



**A 'DAY IN THE LIFE' OF THE HUDSON & HARBOR  
October 12, 2017**

**<http://www.ldeo.columbia.edu/dayinthelife>**

**Samplers please immediately submit fish, salinity and D.O. data directly online at the following url. THEN please fax, email or send the full set of sampling data (including fish, salinity and DO) as noted in the following directions to Margie Turrin! Thank you!**

**<https://tinyurl.com/2017DITL>**

**PLEASE INCLUDE THIS COVER SHEET WITH YOUR SUBMITTAL**

- **These recording sheets contain every test but you can chose to do any combination.**
- **Activities to support your field experience are available at the website link above.**
- **Please submit your results to Margie Turrin (845-365-8179 (fax) or e-mail [mkt@ldeo.columbia.edu](mailto:mkt@ldeo.columbia.edu)) within 24-48 hours of collection! Questions? 845-365-8494.**
- **PLEASE include this cover sheet with any data sheets you submit. THANK YOU!**

RECORDING SHEET I - BACKGROUND INFORMATION.

1. Site contact person \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Street \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 phone \_\_\_\_\_ fax \_\_\_\_\_ email \_\_\_\_\_
2. School/group name \_\_\_\_\_ District \_\_\_\_\_  
 Name of teacher/group leader \_\_\_\_\_  
 Street \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 phone \_\_\_\_\_ fax \_\_\_\_\_ email \_\_\_\_\_  
 Number of school students \_\_\_\_\_ Number of Adults \_\_\_\_\_  
 Student grade level & course if applicable \_\_\_\_\_
3. Where are you sampling. Please be as specific as possible.  
 (Example: swimming beach, Kingston Point, City of Kingston, Ulster County.)  
 \_\_\_\_\_
4. If you know your location in River Miles please include it. (The Battery at the southern tip of Manhattan is River Mile 0; the Federal Dam at Troy is River Mile 153.)  
 River mile \_\_\_\_\_  
 GPS Latitude \_\_\_\_\_ Longitude \_\_\_\_\_  
 If you have a way to determine the latitude and longitude of your site, enter that here.

Name \_\_\_\_\_ DITL 2017 Observing Surroundings Location \_\_\_\_\_

Let's look at your sampling site. At this station we will describe the site and any plants in and around your collection area. Include plant materials in the water, as well as along the water's edge.



1. Sketch your sampling site. Be sure to include a compass rose showing N/S/E/W and locate the River on your sketch, and note your sampling site.

2. <b>Land type</b> around your sample site? Check all that apply.	<input type="checkbox"/> Pier <input type="checkbox"/> Grassy <input type="checkbox"/> Forested <input type="checkbox"/> Parking Lot
3. <b>Surrounding land uses as percentage</b> of 100 (for example 50% is half the usage)	<input type="checkbox"/> Urban/residential <input type="checkbox"/> Forested <input type="checkbox"/> Industrial/commercial <input type="checkbox"/> Beach <input type="checkbox"/> Other _____
4. <b>Describe the shoreline</b> - check percentage below and then all that apply in next column:  <input type="checkbox"/> Sandy <input type="checkbox"/> Muddy <input type="checkbox"/> Rocky	<input type="checkbox"/> Beach <input type="checkbox"/> Covered in vegetation <input type="checkbox"/> Banks altered <input type="checkbox"/> RipRap (Large rocks) <input type="checkbox"/> Wood Bulkhead <input type="checkbox"/> Concrete Bulkhead <input type="checkbox"/> Pipe entering the water
5. <b>Describe the water area</b> at the sampling site	<input type="checkbox"/> Depth <input type="checkbox"/> Bottom sandy <input type="checkbox"/> Bottom muddy <input type="checkbox"/> Bottom rocky <input type="checkbox"/> Bottom weedy
6. <b>Describe the water itself</b>	<input type="checkbox"/> Calm <input type="checkbox"/> Choppy
7. <b>Plants in the water (water chestnut, water celery etc.)</b> that you have identified & percent of total area covered. <b>IF NONE please check None.</b>	% _____ Plant _____ % _____ Plant _____ % _____ Plant _____ % _____ Plant _____ _____ No Plants in the water area

**Observations**

Note what you see in the area; are there bits of brick on the ground? lumps of coal? water chestnut seeds (devil's head-s), shell pieces or full shells? Crab shells? Is it overgrown?

