



Post-Unit Assessment (Optional)

Students show what they have learned about their watershed.

FOCUSING QUESTION

What is the water cycle?
What is a watershed?
And where is our watershed?
Who lives there?

MATERIALS

Paper
Pencil

TIME

45-60 minutes

PROCEDURE

1. Ask students to create a watershed map for their community. (15 minutes)

Or

Ask students: (10–15 minutes)

- a. To state where the water that supports this community comes from.
- b. To state where this water goes.
- c. To create a diagram and/or a narrative describing the water's journey.

Or

Ask students to do the following in writing: (20–30 minutes)

- a. Create as extensive a list as possible of the watershed's native inhabitants.
- b. Create as extensive a timeline as possible that reflects the geological, natural and human history of their watershed quest site.
- c. Create two lists, each as extensive as possible, one listing watershed challenges and the other listing success stories.

ASSESSMENT

1. Students have created a community watershed map.
2. Students have created a diagram and/or a narrative describing how water moves through this community.
3. Students have created an inhabitant list, a timeline, a list of challenges and a list of successes.

Evaluation Rubric

PRODUCT	Unacceptable	Beginning to progress	Getting closer	Meets standard	Exemplary
Watershed map	Map is neither accurate nor complete nor neat	Map is either complete or neat, but not accurate	Map is both complete and neat, but not accurate	Map is neat, complete and accurate	Meets standard, plus is rich in detail and carefully executed
Water cycle narrative	Includes neither source nor destination nor water cycle	Includes either source or destination or water cycle	Includes two of the following: source, destination and water cycle	Includes source, destination and water cycle	Meets standard, plus is rich in details and well composed
Inhabitant list	0–6 species noted	7–9 species noted	12–15 species noted	12–15 species noted	16 or more species noted
Watershed timeline	0–1 points on watershed timeline	2–3 points on watershed timeline	4–5 points on watershed timeline	6–7 points on watershed timeline	8 or more points on watershed timeline
Challenges/successes	Created neither a challenges list nor a successes list	Created either a challenges list or a successes list	Created both a challenges list and a successes list, but lists are incomplete	Created both lists, and lists demonstrate a full grasp of challenges and successes	Meets standard, plus is rich in detail and carefully executed

FURTHER REFERENCES

Additional educator resources for **Jean-Michel Cousteau Ocean Adventures** can be found at pbs.org/oceanadventures.

For further information on questing, see *Questing: A Guide to Creating Community Treasure Hunts*, by Delia Clark and Steven Glazer (Hanover, NH: University Press of New England, 2004).

Quests have been published in *Valley Quest: 89 Treasure Hunts in the Upper Valley* (White River Junction, VT: Vital Communities, 2001) and *Valley Quest II: 75 More Treasure Hunts in the Upper Valley* (White River Junction, VT: Vital Communities, 2004).

AUTHOR

Steven Glazer is the Valley Quest Coordinator for Vital Communities, a regional nonprofit organization based in White River Junction, Vt., that works to engage citizens in community life and to foster the long-term balance of cultural, economic, environmental and social well-being in the region.

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CREDITS

Jean-Michel Cousteau Ocean Adventures is produced by KQED Public Broadcasting and the Ocean Futures Society.

The exclusive corporate sponsor is The Dow Chemical Company.

Additional major support comes from: the William K. Bowes Jr. Foundation, Ann Bowers and The Robert Noyce Trust, the William and Gretchen Kimball Fund, the Harold K.L. Castle Foundation, and the National Marine Sanctuary Foundation.