

## Activity 2: Seeing Watersheds

1. Students work in pairs to do activities from *Project Wet's* "Seeing Watersheds" unit (p. 187–202).

### Parts of a watershed

#### "Main Stem and Tributaries" sheet

- Point out the main stem and the ocean into which it flows.
- Show figure 2 and ask student what the stream are called that flow into the main stem (primary tributaries).
- Show figure 3. Tell students the additional streams are secondary tributaries.

### Naming a Watershed

- In lab groups, ask students to study Student Handout—Mississippi Watersheds.
- Based on their examination of the map, ask the how they think watersheds are named. (For the main stem or river in the watershed.)

### Part 1

- Divide students into pairs. Give each the Student Handout—Blue River Watershed.
- Ask students to color the main stem of the river blue. What flows into the Blue River (Tributaries).
- Have students identify the four tributaries flowing into the Blue River and color them blue.
- Ask students to place a blue dot at the beginning of the main stem, and the four primary tributaries and the smaller, secondary tributaries.

- Begin with “Start Here” and connect the blue dots created.
- Discuss how everything inside the line created by connecting the dots is the Blue River Watershed. Ask them what’s inside the watershed (land, air, surface and ground water, plants and animals, mountains and deserts, cities, and farms and people, including their stories and traditions).

#### Part 2

- Now give each pair of students Student Handout—Four Rivers. Tell them they will draw the ridgelines between each watershed.
- Ask them to color the main stem of each river based on its name—blue, red, green and orange.
- Then have them color the primary and secondary tributaries the same color as the main stem.
- The headwaters (highest point/origination point) of each of the four watersheds’ main stem are labeled on the Student Handout with the letters HW. Water travels downslope from headwaters and tributaries to the main stem of the river.
- Ask students to place a dot slightly above the end of each tributary for each of the four watersheds on the Student Handout.
- Starting at the large dots near the edge of the Student Handout “Start Here” ask students to draw a line connecting their dots. Tell them not to cross any tributary or main stem lines. There is only one boundary line between each watershed. This line indicates the ridgeline that separates each watershed.
- Ask the students 1) How many watersheds did you outline (four); 2) What do the watersheds share (boundary or ridgelines); 3) What is the name of each

watershed? Orange River Watershed, Red River Watershed, Blue River Watershed, Green River Watershed—watersheds are named after the main stem or river.

- What is found within each of the watershed boundary lines? Land, air, surface and ground water, plants and animals, mountains and deserts, cities and farms and people.
- What is the lowest point for each watershed? The main stem/mouth of the river.

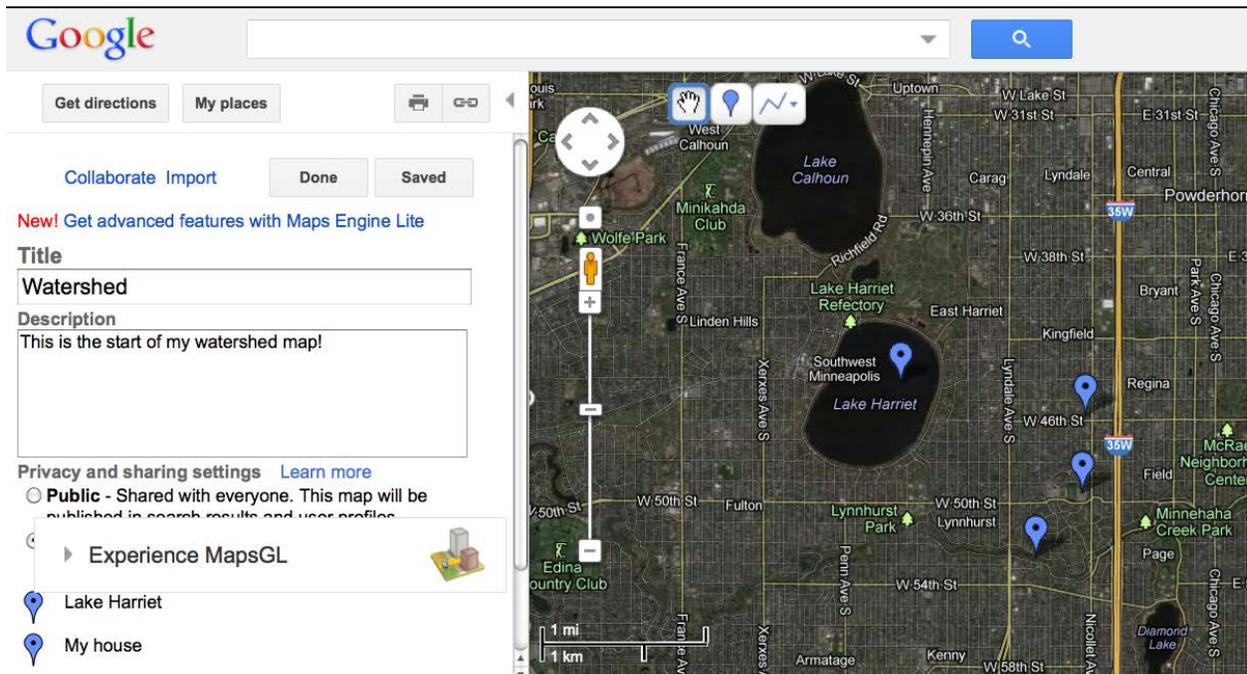
### **OPTIONAL—GOOGLE MAPS**

Class works collectively with teacher to use Google Maps to start a map of their Watershed—The Minnehaha Creek Watershed.