From observations you have collected here can suggest of any that might "impact" the data you are collecting here?

**What else do you see?** Birds? Animals? Butterflies? Dragonflies? What else?

**The river is used for business and pleasure. Record how it is being used.**

**8. Commercial traffic:** Record any large boats, tugs, or barges traveling on the Hudson. Please record the name and color! A loaded barge is full of cargo and rides lower in the water than a light one.

Time:	name	color	North or Southbound	loaded or light
<hr/>				
Time:	name	color	North or Southbound	loaded or light
<hr/>				
Time:	name	color	North or Southbound	loaded or light
<hr/>				

**9. Recreational Traffic:** List recreational vessels you see on the Hudson (sail, speedboats)

Time:	name	color	North or Southbound	loaded or light
<hr/>				
Time:	name	color	North or Southbound	loaded or light
<hr/>				
Time:	name	color	North or Southbound	loaded or light
<hr/>				

Name \_\_\_\_\_ **DITL 2017 Physical Conditions Data** Location \_\_\_\_\_  
 (weather, tides, currents)

1. **Location:** We will be comparing data with other groups along the Hudson, so it is important to note our exact location. Location Name \_\_\_\_\_  
 Using your Hudson River Estuary map, give your location in *river miles*: \_\_\_\_\_ and if possible  
 GPS Latitude: \_\_\_\_\_ GPS Longitude: \_\_\_\_\_

<p>2. <b>Tides:</b> Tides cause the water of the Hudson River to rise and fall due to the gravitational pull of the sun and the moon. Tides can be measured over time with a <b>Tide Meter Stick</b>, or another marker to see if the water is rising, falling, or staying the same. First record the time, then check the water level using your measuring stick or tape. Check the stick again regularly (every 15 to 30 minutes) and record.</p>	<p>Start time: _____ Water height in cm. ____*</p> <p>Check time: _____ Water height in cm. ____</p> <p>Check time: _____ Water height in cm. ____</p> <p>Check time: _____ Water height in cm. ____</p> <p>Check time: _____ Water height in cm. ____</p> <p>Check time: _____ Water height in cm. ____</p> <p>Check time: _____ Water height in cm. ____</p> <p>*if on a dock measure down from the dock</p>
<p>3. <b>Currents:</b> Currents record the direction of water movement. A current moving downriver is called <i>ebb</i>, a current moving upriver it is called <i>flood</i>, and if there is no current it is <i>still</i>. Toss an orange or a solid stick as far as you can out into the river and watch to see which way it moves. <b>Record: Ebb or Flood or Still.</b> Time its movement for 30 secs and record, then divide by 30 to get per cm/sec of movement.        *To determine knots: measure distance orange or stick travels in 30 secs. Divide by 30 for cm/sec and then divide by 51.4 for knots. The formula for knots is (cm/sec)/51.4</p>	<p>Time: _____ Circle: ebb - flood - still*        ___Cm/30secs ___Cm/sec ___Knots</p> <p>Time: _____ Circle: ebb - flood - still*        ___Cm/30secs ___Cm/sec ___Knots</p> <p>Time: _____ Circle: ebb - flood - still*        ___Cm/30secs ___Cm/sec ___Knots</p> <p>Time: _____ Circle: ebb - flood - still*        ___Cm/30secs ___Cm/sec ___Knots</p> <p>* Note if anything about the shoreline could cause the current near shore to flow in a different direction than the current in the middle of the Hudson?</p>
<p>4. <b>Air Temperature:</b> How to convert:  <math>^{\circ}\text{C} = 0.556 \times (^{\circ}\text{F} - 32^{\circ})</math>  <math>^{\circ}\text{F} = (1.8 \times ^{\circ}\text{C}) + 32^{\circ}</math></p>	<p>Time: _____ Air temperature: _____<math>^{\circ}\text{F}</math> _____<math>^{\circ}\text{C}</math></p> <p>Time: _____ Air temperature: _____<math>^{\circ}\text{F}</math> _____<math>^{\circ}\text{C}</math></p> <p>Time: _____ Air temperature: _____<math>^{\circ}\text{F}</math> _____<math>^{\circ}\text{C}</math></p>
<p>5. <b>Wind speed:</b> If you use the Beaufort chart record Beaufort force #. If you use a wind meter record number registered AND units.</p>	<p>Time: _____ Beaufort # ___ Wind Meter: ___ Units ___</p> <p>Wind Direction (comes from) _____</p>
<p>6. <b>Cloud Cover:</b> Select from the scale provided a percentage of cloud cover.</p>	<p>Time: _____</p> <p>___clear ___partly cloudy ___mostly cloudy, ___overcast        (&lt;25%) (26-50%) (51-75%) (&gt;75%)</p>
<p>7. <b>Rain (Precipitation) Today &amp; Weather for the past 3 days:</b> Rain can affect our readings and so can extreme changes in temperature over a short period. We record weather today and for the last 3 days.</p>	<p>Time: ___Rain ___ If checked note how steadily it rained _____</p> <p>Briefly describe the weather for the last 3 days: Rain, wind, unusual temperatures? _____</p>

