

Michigan's River Brochure

WebQuest Description: Students will research a Michigan River of their choice to learn the basic characteristics of their river. Students will also learn the dynamics of water movement and how the chosen river is impacted by land use decisions.

Grade Level: 6-8

Curriculum: Science

Keywords: land use, point source pollution, non point source pollution, soil erosion,deposition, watershed, input, output, runoff, best management practices (BMPs)

Published On:

Last Modified: 2015-04-01 11:14:30

WebQuest URL: <http://zunal.com/webquest.php?w=278207>

Introduction

Your River's Water Learning Targets:--Describe a particular river's features along with its potential to flood or dry up--Describe the dynamics of water movement (input & output) in relation to a particular river in Michigan--Identify a river's point and non-point sources of water pollution.-- Explain how various land uses can affect water quality of a particular river in Michigan.-- Identify specific pollutants and their effects on water quality.-- Suggest management practices to reduce water pollution in from water or land activities.

Process

Performance Task: You will be creating a brochure for a particular river located here in MichiganComputer class time (3 days)--- Any time needed otherwise will be homeworkDue Date - April 20th - MondayStep 1 - You first must become familiar with the vocabulary you will be using to complete the taskCome up and get a handout that has other terms besides ones you already have on your vocabulary page. Use your textbook and or online resources to define or describe each.an extra term --Land Use ways that the land is used by humans. For this term & definition, draw a concept map with the term and definition in the center of the sheet, then types and examples from below radiating outward. Types : residential (homes, apartments), agriculture (growing crops and raising livestock), business and industry (restaurants, stores, hotels, factories) recreation (motorized and non-motorized activities such as hiking, picnics, camping, hunting, snowmobiling, dune buggs), mining, and transportation (cars, trains)Step 2 - Next choose a river you would be interested in researching . On the sheet write your river name on the line . Then come up and show me your completed vocab sheet and chosen river name.Step 3 - Now you are to research your river(a few sites below to help you get started)to find the following information:a. Location of your river and how far it is from Grand Blanc (time and distance) cities the river flows throughb. Specific features of your river length, shallowest, deepest or average depth if possible, overall shape, general speed (relative to other Michigan rivers such as "fast moving") of water and direction it flowsc. Average temperature of the river's water or seasonal temps.- If you cannot find the water's temperature then use the temperatures of the areas in which the river runs through but make sure you indicate that.d. Inputs (headwaters) and Outputs (downriver, mouth,) of the river. What larger watershed it is part of. Land uses along the river that has an impact on the riverf. Activities humans use the river for - both for recreation and economicg. Identified pollutants in the river -nonpoint source and point sourceh.Concerns or problems with river due to human impact (based on information gained from e. f. & g.)i. Ways or actions that are or can be taken to reduce negative human impact on the river (BMP)You are now ready for the Product/Outcome section - Click on that tab to the left to begin making your brochure

Tasks

Your final product will be a brochure- which you will share with others peers and adults- It may be the typical 3-fold type or your may be creative and produce something different - Just pass it by me first before you start making it - You may use Microsoft Publisher on the Desktop, links near the bottom of this page or any site you find and like. First take the time to organize your material and figure out how you will best display it1. River Name and Nicknames (if any) on front of Brochure2. The information you gained from your research (refer to step 3 in "Process" tab)3. Graphics (pictures)a. River location identified on a map and in relation to Grand Blancb. Actual riverc. Any 5 of the following: Use of river for human economics;(May choose this 2 times) Use of river for human recreation;(May choose this 2 times) Other species besides humans that use the river and for what Human recreational land use along the river;(May choose this 2 times) Human nonrecreational land use along river;(May choose this 2 times) An actual tourist attraction associated with river Be sure that your graphics are representative or realistic of your river - if

you can find actual pictures from your river showing any of the above features then even better!! Sources on back of brochure from where you obtained the data & graphics: Your full Name

Evaluation

You will be evaluated according to the rubric below...

Category and Score	0	1	2	3	Score
Individual Questions	Questions have not been turned in	Some questions are not answered	Questions are all answered but some are incorrect	Questions are answered and all information is correct	
Poster Organization	The poster is missing key components of the carbon cycle and does not include connections to human activity	The carbon cycle is complete with a few human connections, but the information is unorganized	The information and human connections are organized but some labels are missing	The information is nicely organized and properly labeled, and there are many meaningful connections to human activity	
Reflection	The reflection has not been turned in	The reflection includes less than three effects of global warming	The reflection includes at least three logical effects of global warming but does not include explanations	The reflection includes at least three logical effects of global warming with explanations for each	
Work Ethic	The entire group had trouble remaining on task	Some members were off task resulting in an uneven distribution of work	All group members worked well with only a few distractions	All group members were on task for the entire class period	
				Total Score	

Conclusion

Lesson Closure:- Is it true that 'we all livedownstream'?- What activities in and along a river are you personally a part of ?- How could your neighbor's activities be affecting you?- Who is in charge of looking for water pollution in our watershed?

Teacher Page

Standards

Credits

Other

2014 Think It... Win It... Share It... Essay Facebook Contest Ms. Locher will be having students write essay to satisfy requirements. Teachers will vote on best idea and evaluate probability of success. One essay will be chosen/submitted on behalf of Team 7 and sent in for the Contest. We will promote Facebook "likes" and win for Team 7...