

Name: _____

Date: _____

CLAYOQUOT BIOSPHERE PROJECT RESEARCH HIGHLIGHTS

StoryMap Scavenger Hunt

This activity was developed by West Coast NEST, an initiative of the Clayoquot Biosphere Trust, based on the 'Clayoquot Biosphere Project Research Highlights' [StoryMap](#) created by Josie Byington, Heather Clark, Colin Robinson and Laura Loucks, with funding provided by the NSERC PromoScience program.



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StoryMap Scavenger Hunt

Pre-Reading: The goal is to activate and connect to prior knowledge: *Full sentences*

Aside from logging, what do you think has been a major focus of the economy in Clayoquot Sound?	
If you were conducting research in Clayoquot Valley, what do you think you would like to explore and why? (Forests? Fish? Natural history? Forest fires or other natural disturbances?)	
What is your understanding of the Tla-o-qui-aht origin story as shared by Elders, peers or conducting a quick web search?	

Activity: Work through the StoryMap to assist you with answering. Take your time and think critically. *Point form accepted, make sure to answer all parts of the question*

What are some key characteristics of old growth forests?	
What sorts of projects did the CRP conduct in the early 90s?	
What does the the name $\lambda a?uuk^w i$ (Tla-o-qui, of Tla-o-qui-aht) mean?	

What archaeological evidence showed Carl Martin's family relocating to the Clayoquot Valley during the epidemics?	
What did field biologist Wendy Kotilla study?	
What types of fish did Ursula Kuntze find in the Clayoquot Valley and Kennedy River?	
What did Audrey Pearson do to deal with the difficult access to forests she was researching?	
What type of sampling helped Dan Gavin understand the history of forest fires in the Clayoquot Valley?	
Describe the research cabin and why it was built in a specific way.	

Critical Thinking Questions: Apply your understanding, think bigger, deeper and connect. *Full sentences*

Looking at the final sections of advice to students' what resonates most with you and why?	
What section of this StoryMap did you find most exciting?	
If you had any one of the CBP researchers or participants in front of you - what would you ask them?	

TEACHER RESOURCE

This key uses typical answers based on the StoryMap content; adapt as needed

What are some key characteristics of old growth forests?	Relatively older than the average interval of natural disruption Trees are older than the average life-span for the species Forest stands are more structurally and biologically diverse than young stands Undisturbed by humans.
What sorts of projects did the CRP conduct in the early 90s?	Weather monitoring (including water temperature and level), a wildlife sightings program, studies of abundance and distribution of black bears and basking sharks, and a study of food and feeding of gray whales
What does the the name $\lambda a^?uuk^?i$ (Tla-o-qui, of Tla-o-qui-aht) mean?	"Different" – people living differently, people from a different place.
What archaeological evidence showed Carl Martin's family relocating to the Clayoquot Valley during the epidemics?	Clam debris/clam shell piles/middens
What did field biologist Wendy Kotilla study?	Spawning and juvenile salmon in the Clayoquot River
What types of fish did Ursula Kuntze find in the Clayoquot Valley and Kennedy River?	In Clayoquot Valley, coho were the dominant species; she also found steelhead trout, dolly varden char, prickly sculpin, threespine stickleback, and peamouth chub. In Kennedy River she found only coho, prickly sculpin, steelhead and peamouth chub.
What did Audrey Pearson do to deal with the difficult access to forests she was researching?	She took aerial photos
What type of sampling helped Dan Gavin understand the history of forest fires in the Clayoquot Valley?	Core soil samples
Describe the research cabin and why it was built in a specific way.	It was a small cabin built on stilts to avoid risks of floods. It was built using a lot of deadfall material around the site. It followed a somewhat Longhouse design and the roofing material was not stretched with too much tension, to avoid messing with the 'Chi' of the building.

Critical Thinking Questions: Answers will vary

Suggested Extension Activities & Continued Learning Opportunities

- Class jig-saw activity. Break group into sub-groups exploring sections of the StoryMap:
 - 1. Clayoquot Valley
 - 2. Salmon
 - 3. Natural disturbances
 - 4. Forest Fire History
 - 5. Natural History Observations.
- Questions for the jig-saw may include:
 - 1. What were the questions and discoveries made under this topic?
 - 2. What elements of the research or aspects of the area surprised or interested you?
 - 3. List questions that you would ask the researcher/person featured in this section of the StoryMap. Groups pass along jig saw to add to it and share out at the end.
- Use Brionny Penn's artist journals under 'Natural History Observations' to assign an artist journal task to students. They can pick an area of their community or Clayoquot Region and document different flora and fauna in this area. They can use their own drawings, paintings and/or photographs but also need to identify the plants they are depicting.

Curriculum developed by **Monique Comeau** of the West Coast NEST, an initiative of the Clayoquot Biosphere Trust, based on the 'Clayoquot Biosphere Project Research Highlights' [StoryMap](#) created by **Josie Byington, Heather Clark, Colin Robinson and Laura Loucks**, with funding provided by the NSERC PromoScience program.

What is West Coast N.E.S.T.?

The West Coast N.E.S.T. (Nature. Education. Sustainability. Transformation.) is a regional initiative led by the Clayoquot Biosphere Trust that connects communities, organizations, businesses, and knowledge holders on the west coast of Vancouver Island.

Through education, collaboration, and capacity-building, the NEST creates meaningful learning opportunities, promotes the region's diverse educational programs, and supports a resilient and diversified local economy.

The NEST also facilitates place-based learning by connecting learners with local experts, creating educational resources, and hosting community events.

Learn more at westcoastnest.org.

Looking for more place-based educational content?

The West Coast NEST connects visitors and residents with unique and impactful learning opportunities. Many of these come in the form of place-based, face-to-face, and hands-on activities, but the NEST also helps share the region's abundant knowledge with schools and learners from afar. You can explore local research and conservation work through our online collaborative resources such as our interview series and our StoryMaps collection.

For high school, university, and adult groups seeking immersive educational experiences, we also offer customized itinerary planning, on-site orientation, and ongoing support for each visit. Delivered by regional partners, each program can be tailored to include hands-on learning in areas such as Indigenous culture, ecology, sustainability, science, language, history, outdoor education, and the arts.

Contact info@westcoastnest.org to start planning.

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Have feedback?

We would love to hear from you! Reach out to info@westcoastnest.org to share feedback on our resources, suggest ideas for new learning materials, or ask questions. Your input helps us create tools that better support educators and learners.