Name \_\_\_\_\_ Location \_\_\_\_\_ Time \_\_\_\_\_

**2017 SALINITY Recording Sheet:** When we measure salinity we are measuring the amount of salt present in water. Much of this salt is sodium chloride, just like table salt. The main source of salt in the Hudson is seawater (~35,000 ppm) pushing in from the ocean. There are only small amounts of salt in the fresh water entering the river from the eroding rocks and road salt.

\* Expected Hudson Range: ~40 ppm in the freshwater section to ~29,000 ppm in harbor\*

Put a checkmark in the box next to the measuring method you are using. Follow the instructions for completing the test and then record your results below.

- **TITRATOR STRIPS** measure chloride by color change (to white) along a scale. Low Range Tabs \_\_\_\_\_ High Range Tabs \_\_\_\_\_ On strip's scale, white color ends at \_\_\_\_\_. Read across the conversion table and RECORD: Units \_\_\_\_\_ %NaCl \_\_\_\_\_ mg/L Cl \_\_\_\_\_

- **DROP COUNT TEST KITS** usually measure chloride using color change as a liquid chemical is added to the sample drop by drop.

How many drops were needed for the sample to change color? \_\_\_\_\_ drops

Number of drops times conversion factor (from instructions) equals chloride concentration.

$$\text{_____} \times \text{_____} = \text{_____} \text{ mg/L Cl}$$

- **HYDROMETERS** measure water's density (its specific gravity) using a floating object. As salinity increases, density increases, and the object floats higher.

If using a plastic hydrometer with a pointer, record salinity here: \_\_\_\_\_ parts per thousand (ppt)

If using a glass hydrometer floating in a water sample: Record the temperature of the water sample \_\_\_\_\_ °C

Record the specific gravity (to the fourth decimal place) from the hydrometer scale where the stem breaks the water's surface. Read at water level, not at the top of the meniscus. \_\_\_\_\_

Record salinity from the specific gravity conversion table: \_\_\_\_\_ parts per thousand (ppt)

- **REFRACTOMETERS** measure how light is bent—refracted—as it enters water. Refraction varies with density, which in turn varies with salinity (density increases with salinity).

Read salinity where the shadowline crosses the display scale: \_\_\_\_\_ parts per thousand (ppt)

- **METERS** measure how well water conducts electricity (better as salinity increases). They may show conductivity, salinity, or chloride concentration; be sure to specify units.

Reading \_\_\_\_\_ Units of measurement \_\_\_\_\_

Name \_\_\_\_\_ DITL 2017 Chemical Description Location \_\_\_\_\_

**pH - Expected Range - Most fish prefer 6.5 to 8.5** - pH measures how acidic or basic (alkaline) a solution is measured on a scale from 0 to 14. Neutral is 7.0, Acidic is lower than 7.0 and Basic is higher than 7.0. There are NO UNITS used with pH.