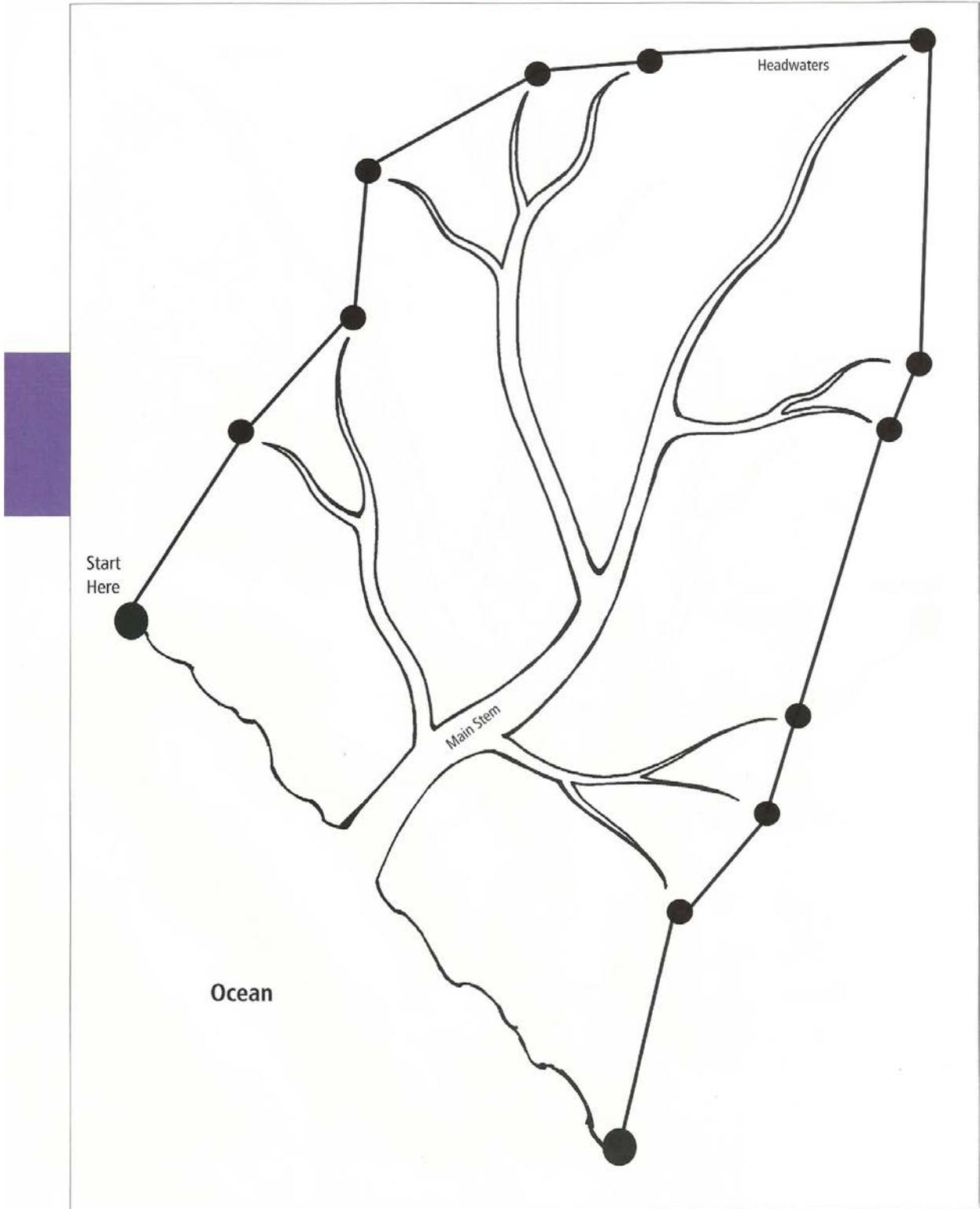
Launch Google My Maps on your whiteboard, work together to mark:

- Kenwood Elementary School
- Now mark the body of water that is closest to school.
- The body of water is surrounded by higher ground that causes rain water to flow into it because of gravity. Find the hill or high ground. Mark it on the map.
- Human beings interact with nature. Examples of how humans interact with nature are dams, landings, docks, parks, etc. Mark a place on the map where you know human beings interact with this body of water.

This is the basic map your class will use for the project.



*Sample Personalized Watershed Google Map with markers for home, their school, Lake Harriet, and Minnehaha Creek (created using Google Maps).*



Four Rivers [Student Handout, *Project Wet*, p. 197]

