

Teachers on the Estuary and the Wampanoag Circle of Life

Mashpee Public Schools, Wampanoag Tribe Education Department and Waquoit Bay National Estuarine Research Reserve

Course description: This course will introduce teachers of grades 3-5 to salt marsh and estuary ecology (specifically life cycles, food webs, and adaptations) through the lens of Cape Cod Wampanoag culture, as well as research scientists and experienced coastal educators. The instructors and guest presenters will use field and classroom activities, grade appropriate trade book literature, small group work, discussions, and mini presentations by content experts, with plenty of time for questions and answers. The interdisciplinary nature of the course leads us to call it a STREAMSS (Science Technology Reading Engineering Art Math and Social Studies) course appropriate for any teachers of grades 3-5 including classroom teachers, art teachers, music teachers, physical education teachers, and special education teachers. Preference will be given to grade 3-5 teachers. Others are welcome to apply as long as they can adapt the materials, and may be admitted if space permits.

This course is part of the Teachers on the Estuary (TOTE) teacher professional development, a program offered at National Estuarine Research Reserves across the nation. It was developed to improve teachers' and students' understanding of the environment using a place-based, local approach. TOTE workshops also provide resources and experiences to support the incorporation of watershed and estuary topics into classroom teaching to promote scientific literacy and stewardship of the coast. See <https://coast.noaa.gov/estuaries/> for further information on the national TOTE program. Teachers will learn how to use the Cape Cod coast to help their students learn about animal and plant life cycles and adaptations as well as weather and coastal processes. Teachers will explore estuary/salt marsh, kettle pond, forest, garden, and river habitats.

In addition, Kitty Hendricks-Miller, Indian Education Coordinator, Mashpee Wampanoag Tribe, will co-teach the course and expose participants to many aspects of modern Wampanoag culture as well as insights into history and traditions. Teachers will visit the Mashpee Wampanoag Indian Museum and the Tribal Center to receive a behind the scenes look at the museum and grounds and Tribal Center, as well as participate in native traditions. Local, traditional, Wampanoag food will be served during the sessions and traditional crafts that teachers can do with their students will be included.

Course content and activities align with grade 3-5 Next Generation Science Standards and Massachusetts State Science Technology and Engineering Standards, as well as Social Studies.

Credit: The course is offered for 2 graduate credits. Graduate credit is optional and is available from Framingham State College for \$75.00 per credit (PRDV 75324). 30 professional development points are available at no cost through Mashpee Public Schools.

Grade levels: The course is designed for elementary school teachers of grades 3-5 in all disciplines.

Schedule:	Tuesday, June 26	9:30 am – 8:00 pm
	Wednesday, June 27	9:00 am – 5:30 pm

Thursday, June 28 9:00 am – 4:00 pm
Saturday, November 3 9:00 am – 3:30 pm

Instructors:

Joan Muller, Education Coordinator, Waquoit Bay National Estuarine Research Reserve (508-457-0495 x107, joan.muller@state.ma.us)

Kitty Hendricks-Miller, Indian Education Coordinator, Mashpee Wampanoag Tribe, 508-477-0208 x143 (ghendricks@mwtribe.com)

Locations: Waquoit Bay National Estuarine Research Reserve, 131 Waquoit Highway, Waquoit, MA 02536

Mashpee Wampanoag Indian Museum, 414 Main Street, Mashpee, MA 02649

Mashpee Tribal Center, 483 Great Neck Road South, Mashpee, MA 02649

Support: Each participant will receive trade books and other resources to use with their classes.

Native Science: The knowledge held by indigenous people around the world that has been gathered, adapted, refined, and transmitted following precise protocols, traditions, and values maintained since before written history. The core of Native science is interdependencies and relationships that make up the whole. (Adapted from The Native Science Academy definition, <http://www.silverbuffalo.org/NSA-NativeScience.html>)

Lodging and meals: Snacks and lunch are provided. Those students traveling from beyond commuting distance may stay in the Reserve's dorm on campus (bunk beds, shared bathrooms), in a house on the SEA campus, camp on Washburn Island (need own camping equipment and boat, canoe or kayak for transportation from the island to the Reserve's headquarters on the mainland where the class will be held), or find their own lodging. Check www.waquoitbayreserve.org for more info on camping. Reservations must be made for the dorm, SEA house, or camping.

Application: Space is limited. Teachers of grades 3-5 may apply on Reserve's website www.waquoitbayreserve.org. If you don't get an e-mail message within a week that your application was received, please follow up with Joan Muller via e-mail joan.muller@state.ma.us or phone 508-457-0495 x107.