**Select equipment used for the test:**

Test Strips \_\_\_\_\_ color match test kit \_\_\_\_\_ meter \_\_\_\_\_ pH pen \_\_\_\_\_

Time: \_\_\_\_\_ Reading 1: \_\_\_\_\_ Reading 2: \_\_\_\_\_ Reading 3: \_\_\_\_\_  
 Time: \_\_\_\_\_ Reading 1: \_\_\_\_\_ Reading 2: \_\_\_\_\_ Reading 3: \_\_\_\_\_  
 Time: \_\_\_\_\_ Reading 1: \_\_\_\_\_ Reading 2: \_\_\_\_\_ Reading 3: \_\_\_\_\_

- \*Salinity - Expected Range - ~40 ppm in freshwater section up to 29,000 ppm in harbor.** A measure of the amount of salt present in the water (we are measuring the chloride). For this event salinity is measured in 'Parts per thousand' (PPT) in the saltier sections or 'Parts per million' (ppm) in the fresher sections. Full ocean water is 35 PPT.

**Select equipment used for the test (what each measures is listed below each equipment):**

Drop count test kit (chloride) \_\_\_\_\_ Quantab strips (chloride) \_\_\_\_\_ meter (PPT) \_\_\_\_\_ refractometer (PPT) \_\_\_\_\_ hydrometer (PPT) \_\_\_\_\_  
 Time: \_\_\_\_\_ Reading 1: \_\_\_\_\_ Reading 2: \_\_\_\_\_ Reading 3: \_\_\_\_\_ (note correct units)  
 Time: \_\_\_\_\_ Reading 1: \_\_\_\_\_ Reading 2: \_\_\_\_\_ Reading 3: \_\_\_\_\_ (note correct units)  
 Time: \_\_\_\_\_ Reading 1: \_\_\_\_\_ Reading 2: \_\_\_\_\_ Reading 3: \_\_\_\_\_ (note correct units)

- Water temperature Expected High Temperature in October would be < 25°C**

Record water temperature in degrees Celsius or degrees Fahrenheit. To convert between the two  $^{\circ}\text{F} = 1.8 \times ^{\circ}\text{C} + 32$   
 $= 0.556 \times (^{\circ}\text{F} - 32)$

\* Time: \_\_\_\_\_ water depth ( feet): \_\_\_\_\_  
 Reading 1: \_\_\_\_\_ °C \_\_\_\_\_ °F Reading 2: \_\_\_\_\_ °C \_\_\_\_\_ °F Average: \_\_\_\_\_ °C \_\_\_\_\_ °F

\* Time: \_\_\_\_\_ water depth ( feet): \_\_\_\_\_  
 Reading 1: \_\_\_\_\_ °C \_\_\_\_\_ °F Reading 2: \_\_\_\_\_ °C \_\_\_\_\_ °F Average: \_\_\_\_\_ °C \_\_\_\_\_ °F

\* Time: \_\_\_\_\_ water depth (in feet): \_\_\_\_\_  
 Reading 1: \_\_\_\_\_ °C \_\_\_\_\_ °F \_\_\_\_\_ °F Reading 2: \_\_\_\_\_ °C Average: \_\_\_\_\_ °C \_\_\_\_\_ °F

- Alkalinity, a measure of the water buffering capacity, is recorded in mg/L. Please record method of measuring.** \_\_\_\_\_

Time: \_\_\_\_\_ Reading 1: \_\_\_\_\_ Reading 2: \_\_\_\_\_ Reading 3: \_\_\_\_\_

- Nitrates, recorded as mg/L. Please record your method of measuring.** \_\_\_\_\_

Time: \_\_\_\_\_ Reading 1: \_\_\_\_\_ Reading 2: \_\_\_\_\_ Reading 3: \_\_\_\_\_

- Phosphates, recorded as mg/L. Please record your method of measuring.** \_\_\_\_\_

Time: \_\_\_\_\_ Reading 1: \_\_\_\_\_ Reading 2: \_\_\_\_\_ Reading 3: \_\_\_\_\_

**Dissolved oxygen (DO)**

**Healthy Expected Range 5.0-11.0 mg/L**

The amount of dissolved oxygen in the water is one of the most important factors in telling how healthy that ecosystem is. Many variables affect DO, including temperature, time of day, presence of plants, and wind conditions. DO measurements are given in mg/l and as percent saturation. 100% saturation means that the water cannot hold any more oxygen at that temperature. If more oxygen is added (such as by a high wind or a waterfall) the oxygen will go from the water into the air. **Select equipment used for the test:**

meter \_\_\_\_\_ drop count kit \_\_\_\_\_ other \_\_\_\_\_

For test temperature use average from water temperature (#3) above. For % saturation calculation use chart on bottom of page.

