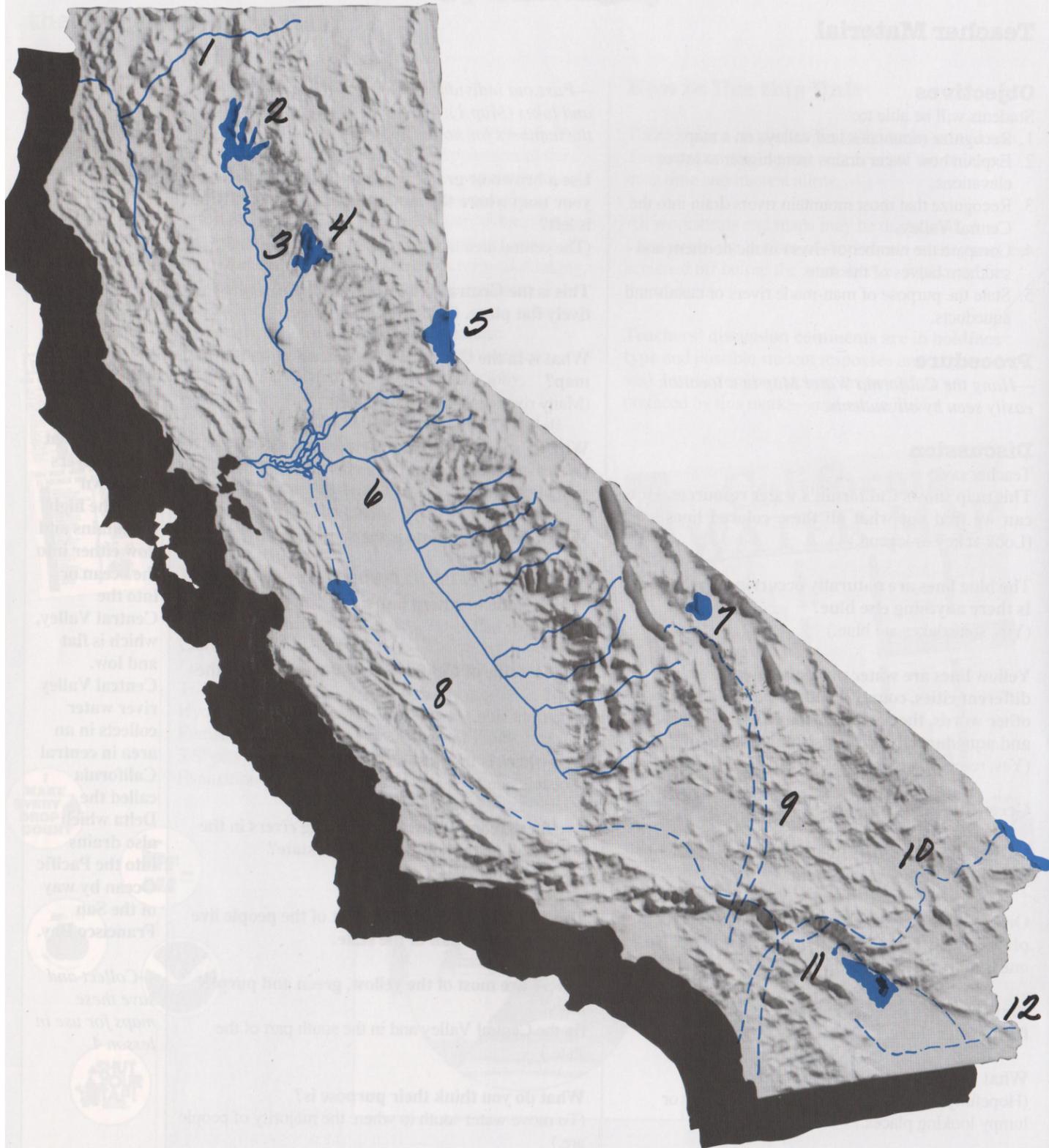


# The California Water Story

Upper Elementary Unit Grades 4-6



# Map 1



# Worksheet: Lesson 1 California's Geography



1. Where are most of the mountains in California located?

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2. Where is the Central Valley of California located?

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3. On the "California Water Map," what do the colored lines represent?

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4. Where do most of the mountain rivers drain into?

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5. Are more rivers in the northern or southern half of California?

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6. What is the purpose of the man-made rivers, canals and aqueducts?

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## Answers

1. Most of the mountains in California are located around the edges, on the north, south, east and west sides of the state.

2. The Central Valley of California is located in the center or middle of the state.

3. The colored lines on the "California Water Map" represent rivers, canals and aqueducts, or natural and man-made rivers.

