



Reflecting on Our Watershed

Students review what they found at the quest site—inhabitants, themes and areas on which to focus their story.

FOCUSING QUESTION

What did we find out there?
Who inhabits this ecosystem?
How do these inhabitants relate to each other?
Is there an overarching theme or story on our site?
Where are the best places to unfold and tell this story?

MATERIALS

Overhead projector
Transparency of site map
Marker
Chalkboard or whiteboard
Pens or chalk

TIME

1–1.5 hours

PROCEDURE

1. Ring a bell and ask students to reflect, in silence, on their visit to the watershed quest site.
2. Then begin leading a discussion: What did we see? (10–15 minutes)
 - a) As students name specific locations, invite them up and encourage them to create a map together, using a whiteboard or chalkboard, doing the following:
 - Establish north.
 - Establish upstream and downstream.
 - Add other water features (dams, bridges, culverts, confluences, etc.).
 - Add main roads and intersections.
 - Add the locations of specific buildings or features.
 - b) Consider why these features might appear where they do (e.g., human history as an overlay on top of geography and geology) as well as the locations of specific events and sightings.
 - c) Consider why the sighting took place in a specific place (the correlation between “presence” and adaptations, habitat requirements, predator/prey relationship, etc.).
 - d) Concurrently, begin to generate a “species list” of plants, animals, insects and so on.
3. Next, project a transparency of your site map next to your “memory map.” How accurate is the map you created? What needs to be moved? Invite students one by one to come up and adjust features in order to make the group’s map more accurate. Allow students to correct, teach and learn from each other. (10–15 minutes)
4. Now that you have an accurate site map, ring the bell and ask the students to consider whether there is an overarching narrative or story that your quest site reveals. Invite questions, comments and discussion. (10–15 minutes)
5. Once your story is established, determine what the core elements of that story are. List these elements on the board or circle them if they are already written. (5–15 minutes)

6. Next, place those points on your map using numbers, letters, bright colors or circles or by starring them. (5–10 minutes)
7. Finally, work together to develop the backbone (sequence) of your route. (10–15 minutes)
 - a) Where is the best place to begin your quest and watershed story?
 - b) Where is the best place to end your quest and watershed story?
 - c) What is the best route (point A to point B to point C, etc.)?

ASSESSMENT

Working together, the group creates the backbone of the quest: theme, starting point, ending point, route and teaching points.

Evaluation Rubric

PRODUCT	Unacceptable	Beginning to progress	Getting closer	Meets standard	Exemplary
Class Participation	Did not contribute to point, route or theme discussions	Contributed to either point, route or theme discussion	Helped establish points or route or theme	Fully participated in the process and selection	Meets standard, plus exhibited full engagement, thoughtfulness and leadership

EXTENSION

Students individually create watershed quest maps as homework, using their notes, maps, memory, and other online or print resources. If you choose to do this, students can later vote to select one map to serve as the group's quest map. Alternatively, the map can be made using the group process outlined above.

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

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CREDITS

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