

Cascade Geographic Society

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“Project Discovery”

Final Report

June, 1999

Contract #920261

1. Summary of grant activities/progressive steps:

Nita Kreuzer's two-year class of fourth and fifth graders was taught the curriculum necessary to engage in the out-of-classroom activities included in our project. Collaborative teaching with Michael P. Jones of Cascade Geographic Society included lessons on wildlife habitats, wetlands, fisheries, riparian areas, watersheds, native and non-native vegetation, and the impact of humans on our environment, including the role and impact of natural resources on human environments and cultures.

Field study/work trips have been very successful in achieving their intended purposes; to observe essential fish and wildlife habitat, determine human impact on such lands, and learn about enhancement methods that could be employed at various sites.

In conjunction with wildlife biologist Sue Bilke from the Oregon Department of Fish and Wildlife, Lupine Jones from Metro and volunteer caretaker Eddie Huckins, in addition to Michael P. Jones of the Cascade Geographic Society, students (and some parents) from the Sabin neighborhood, received "hands-on" experience to follow up on classroom curriculum. Students and adults have spent hours removing non-native Himalayan Blackberries from a site along the Multnomah Channel, removing invasive grasses from new tree plantings on 300 acres across from the Wildwood Golf Course [recently acquired by Metro], and removed Scotch broom, blackberries, and gorse from sites along the Salmon River near Brightwood.

2. Evaluation and comments:

In addition to the purposeful, habitat-restoring work of each outing, students continued to be educated on-site about the site-specific habitats in which they

worked. They became terrific observers of animal tracks and signs, knowledgeable about the essential ingredients of anadromous fish habitat, winter range for biggame as well as seasonal ranges, the role of riparian areas for both fish and wildlife habitat, educated about how beavers enhance wildlife habitat, and more. They came to grips with the essential role and necessity of classroom preparation prior to fieldwork.

This group of students will be heading off toward middle schools all over Portland next September; each student who participated in our program, having been given the opportunities afforded by rich curriculums, on-site restoration work (along with the enriching information regarding cultural and natural histories of the sites) guided by Michael P. Jones, the assistance of agency personnel, and the involvement of parents in our projects, left Sabin with a unique understanding of the larger world. Our goals for this program have been reached, thanks to the assistance of our Metro grant.

There were no "negatives" in regard to this project; the curriculum and the field work melded together very effectively. Suggestions for project managers who may try this type of program would include: utilizing curriculums that are supportive of real-world environmental issues, identifying field sites that are potentially habitat-rich, and ensuring that students involved in the program are aware of all the curricular, environmental, and community-service issues inherent in an effective program.

3. Photo documentation: Enclosed.

4. Site photos: Enclosed. [NOTE: To ward against vandalism, an iron pipe has been placed in the ground to mark the photo point.]

5. Maintenance plan:

Cascade Geographic Society enlists volunteers to maintain restored sites and to continue to enhance sites. Volunteers include schoolchildren, scout groups, and the general public. In 1998, total volunteer hours exceeded 1000.

6. Seedlings/shrubs planted:

N/A.

7. Product of the grant:

The transportation monies funded by the grant enabled students to be transported to the restoration sites. The products of the grant include: the



A

B

C

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Cedar Ridge
(work site)



October, 1998

Removing Scotch broom | Cedar Ridge



May, 1999

Removing Scotch broom / Cedar Ridge



May 1999

Multnomah Channel / Burlington
Bottom site.