



## Optional Supporting Lesson Plans for Grades 6-8

### Optional Lesson Plans for Teachers

These lesson plans support the H2O4U scholarship activity. They include information and resources specifically for teachers to be used in the classroom. The lessons are correlated to state standards.

### How do I enter my students in the scholarship drawing?

Although the H2O4U program can be used year-round, students who live in Maricopa, Pima or Pinal County and complete the activity by **March 26, 2010** can be entered in a scholarship drawing. There will be one middle school winner and one high school winner in each county (six total). In addition, the winners' schools will receive a new, state-of-the-art computer and flat screen monitor. Teachers who submit the most names will receive a gift card.

H2O4U steps:

1. Complete the lesson plans in the classroom ***Teaching the lesson plans is optional. All of the information needed for students to complete the assessment is included in that document.***
2. Have students complete the H2O4U assessment, all information needed to answer the 40 questions is included within the assessment (found at [www.caph2o4u.com/forteachers/msassessment](http://www.caph2o4u.com/forteachers/msassessment))
3. Have students' parents complete the parental consent form (found at [www.caph2o4u.com/forteachers/consentform](http://www.caph2o4u.com/forteachers/consentform))
4. Submit student names to CAP for scholarship drawing (**due by March 26, 2010**) (found at [www.caph2o4u.com/forteachers/submitnames](http://www.caph2o4u.com/forteachers/submitnames))

Submit a document containing each student name, school grade and county of residence. Please retain the completed consent forms, you do not need to send them to CAP. If any of your students is awarded a scholarship we will contact you to obtain parental contact information.

**The scholarship drawing will be held April 1, 2010.**

Please contact us with any questions. The online H2O4U contact form can be found at: [www.caph2o4u.com/contact-us](http://www.caph2o4u.com/contact-us)



## Optional Supporting Lesson Plans for Grades 6-8

### Lesson 1

#### Mission: Access Water—Colorado River

**Time:** 90-minutes

**Content Areas:** Science, Social Studies, Language Arts, Workplace Skills

#### Lesson Overview/Purpose

The purpose of this lesson is to introduce you to the how Arizona accesses one of its most critical and vital natural resources—water! During the first session, you will learn about the Colorado River Basin (CRB) the disputes that took place between the 1920s and 1970s between states regarding who should get to use water from the CRB. You will learn how those disputes were resolved and how Arizona benefited. Finally, you will learn about the Central Arizona Project, a comprehensive water delivery and conservation system, which was established to transport Arizona's allocation of Colorado River Basin water throughout Maricopa, Pinal, and Pima counties via the Central Arizona Project.

#### Objectives

At the end of the lesson you will be able to:

- Organize information using a tree map and create a timeline highlighting key dates and events regarding the history of the Colorado River Basin.
- Analyze and categorize components of the Central Arizona Project's water delivery system.

#### Vocabulary

- Acre Foot
- Agricultural
- Aqueduct
- Aquifer
- Basin
- Hydrology
- Municipal
- Percolate
- Recharge



## Optional Supporting Lesson Plans for Grades 6-8

### Online Resources

- CAP Videos and Photo Gallery: [www.cap-az.com/phototour](http://www.cap-az.com/phototour).
  - For videos, select “Video” from the bar on top and then scroll to the appropriate video number.
  - For photos, select “Photo Gallery”

### Supplies/Materials/Equipment

- Internet connection and computer
- Notebook for journal entries
- Handouts provided in the lesson

### Procedures

#### Step 1:

- Review key vocabulary that will be addressed in this lesson.

#### Step 2:

- Read part one of ***A Brief History of the Colorado River Basin***.
- Analyze the 1920s census data on the chart provided.
- Based on the data, think about how you would divide the 15 million acre-feet and record.

#### Step 3:

- Read part 2 of ***A Brief History of the Colorado River Basin***.
- Use a highlighter to identify each of the areas mentioned on the ***Colorado River Map***.

#### Step 4:

- Using the information in the passage and the ***Tree Map*** as a guide, create a ***Timeline*** depicting key events taking place during the following years, as part of the Colorado River Compact: 1922, 1928, 1935, 1944, and 1968.
- Draw a picture in the frame and use the blank line below each frame to write a brief caption identifying the event.



