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Drip, Drip, Drop: Starter and Vocabulary for Every Last Drop **Judy Chesley, Wasatch Range Writing Project**

Summary:

Students will begin with an experiment using a penny and drops of water. Students will be able to show their understanding of vocabulary relating to water.

Objective:

Students will be able to show their understanding of the vocabulary by the following:

- displaying the word
- writing a definition
- using the word in a sentence
- illustrating their sentence.

Context:

A 6th grade classroom easily adapted for grades 4 – 8.

Materials:

- *Every Last Drop* by Michelle Mulder.
- Penny, small cup of water, pipettes, paper towel, Post-it Note for each student.
- List of vocabulary words and definitions.
- Writing paper, notebook, or journal.
- Pencil and colored pencils.
- Vocabulary list and dictionary or vocabulary list with definitions.

Time span:

One or two class periods, or more as needed.

Procedures:

Penny experiment: Have students estimate how many drops of water will fit on a penny. Pass out supplies: Post-it Note, penny, small cup of water, pipette, and paper towel to each student. Have students write their estimate in the top right corner of the post-it-note.

Task:

1. Students wash and rinse penny in the cup of water.
2. Dry completely with paper towel.
3. Place penny on flat surface/desk.
4. Use the pipette and draw up water from the small cup.
5. Carefully, drop individual drops of water onto the surface of the penny.
6. Count the drops of water as you add them one at a time, until the water runs over the edge.



7. Record your total drops of water in the middle of the Post-it Note, be sure it is big enough to see.
8. Place your post it on the number line on the board.
9. Discuss findings.

Vocabulary:

Students will each have their own record of the unit’s vocabulary.

- A. Have each student fold the paper in half so they have two columns.
- B. Use the left side for writing word, definition, and sentence.
- C. Use the right side for the illustration/thumb nail sketch.
- D. When finished with each word have them use a ruler to frame off each word as completed.

(Suggested format)	(Suggested Format)
droplet: a tiny sphere of water Three droplets of water fell upon the small green leaf of the tree.	Illustration for the vocabulary word droplet might show three drops of water on a green leaf. The thumb nail sketches are simple, but done neatly and colored.

Terms and Definitions

- aqueduct.....A structure for carrying a large quantity of water.
- aquifer..... Natural underground pools
- dense.....Materials sink in the water when the material is dense.
- desalination.....A process used to remove salt from sea water.
- dome.....The shape a drop of water takes when it is on a flat surface.
- droplet.....A tiny sphere of water
- filter.....A porous article of mass through which water is passed to separate out matter in suspension.
- flow.....The movement of a liquid over a surface.
- latrine.....A receptacle for use as a toilet (a simple latrine can stop disease).
- less dense.....Materials float on water when this happens
- runoff.....Water flows downhill
- well.....A supply of water from the earth, a pool fed by a spring



Extensions:

- Have students write a poem, a newspaper article, design a postcard, etc. using a certain number of the vocabulary words.
- Crossword puzzle
- Word Search

Rationale:

Vocabulary is central to learning and language. Without sufficient vocabulary knowledge students cannot understand what they read, what others say, or express their own ideas.

Resources:

Michelle Mulder, *Every Last Drop: Bringing Clean Water Home*. ORCA BOOK PUBLISHERS,
www.orcabook.com

Contact: jchesley@dsdmail.net



Explore Water!

Felicia Bedwell, Wasatch Range Writing Project

Summary:

Students will utilize the concepts and activities presented in the book, *Explore Water!* by Anita Yasuda to learn more about the water cycle and how it works. Students will recognize that water is everywhere and used for everything. *Explore Water!* includes 25 projects, activities, and experiments that combines science with hands-on activities to bring the topic to life. Each experiment lists supplies, definitions, clearly defined steps, and things to notice.

Objectives:

- Students will develop understanding of saltwater vs freshwater.
- Students will develop understanding of the water cycle and where water is found on Earth.
- Students will develop understanding of the relationship between water and weather.
- Engage students in activities and introduce/practice STEM (STEAM) activities.

Context:

Upper elementary grades 3 – 6.

Materials:

- *Explore Water!* by Anita Yasuda
- Writing utensils
- Each chapter lists supplies needed for the experiment or activity

Time Span:

3 to 4 weeks of 40-45 minutes class period times, more or less as needed.