4. Most of the mountain rivers drain into the Central Valley.

5. There are more rivers in the northern half of California.

6. The purpose of the man-made rivers, canals and aqueducts is to bring water to places where there isn't much water, like the San Joaquin Valley and southern California.



# Worksheet: Lesson 4

## Using California's Water



I. Fill in the names of the numbered water bodies on your map next to the numbers below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

II. Rivers flow downhill until they run into another river, the ocean, or an inland low area like the Salton Sea.

Which direction (north, south, east or west) do the following rivers or aqueducts flow?

3. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
13. \_\_\_\_\_

(This is tricky.)

### Answers

- I. 1. Klamath River
2. Lake Shasta
3. Sacramento River
4. Lake Oroville
5. Lake Tahoe
6. Sacramento-San Joaquin Delta
7. San Joaquin River
8. California Aqueduct

9. Mono Lake
10. Los Angeles Aqueducts
11. Colorado River Aqueduct
12. Salton Sea
13. All-American Canal
- II. 3. South
7. North
8. South

III. More questions:

1. Both #3 and #6 flow into a low marshy area that empties into San Francisco Bay. This is called the: \_\_\_\_\_
2. Which river is a "Wild and Scenic" river? \_\_\_\_\_
3. What two aqueducts carry water from northern California to southern California? \_\_\_\_\_
4. The Coachella Valley is a big agricultural area close to the Salton Sea. Some of its water comes from a large ground water basin. What canal supplies additional water? \_\_\_\_\_
5. Land with lots of rivers flowing through it is usually good farm land. Where do you think California's best farm land is? \_\_\_\_\_

13. West
- III. 1. Sacramento-San Joaquin Delta
2. #1—Klamath River
3. #8—California Aqueduct and #10—Los Angeles Aqueducts
4. #13—the All-American Canal which is supplied by the Colorado River
5. The Central Valley

# Lesson 5:

## Personal Water Conservation

### Teacher Information

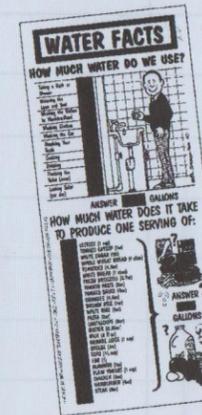
#### Objectives

Students will be able to:

1. Become aware of the amount of water used in daily activities at home.
2. Keep a record of their personal water use.
3. List at least four ways in which water can be conserved.
4. Make a chart and graph to illustrate the amount of water used.

#### Procedure

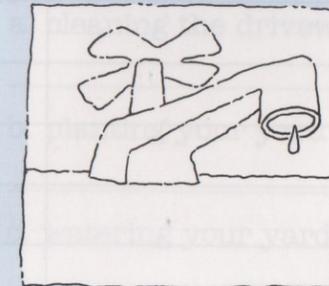
—Using the "Water Fact" slide card, ask students to make guesses about the amount of water required for different activities. Where a range of values is listed, use the upper figure for this part of the exercise. Pass out the chart and graph sheet.



#### Discussion

Teacher says:

Now you are going to be water detectives. Use this list to keep track of how much water is used in your home for a day. Each time one of the activities happens, put a mark next to it. It's hard to know everything that goes on at home, but try to be as accurate as you can.

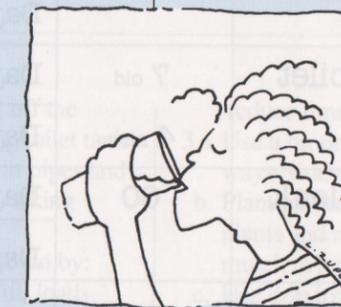


—When the students come in with their lists, have them multiply the number of marks by the number of gallons for that activity and list the total. Use a calculator to total the number of gallons for each activity for the whole class and the class total for all activities. Have students list these class totals on their charts.

—Ask students to suggest ways that water could be saved at home. List all suggestions on the board. (Samples: Turn off the faucet when you brush your teeth. Turn off the shower when you soap. Only wash full loads in the dishwasher and clothes washing machine.) Ask

students to copy the water-saving suggestions and take them home to talk over with their families.

The students now keep a record of another day with the family hopefully being more water conscious. Total the individual usage and the class usage as before. Now direct the students to graph the class water use totals for each activity. Use graph paper and set up axis as shown in diagram below chart. Have students decide how to number the left axis. Use two colors to represent the two days. Tell them not to forget to include a key.



—The worksheet can be used as a classroom assignment, with students working in groups or individually or as homework, with parental help.