

Lesson 2

How Is Water Shared?

Key Idea

Water comes to you through canals and pipes from storage reservoirs, underground wells, streams and rivers.

Activity

Students will learn the sources of water and how water arrives at their homes and school.

Materials

Map of Arizona showing surface water sources- rivers, reservoirs and the Central Arizona Project. (A map is enclosed with this activity. You will need to enlarge it.)

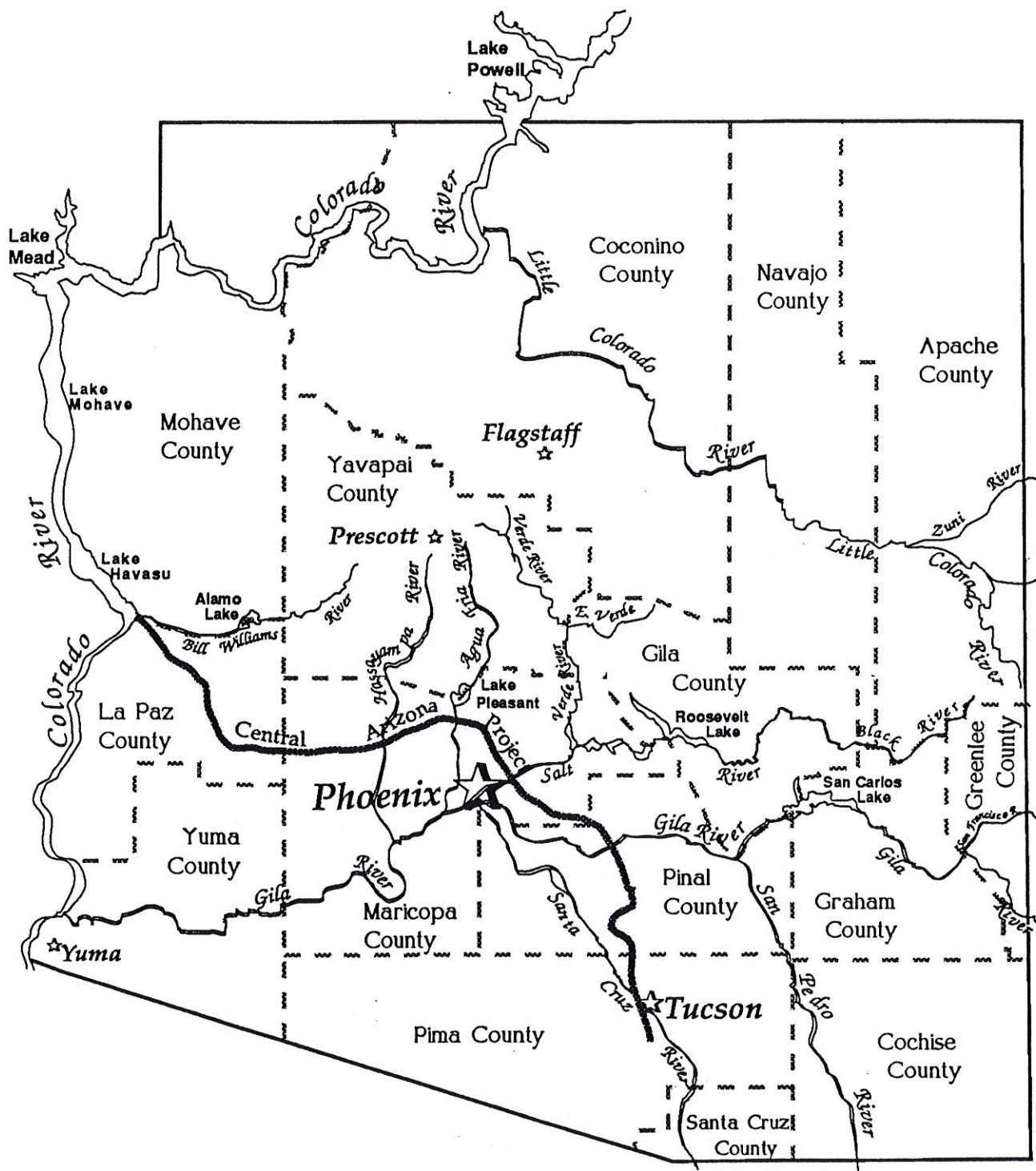
Procedure

- 1** Display the map in the front of the classroom and explain that it shows where water is located on the surface in Arizona. In front of the children, use markers or crayons to color:
 - rivers - blue
 - reservoirs/man-made lakes - green
 - CAP canal - red

Ask: How does water from so far away reach your home or school?
- 2** Using the map, explain that this is a map of Arizona's surface water resources. The green areas are man-made lakes and the blue lines are rivers.

Ask: Which can you locate?
- 3** In Arizona, dams have been built across rivers to catch and store water in reservoirs and to protect us from floods. Dams create man-made lakes that are also used for boating, fishing and swimming. Ask: Have you ever visited one of these lakes? Can you find it on the map?

Rivers and CAP in Arizona



Procedure
(cont.)

- 4** Many communities in Arizona get their water from the ground. This is called groundwater. Wells, pumps and pipes carry groundwater to homes, businesses and farms. Central and Southern Arizona get groundwater and surface water. The Central Arizona Project is a 336 mile long water conveyance system that brings Colorado River water from Lake Havasu on the Colorado River into communities like Phoenix, Casa Grande and Tucson. Ask: Where does the water come from for your school, town or home?

Extension

Students will study the school's water system and learn ways of using less water.

A sample bar graph for school and home water use is needed.

If possible, the principle and/or custodian might visit the class to describe the school water system. The children will want to know how much water the school uses in a day, a week, a month, what it costs, and where the water comes from (source of water).

Discuss with the children ways of using less water at school; for instance, stopping leaky faucets and other leaky water fixtures.

Make a class bar graph showing use of different school water outlets. (Two water use charts are enclosed.) Each time a child uses a different outlet, he/she colors a square of the graph. After a week discuss the class graph. Ask:

- Which outlets are used most? Least?
- Which use the most water? Least?
- Where is water wasted?
- How can we save water? (e.g., installing a shower head that saves water)

You may wish to duplicate the bar graph for home water "detective" recording.

Extension
(cont.)

Water Use Survey - School

	1	2	3	4	5	6	7	8	9	10	11	12
SINK												
TOILET												
WATER FOUNTAIN												
OTHER												

Water Use Survey - Home

	1	2	3	4	5	6	7	8	9	10	11	12
SINK												
TOILET												
BATH												
SHOWER												
DISHWASHER												
WASHING MACHINE												
HOSE/SPRINKLER												
OTHER												