## Optional Supporting Lesson Plans for Grades 6-8

### Step 5:

- Go to the CAP website at [www.cap-az.com/phototour](http://www.cap-az.com/phototour)
- Select and watch video #11: Virtual Tour (10 minutes) and video #3: CAP Recharging Operations (5 minutes).
- Use the map on the next page to track parts of the Central Arizona Project's water delivery system highlighted in the videos.

### Step 6:

- Summarize your learning by responding to the following questions in your journal.
  - What were some reasons for the debate over the Colorado River water resource in the 1920s?
  - What factors did you consider when solving the problem?
  - How might the lack of water to the various states affect the quality of life? Water quality? Population density?
  - What might be some of the economic advantages for a state to have large quantities of water? Disadvantages?
  - Why did it take Arizona so long to sign the Compact?
  - What economic effects do you think the allocated water has had on each state, both positive and negative?
  - Based on the 2007 census data, do you think the water allocations had an effect on the population growth within each state, decades later? Explain your answer.
  - What is the main goal of the Central Arizona Project?
  - What is recharging? Why is it necessary?
  - Why do you think CAP banks almost a third of the water underground?



Optional Supporting Lesson Plans for Grades 6-8

**Lesson 1—Activity 1:** Review the key vocabulary that will be addressed in this lesson.

**Vocabulary List**

<b>Acre-Foot</b>	<b>a • cre-foot</b> <i>n</i>  1. The volume of water that would cover an area of one acre to a depth of one foot, equivalent to 1,244.5 cu. M/43,560 cu. ft.  2. The equivalent of 325,851.43 gallons
<b>Agricultural</b>	<b>ag • ri • cul • tur • al</b> <i>adj</i>  1. involving or relating to agriculture  2. with farming as the dominant way of life
<b>Aqueduct</b>	<b>aq • ue • duct</b> <i>n</i>  1. a pipe or channel for moving water to a lower level, often across a great distance  2. a structure in the form of a bridge that carries a canal across a valley or river
<b>Aquifer</b>	<b>aq • ui • fer</b> <i>n</i>  a layer of permeable rock, sand, or gravel through which groundwater flows, containing enough water to supply wells and springs
<b>Basin</b>	<b>ba • sin</b> <i>n</i>  1. a broad area of land drained by a single river and its tributaries, or draining into a lake 2. any depression in the Earth's surface that contains water 3. a bowl-shaped depression on land or on the ocean floor into which sediments may be deposited



Optional Supporting Lesson Plans for Grades 6-8

<b>Hydrology</b>	<b>hy • drol • o • gy</b> <i>n</i>  the scientific study of the properties, distribution, use, and circulation of the water of the earth and the atmosphere in all of its forms
<b>Percolate</b>	<b>per • co • late</b> <i>v</i>  1. vi to pass slowly through something or spread throughout a place
<b>Municipal</b>	<b>mu • nic • i • pal</b> <i>adj</i>  1. relating to a town, city, or region that has its own local government
<b>Recharge *</b>	<b>re • charge</b> <i>vt</i>  1. the addition of surface water to an aquifer.  2. natural recharge occurs when naturally occurring surface water infiltrates through the unsaturated zone (vadose zone) and is stored in an aquifer as groundwater.  3. artificial recharge is an engineered system (either natural or human designed system) designed to store surface water in an aquifer. Artificial recharge occurs in two ways: surface infiltration and direct injection.

Sources:

1. Encarta® World English Dictionary © 1999 Microsoft Corporation. Developed for Microsoft by Bloomsbury Publishing Plc.
2. CAP \*



## Optional Supporting Lesson Plans for Grades 6-8

**Lesson 1—Activity 2:** Read the following passage.

---

### **Part 1: A Brief History of the Colorado River Basin**

Located in the southwestern United States and northwestern Mexico, the Colorado River is 1,450 miles (2,330-kilometer) long with its headwaters in the Rocky Mountain National Park in north-central Colorado. The river is the primary source of water for a region that receives little annual rainfall. More than 1,000 years ago, Native Americans irrigated their crops with the waters from the river.

