***Social Studies**

Water Geography

"All the water there is, is all the water there was, and all the water there will be.*" What an intriguing statement. To think the water we have is all the water we have! Just where is it around the world?
(* Derived from Steven Van Matre, scientist, quote)

Kentucky Social Studies
Geography (2.19) Grades K-3
Waters of the World
Academic Expectations:
2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Ohio Social Studies Standards: Geography
Waters of the World
Benchmark(s) Grade K-2
A. Identify the location of the state of Ohio, the United States, the continents, and oceans on maps, globes, and other geographic representations.
B. Identify physical and human features of places.
Grade 3
A. Use map elements of coordinates to locate physical and human features of North America.
B. Identify the physical and human characteristics of places and regions in North America.

Objective

Students will:

- Explore local waters and waters of the world—creeks, ponds, lakes, rivers, oceans.

Assessment

Students will be able to:

- Distinguish between land and water.
- Distinguish between and recognize oceans, lakes, rivers, creeks, ponds.
- Identify the geographical representations of specific bodies of water as depicted on maps and globes, etc.

Sample selected response items to gauge student understanding.

1. Complete this sentence. A globe is _____.
   Answer: A ball shape on which is drawn a map of the earth; round map/representation of the earth.
2. Why is water important?
   Answer: e.g., water nourishes our bodies, helps trees and plants grow, provides living environments for some animals, etc.
3. Tell all you know about water.
   Answer: Individual student response. Emphasis on the properties of water, where found, how used, etc.

Vocabulary

- Bodies of water—creek, pond, lake, river, ocean
- Globe
- Map

Materials

- Globes
- Maps
- Photographs, including aerial
- 3-D models of bodies of water (optional)
- Drawing paper and drawing tools

Activity

Water All Around

Teacher will:

1. Introduce to students, the statement, **"All the water there is, is all the water there is"** (Steven Van Matre, scientist). Have students to think about what the statement could mean.
2. Facilitate discussion as to what is water, where it comes from, and where it is found on the planet, Earth. Sort out student responses to reflect factual information. Emphasis of activity is on the physical property of water, how it is formed (weather factors) and its local and global location in the form of creeks, ponds, lakes, rivers, and oceans.
3. Reflect with students on the production of *Noah's Ark*, to consider Noah's dilemma with water—the flood, and lots of it. Have students reflect on the source of the water (rain) and the likelihood of where the water finally settled—oceans, rivers, lakes, ponds, creeks.
4. Introduce the following terms-- creek, pond, lake, river, and ocean as "bodies of water"—where rain water is collected and naturally held. Introduce their defining properties.
5. Present a globe, map, photographs and 3-D models with representation of bodies of water. Allow students to explore and discuss how water is rendered on those items. Have students also observe where water is found throughout the world as indicated on a globe or map.
6. Have students think about local bodies of water near, or in their community and homes. Students will render drawings of the water sources to simulate a globe, map or aerial photograph.
7. Post students' renderings for whole class viewing. Have students observe similarities in the renderings and decide if certain information needs to be included to understand the representation of water on globes, maps, etc.
8. Conclude with students' brainstorming where they think the waters of Noah's flood finally settled and exist in present day.