

## Time for Water

### ***Lesson Summary:***

In this lesson, students will create a water education “time capsule” that can be presented to their school. The information included in the capsule will summarize everything students have learned throughout this curriculum. Students will compare how water was used in Kentucky during the past with how water is being used in Kentucky today and how they think water will be used in Kentucky in the future.

### ***References:***

*Lesson adapted with permission from:*

1. Kentucky Environmental Education Council’s *Wonderful Commonwealth of Water*, “Capturing a Moment in Time: A Culminating Activity”

### ***Teacher Resources:***

#### Classroom Activities

- *Time for Water* – pages 222 – 223
  - Time: Can be as long as you want. You might want to allow students time over several days to gather additional information
  - Materials:
    - ✓ All handouts, worksheets, graphs, charts, interviews, and pictures accumulated throughout this curriculum
    - ✓ A time capsule (this can be any type of capsule, vault, or lock box)

### ***Supplemental Lesson Resources:***

#### Video

- “Wrap it Up” – available at: [www.mccrearywater.com/funzone](http://www.mccrearywater.com/funzone) (approximately 4 minutes)

## Time for Water

### *Objectives:*

#### **Social Studies:**

##### **SS-04-5.1.1**

Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to describe significant events in the history of Kentucky and interpret different perspectives.

**DOK 2**

#### **Writing:**

##### **WR-04-1.2.2**

In Personal Expressive/Literary Writing,

- Students will communicate main idea through use of literary elements appropriate to the genre.
- Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions or dialogue when appropriate.
- Students will develop plot/story line appropriate to the form.
- Students will develop an appropriate setting, mood, scene, image or feeling.
- Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.
- Students will incorporate reflection, insight and analysis when appropriate.

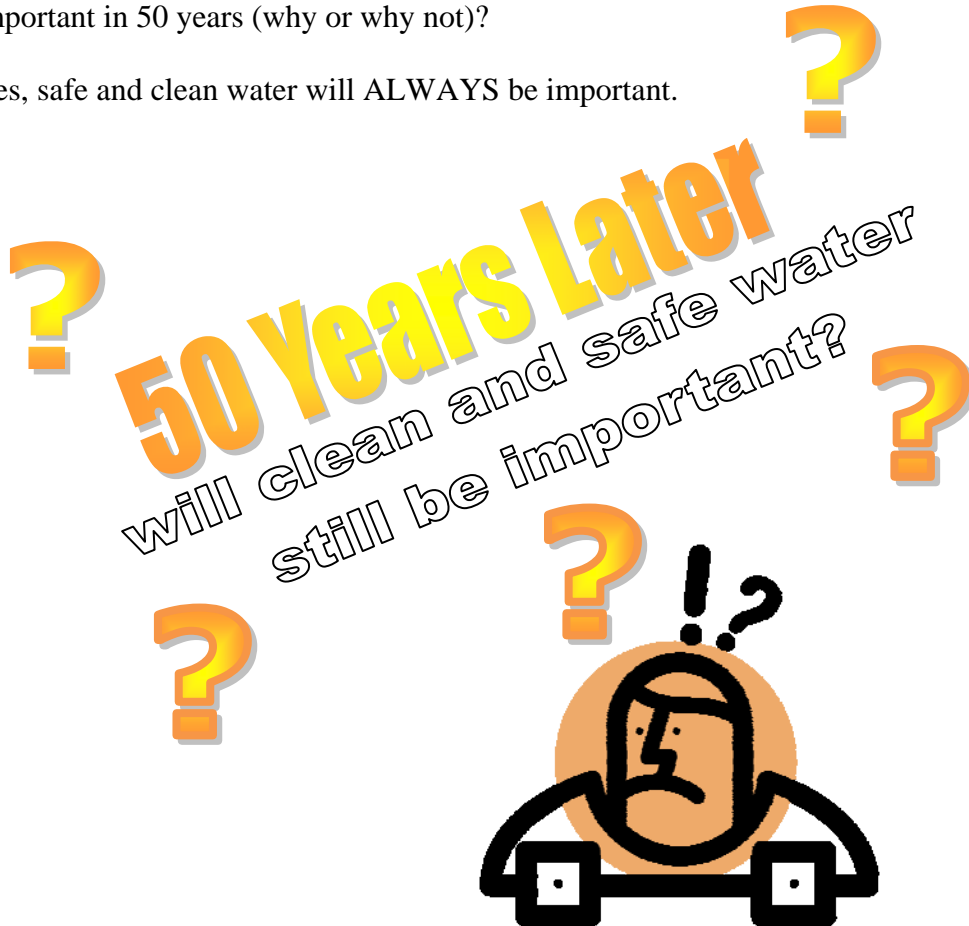
## Lesson Plan:

By now you all know that water impacts just about everything we do. From the time you wake up until the time you go to bed, water plays a part in almost every aspect of life. We've learned that water is important for survival in McCreary County and around the world. We've learned that there is a lot of science involved in water. Everything from density to the water cycle involves water science. We've learned that erosion, wildlife, and even the decisions we make everyday impact the water around us. We've learned that water is able to form caves, flood areas, and even generate energy. Whether you're playing, working, or going to school, water is an essential part of life.

Without clean and safe water we wouldn't be able to function. We wouldn't be able to exist. Clean water is something you need every time you turn on the faucet, take a drink from the water fountain, or go fishing with your dad. That's why it's so important for each of us to do everything we can to make the water in McCreary County as clean as possible. McCreary County Water District is doing everything they can to keep the water in McCreary County safe and clean; are you?

