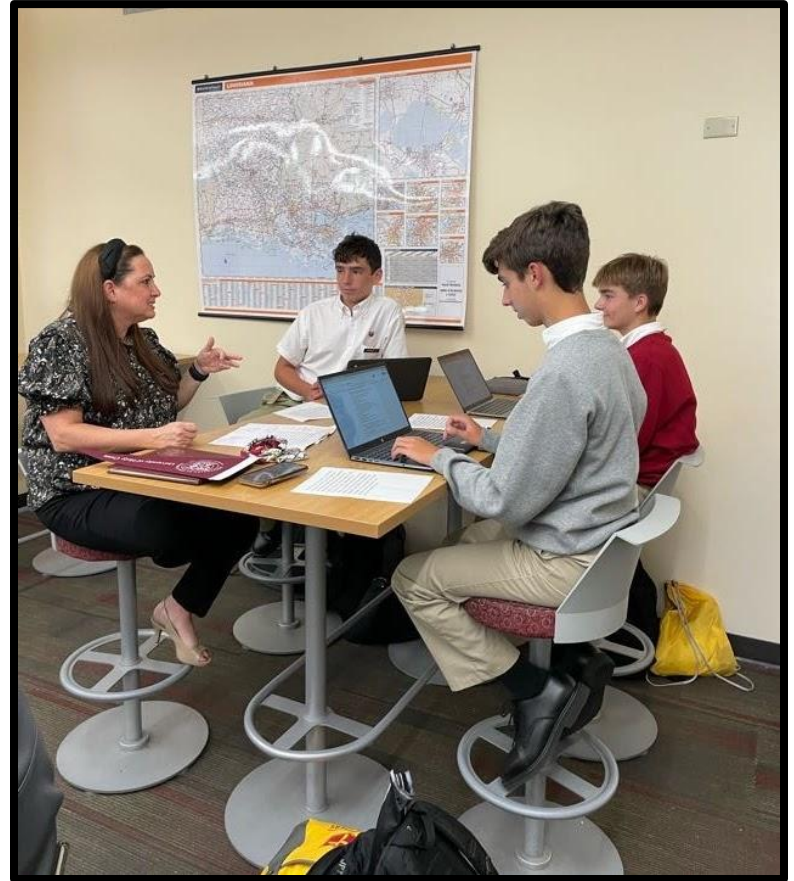
2017 COASTAL MASTER PLAN

LOUISIANA'S COMPREHENSIVE MASTER PLAN FOR A SUSTAINABLE COAST









PROJECT RESOURCES

["How to Save Our Coast 2022"](#)

[Criteria for Success](#)

[Partner Evaluation](#)

[Bayou Farewell WORK LOG](#)

[Groups and Topics 2023-2024](#)

[In class Work Days](#)

[Additional in class Work Days](#)

[Coastal Sources](#)

[Panel Members 2022 for students](#)

[Submit Panel Questions Here](#)

[Panel+Questions](#)

What?

- We will explore the various strategies in use to help reduce coastal land loss and reclaim land already lost.
- We will research a specific strategy to determine its strengths and weaknesses as a coastal land saver/reclaimer.
- We will produce a list of Works Consulted in MLA format to show the sources we used to evaluate our strategy.
- We will work in groups for our research and present our findings in a group presentation to the class.

Who?

- We will work in groups of four or five, identified by our teachers.

When?

- Thurs, 11/17 and/or Fri, 11/18 - Introduce project, create groups, research exploratory day in both classes, questions due at the end of class on Friday
- Thurs, 12/1 - speaker panel during 7th & 8th periods
- Wed, 11/30 and Fri, 12/2 - work days in World Geography class
- Tues, 12/6 and Wed, 12/7 - Student Presentations
- January 2023 - Visit BR for Center for River Studies/LA Science & Art Museum

Why?

- We will sharpen our research and presentation skills in an area of study that affects our lives.

How?

- We will examine the strategy assigned to our group through various resources:
 - o Louisiana Master Plan
 - o Bayou Farewell
 - o Expert Panel



Bank Stabilization Shoreline Protection

By: Kevin Marinello, Blake Gillio,
Whitney Nero, and Sean Lagrange

A Journey Home

Brother Martin Classmates, Teachers View Our Beauty & Community Values

The eighth-grade field trip experience filled me with pride when we were riding down to my home, the most beautiful place to live – St. Bernard Parish. My class (Brother Martin High School) and I took a trip to St. Bernard to bag oyster shells and look at the Caernarvon freshwater diversion for our field experience, but the journey there was the best part.

We started our journey getting onto the cold, uncomfortable buses. Soon, I found myself in Arabi, the beginning of St. Bernard from New Orleans. Riding through Arabi, my teachers asked Michael Chalona, my best friend, and me questions, as we live in St. Bernard. We passed his house next to the run-down C&C Drug Store and the bright blues and reds of the spray-painted train cars that have



gotten even more pleasing to me since the first time I saw them. Even though these things might not be appealing to some people, I find them beautiful. I have grown up with these things and they have attached themselves



St. Bernard residents Toby Alfonso, left, and Michael Chalona attend Brother Martin High School in New Orleans.

Soon enough we arrived in Chalmette. I knew it when I saw the tall brown St. Bernard Stack. All of the good times from my past suddenly washed into my head. We passed my old school, Our Lady of Prompt Succor, bringing back colorful memories of my grammar school childhood, and I could taste the cheesy macaroni and red gravy from Rocky and Carlo's as we went further.