The Colorado River system, including the Colorado River, its **tributaries**, and the lands that these waters drain, is called the Colorado River Basin, or **watershed**. The Basin drains an area of 246,000 square miles (637,000 square kilometers), including parts of seven western U.S. states (Wyoming, Colorado, Utah, New Mexico, Nevada, Arizona, California) and Mexico. Three-fourths of the Colorado basin is federal land comprised of national forests, national parks, and Indian reservations. The drainage basin's total runoff is about 700 cubic meters (24,700 cubic feet) per second. It is the international boundary for 17 miles (27 kilometers) between Arizona and Mexico.

During the early 1900s, the states sharing the basin debated for shares of the Colorado River. In 1922, representatives from the seven states and the United States government created a compact allocating 15 million acre-feet to be shared by the states.

---

### **What would you do?**

- Take a look at the 1920s census data on the table on the next page.
- Based on the data, think about you would divide the 15 million acre-feet.
- Record your allocations for each state below.

Arizona:

California:

Colorado:

Nevada:

New Mexico:

Utah:

Wyoming:



Optional Supporting Lesson Plans for Grades 6-8

**1920s Census Data for the Seven Colorado River Basin States**

State	Statehood Year	Population 1920	Population 2007	Density* 1920	Density* 2007	Urban Residents 1920	Rural Residents 1920	Value of Crops ( per square acre)
Arizona	1912	334,162	6,338,755	2.9	45	35.2	64.8	\$102.49
California	1850	3,426,861	36,553,215	22.0	217	68.0	32.0	\$137.06
Colorado	1876	939,629	4,861,515	9.1	41	48.2	57.8	\$51.48
Nevada	1864	77,407	2,565,382	0.7	18	19.7	81.3	\$37.41
New Mexico	1912	360,350	1,969,915	2.9	15	18.0	82.0	\$48.74
Utah	1896	449,396	2,645,330	5.5	27	48.0	52.0	\$59.43
Wyoming	1890	194,402	522,830	2.0	5	29.5	70.5	\$30.76
United States	--	105,710,620	304,105,724	35.5	--	51.4	49.6	--

\* Number of Persons per Square Acre (population/square miles)

Source: U.S. Census Bureau



## Optional Supporting Lesson Plans for Grades 6-8

**Lesson 1—Activity 3:** Read the following passage. Use the *Colorado River Basin* map and the “tree map” to highlight key areas and information provided in the passage.