Course outcomes: Participants will be able to:

1. Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area. (3-ESS2-1)
2. Use simple graphical representations to show that species have unique and diverse life cycles. Describe that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways these happen. (3-LS1-1)
3. Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction. (4-LS1-1)

4. Construct a claim with evidence that changes to a landscape due to erosion and deposition over long periods of time result in rock layers and landforms that can be interpreted today. Use evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape. (4-ESS1-1)
5. Obtain and combine information about ways communities reduce the impact on the earth's resources and environment by changing an agricultural, industrial, or community practice or process. (5-ESS3-1)
6. Develop a model of a food web to describe the movement of matter among producers, primary and secondary consumers, decomposers, and the air and soil in the environment: a. show that plants produce sugars and plant materials, b. show that some animals eat plants, c. show that some organisms, including fungi and bacteria break down dead organisms and recycle some materials back to the air and soil. (5-LS2)
7. Access and use the <https://coast.noaa.gov/estuaries/> website, the on-line Estuaries 101 curriculum, and other NERRS/NOAA educational products with students.
8. Teach basic estuarine concepts by guiding students in using field and laboratory research techniques analogous to those used at Research Reserves.
9. Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life" (Grade 3 Learning Standards)
10. Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of several indigenous peoples in different areas of the country. We will focus on the Wampanoag people but teachers will have a homework assignment to learn about the native people in their own area. (grade 5 learning standards).

Estuarine Principles and Concepts: Teachers will become familiar with these concepts.

1. Estuaries are interconnected with the world ocean and with major systems and cycles on Earth.
2. Estuaries are dynamic ecosystems with tremendous variability within and between them in physical, chemical, and biological components.
3. Estuaries support an abundance of life, and a diversity of habitat types.
4. Ongoing research and monitoring is needed to increase our understanding of estuaries and to improve our ability to protect and sustain them.
5. Humans, even those living far from the coast, rely on goods and services supplied by estuaries.
6. Human activities can impact estuaries by degrading water quality or altering habitats; therefore, we are responsible for making decisions to protect and maintain the health of estuaries.

Course expectations: Participants will be expected to:

1. Review pre-course materials from on-line sources.
2. Attend all days of the course.
3. Complete in-class assignments and participate in activities and discussions.
4. Participate in evaluation of the course including a focus group/sharing session at the last session.
5. Complete an independent learning experience to learn more about the native people in their own area.

6. Implement at least one STEM activity with their class(es) (preferably including an outside component) related to what they've learned in the class and hand in a write up.
7. Share information, projects, photos, or videos of student activities/projects.

Science Concepts: This TOTE workshop will focus on Science and Engineering Practices and the following Disciplinary Core Ideas from the Next Generation Science Standards:

1. Interdependent Relationships in Ecosystems
2. Cycle of Matter and Energy Transfer in Ecosystems
3. Natural Resources/Human Impacts on Earth Systems
4. Ecosystem Dynamics, Functioning and Resilience

Science and Engineering Practices:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanation and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Draft Course Outline Teachers on the Estuary and the Wampanoag Circle of Life June 26-28, November 3, 2018

Tuesday, June 26 Introduction to WBNERR, NERRS, Watersheds, and Estuaries

low tide-4:42 pm high tide: noon

Morning:

9:00-9:30: Arrive, sign in, give out materials, coffee, snack

9:30-noon: Circle: Introduction to theme of course, participants and presenters; (Kitty Hendricks- Wampanoag Circle of Life and seasonal calendar) (Joan Muller, overview of course, introduction of journal, evaluation strategies, Tread Lightly Trail challenge, expectations)

Walk to bay overlook- intro to estuary and why estuaries are important to the Wampanoag Circle of Life), point out Waquoit Bay Reserve

Walk to watershed sign – assess prior knowledge.

Kiosk: Waquoit Bay Reserve, the National Estuarine Research Reserve System, Mass State Parks, point out start of Tread Lightly Trail

Maushop Cape Cod creation story

How was Cape Cod Formed? (form CC in sand box, frozen ice for glacier)

Quick break in Visitor Center

Groundwater activity from *Watersheds at Bay* curriculum (include formation of kettle hole ponds)

Noon- 1 pm: Lunch on bluff around wetu

1-3 pm: Meet in boat house

Explore <https://coast.noaa.gov/estuaries/>

Watersheds activity (from Estuaries101)

Tread Lightly Trail Challenge (ways communities reduce the impact on the earth's resources and environment by changing an agricultural, industrial, or community practice or process.)

3:00-3:30:Break, get ready for boat trip (wear shoes that can get wet, bring dry shoes to change into, dress in layers as we will be staying out until the evening)

3:30-4:00: Load up boats, travel out to Washburn Island, learn about eutrophication in the bay from WBNERR Stewardship Coordinator Jim Rassman
4:00-6:00: Salt marsh exploration
6:00-6:30: Tour of island, (include ecosystem services, adaptations of plants and animals, Wampanoag uses of plants and other connections to Wampanoag culture)
6:30-7:00: Barbeque
7:00-7:30: Debrief about day, how will teachers apply what they learned in the classroom?
7:30-8:00: Travel back to boat house

HW: Look over websites we explored today, explore <https://coast.noaa.gov/estuaries/> , check out Sands of Time video on Youtube: <https://www.youtube.com/watch?v=9rAUyExwQqs>

Wednesday, June 27 Watershed Field Study Low tide- 5:30 High tide: 12:30pm

8:30-9:00: Meet at WBNERR boathouse. We will be getting our feet wet so teachers should come dressed appropriately in layers. Bring hiking shoes or sneakers as well as another pair of footwear that can get wet.

