



# Watershed Quest Pre-Assessment

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.

## FOCUSING QUESTIONS

What is the water cycle?  
What is a watershed?  
Where is our watershed?  
What lives there?

## MATERIALS

Paper  
Pencil

## TIME

45–60 minutes

## PROCEDURE

*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

PRODUCT	Unacceptable	Beginning to progress	Getting closer	Meets standard	Exemplary
<b>Watershed map</b>	Map is neither correct 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
<b>Water cycle diagram/narrative</b>	Includes neither source nor destination nor water cycle	Includes either source or destination or water cycle	Includes two of the following: source, destination, water cycle	Narrative includes source, destination and water cycle	Meets standard, plus is rich in details and well composed
<b>Settlement/ecosystem narrative</b>	Choice is poorly articulated, poorly argued and lacks specifics	Choice is clearly articulated, but lacks strong argument and specifics	Choice is well articulated, but lacks either strong argument or specifics	Choice is well articulated and includes well-argued criteria and a few specific resource examples	Meets standard, plus is well written and rich with specifics

### FURTHER REFERENCES

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