Procedures:

1. Preview the book to decide if you want to teach the text in its entirety or focus on specific concepts. View the subheadings of each chapter for more information on what is available. Each chapter lists vocabulary words and ends with an experiment and the needed supplies.
 - a. Explore Water
 - b. W is for Water
 - c. Water Cycle
 - d. Water and Weather
 - e. Water Works
 - f. Pollution Decoder
 - g. Water Wise
 - h. Water Inspired



2. Gather all the materials necessary for the activities in the chosen chapter.
3. Read the information in the lesson/chapter and decide how much of it you would like to cover for each lesson.
4. Read the lesson/chapter and discuss/highlight the vocabulary words in the “words to know” section.
5. At the end of the chapter, the students may work in groups or individually on the hands-on experiments/activities.
6. Take as many days/lesson times needed to complete the activities and experiments.
7. Discuss with the students what they learned and how it relates to them in their everyday lives.

Extensions:

- Students can explore related content on the internet and design their own projects.
- Students can come up with their own experiments to conduct.

Rationale:

Science is a core subject that is found in every grade level. Science teaches students how to think, learn, solve problems, and make informed decisions. The concepts students learn in science overlaps into other academic content areas and helps support and strengthen their natural sense of wonder. Water is a phenomenon that can be used to help students learn about various aspects of weather on Earth. Water conservation plays a critical role in Utah’s desert environment. Water also plays a role in how Earth’s surface changes. Utah was once a part of Lake Bonneville and from this, various landforms exist that can be seen all around us.

Resources:

Yasuda, Anita. *Explore Water!* Chicago: Independent Publishers Group, 2011. Print.

Contact Information: fbedwell@wsd.net



Go with the Flow

Judy Chesley, Wasatch Writing Project

Summary:

Through studying the story of water and history around the globe, students will understand the importance of water and what has been done to provide clean, potable water.

Objective:

Students will be able to do the following:

- understand the importance of clean potable water and its importance to everyone.
- identify the progress made over time to improve our ability to provide water.
- see that much still needs to be done to provide clean, potable water to everyone.

Context:

A sixth-grade classroom, easily adapted for grades 3-12.

Materials:

- Copies of excerpts from the book you want students to read
- Paper and pencils
- Large art or construction paper
- Ruler
- *Every Last Drop* by Michelle Mulder

Time Span:

Two class periods.

Procedures:

1. Put copies of the excerpts you want to be read by students, upside down on a table
2. Have a student choose a copy and read it aloud to the class.
3. Students will take “jot notes,” simple notes of a few words, paying close attention to dates and other points of interest.
4. Students will create a timeline of the history of water in groups of two or three.
5. Students will gather dates explaining what happened, and at least ten other interesting facts. The interesting facts will be added to their timeline however they want to organize them.
6. Students will use the large paper to display their timeline and other data.
7. Students will post their timeline and take a few minutes to look at other timelines.
8. As a class, discuss how the timelines are the same and different.

Extensions:

- Have the students write a memo to themselves about how they can conserve water and a way their family can as well. As part of the memo explain how they will present this to their family. For example: while you're waiting for the water in the shower to get hot, collect the water that



usually goes down the drain into a bucket. Use the water collected for pets, cleaning, watering plants, washing the car, etc.

- Have students research ways to conserve water and have them make a poster.

Rationale:

As students comprehend the hardships and challenges of having clean potable water, (which everyone needs) they will be more careful in their own water habits.

Resources:

Mulder, Michelle. *Every Last Drop: Bringing Clean Water Home*. Orca, 2014.

Contact Information: jchesley@dmail.net



Poetry in Science Class, Really!

Pat Lowe, Wasatch Range Writing Project

Summary:

This lesson will introduce students to the wetland biome in poetic form. The book is written as poetry in different forms, accompanied by informational content. It can be used for units about the environment or diverse biology subjects, but it is largely a language arts study of how poetry can be used for elucidating informational topics.

Objectives:

- Offer students an opportunity to experience informational content from a poetic perspective.
- Explore differences between the typical non-fiction format, and poetic presentation.
- Give students the chance to show their understanding of specific subject matter in a creative way.

Context:

This lesson could be used as part of a science unit on wetlands or other environments, and for the specific study of various poetic forms.

It could be modified or used in part for any age student, K-12.

