

## VII. Water: A Town's Most Important Natural Resource

### WHAT?

Students will describe the importance of water to the citizens in a town and determine how cities supply water to the people.

### WHY?

- To identify sources of water in specific towns
- To identify the source of water for the students' town
- To identify terms associated with water usage in a town
- To determine how water is treated to make it usable for citizens
- To describe how people use water in their homes
- To investigate how towns use water in services to the citizens
- To analyze how people can conserve water
- To construct a picture book about water usage

Texas Essential Knowledge and Skills addressed in this lesson:

#### *Geography*

- Use maps to find locations
- Understand locations and characteristics of places and regions
- Understand how natural resources affect people's activities and settlement patterns
- Understand how humans use and modify the physical environment
- Understand how humans adapt to variations in the physical environment

#### *Government*

- Understand the purpose of governments
- Understand services commonly provided by the local government

#### *Citizenship*

- Understand characteristics of good citizenship

#### *Science, technology, and society*

- Understand how science and technology have affected life, past and present

#### *Social Studies Skills*

- Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology
- Communicate effectively in a variety of forms.

### TAKS:

- Objective 2: Geographic Influences on Historical Issues and Events
- Objective 4: Political Influences on Historical Issues and Events
- Objective 5: Critical-Thinking Skills

## HOW?

### Materials needed:

- Large drawing paper
- Markers
- String or ribbon to secure a big book the students will construct
- If available, magazine and newspaper pictures illustrating water usage and storage for students to cut out or use for models in drawing pictures
- Transparency of the handout titled “Water Sources for Some of Our Texas Towns”
- Wall map of Texas
- Handout titled “Water Words”
- Handout titled “Sources of Water for the Towns on the Map”
- Handout titled “Water Conservation Tips”
- Handout titled “How Towns Use Water”
- Handout titled “Possible Pictures to Copy for Your Water Book”
- Handouts titled “Instructions for Your Page”

**Suggested advanced planning:** Secure information about the water source for the students’ town. Provide this information to students constructing pages 2 and 3 of their water book. If available, secure a copy of the latest water report for the student’s town. Find out if the water has fluoride and other ways the water is treated.

**Suggested teaching time:** 1 class period

### Suggested Procedure:

1. Ask students what a natural resource is. After discussion, on the chalkboard write “material made by nature and used by people, such as water, coal, or wood.”
2. Ask students what natural resource every person in a town uses. Announce a wait time so that each student can think about the answer. When they answer, “water,” tell the students that they are going to learn about how a town provides water for the citizens.
3. Draw three columns on the chalkboard. Label each column as follows: Home Use of Water, Commercial and Services Use of water, Town Business Use of Water.
4. Brainstorm items that belong in each category. A few ideas include:
  - Home Use: showers, dishwasher, washing machines, drinking, cooking, cleaning, lawn sprinkling, watering plants, and washing cars
  - Commercial and Services Use: cleaning buildings, washing windows, large dishwashers and drinking fountains in schools and restaurants, laundries, large amounts of water in industry
  - Town Business Use: Swimming pools, street sweeping, water for putting out fires, cleaning government buildings like City Hall, watering grass and plants in parks, drinking fountains

Keep the list visible for students to consult when constructing their pages.

5. Tell students that they are going to make a big book about ways towns get water and ways people use the water towns provide. There are ten pages to make. Students can work in pairs to make one page. Students follow the instructions for each page. They can illustrate their pages using ideas from the handout titled “Possible Pictures to Copy for Your Water Book,” pictures from magazines, newspapers, or their imaginations.
6. After students have constructed their pages, students show and explain their pages to the rest of the class in order of their appearance in the book:
  - Cover
  - Page 1 – Water Words
  - Page 2 – Water Sources for Some of Our Texas Towns (a Map)
  - Page 3 – Sources of Water for the Towns on the Map
  - Page 4 – Water Treatment Plant
  - Page 5 – Ways People of a Town Use Water at Home
  - Page 6 – Commercial and Services Use of Water
  - Page 7 – Town Business Use of Water
  - Page 8 – Ways to Conserve Water Inside Our Homes
  - Page 9 – Ways to Conserve Water Outside Our Homes
  - Page 10 – Ways Towns Require Citizens to Conserve Water
7. After students have explained their pages, stack the book in order, punch holes in the pages and bind it with a ribbon or string. Ask the students what they would like to do with their book. They could share it with other classes, place it on display in the classroom for visitors to read, place it on display in the school library, or any other feasible possibility.

**Evaluation:** Students write a paragraph on the topic “Our Town and Our Water.” Students include how a town provides and treats water, how people in a town use water, and how people conserve water.