

BALTIMORE LAB SCHOOL

THE DIFFERENCE IS EXTRAORDINARY

220 St. Paul Street • Baltimore, MD 21218 • 410.261.5500 • Fax 410.366.7680 • www.baltimorelabschool.org

December 13, 2017

Dear Chesapeake Bay Trust:

I write to thank you for your continued support of Baltimore Lab School. This year (and previous years) I had the pleasure of witnessing my students connect to the environment and the world around them in meaningful ways. This indelible connection would not be available to my students without the Chesapeake Bay Trust's support of the Baltimore Lab School Watershed Stewards program.

During September of this school year, I introduced my sixth grade math students to the concept of ratios, rates, and unit rates using environmental connections pertaining to our proximity to the Chesapeake Bay and our location in Baltimore City. My students learned about Mr. Trash Wheel and Professor Trash Wheel and analyzed the statistical data of the type and quantity of litter the water wheels collect from the bay. In the middle of our unit, my sixth graders took a guided tour of the Chesapeake Bay on the Snow Goose. My students connected the concepts they learned in math class to the health of the Bay and the oyster population. When the Snow Goose passed Professor Trash Wheel, my students immediately recognized the trash guzzling water wheel and recalled the information they learned in math class. To this day, several months after our trip, my students continue to talk about the trash wheels and retained the environmental literacy and math concepts we discussed in class.

In addition to our trip being a valuable opportunity to connect our classroom activities to the real world application, my students also practiced critical social skills while aboard the Snow Goose. They practiced collaborating, turn-taking, and displaying empathy.

On behalf of my students, I thank the Chesapeake Bay Trust for making our Snow Goose trip possible. I am excited to continue guiding my students to develop their leadership and advocacy skills as Chesapeake Bay Watershed Stewards.

With gratitude,



Joel Banotai, M.S.
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December 12, 2017

Dear Chesapeake Bay Trust,

Please continue to fund our Baltimore Lab School Watershed Stewards program. Chesapeake Bay Foundation trips and outdoor experiential learning opportunities are invaluable for our students. Getting outside gives students a chance to fully engage in science concepts, make real world connections and develop a love for their Chesapeake Bay. The Chesapeake Bay Foundation provides opportunities for students to question, wonder, and build upon their knowledge in a meaningful way.

Our students truly have fostered a love and understanding for the Bay and its biodiversity. They genuinely want to make individual and community change that has a positive environmental impact. Students are currently working on a waste reduction program at our school in which they reduce the amount of food waste and decrease overall lunch trash. Students continue to monitor and clean our painted storm drains in the Old Goucher neighborhood. They have visited Stony Run Creek, monitored its water quality, and are raising trout to be released in its ecosystem for the second year in a row.

The experiences had on Chesapeake Bay Foundation trips set the stage for student driven initiatives and increased investment over time. Thank you for another year of your generosity and support! It makes all the difference in our lives and our student's lives.

With gratitude,



Kara Huggins
Science Teacher
Baltimore Lab School

To the Chesapeake Bay Trust:

When I began my career as a teacher 6 years ago, I was inspired by the anthropologist Ellen Dissanayake's words that "Art is making special." That principle has guided my programming for all this time, and trips funded from the Chesapeake Bay Trust have allowed that to happen.

Art in my classes is made special when students can relate our work in the Chesapeake Bay to what we are doing at school. I just received letters back from the Karen Noonan Center. Students wrote to themselves from the island center. Most of them wrote that they wanted to enjoy the beauty of the bay for ages— "never stop fishing," "always look at the sunset." They also expressed the sentiment that they were not here just for themselves, but that they needed to "stay woke," "work for good," and "save the planet."

Students in art classes raise awareness through sharing stories of the Bay. This year my Yearbook class was able to create a video describing how microplastics influence the reproductive cycle of oysters, in order to develop a PSA about why we should curb our use of plastic materials. My photo classes took everyone's Karen Noonan Center reflections from the trip and created an Island Journal showing everything we did. They focused on the community they built during the trip, the ways they learned to be more self sustaining, and the connections they made to how the Bay and its creatures help us survive. They were successful in making those connections due to lecturers from the Chesapeake Bay Foundation, and from their own field work.

One of my classes recently painted my door with a new design. On it, there are two images from our Snowgoose trip on the Inner Harbor. Students equated the images of both Fort Carroll and the Inner Harbor neighborhood as important, vital parts of our city. Trips like this have helped students understand the vital connection between the human and nonhuman residents of this city.

Without your help, these students would be missing out on some wonderful opportunities to develop a deeper understanding of how they are connected to the world around them. Getting the concrete experience of field work on the Chesapeake Bay allows them to connect their art to something outside of themselves. Building those connections is what makes art special.

Thank you so much for your help. We appreciate your contributions to our programs!

Yours sincerely,
Zac Lawhon