---

### **Part 2: A Brief History of the Colorado River Basin**

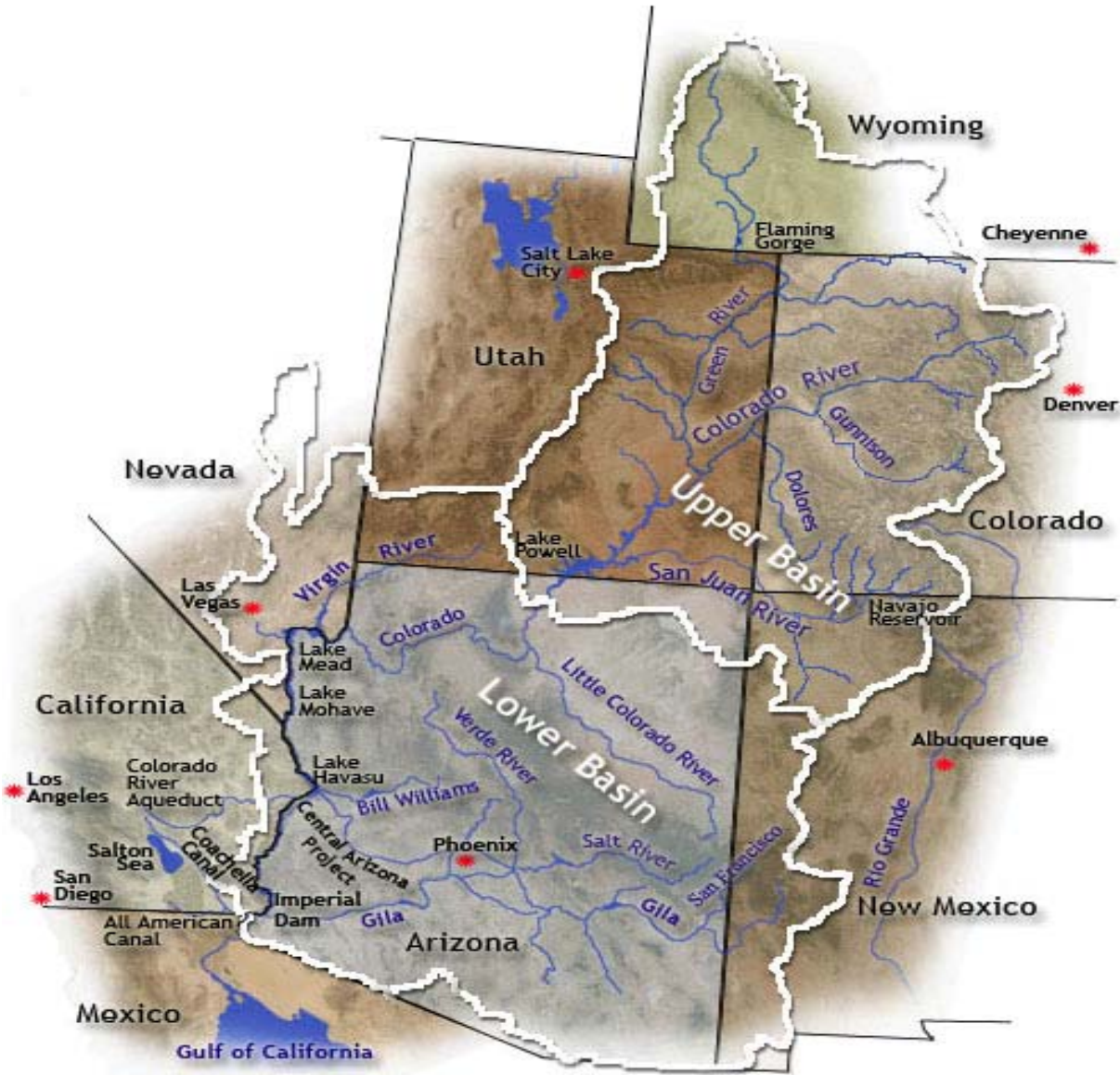
In 1922, representatives from the seven states and the U.S. government created the Colorado River Compact, which divided the states into upper and lower basins with an annual allocation of 7.5 million acre-feet to be split among the states within each basin.

Political and legal interstate disagreements ensued over the next 22 years, with Arizona being the last to sign the compact in 1944, ensuring a yearly allotment of 2.8 million acre-feet of water for the state. As part of the Boulder Canyon Project Act of 1928, California was provided with an annual allocation of 4.4 million acre-feet and Nevada with 300,000 acre-feet.

As a result of these Acts, various dams, lakes and aqueducts were formed with water feeding from the Colorado River Basin. Lake Mead a popular United States recreation site, located in the upper basin state of Utah, is created by the Hoover Dam, which holds Colorado River water as it exits the Grand Canyon. As the river travels south it meets the Central Arizona Project's (CAP) aqueduct and the Colorado River Aqueduct (CRA). The CAP aqueduct diverts water 336 miles east and then south from Lake Havasu to Tucson, while the CRA aqueduct diverts the river water 242 miles west across the Mojave and Colorado Deserts and south to the Salton Sea (an inland salt-water lake) in California.

Colorado, Utah, New Mexico, and Wyoming make up the four upper basin states. Colorado has the largest share of upper basin water allocation, with Utah at 23%, Wyoming at 14%, and New Mexico with 11.25%. The Big Thompson Project, located in Colorado stores, regulates, and diverts water from the Colorado River on the western slope of the Continental Divide to the eastern slope of the Rocky Mountains. The upper basin also encompasses the Navajo Indian Irrigation Project, situated in on part of the Navajo Indian Reservation located in Northwestern New Mexico. The Project, built by the U.S. Bureau of Reclamation, is used exclusively for Navajo lands on or next to the reservation.

