



Harvard LTER Schoolyard Program

Teacher Developed Lessons and Documents that integrate Harvard Forest Schoolyard Ecology Themes into curriculum.

- Lesson Title: **Student Sheet: Being a Data manager and a Tree-Binder custodian**
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- School: Belchertown High School
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Data manager

- 1- pull all of the papers out of your tree envelope. Sort branch A & B field data sheets into piles
- 2- put all of branch A field data sheets into date-order, Sept to Nov. Do the same (#3) for branch B.
- 3- a) Ah, do you have one or two field data sheets with no dates on them? For *shame*, that was the most minimal requirement of this project! Check with the other branch-team to do a quality control on dates, and get the logical dates onto those field data sheets.
b) Or “Yay!! We have dates on all of our field data sheets!” Stop celebrating, that’s the least you could do.
- 4- Double check the dates and data on the tree-level charts on the outside of your tree envelope. Correct any errors, fix any “miracles,” like leaves jumping back onto the tree
- 5- Once you are confident that the information is correct and any errors are fixed, Staple the A packet together. Staple the B packet separately.
- 6- Carefully remove the tree-levels chart from the front of the envelope, place them on top of the A & B packets (A above, B below) and staple the entire bundle together
- 7- Look at the other papers that you pulled out and check with the tree-binder custodian: Are any of these papers ones that your group needs in the tree binder? Extras/Don’t know go into the pocket.
- 8- Ask what job you need to do next ... you’re not done

Tree-binder Custodian

- 1- Hole-punch and insert the tree-binder contents page into the front of your binder - this will act as your Table of Contents
- 2- Carefully examine the papers that are currently in the binder and match them up with those listed on the tree binder contents page. Set extra papers aside.

- 3- Let the teacher know right away if you have any of last years field data sheets
- 4- As you hole-punch and insert the contents into the binder, use the line to check off each item.
- 5- Choose a graph of this Fall season completed by one of your tree-mates, or assign a tree-mate to re-do the graph. Do the simple quality control (QC) of making sure there are no “miracles”
- 6- Assign a tree-mate to be the Graph-master
- 7- Assign one tree-mate to 8- Look back through the tree binder: are there any of the items on the Table of Contents that you do not have? Look on the Tree pocket for the papers, or ask the teacher
- 8- On paper, make a list of what you are missing.
- 9- Figure out what job you are doing next ... you're not done

Graph-master

- 1- Check through the binder contents for prior season's graphs. Put in order, and record the names of the graphers on the Table of Contents. Assign each missing or incomplete or inadequate season to one tree-mate, do one yourself. Complete the graph following instructions, with Tree # and species and year, a line connecting all of the data points, and clearly mark and record the Julian date that the line crosses the 50% mark. This 50% BudBurst in Spring marks the beginning of the growing season, and 50% Leaf Drop in Fall marks the end of the growing season. Hand the graph to another tree-mate do a QC (quality control).
- 2- Ask what job you need to do next ... you're not done