

Grades 7-12th, Thursday, April 29th 2010
El Rancho de los Golondrinas Living History Museum



Tentative Schedule

- 9:50-10:10 Arrive, set-up presentations, mingle!
- 10:10 Introductions and Activities
 - Rich Schrader: Watershed Watch
 - Kimi Scheerer: BEMP
- 10:20-11:30 - Student Presentations
- 11:30-12:15 – picnic lunch provided
- 12:15-1:00 – tour of El Rancho de los Golondrinas facilities
- 1:00-1:10 - break
- 1:10-1:50 – Student Presentations / Group Activities
- 2:00 Closing Dismissal!!!

El Rancho de los Golondrinas

Las Golondrinas is 15 miles south of Santa Fe and 45 miles north of Albuquerque, off Interstate 25!

www.golondrinas.org

From Santa Fe, take I-25 Exit 276.
From Albuquerque, Exit 276B.

Teacher RSVP for Thursday, April 29th

Teacher Name: _____

School Name: _____ Contact Phone: _____

of Adults: _____ # of Students: _____

Title of Presentation: _____

Type of Presentation: (skit, YouTube, poster, PowerPoint, etc.) _____

Equipment Available (please circle what you need): DVD/VHS player, Powerpoint capabilities, poster display space, overhead or slide projector

Due to unfortunate events, we will have to leave at: _____

Other Special Needs or Comments (please list # of vegetarians here): _____

Please let either Rich or Kimi know the information listed above by Friday, April 23rd, 2010!

Rich Schrader
River Source – Watershed Watch
rich@riversource.net
505.660.7928



Kimi Scheerer
Bosque Ecosystem Monitoring Program
ksche@bosqueschool.org
505.898.6388 ext. 128

Transportation funds available, contact Kimi for more info!

Directions to Las Golondrinas

Las Golondrinas is 15 miles south of Santa Fe and 45 miles north of Albuquerque, off Interstate 25.

From Santa Fe, take I-25 Exit 276. From Albuquerque, take Exit 276B.

Go right off the exit, so that you are headed north on NM 599 (Santa Fe Bypass); take your first left at the light (West Frontage Road); travel roughly 1/2 miles on the frontage road and go right on Los Pinos Road; the museum is 3.2 miles down Los Pinos Road on the left-hand side of the road.

Watershed Watch /BEMP Congress Student Presentation Ideas

March 2009 v 1.3

The Congress is a way for students to have **fun** *sharing experiences* and data about their time by **river** and what they found!

Students are welcome to make poster or Powerpoint presentations. Students that make Powerpoint will present all together as a group. Alternatively individual students can make poster boards on one or compare two individual measurements (like temperature and pH). For poster presentations we'll ask the audience to circulate around the posters to review the results and discuss the study with the different people who prepared the posters. Students need to be prepared to answer a few questions by the audience after the presentation.

Here are some topics that students may address in the presentation:

Describe the purpose of the study. What are some of the questions you are trying to answer by collecting water quality data & information about the bosque? *Some examples:* How will the temperature of water change during the seasons? Do the pH results support the presence of fish that need water 6.6 – 8.8? How does the groundwater fluctuate throughout the seasons?

Describe the site location: You can share photos of your site and and/or map it out. You might try using www.Watershedwiser.org or www.bosqueschool.org/bemp.sitemaps.htm to get a map. It's helpful to have a location map which shows how to get the site from a major road and a site map which shows more detail. Another important aspect of the site is who owns it and what kinds of land uses exist around the site.

Describe the tests and/or equipment you have done/used: *Examples include:* water temperature, pH, benthic macroinvertebrates, beepers, precipitation gauges, etc.

Discuss your data results / findings: It's helpful to see graphs of data that show results through the whole school year. You can do a line or bar graph for chemistry data and groundwater data. You can do a pie chart for benthic macro-invertebrate data or litterfall.

Try to compare this year's results with data from past years (find BEMP data at: www.bosqueschool.org/bemp.datasets.htm). Also consider comparing two parameters on the same graph, such as streamflow and turbidity or groundwater and riverflow.

Kerri Lathrop, teacher at East Mountain High School, has examples of graphs on the River Source website. To see some examples go to:

http://www.riversource.net/index.php?option=com_content&task=view&id=31&Itemid=107

Discuss the conclusions of the study: Were you able to answer your questions or draw any conclusions? Did you see what you expected to see? What would you recommend to address any needs for river restoration or water quality improvements?

Very alternatively, your students can prepare a skit or short play on their experience, how they did the monitoring at the site, or the results.



(Above) Santa Fe Girls School students present benthic macroinvertebrate data
(Below) Bosque School student presents stream flow data