\* Time: \_\_\_\_\_ Water temperature in °C \_\_\_\_\_ DO (mg/l) or PPM: \_\_\_\_\_ % saturation \_\_\_\_\_

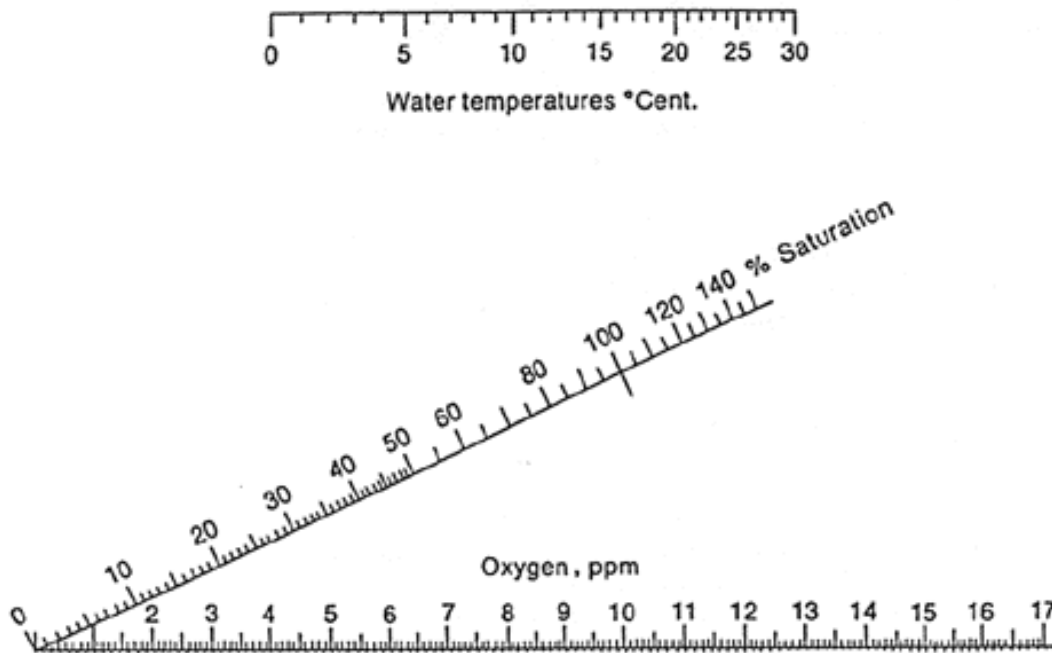
\* Time: \_\_\_\_\_ Water temperature in °C \_\_\_\_\_ DO (mg/l) or PPM: \_\_\_\_\_ % saturation \_\_\_\_\_

\* Time: \_\_\_\_\_ Water temperature in °C \_\_\_\_\_ DO (mg/l) or PPM: \_\_\_\_\_ % saturation \_\_\_\_\_

**5. % Saturation of Dissolved Oxygen (DO) Healthy Expected Range 90% or above**

Source of chart: <http://waterontheweb.org/under/waterquality/oxygen.html>

For a quick and easy determination of the percent saturation value for dissolved oxygen at a given temperature, use the saturation chart below. Locate your DO reading on the bottom scale (ppm equals mg/L). Locate the temperature of the water in degrees C on the top scale. Draw a straight line between the temperature and DO. The % saturation is the value where the line intercepts the saturation scale.



Name: \_\_\_\_\_ 2017 Turbidity

Location: \_\_\_\_\_

1. **Turbidity** is a cloudiness of the water. Light can penetrate farther in clear water than it can in turbid water. Estuaries like the Hudson River are naturally turbid. Turbidity can be caused by phytoplankton and zoo planktons, bits of dead plants, salt, sand and mud. Measure the turbidity at your site on the river - be careful if you are collecting water for a site tube NOT to step in the water as you collect it or you will add turbidity to your sample.

