



## Lesson 5: Reflecting on Our Watershed

**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?*

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

### **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:**

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

**Length of time to complete:** 1-1.5 hours

### **Procedures:**

**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:

<b>PRODUCT</b>	<b>Unacceptable</b>	<b>Beginning to progress</b>	<b>Getting closer</b>	<b>Meets standard</b>	<b>Exemplary</b>
<b>Class Participation</b>	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