Understanding the Rewilding of Cape Cod: A curriculum unit for middle school learners



Timeline Activity



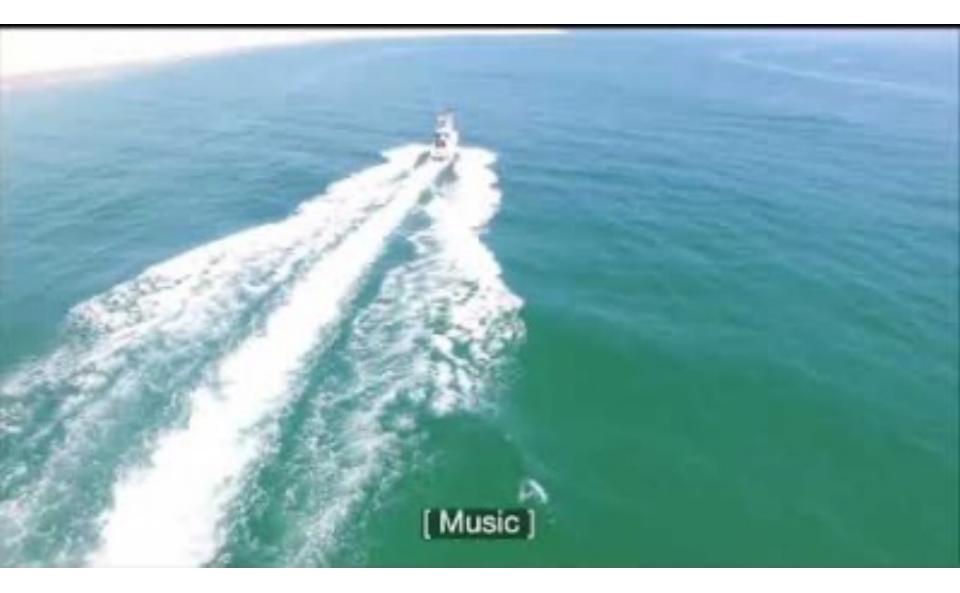
Estimated Time: 3-4 classes (4-5 hours)

This lesson and activity will provide students with an understanding of how we got to where we are today.

Modifications

To make a local connection, have students look up local conservation acts that have had an impact on your watershed. Help them to see how locally they have had positive or negative impacts on the bigger picture.





Rewilding Cape Cod: Interview with John King



KWL Worksheet

Independent Work for 5 minutes

Class Discussion for 5 minutes

How does the video interview relate to the article from yesterday?

Remember: In the article, we learned from scientists that white sharks are increasing in numbers.



Let's build a timeline!

As a class, we review several historical events that have led to the Cape Cod region being a place known for it's wildlife.

Students will be expected to find 5 additional events to add to their timeline from resources provided and from their own research.

- A total of at least 16 events should be on the timeline.

For each point on the timeline, students need to have at least two bullets outlining the significance of that event, as well as a visual to represent that event



Student:				
				find rubric
Rubric: Rewilding Cape Cod Timeline Students are to create a timeline by hand or by using an online interactive timeline creator such as Capzles (capzles.com) concerning important events related to the rewilding of Cape Cod. There should be no less than 16 events on the timeline. Students are to include either a picture, photo, video, or audio file for each event that they believe represents the event on their timeline. Each event is to have a brief explanation of its importance along with the visual. Desktop				
Timeline				iRubric
	Exemplary 5 pts	Accomplished 4 pts	Developing 2 pts	Beginning 1 pts
Events	Exemplary A concise description for each event is included and are in chronological order.	Accomplished Nearly all slides are provided with a brief description and are in chronological order.	Developing Most descriptions are missing, incorrect for several events and/or not in chronological order.	Beginning Less then half are provided with a description and/or not in chronological order.
Effects	Exemplary Timeline includes visual aids (picture, clip, audio file, etc) for each event. Visuals are appropriate and add significantly to the meaning of each event.	Accomplished Timeline includes visual aids (picture, dip, audio file, etc) for each event. Visuals are appropriate but do not always add significantly to the meaning of each event.	Developing Timeline includes visual aids (picture, clip, audio file, etc) for some events. Visuals are appropriate but do not add significantly to the meaning of events.	Beginning Few, If any of the events include aids or have any connection to the events.
Significance of Events	Exemplary The significance of each event is explained in a clear, concise statement on the timeline. Significance makes sense and reflects higher thinking.	Accomplished The significance of nearly all events is explained in a brief statement on the timeline. Significance makes sense and reflects some thought.	Developing The significance of most events is missing and/or reflects no thought.	Beginning Less then half of the events are explained in the timeline.
Grammar & Spelling	Exemplary	Accomplished	Developing	Beginning