Time: \_\_\_\_\_

Circle equipment used

1) Secchi disk (cm)    2) Long Sight tube (cm)    3) Short Site Tube (JTU)

4) Turbidimeter (NTU)

Reading	Reading 2	Reading 3	Average
---------	-----------	-----------	---------

(Make sure that you **RECORD** the correct unit for the piece of equipment that you are using; feet, cm, meters, JTU's or NTU's)

**Observations**

Is the water really turbid? How would you describe it in words?



Name \_\_\_\_\_ DITL 2017 Fish and Macroinvertebrates ID Location \_\_\_\_\_

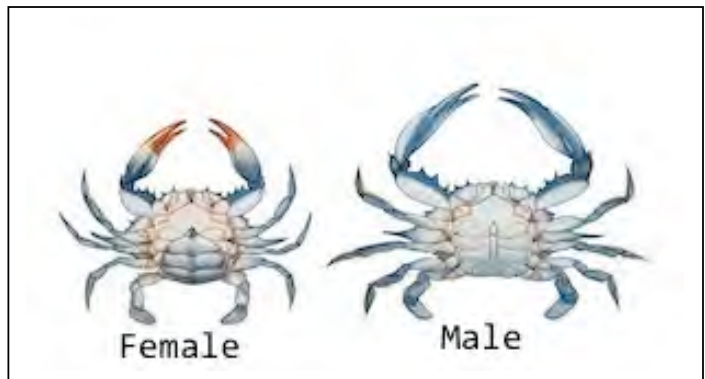
Please use separate sheet for each seine OR note what was caught in each seine by noting seine #.

TIME \_\_\_\_\_ LENGTH OF NET \_\_\_\_\_

Fish Species:	# of individuals:	Size of largest (unit)
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____

Macroinvertebrates (For crabs include type (blue, mud, Asian etc.) & sex (M/F))

1. \_\_\_\_\_ # \_\_\_\_\_
2. \_\_\_\_\_ # \_\_\_\_\_
3. \_\_\_\_\_ # \_\_\_\_\_
4. \_\_\_\_\_ # \_\_\_\_\_
5. \_\_\_\_\_ # \_\_\_\_\_
6. \_\_\_\_\_ # \_\_\_\_\_
7. \_\_\_\_\_ # \_\_\_\_\_
8. \_\_\_\_\_ # \_\_\_\_\_
9. \_\_\_\_\_ # \_\_\_\_\_



If your group can compute Catch Per Unit Of Effort please record this here.

Seine # \_\_\_\_\_ Time \_\_\_\_\_ Catch Total \_\_\_\_\_ Length of Pull \_\_\_\_\_ Computed CPUE \_\_\_\_\_

## DAY in the LIFE PUSH CORE SEDIMENT LOG

GRAB ID#	Site Name	DATE	FORM COMPLETED BY:		
			GROUP #		
TIME	LATITUDE	LONGITUDE	WATER DEPTH	LOCATION	
	Yes	No			Descriptors - Please note additional observations
H <sub>2</sub> S smell					H <sub>2</sub> S smells of rotten eggs, suggesting anaerobic bacteria
Oil					Oil creates a slight smell, a slickness and a sheen
Oxidized top*					*oxidation (reaction with oxygen) creates a distinctly lighter colored layer of sediment.
					estimate dimensions of oxidized layer, etc. and draw below
	Absent	Rare	Common	Abundant	Additional Comments
Clay					very fine material - grey color & rich dense feel
Mud					smooth feel between fingers - brown color
Sand					gritty feeling between fingers
Gravel					pea sized pieces of stone
Pebbles					pieces of stone larger than pea
Leaves					
Wood					
Shells Oysters (dead/alive?)					
Freshwater mussels (except zebra)					
Zebra mussels					
macroinvertebrates					
Brick					
Coal					
Slag					industrial byproduct - chunky look, light, air filled
Living vegetation:					
Length of Core:					Length of Oxidized core top (if present):
If Bagged - Number On Core Collection Bag					
Sketch of your core below with measurements for each section & total core (be sure to label the top and bottom):					
<--BOTTOM			TOP -->		