Materials:

- *Song of the Water Boatman* book
- Copy of “The House That Jack Built” as individual sheets or a page to be projected
- Large sheets of poster paper for display in the classroom (optional)
- Paper or individual student notebooks/journals

Time Span:

The material can be presented in multiple sessions of 20 minutes each, with time between for student reflection and writing. It could be a stand-alone lesson in a longer secondary time frame.

Procedures:

1. Using chart paper or projector, the teacher will record ideas as students brainstorm characteristics of poetry. In contrast, list characteristics of non-fiction text.
2. Ask students to respond in their writing journals to the prompt, “Poetry is....”
3. Read the book, *Song of the Water Boatman*. Teacher could show the pages with a projector.
4. Discuss how the texts look on the page. What are the differences between the poem and the informational text which accompanies it?
5. Consider the effectiveness of the author’s choice of form in telling about the pond environment. Why might the author have used a different style of poem for each subject?
6. Have students write in their journals an opinion about whether or not the poems help them picture the organisms being described. Let them debate the issue.



7. Read aloud “Listen for Me.” What parts of the poem show repetition, rhythm or cadence which are elements of poetry? Are they always the same?
8. Ask them to choose one poem and write the information from the poem as a paragraph. How does their text compare or contrast with the informational text written in the book?
9. Let students write favorite phrases and sentences in their journals. They might draw illustrations.
10. Have students reread their response about poetry and their earlier opinion about *Song of the Water Boatman*. Did their views change because of studying the book?
11. Ask students to write text using one of the poetic forms demonstrated in the book. The subject matter could be anything from science to history or social studies to relationships.
12. Have students share their work aloud.

Extensions:

- Read “In the Depths of the Summer Pond.” Ask students if the format reminds them of something they have read or heard? Give each student a copy, or project the nursery rhyme “The House That Jack Built.” Look at the two poems; how are they similar and different? How does the author use repetition? What is the effect? Can you think of other books which use this technique?
- Let students write about the food chain in another informational, narrative or poetic form.
- Let small groups of students choose one of the poems to present as a choral reading.
- Have students collect and bring bits of natural material and create imitation caddis fly cases.
- Challenge students to find poems by E.E. Cummings. Which of Sidman’s poems seems similar?
- Show the beginning illustration of the beaver pond and the final one in winter. Let students write their own text about what they see. It might be a narrative, series of diary entries, poem, rap or straight description. Challenge them to use rich vocabulary and figurative language.

Rationale:

This book presents abundant factual information in a unique way. Each topic is written in a different poetic form: some have a rhyming form, others use words which create rhythm and cadence. It offers more than facts about a pond biome.

Resources:

<https://allnurseryrhymes.com/this-is-the-house-that-jack-built/> Web. 31 July 2019

<https://www.ereadingworksheets.com/figurative.../poetic-devices/> Web. 13 June 2018.

<https://www.youtube.com/watch?v=JJw-XMnBQaQ> Web. 13 June 2018

Sidman, Joyce. *Song of the Water Boatman and Other Pond Poems*. Boston: Houghton Mifflin Company, 2005. Print.

Contact Information: pjhlowe@gmail.com



“In, Under, on Top, Above, Around”

Judy Chesley, Wasatch Writing Project

Summary:

Students will learn that a pond is a “dramatic place” teeming with life and many surprising discoveries.

Objective:

Students will be able to identify the many creatures and their habitats in our ponds and wetlands.

Context:

A sixth-grade classroom easily adapted for grades 3-12.

Materials:

- Song of the Water Boatman and Other Pond Poems
- Copies of poems for students to present in class
- Paper and pencils
- Colored pencils or crayons
- Cards for presenting information (6 X 8)

Time span:

One or two class periods or more as needed.

Procedures:

- Explain to students in order to understand the many concepts in this unit. They will be sharing poems from the book *Song of the Water Boatman*.
- Students will be given a poem to read over and present to the class: they may work as an individual, or a small group of two or three.
- When they have decided how they will make the class presentation, they will come to you for a copy of the poem they will be presenting.

Task:

- Allow students 20 minutes or so to work on their presentation.
- Have students present their poem.
- Students will be assigned to research an insect or other reptile whose habitat is a pond.
- Taking information from their research they will make a reading comprehension card.
 - a) One side of the card will have information from their research.
 - b) The other side of the card will be an illustration (colored) of what they researched in its habitat.