Timeline has no more than two misspellings and/or grammatical errors.

Accomplished

Overall quality of timelines about the same as other timelines. Some extra effort noticed. Timeline has 4+ misspellings and/or grammatical errors.

Developing

Most of timeline reflects a lack of effort. Not engaging or interesting. Below average timeline.

Timeline has no misspellings or grammatical errors. Well written and concise.

Exemplary

Impressive timeline. Neatly organized. Good use of visuals. Exceeds the quality of other timelines.

Presentation & Quality



Timeline is difficult to read and understand due to the amount of grammatical/spelling errors.

Beginning

A clear lack of effort throughout. Far below the average timeline.

Questions to ask as you identify events for your timeline

How did this event effect the Atlantic Ocean?

How did this event effect the environment of Cape Cod?

How did this event effect wildlife on Cape Cod?

How did this event effect how people and wildlife interact around Cape Cod?

If the event doesn't provide context to answer one of the questions above, is it really relevant to your timeline?







Of Radiata, there were the Sea Chestnut or Egg (Echinus granulatus), commonly divested of its spines; flat circular shells (Scutella parma?) covered with chocolate-colored spines, but becoming smooth and white, with five petal-like figures; a few Starfishes or Five-fingers (Asterias rubens); and Sunfishes or Sea-jellies (Aurelia).

There was also at least one species of Sponge.

The plants which I noticed here and there on the pure sandy shelf, between the ordinary high water mark and the foot of the bank, were Sea Rocket (Cakile Americana), Saltwort (Salsola kali), Sea Sandwort (Honkenya peploidei), Sea Burdock (Xanthium echinagum), Seaside Spurge (Euphorbia polygonifolia); also, Beach Grass (Arundo, Psamma, or Calamagrostis arenaria), Seaside Goldenrod (Solidago semper-virens), and the Beach Pea (Lathyrus maritimus).

Sometimes we helped a wrecker turn over a larger log than usual, or we amused ourselves with rolling stones down the bank, but we rarely could make one reach the water, the beach was so soft and wide; or we bathed in though it was quite cold and windy. The ocean there is commonly but a tantalizing prospect in hot weather, for with all that water before you, there is (as we were afterward told) no bathing on the Atlantic side on account of the undertow and the rumor of sharks. At the lighthouse both in Eastham and Truro (the only houses quite on the shore), they declared the next year that they would not bathe there "for any sum," for they sometimes saw the sharks tossed up and quiver for a moment on the sand. Others laughed at these stories, but perhaps they could afford to because they never bathed anywhere.

One old wrecker told us that he killed a regular man-eating shark fourteen feet long and hauled him out with his oxen, where we had bathed; and another, that his father caught a smaller one of the same kind that was stranded there, by standing him up on his snout so that the waves could not take him. They will tell you tough stories of sharks all over the Cape, which I do not presume to doubt utterly: how they will sometimes upset a boat, or tear it in pieces, to get at the man in it. I can easily believe in the undertow, but I have

no doubt that one shark in a dozen years is enough to keep up the reputation of a beach a hundred miles long.

of a mile parallel with a fish about six feet in length (possibly a shark) which was prowling slowly along within two rods of the shore. It was of a pale brown color, singularly film-like and indistinct in the water, as if all nature abetted this child of ocean and showed many darker transverse bars or rings whenever it came to the surface. It is well known that different fishes even of the same species are colored by the water they inhabit. We saw it go into a little cove or bathing-tub, where we had just been bathing, where the water was only four or five feet deep at that time, and after exploring it go slowly out again. But we continued to bathe there, only observing first from the bank if the cove was preoccupied. We thought that the water was fuller of life, more aerated perhaps than that of the bay, like soda water, for we were as particular as young salmon, and the expectation of encountering a shark did not subtract anything from its life-giving qualities.

