

**Home Water Usage Survey**

**Dear Families,**

At this time, our class is learning about water usage and preservation. Please do your best to complete the survey by documenting your family's water usage for one day. The data collected helps our class with our upcoming Civic Action Plan that can be extended at home.

**Date of Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Family Size: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Tally** | **Total Per Day** |
| Dishwashing by Hand |  |  |
| Dishwasher Loads |  |  |
| Baths Taken |  |  |
| Teeth Brushing |  |  |
| Toilet Flushes |  |  |
| Clothes Washing Loads |  |  |
| Lawn Watering |  |  |

**Calculations**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Total Per Day** | **X Gallons** | **Total Gallons** |
| Dishwashing by Hand |  | X 8 |  |
| Dishwasher Loads |  | X 6 |  |
| Baths Taken |  | X 30 |  |
| Teeth Brushing |  | X 4 |  |
| Toilet Flushes |  | X 1.6 |  |
| Clothes Washing Loads |  | X 14 |  |

**= \_\_\_\_\_\_\_\_\_\_\_\_\_ TOTAL GALLONS**

**Showers**

|  |  |  |
| --- | --- | --- |
| **Minutes** | **Tally** | **Total** |
| **5 Minutes** |  |  |
| **10 Minutes** |  |  |
| **20 Minutes** |  |  |
| **More Than 20 Minutes** |  |  |

**Shower Calculations**

Total Number of Minutes Showering by Family = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Minutes

Total Minutes (\_\_\_\_\_) x 2.5 gallons = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Gallons of Water

**Water Drank**

|  |  |  |
| --- | --- | --- |
| **Amount** | **Tally** | **Total** |
| **8 Ounces** |  |  |
| **16 Ounces** |  |  |
| **24 Ounces** |  |  |
| **32 Ounces** |  |  |
| **More Than 40 Ounces** |  |  |

**Water Drank Calculations**

Total Ounces of Water Drank by Family:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(\_\_\_\_\_\_) Total Ounces ➗ 16 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Gallons of Water Drank



**Name:**

**Water Observations Worksheet**

1. **Describe the water in your own words.**
2. **Would you drink this water? Circle** YES or NO
3. **Would you eat the fish and other animals that come from it?** Please explain your answer.
4. **How do you think the colonizers treated the river?**

**Water Observation #2**

**Part A Questions:**

|  |  |  |
| --- | --- | --- |
| Would you drink this water? | Yes | No |
| Would you swim in this water? | Yes | No |

**Part B Question: Explain what you think happens to the wildlife in the river.**

**Part C Questions:**

|  |  |  |
| --- | --- | --- |
| Would you drink this water? | Yes | No |
| Would you swim in this water? | Yes | No |

**Part D Questions:**

|  |  |  |
| --- | --- | --- |
| Would you drink this water? | Yes | No |
| Would you swim in this water? | Yes | No |

**In your own words, explain how Westward Expansion affected the water.**

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***Family Reflection Questions***

**What are other ways your family uses water?**

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**Discuss with your family what would happen if you did not have access to clean, safe water for a day.**



**Name:**

**Date:**

**Water Observations Assessment**

1. **Describe how the water changed throughout the activity. Use examples from the activity to support your answer.**

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1. **Who polluted the Colorado River? How do you know?**

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1. **In your own words, explain if it is easier to prevent pollution or to clean it up later.**

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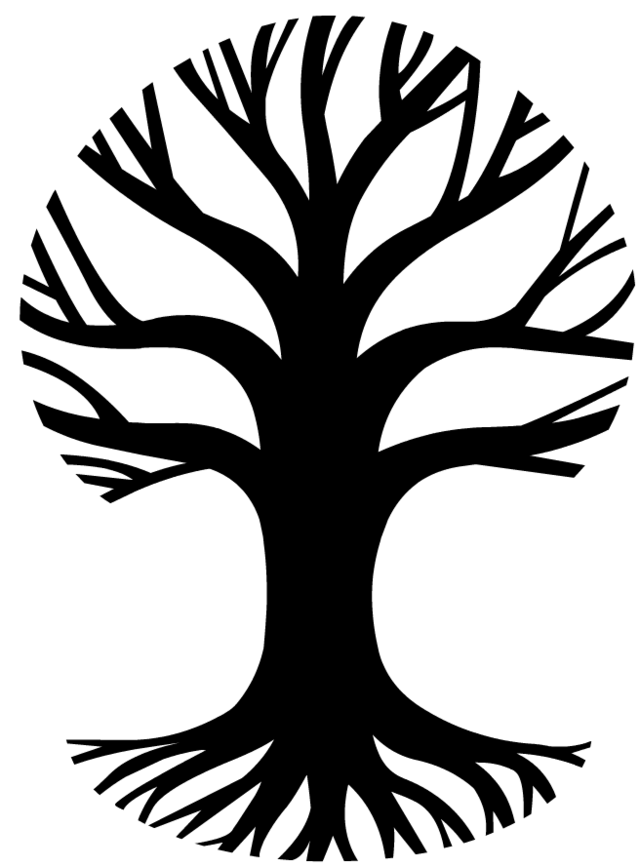


