

Reading the River, Summer 2000

Introduction to Rivers and Watersheds

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Campbell County

Introduce How and Why we Have Rivers

Grade Level

Primary (though adaptable to higher grade levels)

Objectives

Students will be taught ecosystems, watersheds, rivers historical influence, and pollution.

- Listen to fictional and non-fictional books and videos with content revolving around rivers
- Students will have an opportunity to test water qualities from local streams, water ways, and watersheds
- Invite community presenters to discuss their roles in water quality and water consumption
- Students will participate in service learning projects culminating with a field trip to Tall Stacks

Program of Studies

Scientific application/connections (2.2 through 2.6)

- Students will use simple equipment such as nets, algae collectors, and magnifiers to collect samples of macroinvertebrate and macrovertebrate groups
- Students will examine how science fosters understanding of issues (e.g. use/misuse, availability, distribution, pollution) related to natural resources.

Social Studies application/connections (2.14-2.20)

- Students will recognize music, art, dress, food, literature and folktales as elements of culture by participating in Tall Stacks and community presenters
- Students will distinguish among past, present, and future, and describe change over time

- Students will recognize physical and human characteristic of places and regions in a geographical perspective
- Students will understand the consumer wants influences the production and consumption of goods and services
- Students will understand their responsibility in relation to the community to prevent littering and pollution

Writing (2.22)

- Students will connect reading, listening, observing, and inquiry to personal experience through applying writing-to-learn strategies in situations such as journals and open-response questions

Core Content

SC-E-1.1.3 Materials can exist in different states—solid, liquid, and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling.

SC-E-3.3.2 The world has many different environments. Distinct environments support the lives of different types of organisms. When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.

SC-E-3.3.3 All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to organism or other organisms; other changes are beneficial (e.g., dams built by beavers benefit some aquatic organisms but are detrimental to others.)

SS-E-1.3.1

Rights and responsibilities of the individual are determined by specific roles within various groups, including family, peer group, class, school, community, state, and country.

SS-E-1.3.3

In order for a democratic form of government to function, citizens must play an active and responsible role (e.g., obeying the law)

SS-E-2.1.2

Elements of culture (e.g., language, music, art, dress, food, stories, and folktales) serve to define specific groups and may result in unique perspectives.

WR-E-1.2

Personal Writing focuses on the life experiences of the writer including ideas based on personal experience, sensory details, writer's thoughts and feelings, first person-point of view, and dialogue where appropriate

Materials

Notebook

LaMotte water kit

Nets

Reading books

Magnifying glass

Digital microscope

Activity Procedure

1. School Social Worker will write a Service Learning Grant through the Department of Education to fund travel and fieldtrip expenses for Tall Stacks and for water testing kits.
2. Be a classroom visitor for the second grade classes and read non-fiction and fiction story books on river topics.

3. Coordinate workshop speakers and folk music singer to discuss water/plant topics to classroom students
4. Collaborate with second grade teacher, Dena Gosney, to assist with classroom instruction and activities.

Definition/ Explanation of Concepts

Students will have the opportunity to learn the effects of water pollution and what responsible behaviors they can demonstrate to conserve water usage and contamination. Students will also be able to learn the various purposes the river has provide to our society from past to present times. In addition, students will have practice to write answers for open-response questions from their field and classroom experiences.

Assessment

The students will be assessed following the rubric for open-response questions on a 1 to 4 grading scale. Each student will be aware of how the rubric assesses their writing and content knowledge. Examples of student work will be given.

Resources

Barrett, Norman *Rivers and Lakes*, c. 1989, F. Watts

The Behringer-Crawford Museum- Reading Writing, and River Lore- teaching Tall Stacks and More, professional development

Debbie Tuggle, Musician and Composer, 4910 Paramount
Louisville, Ky 40258, 502-933-3564

Nye, Bill, *Wetlands/Rivers and Streams* video, c.1996, Elk Grove Village

Steele, Philip *River through the Ages*, c. 1993, Mahwah, NJ Troll Associates

Ziegler, Peggy, Sanitation District No.1, Ft. Wright Ky