Morning-9:00-noon: watershed walking field trip

Journal- take air and water temperature, salinity, and pH

- Solos: journal, observations (5 senses), sketches, creative writing- prose, poems, questions – Gather, share in circle.
- Look for aquatic insects, Discuss kettle pond, glacial history
- Take measurements:
 - Air, water temperature, salinity, pH
 - Plants
 - Animals: Scoop muck or sand

How does temperature change over the seasons? How seasonal changes affect Wampanoag life.
How can salinity affect life cycles?

Noon: Lunch

Afternoon:

1-2:30: Debrief watershed field trip through the lens of Science and Engineering Practices, Which did we do in the morning?

Science and Engineering Practices:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Make simple graphs with data from morning. Construct explanations and communicate information
Learn how to use SWMP graphing tool/ Ap for air, water temperature, salinity, pH . Compare to morning's measurements

2:30-2:45: Break

2:45-5:00 pm: Rotate through Estuaries101 activities

Plankton- microscope, Great Plankton Race

Oyster activities, E101

Oyster observations

1. Oyster life cycle (observe and sketch different aspects of life cycle)
2. Oyster adaptations- observe and sketch adaptations of oyster
3. Oyster ecosystems- how does the oyster fit into the estuary and land-based food webs?

Oysters and water quality: Wampanoag perspective

5:00-5:30: Journal, debrief

Thursday, June 28 9 am – 3:30 pm low tide: 6:15 pm high tide: 1:25pm

8:30- 9 am: Meet at Mashpee Wampanoag Tribal Museum,

9:00-noon: Welcome and introduction to museum, tour of museum and weedy8
Herring, activities, go down to river, (include adaptations and life cycle)

Peruse museum

Three Sisters Garden, demo, story, corn husk doll

Clambake story

Native Stories

Knot nets, Clay pots (pinch pot and coil pot and beads)

Noon: Wampanoag Lunch

Afternoon: Discuss class expectations, answer questions,

Brainstorm suggestions for Place-based experiences

Divide into groups by school or grade level. Discuss how to apply in classroom

Closing Circle, give out books and equipment

Saturday, November 3, 2018, 9 am -3:00 pm Mashpee Wampanoag Tribal Center

Morning:

8:30-9 am: Coffee, settle in,

9:00-noon: Teachers share what they did with their students – share successes, problems, coach each other.

Noon: Wampanoag lunch

Afternoon, 1-3 pm: Tour of tribal center

Presentation about Wampanoag culture from elder

Post workshop survey

Closing Circle/dance: Reflection Activity

Reference materials will be drawn from the following sources, as well as from NOAA and other web sites. Additional lesson plans and curriculum materials for teaching about estuaries, watersheds, and Wampanoag culture and history will be provided.

Watersheds at Bay: A Watershed Awareness Curriculum (www.waquoitbayreserve.org)

Estuaries 101 curriculum: <https://coast.noaa.gov/estuaries/>

The Secret Bay by Kimberly Ridley, illustrated by Rebekah Raye, Tilbury House

Native American Gardening : Stories, Projects, and Recipes for Families, by Michael Caduto and Joseph Bruchac, Fulcrum Publishing

Awesome Ospreys: Fishing Birds of the World by Donna Love, illustrated by Joyce Mihran Turley, Mountain Press Books

Clambake: A Wampanoag Tradition by Russell M. Peters, Lerner Publications (out of print)

Course requirements: Participants will:

1. Review pre-course materials.
2. Attend all sessions.
3. Complete in-class and homework assignments and participate in activities, discussions, and accessing and using NOAA websites.
4. Try a place-based experience to learn more about the native people living in their own area. For example:
 - a. Attend a PowWow
 - b. Visit Mashpee Wampanoag Indian Museum again (alone, with family, or students)
 - c. Visit Hobbomocks Homesite (Wampanoag home site) at Plimoth Plantation.
 - d. Visit a local museum or tribal center
 - e. Interview a member of the tribe in your area.
 - f. If there are no places to visit or events to attend in your area (but double check with instructors first), you can research the history of native peoples in your area from before European settlement to present day. Share what you learn with the class either verbally, in a written reflection paper, or by sharing a teaching tool you've created to use with your class (poster, photo, video, powerpoint presentation, worksheet, scavenger hunt, ...)
 - f. Another project of your choosing (need to okay with Kitty or Joan first)
6. Incorporate information, curriculum, and resources about STEM topics provided in class into their own classroom teaching, and reflect upon the experience (outdoor student experiences preferred)
7. Participate in evaluation of the course including some on-line surveys.
8. Share information, photos, projects, or videos of student work.

Grading criteria

Participants earning graduate credit and those wishing to earn PDPs must complete exercises assigned as part of class work. Class participation and contributions to discussions will be worth 25 percent, the place-based experience will be worth 25 %, STEM class activity and write up will be worth 25 % and completion of evaluation aspects will be worth 25%. Participants taking the course for PDPs but not for graduate credit will not be graded, but need to complete all assignments.

Assignments: Assignments should be sent to Joan Muller via e-mail at joan.muller@state.ma.us. Final reports will be due by the last day of class, November 3, 2018.