Watershed Quest Pre-Assessment

**Focusing Questions:** *What is the water cycle? What is a watershed? Where is our watershed? What lives there?*

**Overview:** In this first set of activities, students will show what they know about the water cycle, watersheds and their own watershed. These results can be used as a baseline to assess what students have learned by the end of the unit.

**Topical Understandings:**
- This region has been Native American homeland for thousands of years.
- Native words and place names are found across the region
- These words link to specific attributes of the region

**Materials:**
- Paper
- Pencil

**Length of time to complete:** 45-60 minutes

**Procedures:**

Note: This activity can be done either with students working alone, with students working in pairs or small groups, or with the entire class working together as a group.
1. **Ask students to create a basic map of their community.**
   They can do this on the chalkboard, a large easel or individual sheets of paper. (15 minutes)
   - a. What is the shape of this community (town, city or neighborhood)? Sketch these boundaries.
   - b. What communities (towns, neighborhoods) lie north, south, east and west? Please note them on the map.
   - c. Where are some of the key geological features? Mark these on the map too.
   - d. What are the names of the main waterways? Place these on the map as well.

2. **Ask students to answer the following questions and perform the related activity.** (10–15 minutes)
   - a. Ultimately, where does the water that supports this community come from?
   - b. Where does this water go?
   - c. Create a diagram and/or a narrative describing this journey.

3. **Ask students to answer the following questions in writing.**
   (20–30 minutes)
   - a. If you were the first person to settle in this community, where would you settle and why?
   - b. In terms of geography and location, what might early settlers look for when choosing a home site? Why?
   - c. Generate as specific and extensive a list as you can of natural resources that an early settler might find, then describe how these resources could be used.

**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 a narrative describing settlement choice, criteria and use of resources.
### Evaluation Rubric:

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>Unacceptable</th>
<th>Beginning to progress</th>
<th>Getting closer</th>
<th>Meets standard</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watershed map</td>
<td>Map is neither correct nor complete nor neat</td>
<td>Map is either complete or neat, but not accurate</td>
<td>Map is both complete and neat, but not accurate</td>
<td>Map is neat, complete and accurate</td>
<td>Meets standard, plus is rich in detail and carefully executed</td>
</tr>
<tr>
<td>Water cycle diagram/narrative</td>
<td>Includes neither source nor destination nor water cycle</td>
<td>Includes either source or destination or water cycle</td>
<td>Includes two of the following: source, destination, water cycle</td>
<td>Narrative includes source, destination and water cycle</td>
<td>Meets standard, plus is rich in details and well composed</td>
</tr>
<tr>
<td>Settlement/ecosystem narrative</td>
<td>Choice is poorly articulated, poorly argued and lacks specifics</td>
<td>Choice is clearly articulated, but lacks strong argument and specifics</td>
<td>Choice is well articulated, but lacks either strong argument or specifics</td>
<td>Choice is well articulated and includes well-argued criteria and a few specific resource examples</td>
<td>Meets standard, plus is well written and rich with specifics</td>
</tr>
</tbody>
</table>

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