**Indigenous Storytelling Preface**

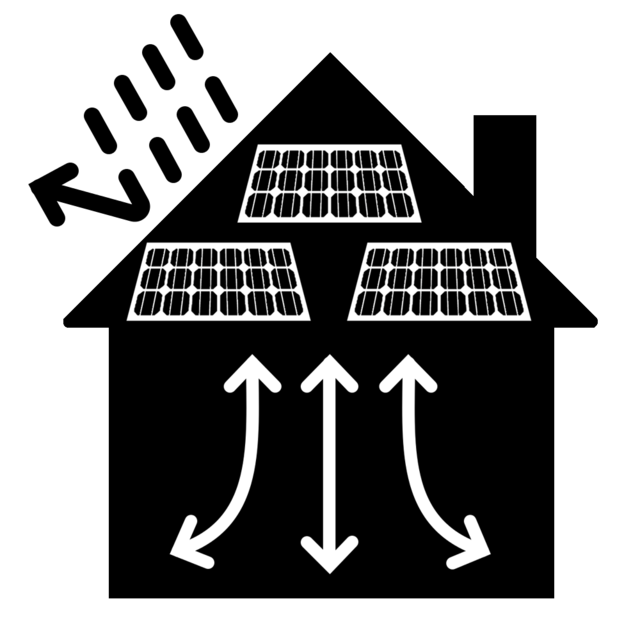
Before colonization, Indigenous people occupied the lands that we know as present-day North America. Indigenous communities sustainably managed the lands for thousands of years. During this time, the population was very low. Native Americans lived in various subgroups across North America known as “tribes”. Indigenous people depended on the land for many things they needed to survive. The tribes used all the natural resources in every aspect of their lives. They lived simply by not changing the natural environment too much. For example, tribes created gardens and preserved what was already on the land. Eastern tribes hunted in the forests and found food in the swamps. Plain tribes scouted animals like bison and would use every part of the animal. Considering how much the bison helped the tribe, they even paid tribute to the animal through song, dance, and prayer. Present-day Indigenous people still possess the perspective of seeing the land and animals as relatives and water as sacred.