Extensions:

- Have students write a found poem or free verse poem.



- Make a postage stamp.
- Organize the reading comprehension cards and place them in a reading center, so other students can read them.

Rationale:

- Research is an important part of learning.
- Research aids in developing a natural curiosity.
- Enhances; choosing a topic, taking notes, organizing information, and presentation of information.

Resources:

Joyce, Sidman, *Song of the Water Boatman* Houghton Mifflin Harcourt Publishing Company, New York, 10016

Contact Information: jchesley@dmail.net



Water Can Be...

Felicia Bedwell, Wasatch Range Writing Project

Summary:

Students will read *Water Can Be...* by Laura Purdie Salas. Students will recognize that water exists everywhere on Earth and understand all living things need water.

Objectives:

- Students will develop understanding of water as a component that exists on Earth.
- Students will develop understanding of the diversity of living things in water habitats.
- Students will develop understanding of what water can be used for by both animals and humans.

Context:

2nd grade SEEd science

Strand 2.1: Changes in the Earth's Surface

Standard 2.1.1 Develop and use models illustrating the patterns of landforms and water on Earth.

Examples of models could include valleys, canyons, or floodplains and could depict water in the solid or liquid state. (ESS2.B)

Strand 2.2: Living Things and Their Habitats

Standard 2.2.1 Obtain, evaluate, and communicate information about patterns of living things (plants and animals, including humans) in different habitats. Emphasize the diversity of living things in land and water habitats. Examples of patterns in habitats could include descriptions of temperature or precipitation and the types of plants and animals found in land habitats. (LS2.C, LS4.C, LS4.D)

Materials:

- *Water Can Be...* by Laura Purdie Salas
- K-W-L chart
- Writing utensils
- Picture of a water cycle
- Pictures of water in a solid, liquid, or gas (vapor) form
- Various pictures of animal in different water habitats (optional)
- Art paper

Time Span:

1 to 2 class periods, more or less as needed.

Procedures:

1. Have students brainstorm on the K-W-L chart (what do you KNOW, what do you WANT to know, what have you LEARNED) the many uses of water and where it can be found on Earth.
2. Discuss with your students the ideas they had in their brainstorming session.



3. Discuss with students why water is so important to all living things.
4. Display a picture of the water cycle.
5. Read *Water Can Be...* by Laura Purdie Salas
6. Lead a conversation about the book and make a list on the board of what students mention. (in the back of the book, "More about Water," there are pieces of information that can help facilitate a discussion or enhance a discussion with the students)
7. Display pictures of water as a solid, liquid, and gas (vapor).
8. Classify the list into groups of where the various water forms can be found, i.e., mountains, rivers, lakes, streams, etc. and what living creatures were using the water.
9. Finish filling out the K-W-L chart by discussing with the students what they learned from the lesson.
10. Give students a piece of art paper and have them draw something they learned in the lesson.

Extensions:

- Group students together and create a mural depicting a habitat, emphasizing the diversity of living things in that habitat.
- Students can create a 3D model of where water can be found in a solid or liquid state.
- Students can create a diamante or other type of poem on a habitat.

Rationale:

Science is a core subject that is found in every grade level. Science teaches students how to think, learn, solve problems, and make informed decisions. The concepts students learn in science overlaps into other academic content areas and helps support and strengthen their natural sense of wonder. Water is a phenomenon that can be used to help students learn about various aspects of weather on Earth. Water conservation plays a critical role in Utah's desert environment. Water also plays a role in how Earth's surface changes. Utah was once a part of Lake Bonneville and from this, various landforms exist that can be seen all around us.

Resources:

Ed. Delta S. n.d. BYU. Electronic. 1 July 2019.

<<https://sites.google.com/site/utahbiomesplantsanimals/wetlands/wetland-plants-animals>>.

NCTE. *KWL Chart*. n.d. Electronic. 1 July 2019. <<http://www.readwritethink.org/classroom-resources/student-interactives/diamante-poems-30053.html>>.

—. *Read Write Think*. n.d. Electronic. 1 July 2019. <<http://www.readwritethink.org/classroom-resources/student-interactives/diamante-poems-30053.html>>.

Nessbitt, Kenn. *Poetry 4 Kids*. n.d. Electronic. 1 July 2019. <<https://www.poetry4kids.com/lessons/how-to-write-a-diamante-poem/>>.