Sometimes we sat on the wet beach and watched the beach birds, sandpipers, and others trotting along close to each wave and waiting for the sea to
cast up their breakfast. The former (Chandrius melodus) ran with great rapidity, and then stood stock still, remarkably erect, and hardly to be distinguished
from the beach. The wet sand was covered with small skipping Sea Fleas,
which apparently made a part of their food. These last are the little scavengers
of the beach and are so numerous that they will devour large fishes, which
have been cast up, in a very short time. One little bird not larger than a
sparrow (it may have been a Phalarope) would alight on the turbulent surface
where the breakers were five or six feet high and float buoyantly there like a
duck, cunningly taking to its wings and lifting itself a few feet through the air
over the foaming crest of each breaker, but sometimes outriding safely a considerable billow which hid it some seconds, when its instinct told it that it
would not break. It was a little creature thus to sport with the ocean, but it
was as perfect a success in its way as the breakers in theirs. There was also an

1857







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THE WHITE HOUSE

REMARKS OF THE PRESIDENT
ON SIGNING S.657, AN ACT TO
PROVIDE FOR THE ESTABLISHMENT OF THE
CAPE COD NATIONAL SEASHORE
EXOP

I would like to make a brief statement. Today, in signing S.857, an Act to authorize the establishment of the Cape Cod National Seashore Park, I join the Congress and hope that this will be one of a whole series of great seashore parks which will be for the use and benefit of all of our people.

This Act makes it possible for the people of the United States through their government to acquire and preserve the natural and historic values of a portion of Cape Code for the inspiration and enjoyment of people all over the United States.

This is a wise use of our natural resources, and I am sure that future generations will benefit greatly from the wise action taken by the Members of the Congress who are here today.

I commend the Congress for giving very careful judgment in balancing off public needs in the interests of people who live in this section of the Cape, and I think that they have done an admirable jot in serving both interests in this piece of legislation.

I co-sponsored, as a Member of the Senate, a similar bill. It is a very old part of the United States, and I must say that from personal knowledge I realize very well how useful this is going to be for the people of the Cape and Massachusetts and New England and the entire United States.

There are Members of Congress here today from Texas and Colorado and Utah who have seen in their own States the tremendous contribution which these national parks can make. If we are going to double the population in another fifty years or so, we can get some idea of how important preserving this section for all the people will be.

I think we are going to need a good deal more effort like this, particularly in the more highly developed urban areas, where so many millions of people now live, and work out the means of securing the advantages of recreation and leisure which these areas can tring. So I know that the government and the Congress will work together in seeing how they can carry on similar projects in other parts of the country.

This is a matter of great interest to me, and I express my appreciation to the Members of the Congress and to the Chairmen of the Committees, and to those Members of Congress particularly as I said from not only Massachusetts who worked hard on it in a bipartisan spirit but from all sections of the country who strongly supported this legislation.