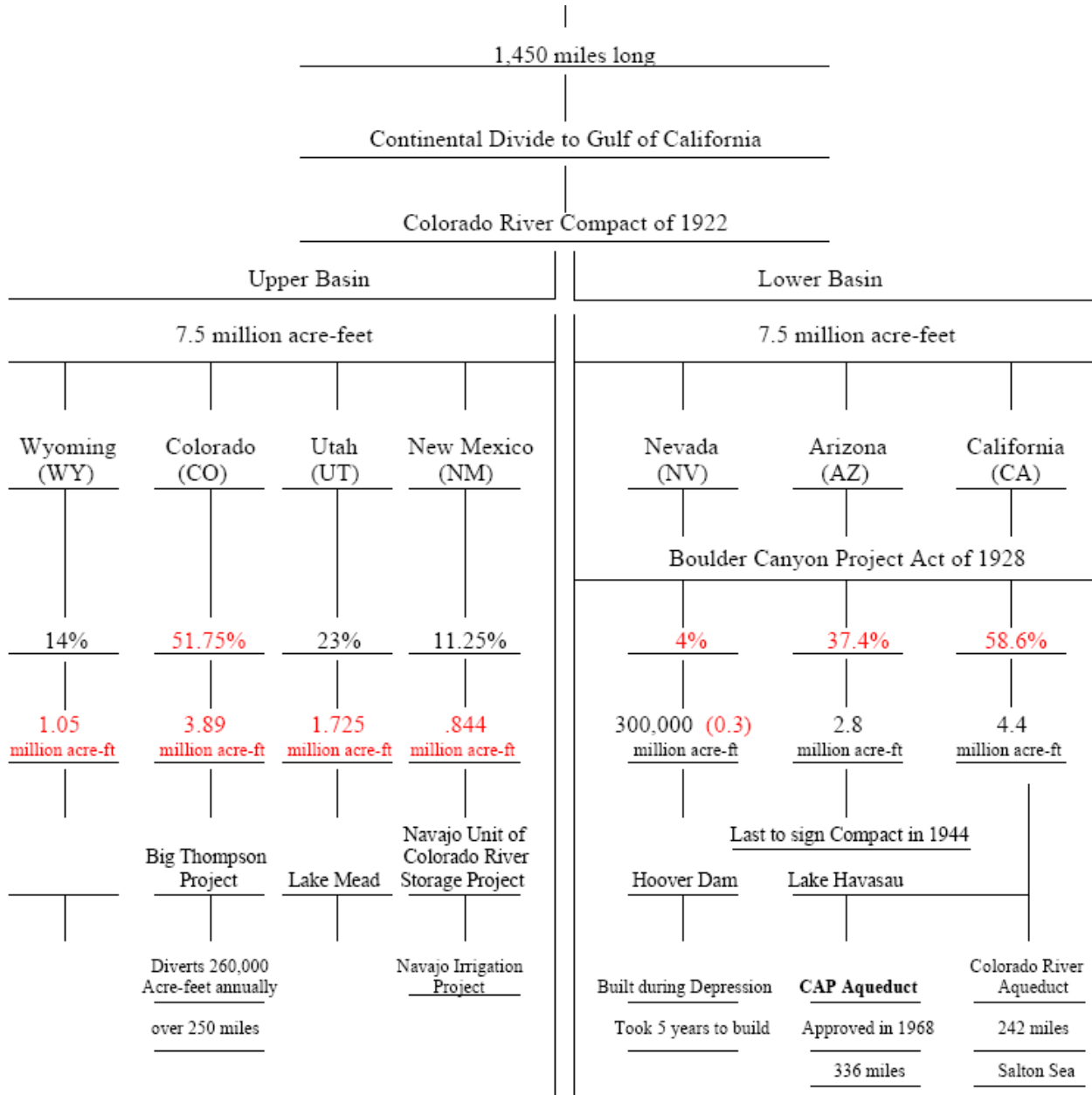
## Colorado River Basin Map





Optional Supporting Lesson Plans for Grades 6-8

### Colorado River Basin





Optional Supporting Lesson Plans for Grades 6-8

**Lesson 1—Activity 4:** Use the information in the passage and the “tree map” to create a timeline depicting and labeling key events in the history of the Colorado River Basin, using either the frames below or on a separate paper.

---

**1922**

A large, empty rounded rectangular frame with a black border, intended for a student to draw or write about the year 1922.

**1928**

A large, empty rounded rectangular frame with a black border, intended for a student to draw or write about the year 1928.

**1935**

A large, empty rounded rectangular frame with a black border, intended for a student to draw or write about the year 1935.

**1944**

A large, empty rounded rectangular frame with a black border, intended for a student to draw or write about the year 1944.