Salas, Laura Purdie. *Water Can Be...* Minneapolis: Millbrook Press, 2014. Print.

USGS. *The Water Cycle for Schools: Beginner ages*. n.d. Electronic. 1 July 2019.

<<https://water.usgs.gov/edu/watercycle-kids-beg.html>>.

Contact Information: fbedwell@wsd.net



Appendix

Diamante Poem

Poetry can be integrated into a variety of subject areas. Students in grades 3–8 often write many different kinds of poetry but may be unfamiliar with a diamante poem. Be sure to model a diamante poem ahead of time. Once students understand the format, they can use a diamante poem to describe any number of curriculum topics.

Line 1: one-word topic (a noun)

Line 2: two adjectives

Line 3: three verbs

Line 4: a four-word phrase

Line 5: three verbs

Line 6: two adjectives

Line 7: a renaming noun for the topic

Review parts of speech before having students engage in the writing of diamante poems. While your students are likely familiar with what a noun is, take time to discuss the term “renaming noun.” Provide an example, such as, “a renaming noun for ‘cloud’ could be ‘puffball.’” Also review adjectives and verbs.

Example:

Water
Cool, fresh
sloshing, falling, splashing
Can be found everywhere
Hydrating, saturating, flowing
Freshwater, saltwater
H₂O





SUN

The Water Cycle

The water cycle describes how Earth's water is not only always changing forms, between liquid, solid (ice), and gas (vapor), but also moving on, above, and in the Earth. This process is always happening everywhere.

CONDENSATION

PRECIPITATION

EVAPORATION

ICE AND SNOW

SNOWMELT

RUNOFF

RIVERS

SPRINGS

SEEPAGE

LAKES

PLANTS

OCEANS

GROUNDWATER

U.S. Department of the Interior
U.S. Geological Survey

Stefanie Noso, Jim Morgan, Gabriele Zanoli, Food and Agriculture Organization of the United Nations
Howard Portman, Gerrit Gonthier, U.S. Geological Survey

General Information Product 146
<http://ga.water.usgs.gov/edu/watercycle-kids.html>



Water Conservation: Everyone's Concern

Pat Lowe, Wasatch Range Writing Project

Summary:

This lesson will introduce students to the critical role water plays in life on Earth. The water cycle has continued for millennia, but remains a limited resource, unevenly distributed throughout the world. Each person needs water to live, and shares the responsibility to wisely use and conserve it. The hands-on activities are designed to help students develop an individual understanding and personal commitment to preserving this precious resource.

Objectives:

- Teach about the water cycle and distribution of freshwater around the world.
- Introduce students to the critical need for water conservation and innovation.
- Offer students an opportunity to experience informational content in a personal way.
- Give students the chance to show their understanding of specific subject matter in a creative way.

Context:

This lesson might be used as part of a science unit on water, or a social studies unit on the distribution and use of natural resources.

It could be adapted for use with any age student, K-12.

Materials:

- *One Well: The Story of Water on Earth*
- *Every Last Drop: Bringing Clean Water Home*
- Copies of "Thoughts and Feelings About Water" as individual handouts
- Sheets of paper to create individual student booklets
- Individual student notebooks/journals
- Basins to catch water. Cups for the hand washing activity. Several gallons of water.

Time Span:

The material can be presented in multiple sessions of 20-30 minutes each, with time between for student reflection and writing. It could be a stand-alone lesson in a longer secondary time frame.

Procedures:

1. Using a projector, the teacher will record ideas as students brainstorm the ways they use water and the sources of it.
2. Ask students to respond in their writing journals to the prompt, "Water is...."
3. Read the text of *One Well* together. Teacher could show the pages with a projector.
4. Discuss the water cycle and how water is distributed and used throughout the world.
5. Read the introduction to the book *Every Last Drop*.