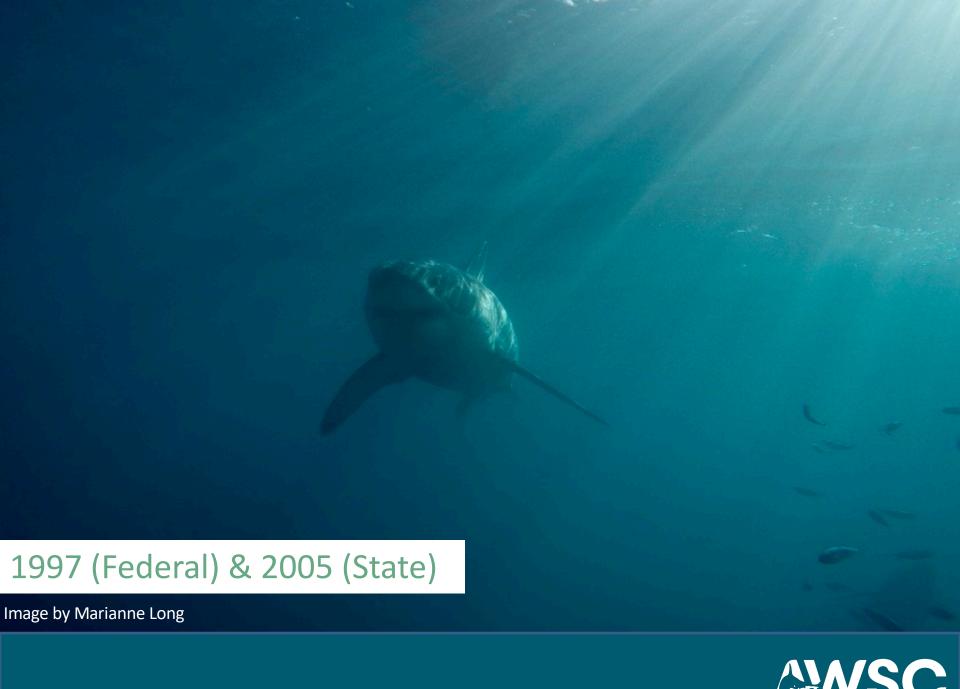
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The New York Times

Fatal Shark Attack Off Cape Cod Is First in Massachusetts Since 1936

The man, Arthur Medici, 26, of Revere, Mass., was attacked at Newcomb Hollow Beach in Wellfleet on Saturday, according to the National Park...



B Boston Magazine

The Shark Attack That Changed Cape Cod Forever

It was a Friday afternoon in mid-September 2018, and although the academic year had just begun, the 16-year-old Everett High School junior and...

May 14, 2019

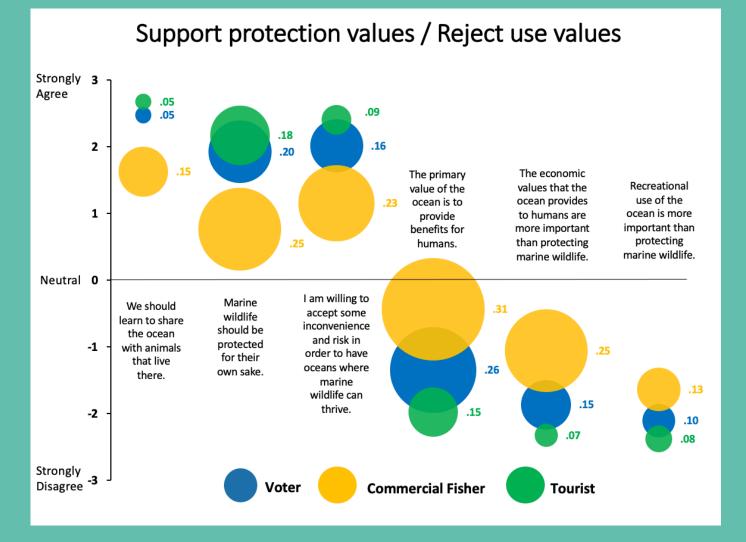


'It was like right out of that movie 'Jaws": Revere man killed in shark attack at a Wellfleet beach

WELLFLEET, Mass. (AP) — A man was bitten by a shark Saturday in the water off a Cape Cod beach and died later at a hospital, becoming the...

Sep 15, 2018









Tufts

Commings School of Veterinary Medicine Center for Animals and Public Policy













Headline from 'The Brink' Magazine, published by Boston University in Sept. 2020

2020



Classwork

Independent research

- Use class time to research historical events, legislation, development, etc. that would have had an effect on wildlife in the region of Cape Cod.
 - Think BIG
 - Think LOCAL
 - Are there organizations that were formed or dismantled that could have had an impact?

Exit Ticket

All students need to submit one event, that is different from what was presented in class by the video or slide presentation.

Be sure to include the date, a description of the event, and how it affected wildlife!



Building a timeline, as a CLASS