**1968**

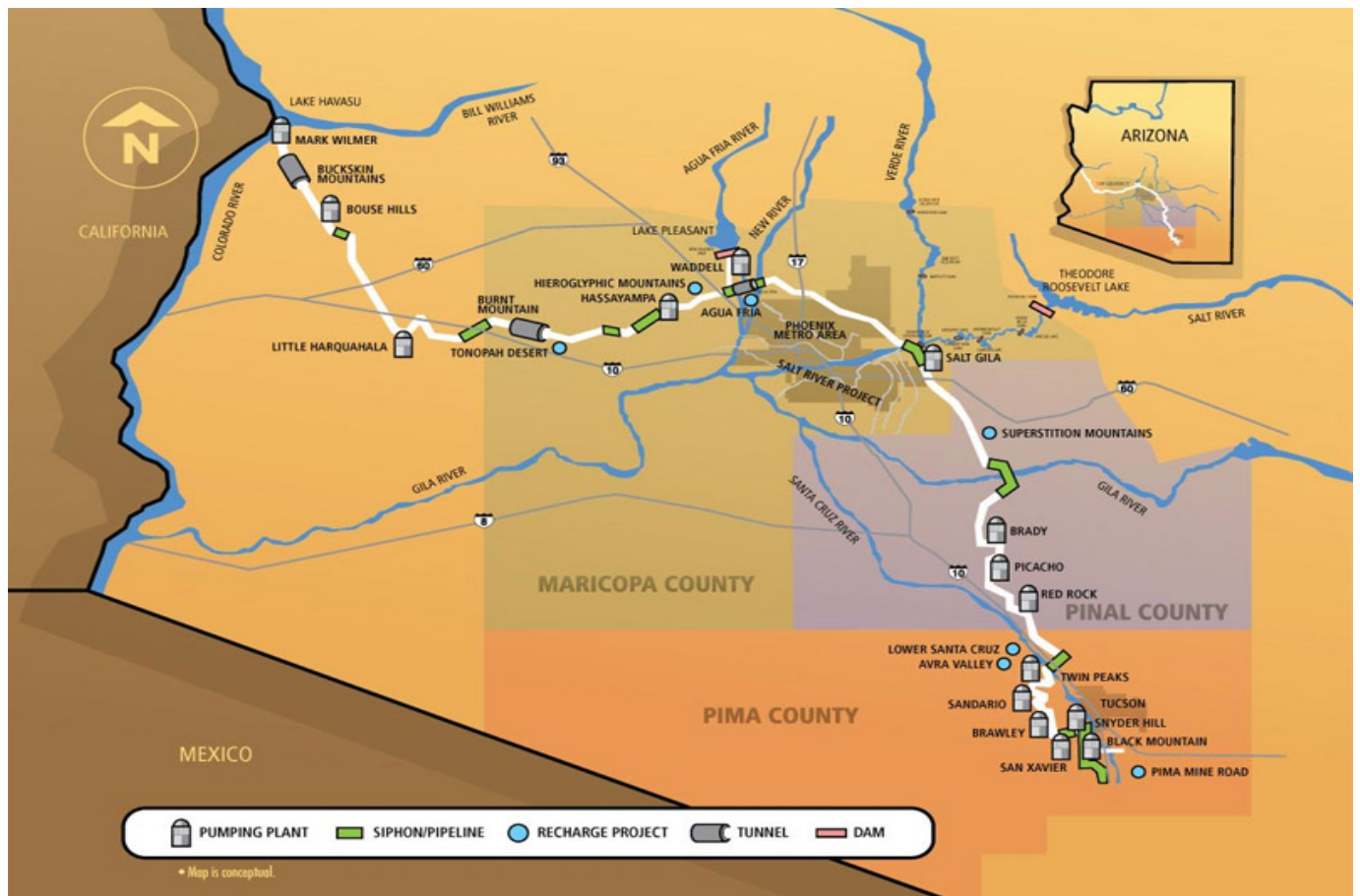
A large, empty rounded rectangular frame with a black border, intended for a student to draw or write about the year 1968.

**Today**

A large, empty rounded rectangular frame with a black border, intended for a student to draw or write about the current state of the Colorado River Basin.