Meraux-Violet

Going deeper into the more rustic, rural side of St. Bernard, after passing the Chalmette refinery, where my dad works, and Valero, another plant, we were riding through the deep green cow pastures. The soft "moo" I heard once, but it was enough to make me realize that we were almost in small Meraux. Through Meraux, we passed the "square houses" as I like to call them. These houses more or less have a particular box shape that I have noticed throughout my years.

As we kept on riding, we went through the tunnel of trees and saw the familiar orange-brown cluster of buildings I see every day – Docville farm, the place that I've spent countless hours for gatherings, car shows, events, and cookoffs. The reused barn area brings me joy.



“

This place is like no other in the world. To me, it is the most beautiful.

-Toby Alfonso

”



Although these community values might not seem appealing to some people, I am proud.

Finally, we rode through Violet. We passed the creepy mannequin house and the chalky old church as we arrived on the "ship strip," a strip of road where you can see cruise ships occasionally passing through. There even used to be a battleship docked for repairs there!

Poydras-Caernarvon

We kept going and arrived in Poydras, my home. We passed Casanovas, and I smelled the salty shrimp that they sell. I could hear the birds' joyful song as I shifted in my seat to get more comfortable. We passed where I live and saw the blue bayou in the back of my house. The sight of the old Oak and Willow trees was awing as well.

We then passed through Poydras and arrived in Caernarvon. The area was getting more and more rural as we arrived at our destination, the diversion. We exited the bus, and I stretched in an even chillier environment. We walked up the levee, and I saw the beautiful Mississippi River. The shining deep murky green waters reflected the bright yellow sun as a boat passed through the scene, a sight that would stop even a thief in his tracks. Our teachers began to talk about the water diversion, and I listened intently.

Once they were finished, it was time to go to the next stop of our trip: bagging oyster shells. As I looked out to the river with my friend Michael, I thought to myself once again, "I am proud to live in St. Bernard!" This place is like no other in the world. To me, it is the most beautiful. I am glad I was able to share my home with my classmates and teachers on a great field experience.



Toby Alfonso is a 9th-grade student at Brother Martin High School. He lives in St. Bernard Parish with his parents and brother. He loves his hometown due to its people and natural beauty, among other reasons. He wishes to pursue a career in acting because he loves the rush of being on stage and making people smile and laugh. He is actively involved in the Brother Martin Dionysians.

BROTHER MARTIN
High School • Arabi, Louisiana • Principal Brother: ROBERT BOUTIER

Educating Young Men for Life



For Admissions information, please call
(504) 283-1561 ext. 3022 or visit www.brothermartin.com

Collin Wimberley

Mr. Mavor

English I Honors

28 Oct. 2022

Paradise on Earth

The dock swayed underneath me as I munched on the juicy, roasted burger provided to me by Doctor Jouandot's parents. The joyful lake smiled at me while I walked back up the dock to get a second burger. Compared to the previous stops on my school's field experience, this was paradise. Everywhere I looked, I saw happy students feasting on burgers, hotdogs, and chips. I decided to go up the steps to get a better view of the lake and sit with my friends. I was truly stunned by the glistening of the lake and the innocent seagulls in the background. The blue sky and the blue water sang a hymn to me, which made me feel at peace. My friends and I played games: who could chug their water faster, who could scream the loudest, and "I spy". At some point, I got disturbed by the gritty feeling of the staircase, so I went down to hang out with my other friends.



POSITIVES

- use of colors to indicate status
- symmetry of slides/images
- embedded video (no link)
- minimal / no words / few or no distractions
- puts burden on viewers
- large, clear image
- BOLDNESS for emphasis
- use large images

IMPROVEMENT NEEDED

- picture not cropped (smartly)
- pictures too small
- format issues / busyness
- small font size for text
- too much text! (speak/present info vs. having it on the screen)
- link image to topic
- "busy" fonts/text features
- "goofy" image/against tone
- distracting animation
- keep related words together in formatting

QUESTIONS TO PONDER

“I’m just not creative; where do I start to look for opportunities for my students?”

- Use a content topic that interests you and your students.
- Think about who you know in your field.
- Look at education journals/blogs for ideas.
- Discuss ideas with your Department Chairperson and your PLC. Librarians are excellent resources too!

QUESTIONS TO PONDER

“I can’t get my students to complete simple homework; why would I take them out of the classroom?”

- Field Experience v. Field Trip
- Think about the learning potential.
- Link content/skills to relevance in the students’ lives.

QUESTIONS TO PONDER

“I’m faced with some discipline issues in my classroom; how on earth am I supposed to take them into the real world?”

- Make sure students are prepared by learning any prior knowledge needed to be successful.
- Engagement is key.
- Hold them accountable by giving formative assessments throughout the unit and follow up with a summative assessment if applicable.

QUESTIONS TO PONDER

“I don’t like group work. My students don’t like group work. So, how do I make this work?”

- YOU select the groups.
- Create a work log and hold them accountable for completing it.
- Individual grade based on individual work if needed based on group member feedback.
- Assign specific tasks for each group meeting.

QUESTIONS TO PONDER

“How can I be sensitive to my students’ other teachers--and the class time they will be missing-- when taking students out of the classroom?”

Ask them to join you!

OTHER IDEAS IN THE WORKS

- Holocaust/Genocide Education
- Katrina Stories
- Louisiana (New Orleans) products/industries
- Women's Rights - possibly something based on the context of *I Am Malala*
- Civil Rights/Louisiana African-American Trail
- Vue Orleans





The River Basins of the United States

"WE CANNOT SOLVE OUR PROBLEMS
WITH THE SAME THINKING
WE USED WHEN WE CREATED THEM"

-ALBERT EINSTEIN



<https://qrco.de/beUhO8>