6. Talk about the health implications of having safe, clean water to use every day.
7. Have students write in their journals about how they personally use and obtain water daily. Allow them make and record estimates about how much water is used for various needs. Suggest they research typical water use and compare their estimates.
8. Ask a student wash his or her hands using a bowl or basin in the sink to catch the water. Measure the amount of water used and record it.
9. Discuss as a class whether the experience seemed average/normal to them. Talk about ways to conserve the amount of water used. Have another student try the experiment and measure the amount of water in the catch basin. Talk about the differences between the two experiments.
10. Ask students to record observations in their journals.
11. Read the “Thoughts and Feelings” handout.
12. Have students try to wash their hands with just one cup of water. They could work as partners or in groups of 3 or 4 students. Holding their hands over a catch basin, try to wash their hands as another student pours water from a cup. Problem solve together to accomplish the task. Try it again.
13. Make small booklets in which students can record their daily water use. For example, they could make tally marks for each time they use the toilet, wash their hands, or get a drink of water.
14. Have them measure the amount of water they use to wash their hands at home. Using a large bowl in the sink to catch the water from the faucet, measure the amount of water they typically use. Ask them experiment with ways to use less.
15. Let students write about the water cycle, water distribution, water accessibility, or conservation. It might be informational text or in narrative or poetic form. They might choose to compare and contrast their personal experience with that of a child in a water stressed environment.
16. Have students share their work aloud.
17. Allow time for students to share the results of their personal observations about their water use.
18. Let them write in their journals about what they have learned and any commitment they choose to make for themselves.

Extensions:

- Let small groups of students choose to research a current water issue or historical topic such as the Great Stink, garderobe, aqueducts cisterns, *etc.* presented in *Every Last Drop* (pp. 11-17). Chapter 3 could also be used. Have them present their findings to the class.
- Using p. 21 in *One Well*, infer differences between the countries listed which might contribute to the varying amounts of water used daily.
- Brainstorm ways in which water could be reused, *i.e.* water plants, wash pets, *etc.* Suggest students adopt one way to reuse water on a consistent basis.
- Challenge students to identify ways they could teach and encourage others—peers, family, or neighbors—to be more water conscious.

Rationale:

These books and activities present abundant factual information in ways which can impact student behavior relating to personal water conservation. Individual efforts may not seem as dramatic as the use of composting toilets, biosand filters, or desalination projects mentioned in *Every Last Drop*. However, when a great number of people make consistent, persistent efforts the results have lasting impact.



Resources:

Lowe, Patricia. "Thoughts and Feelings About Water." Personal essay, 2019. Print

Mulder, Michelle. *Every Last Drop: Bringing Clean Water Home*. Canada: Orca Book Publishers, 2014. Print

Strauss, Rochelle. *One Well: The Story of Water on Earth..* Toronto, ON: Kids Can Press Ltd., 2007. Print

Contact Information: pjhlowe@gmail.com



Thought and Feelings About Water

By Patricia Lowe

My parents grew up in a different time than mine; they lived through the scarcity of the Great Depression in the United States of America. They taught me to be conscious of the use I made of natural resources. On a family vacation to my father's childhood home in Wyoming, we drove to a dryland area in which he spent summers. He showed us a dry ditch from which they would take water when it rained. After letting it sit for several hours, they would skim the liquid, letting the silt stay at the bottom and then be discarded. Mom told us of camping trips with her parents. Grandpa Talmadge, her father, was convinced a person could wash their hands when camping with a single cup of water poured slowly and carefully.

When I read on page 21 of *One Well* that North Americans' average daily water use per person is the equivalent of 55 buckets, and Ethiopians use one bucket equal to 10 liters, I was thunderstruck. How could we be so wasteful?! Further study and explanation led me to understand that much of that water use is in the amount needed to produce power for our electronics, and support the eating habits and lifestyle we enjoy, thinking all of that is "normal." In many parts of the world water use and eating habits are vastly different. Our water conservation is not just a matter of taking shorter showers. We must become truly aware of how we use water and electric energy, and encourage others to do the same.

India and China, which represent one-third of the world's population, have only one-tenth of the world's freshwater accessible to them. Truly the most important, and life-giving natural resource is unevenly distributed throughout the globe, and the effects of weather and climate make it an unpredictable commodity. Recent years of drought in the Western United States have brought the issue home, but without the graphic impact of buckets of water shown in a pictograph.

Brownie Girl Scouts have the opportunity to learn about water in WOW! Wonders of Water Journey. My daughter's troop tried carrying water to simulate the task of many girls in the world whose daily responsibility is to fetch and carry water for their family. Often the source is miles away, sometimes muddy or even dry. The time spent daily keeps them from school and other opportunities to improve their life. Our young Girl Scouts discovered how hard and tiring it would be to carry a container the size of a five-gallon bucket for a very long time each day, especially in hot, dry conditions.