**Lesson 1—Activity 5:** Go to the CAP website at [www.cap-az.com/phototour](http://www.cap-az.com/phototour). Select and watch video #11: Virtual Tour (10 minutes) and video #3: CAP Recharging Operations (5 minutes). Use the map on the next page to track parts of the Central Arizona Project's water delivery system highlighted in the videos.

### Central Arizona Project Water Delivery System Map





## Optional Supporting Lesson Plans for Grades 6-8

### Lesson 2

#### Mission: Water Conservation

**Time:** 50 minutes

**Content Areas:** Science, Social Studies, Language Arts, Workplace Skills

#### Lesson Overview/Purpose

The purpose of this lesson is to help you develop a greater understanding of water conservation and the role you play in conserving water. In the first session, you will be introduced to the natural, chemical, and technological methods CAP uses for conserving and augmenting water to ensure adequate supplies. During session two, you will work with your peers to identify ways to conserve water and develop a clever and fun way to present your ideas to the class.

#### Objectives

At the end to lesson you will be able to:

- Differentiate between natural, chemical, technological, and personal methods for conserving water.
- Identify ways that individuals can conserve water.
- Prepare and present a thought-provoking presentation to your peers, conveying how they can conserve water.

#### Vocabulary

- Augmentation
- Desalination
- Phreatophyte
- Tributary

#### Online Resources

- CAP Video: [www.cap-az.com/phototour](http://www.cap-az.com/phototour).
- <http://www.cagr.com/conservation/water-calculator/>
- Visit CAP Media Center or ***Climate Impacts on Water Supplies***



## Optional Supporting Lesson Plans for Grades 6-8

### Supplies/Materials/Equipment

- Internet connection and computer
- Notebook for journal entries
- Handouts provided in the lesson
- Poster board or chart paper

### Procedures

#### Step 1:

- Review key vocabulary for this lesson.

#### Step 2:

- Go to the CAP website: [www.cap-az.com/phototour](http://www.cap-az.com/phototour)
- Select and watch video #2: CRWUA Augmentation (9 minutes)

#### Step 3:

- Return to your vocabulary sheet and fill in the “Looks like” column.

#### Step 4:

- Using the **Conservation Methods Chart**, record and categorize the conservation methods identified in the video.
- Summarize what the strategy involves.
- Conduct an Internet search to identify ways the individuals can conserve water.
- Add some of the methods identified on your chart and summarize what it involves.

#### Step 5:

- Summarize your learning by creating a poster that conveys a message about water conservation. Identify the audience your poster will address.

#### Step 6:

- Record and answer the following questions in your journal.
  - What did you learn about CAP’s water conservation efforts?
  - Why does CAP want to conserve water and not just distribute it?



## Optional Supporting Lesson Plans for Grades 6-8

- What did you learn about your role in conserving water?
- Who do you think has the greatest responsibility when it comes to water conservation: individuals, government, businesses, or CAP?
- What role should government play in ensuring water conservation?



Optional Supporting Lesson Plans for Grades 6-8

**Lesson 2—Activity 1:** Review the key vocabulary that will be addressed in this lesson. Complete the “Looks like...” column after watching the video.

---

**Vocabulary List**

Word...	Means...	Looks like...
<b>Augmentation</b>	<b>aug•men•ta•tion</b> <i>v</i> Adding to something by taking from or using other sources	
<b>Desalination</b>	<b>de•sal•i•na•tion</b> <i>n</i> The process of removing salt from something, such as seawater or soil, by means of evaporation, freezing, reverse osmosis, ion exchange, or electro dialysis	
<b>Phreatophyte</b>	<b>phre•at•o•phyte</b> <i>adj</i> Removal of non-native plant species	



Optional Supporting Lesson Plans for Grades 6-8

<b>Tributary</b>	<b>trib•u•tar•y</b> <i>n</i>  Streams rivers, or glaciers that join larger streams, rivers, glaciers, or lakes	
------------------	--	--



## Optional Supporting Lesson Plans for Grades 6-8

**Lesson 2—Activity 2:** Use the chart below to record and categorize the conservation methods identified in the video and summarize what the strategy involves. Then, conduct and Internet search to identify ways the individuals can conserve water. Add some of the methods you learn about to your chart and summarize what it involves.

---

### Conservation Methods Chart

Conservation Method	M e c h a n i c a l	T e c h n o l o g i c a l	C h e m i c a l	P e r s o n a l	This involves...