***Lesson Icons***



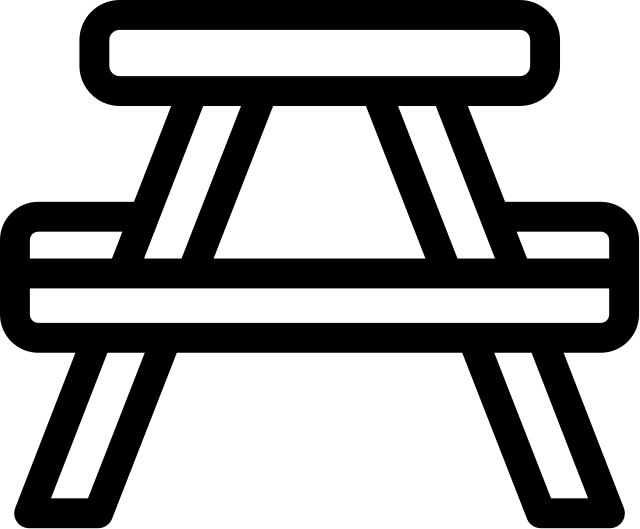
**Trees**



**Building Site**



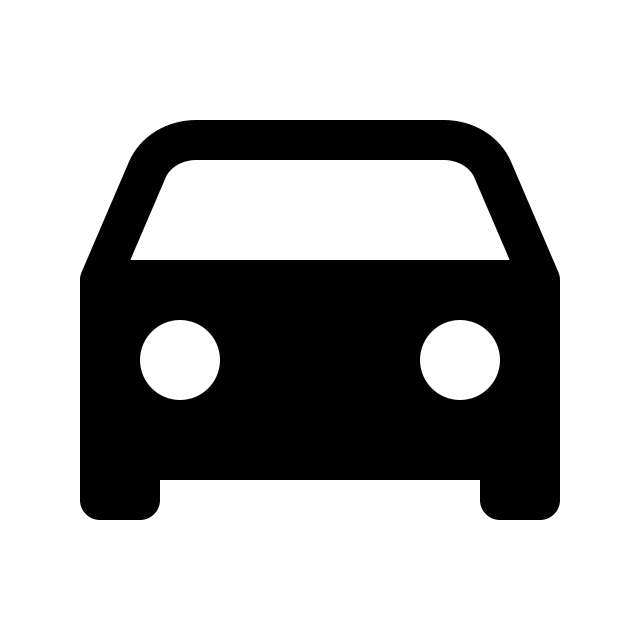
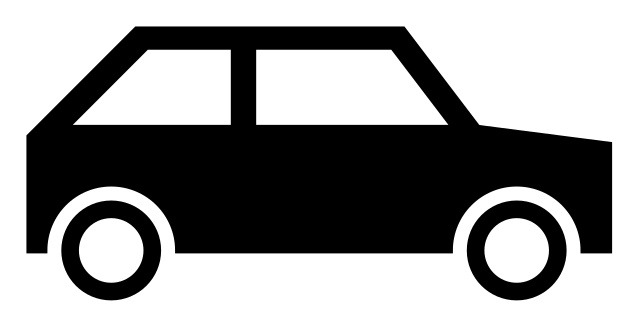
**Fishing**



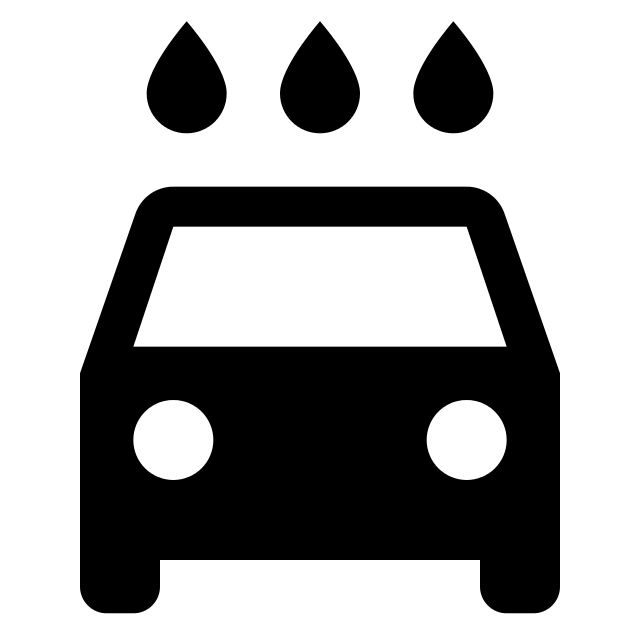
**Family Picnics**



**Factory**



**Traffic**



**Car Wash**

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**Motorboat**

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**Farm/Barnyard**



**End of It Unit Assessment - Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task** | **1**  **Minimally Proficient** | **2**  **Partially Proficient** | **3**  **Proficient** | **4**  **Highly Proficient** |
| **Students use the key vocabulary words in their writing sample.** | Students do not use the key vocabulary words in their writing sample to support their point of view. | Students use (1-2) key vocabulary words in their writing sample to support their point of view. | Students use (3) key vocabulary words in their writing sample to support their point of view. | Students use all (4) key vocabulary words in their writing sample to support their point of view. |
| **Students use textual evidence from the We Are Water Protectors book and Who Polluted the Colorado River activity to support their points of view.** | Students use only (1-2) details or examples from the text or activity to support their point of view in their writing sample. | Students use (3-4) details or examples from the text or activity to support their point of view in their writing sample. | Students use (5) details or examples from the text or activity to support their point of view in their writing sample. | Students use (6) or more details or examples from the text or activity to support their point of view in their writing sample. |
| **Students produce a (2-3) paragraph writing sample using conventions of standard English capitalization, punctuation, and spelling.** | Students have many errors in their writing samples. | Students have some errors in their writing samples. | Students have few errors in their writing samples. | Students have no errors in their writing samples. |



**Summative Assessment**

**Name:**

**Date:**

**As a society, we need oil, factories, farms, and businesses for many things. We also need water for many things. Do you agree with Nokomis that we need to take a stand and protect the water? Write 2-3 explanatory paragraphs to explain your point of view using evidence from Who Polluted the Colorado River activity, and the We Are Water Protectors book to support your answer. In addition, ensure you are writing complete sentences while using the key vocabulary words to explain whether you agree or disagree with Nokomis.**

*Key Vocabulary: Pollution, Sacred, Water Preservation, Steward*

***I agree/disagree with Nokomis that we need to protect our water because…***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Vocabulary Assessment**

**Name:**

**Date:**

**Pollution**

|  |  |
| --- | --- |
| Definition: | Picture: |

**Sacred**

|  |  |
| --- | --- |
| Definition: | Picture: |

**Water Preservation**

|  |  |
| --- | --- |
| Definition: | Picture: |

**Steward**

|  |  |
| --- | --- |
| Definition: | Picture: |