(Ask students why clean and safe water is important to them). Do you think clean and safe water will still be important in 50 years (why or why not)?

Yes, safe and clean water will ALWAYS be important.



## Classroom Activity: Time for Water

In this activity, students will learn that clean and safe water is important for the present and the future. They will also use creative thinking to communicate the importance of safe and clean water to future generations. You'll need to give students enough time to compile their information and complete their writing assignment. To complete this assignment, you'll need a "time capsule" (a vault or lock box will work as well).

### Here's what to do...

1. As a culminating activity to the study of water, ask students to help sort interviews, stories, photographs, survey results, etc. that have been written and collected throughout the preceding activities.
2. Tell students that they have investigated many different water topics and, hopefully, they have learned a lot about McCreary County's and Kentucky's past and present dependency on water. Explain that they now have the opportunity to leave a legacy for future McCreary County students to view and study, showing how water is currently being used in the local environment. Explain that they will prepare a time capsule to present to the school and be placed in a special area, to leave for students to open in 50 years.



3. After examining all of the current information on local water usage that has been collected over the past weeks (students may also make a water journal or binder), ask students what other types of information they feel should be included, that may still need to be gathered. Make a list of suggestions, and narrow the list down. Assign different students the task of collecting the items suggested, if necessary.
4. Once the photos, articles, brochures, etc. have been collected and organized, as a class, review the new materials very closely. Explain to students that they must now narrow down the final items that will fit in the time capsule. (Show students the time capsule that will be used. Keep the time capsule small so students will have to be more selective when choosing the most important items to be placed in it.)
5. Encourage students to offer suggestions and opinions about the most important artifacts that should be included in the time capsule through persuasive writings (this can be a type of mini-assignment within the activity). Explain that each item suggested for inclusion in the time capsule should be defended with specific reasons why it would make an impact on future Kentuckians or McCreary County residents, and be of historical value.
6. Once the persuasive writings are completed, decide on a panel of impartial judges to make the final selections, based on the supportive arguments from the student writings (you could also have students vote on items).

## Note!

*This writing activity would make a wonderful assessment, as it should show some higher level thought process as to what each student feels is a very important historical record of the way water is currently being used locally. (See the attached grading assessment sheet).*



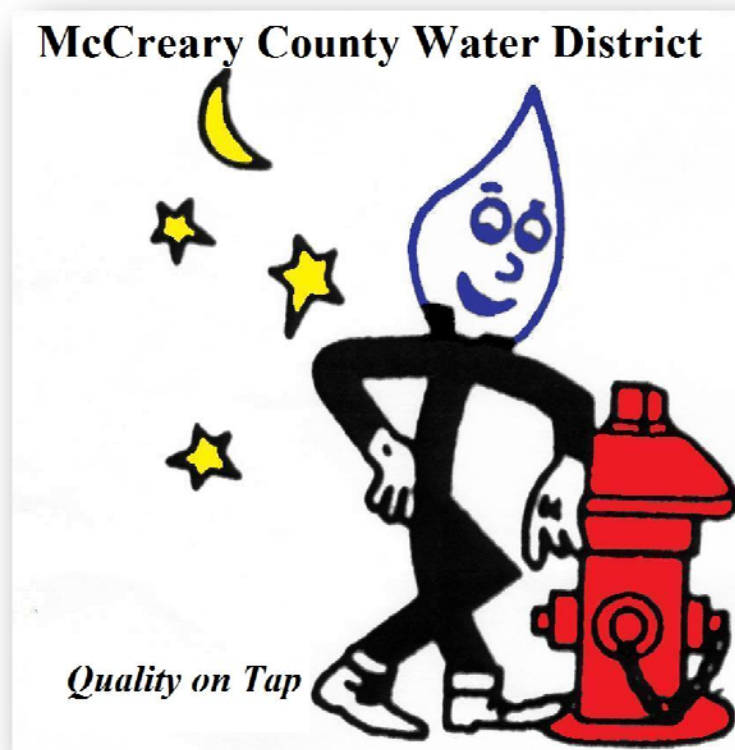
## *Classroom Activity: Time for Water (continued)*

7. When the artifacts to be placed in the time capsule have finally been selected, show them to the students, seal them in the time capsule, and deliver the time capsule to the place where it will rest (Heritage Foundation or school display) until future McCreary County students decide to investigate the importance of water in their lives! (You could make a ceremony of this by inviting the local newspapers, water district, and school district representatives). If the local media can't attend, you can take digital photographs and have students mail/email them to the local media.
8. Have students brainstorm a way to insure the time capsule is found and read by a class fifty years from now.

## BONUS!

*Assign students to write a news article for a local newspaper, telling about the class time capsule project.*

# 50 Years Later



*Lesson Plan (continued)*

Use the scoring guide below to assess where your students are as they write about water use in the past and present.

## Scoring Guide

- ✓ **4** – Student is able to describe at least four ways Kentuckians have used water in the past, how those particular uses of water have or have not changed, and how each use has affected the environment and the lives of the people living then and now.
- ✓ **3** – Student is able to describe at least three ways Kentuckians have used water in the past, how those particular uses of water have or have not changed and how at least one of those uses has affected the environment and the lives of people living then and now.
- ✓ **2** – Student is able to describe at least three ways Kentuckians have used water in the past and how at least one of those uses has affected the environment and the people who lived then.
- ✓ **1** – Student is able to describe at least two ways Kentuckians have used water in the past.
- ✓ **0** – Student makes no attempt to answer questions or provides irrelevant answers.

