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San Bernardino County  
Superintendent of Schools  
*Transforming lives through educ*



**Wednesday, June 10**  
**1:00pm**

**California's Water, "We All Live in a Watershed"**  
**4<sup>th</sup> – 8<sup>th</sup> grades.**

Everyone lives in a watershed. We rely on watersheds for drinking water, hydroelectric power and recreation, and of course flora and fauna call them home. Travel to a key watershed to find out how watersheds are managed and protected.

**After watching this episode, choose from the following questions and/or tasks to extend your learning**

**Question Box 1**

- What is a watershed?
- Explain how all residents of California live in a watershed.
- Why is water always on a journey? What is the top of water's destination? What is water's final destination?
- Where do the "fingers" of a watershed begin?
- What is soil's importance to a healthy watershed?
- What is the source of a watershed?
- What do many fingers make when they join together?
- Why is it important to protect and preserve watersheds?
- Name the agencies that work together to preserve the watershed and lands around it. What is the responsibility of each agency?
- What are potential dangers to the watershed?
- What is a flume, a ditch, and an aqueduct? Why were these built? By whom? Explain the change over time as to the purpose of flumes and ditches?
- How has the attitude toward water changed over time?

**Question Box 2**

- Think of all the ways you use water. Think about how far that water has traveled before it comes to you.
- Think about easy to preserve and protect water?
- How do you feel about this program? What parts of it do you particularly like?
- How much did you know about the subject before the show started?
- How do you feel about this TV show?
- What the one thing you particularly want people to notice when they watch this TV program?
- Now that it's over, what are my first thoughts about this overall project? Are they mostly positive or negative?

***Continued on the next page...***

### **Box 3 (Tasks)**

- Define “watershed”.
- Draw a map of the watershed you are part of.
- Take a virtual field trip of Hoover Dam: [Experience Hoover Dam in Virtual Reality](#).
- Learn more about Hydroelectric facilities using the link below as a resource:  
[https://www.usgs.gov/special-topic/water-science-school/science/hydroelectric-power-how-it-works?qt-science\\_center\\_objects=0#qt-science\\_center\\_objects](https://www.usgs.gov/special-topic/water-science-school/science/hydroelectric-power-how-it-works?qt-science_center_objects=0#qt-science_center_objects)
- Take notes on new information learned from the field trip and the above website.
- Use your notes and create a visual poster (no words/pictures only) to link information about watershed, hydroelectric plants and Hoover Dam.

### **Box 4 (Enrichment)**

- Per the video, how are watersheds managed and protected.
- Define “hydroelectric power” and describe a hydroelectric power plant.
- Compare and contrast the Western Sierra watershed and the Eastern Sierra watershed.

### **Box 5 (Extend/Real-Life)**

- Explore this website to find more ways to conserve water  
<http://www.bewaterwise.com/toolkit.html?>
- Review with your family and share how you might conserve water in your home.
- Research and describe with evidence what we put in our trash affects our water supply.