

Lesson Two (Middle School): Power of Water

Instructions:

Your facilitator has initiated this lesson through a discussion topic (post) on the group page. In this lesson you will respond in writing to several prompts (questions). Write your responses in a Word document and submit the document by attaching it with a reply to the facilitator's post.

In this activity, you will get a chance to view a middle school teacher in New Braunfels, Texas, Stef Paramoure, as she teaches four lessons about watersheds. The strategies she uses can be used in any context. Click on the [Stef Paramoure Profile](#) to learn more about Stef.

DAY ONE: WHAT IS A WATERSHED?

- Next, work your way through the Power of Water video, section by section. First watch the segment from Stef's first lesson, in which she introduces the concept of watersheds to her students. It begins with the title sequence and ends when the words "Day Two: Watershed Models and Demonstration" appears on the screen. As you view the segment, watch for the strategies that she uses to introduce the concept of watersheds.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 1. What did you like most and least about the lesson? Why?
 2. Did you see any strategies that you currently use in your own classrooms? Which ones?
 3. Were there any strategies used that you would like to use in your classrooms? Which ones?
 4. What other strategies could be used to introduce students to watersheds?

DAY TWO: WATERSHED MODEL AND DEMONSTRATION

- Now watch the second segment of Power of Water, which focuses Stef's second lesson, featuring a guest speaker who will use a lab model to consider the impact of humans on the watershed. It begins when the words "Day Two: Watershed Model and Demonstration" appear on the screen and ends when the words "Topography and Watersheds" appear on the screen. As you view the segment, watch for the strategies that Stef uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 1. What do you see as the instructional advantages of using a guest speaker in the classroom?
 2. Was Stef actively engaged in the lesson, while the guest speaker was present? What makes you say so?

3. What strategies did Stef and the guest speaker use to keep the students actively engaged in the lesson using the lab model?
4. What are some other ideas that could be used to keep students actively engaged with the lab model?
5. Did the lesson achieve its goal of demonstrating to students the impact of humans on a watershed? Why or why not?

DAY THREE: TOPOGRAPHY AND WATERSHEDS

- Now watch the third segment of *Power of Water*, in which students test predictions about how topographic features affect water flow in a watershed and then apply what they have learned to make decisions about environmental issues. It begins when the words “Topography and Watersheds” appear on the screen and ends when the words “Day Four: Follow-Up Activity” appear on the screen. As you view the segment, watch for the strategies that Stef uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 1. How did the use of the Wallwisher activity contribute to student learning?
 2. How could you use the approach of having students make and test predictions in your classroom?
 3. What did you find interesting about how Stef had the students apply what they had learned in the previous classes to environmental issues?
 4. Suggest other ways that Stef could have had students apply what they learned in the previous lessons to environmental issues.

DAY FOUR: FOLLOW-UP ACTIVITY

- Now watch the fourth segment of *Power of Water*, in which students create public service announcements reflecting what they learned about watersheds. It begins when the words “Day Four: Follow-Up Activity” appear on the screen and ends when the credits appear. As you view the segment, watch for the strategies that Stef uses.
- After you have viewed the segment, submit your responses to the following prompts to your facilitator.
 1. What instructional purpose does having students create public service announcements serve?
 2. How else might you serve the same purpose in the classroom?
 3. What do you see as the instructional advantages and disadvantages of using the PSA approach?

You can learn more about teaching about watersheds by visiting the project web site at http://geoteach.org/teacher_resources/index.php.

The complete teacher guide for Stef's lessons appears on the project web site at http://geoteach.org/teacher_resources/index.php.