River Risin’

Grade Level: 3-6

Time: 1-2 weeks

Concept: Importance and cost of drinkable water

Objectives: Students will:
1. brainstorm pros and cons on making a reservoir.
2. draw a map using legend, compass rose, and scale.
3. role-play the scenario of having a reservoir built where their town is located.
4. write an expository paper on their view of the scenario.
5. research to find other areas around the world where reservoirs have been built.

Materials:
Drawing paper
Map of a town
Crayons, colored pencils
Blue Saran Wrap

Background Information:
To provide fresh water for large cities, sometimes it has been necessary for these cities to go other places miles away to find this precious resource. It is sometimes necessary for these large cities to have to make their own supply of fresh water. This was the case in New England when Boston went looking for water. The result of this search was the flooding of the valley of Swift River by damming the river. This created the Quaddin Reservoir, one of the largest bodies of freshwater in New England, between 1927 and 1946.

This is not the only place in the world it has happened. During the depression, the Tennessee Valley Authority was created and areas in the South were flooded. Other areas in the world have also had this happen.

Procedures:
Initiating Activity: Ask the students how would they feel if someone came to their house and said they had to move because they were going to flood the area so the big city could get more water for drinking. Discuss their responses.

Strategies:
1. Read Letting Swift River Go. Ask how would they have felt if they had been one of the children in the story.
2. Pick two sides of the classroom and designate one a pro side and one a con side. Have the children pick a side and go stand there. Have one of them give a reason why he/she is on that side. After the reason is given, let them decide to change sides if they would like. Then give another student to express his/her opinion. Observe how the students change or don’t change their minds on the topic.
3. Give the students drawing paper to draw a map of a town. The map should include a river. After the map is finished, give student a piece of blue Saran Wrap that is big enough to cover the paper. Attach the paper over the map in order to give it an effect of the town being flooded.
4. Have the students brainstorm the steps Boston went through to create the reservoir. Write an expository paper on how this happened.
5. Have the students write about how they would feel if it would happen in their town. Share the writings.

Culminating Activity:
Research to find other places in the United States and the world where reservoirs have been created. Locate them on a map. Are any near where you live? Discuss what were the results of your research.

Evaluation:
1. Observation
2. Discussions
3. Map of town
4. Writings
5. Research findings

National Geography Standards:
Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
Standard 8: The characteristics and spatial distribution of ecosystems on Earth’s surface.
Standard 12: The process, patterns, and functions of human settlement.
Standard 13: How the forces of cooperation and conflict among people influence the decision and control of Earth’s surface.
Standard 14: How human actions modify the physical environment.
Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

Sunshine State Standards:
SS.B.2.1.1: identifies some physical and human characteristics of places.
SS.B.2.3: understands the interactions of people and the physical environment.
SS.B.2.3.6: understands the environmental consequences of people changing the physical environment in various world locations.
LA.B.2.3: the student writes to communicate ideas and information effectively.
LA.B.1.3.1: organizes information to the type and purpose of writing.
LA.A.1.3.3: produces a final edited document.
LA.A.2.3.6: uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics.
SC.D.2.3.2: knows the positive and negative consequences of human action on the Earth’s systems.
SC.G.2.3.1.1: learning that some resources are renewable and some are nonrenewable.