I have become highly conscious of the times I use water. Keeping my hands clean is vitally important to my health, but I don't need to run the faucet continually while I'm doing it. I run a small stream to wet my fingers and turn off the tap. Next, I add soap to my hands and rub vigorously. (Mom taught us that friction was another way to rid our hands of dirt and germs.) Last, I turn on a tiny stream to rinse away the soap. Some may find this a bit extreme; my two-year old grandson urges, "Lots, grandma, lots."

As with any habit, it will take time and conscious thought to change patterns we have established over a lifetime. The water cycle provides a finite amount of life sustaining liquid to the Earth; our challenge is to be the best, most efficient stewards of this precious resource.

Resources:

Strauss, Rochelle. *One Well: The Story of Water on Earth*. Toronto, ON: Kids Can Press Ltd. 2007, Print



Water is So Far Away

Pat Lowe, Wasatch Range Writing Project

Summary:

A young girl living in Sudan in 2008 is responsible to provide water for her family. At the same time a young man in the United States is preparing to make things better in his home country of Sudan. Many students have experienced similar situations—being a helpful member of a family, or overcoming hardships in life. Reading about Nya and Salva can elevate students' awareness of their own feelings and help find ways to express them. In addition, students are introduced to the challenge many in the world face in obtaining water and education, commodities which most of our students take for granted.

Objectives:

- Students will identify many, varied personal feelings.
- Students will associate emotions with passages from literature about the Sudanese experience during civil war and periods of drought.
- Students will write about their emotions in relation to challenges or relationships.

Context:

The lesson could be used to introduce students to the civil conflict during the 1980s in Sudan, or to the idea of water shortage and conservation. It could be part of a health unit on self-confidence or relationships. Applicable for middle and secondary students, it could be adapted for upper elementary students.

Materials:

- Copy of book *A Long Walk to Water*
- Chart paper for word banks posted in the classroom
- Individual student notebooks/journals

Time Span:

Time would be needed for the teacher to read the book orally to students, or for students to finish reading it on their own or in small literature groups. Activities can be presented in multiple sessions of 30-45 minutes each, with time in between for student reflection and writing.

Procedures:

1. Have students write many, varied words that show feeling. With younger students, this could be done by the teacher on chart paper.
2. As a class, brainstorm different emotions and create a chart listing words which express them. Encourage students to use a thesaurus to expand their lists.



3. Refer to the book, *A Long Walk to Water*. Review the differences presented about Nya and Salva. Talk about the time periods represented and the ethnic relationships of each.
4. Consider the fact that girls carried water and boys went to school. What were the implications of that in Nya's village at the end of the book. Why was it important?
5. Discuss various feelings experienced by the two main characters. Explore possible emotions felt by others in the story such as refugees, Uncle Jewiir, Salva's adoptive family and new American classmates, Nya's parents and the village leaders.
6. Talk and write about students' personal experiences which may be somewhat similar. Discuss ways in which students responded to the situation. How were they the same or different from the book?
7. Work through the writing process to help students complete a piece of written work about an experience they found challenging. It could be a letter, journal entry, poem, song or story. Encourage them to express their feelings with rich vocabulary.
8. Invite students, if they feel comfortable doing so, to orally share their writing.

Extensions:

- Talk about the experience of living in a place the family has not chosen. What would be difficult? How would the students feel? What things could they do to make the situation better?
- Have students evaluate the value of persistence and having a dream. Let them write a letter of advice to someone else who might be ready to give up in the face of challenges.
- Consider why water and education were connected in Nya's village. Do research about an organization which provides water and/or school opportunities to underprivileged areas of the world.
- Discuss the effectiveness of writing the book from two perspectives and experiences. Was the ending a surprise? Brainstorm other individuals whose lives eventually connect. How would their story be written?

Rationale:

Students face many challenging situations in their lives. Recognizing obstacles faced by Nya and Salva can help strengthen students' self-confidence and feelings of resolve to deal with their own adversities. This study will also introduce students to the importance of clean, accessible water in their life, and the advantage of having an education readily available.

Resources:

Park, Linda Sue. *A Long Walk to Water*. New York: Houghton Mifflin Harcourt, 2010. Print

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