Optional Supporting Lesson Plans for Grades 6-8




## Optional Supporting Lesson Plans for Grades 6-8

**Lesson 2—Activity 3:** Summarize your learning by creating a poster that will inform others about their role in conserving water. Select a target audience or the group would expect to view your poster. Use the space below to plan your poster and then draw it on poster board or chart paper.

---



## Optional Supporting Lesson Plans for Grades 6-8

### Lesson 3

#### Mission: Water Safety

**Time:** 50 minutes

**Content Areas:** Science, Social Studies, Language Arts, Workplace Skills

#### Lesson Overview/Purpose

In this lesson you will learn about canal safety. You will view how some people misuse the canals and surrounding areas. You will discuss the potentially dangerous consequences such activities present for both humans and animals. Then, you will work with a team to create a tagline and poster that teaches others about canal safety.

#### Objectives

At the end of the lesson you will be able to:

- Examine how misusing canals can present problems for both humans and animals.
- Discuss potential consequences for misuse of canals or the surrounding areas.
- Create a message for at a specific audience to teach them about canal safety.

#### Vocabulary

- Brochure
- Consequence
- Safeguard
- Tag Line

#### Online Resources

- CAP Video: [www.cap-az.com/phototour](http://www.cap-az.com/phototour)
- See example of canal safety poster at: <http://www.mercedid.org/educationforkids>
- See sample list of taglines at: <http://www.taglineguru.com/sloganlist.html>

#### Supplies/Materials/Equipment

- Internet connection and computer
- Notebook for journal entries
- Handouts provided in the lesson



## Optional Supporting Lesson Plans for Grades 6-8

### Procedures

#### Step 1:

- Review key vocabulary for this lesson.

#### Step 2:

- Go to the CAP website: [www.cap-az.com/phototour](http://www.cap-az.com/phototour)
- Select and watch video #4: Lands (12 minutes).

#### Step 3:

- Read the list of challenges that the CAP Lands Department has to address.
- Make a list of “things” people should and can do to safeguard the canals.

#### Step 4:

- Create a brochure that teaches others how to safeguard the canals.

#### Step 5:

- Record and answer the following questions in your journal.
  - What are some of the consequences for citizens not behaving responsibly around canals?
  - How can you help to safeguard the canals?
  - How can waste dumping be detrimental to the water?



Optional Supporting Lesson Plans for Grades 6-8

**Lesson 3—Activity 1:** Review the key vocabulary that will be addressed in this lesson.

---

**Vocabulary List**

<b>Brochure</b>	<b>bro•chure</b> <i>n</i>  A booklet or pamphlet that contains descriptive information or advertising
<b>Consequence</b>	<b>con•se•quence</b> <i>n</i>  1. something that follows as a result 2. the relation between a result and its cause  <b>con•se•quen•ces</b> <i>npl</i>  the unpleasant or difficult results of a previous action
<b>Safeguard</b>	<b>safe•guard</b> <i>n</i>  1. something intended to prevent undesirable consequences from happening, for example, a safety device or measure, or a proviso in a legal document 2. a document providing safe-conduct  <i>vt</i> to prevent something or somebody from being harmed, damaged, or lost
<b>Tagline</b>	<b>tag line</b> <i>n</i>  1. a phrase repeatedly used in connection with a person, organization, or product, especially in publicity



## Optional Supporting Lesson Plans for Grades 6-8

**Lesson 3—Activity 2:** Read CAP Canal Safety Challenges. Then, a list of “things” people should and can do to safeguard the canals in the space below.

---

### **CAP Canal Safety Challenges**

The Lands Department is responsible for managing all the properties owned and operated by CAP. Such properties include: remote, mountainous terrain; vast open deserts; farm and grazing lands; and suburban environments.

Originally constructed in rural areas, canals are now being surrounded by urban growth and development. This growth and development has presented the Lands Department with challenges, including:

- Trespassing
- Illegal dumping
- Off-road ATV
- Dust Control
- Target Shooting
- Graffiti
- Encroachments

### **Water Depth and Flow**

While the canal waters appear to be calm and dauntless, most people do not realize that the average depth of the CAP canals is 18 feet; the concrete sidewalls are steep and slippery; and flow rates run about 3,000 cubic feet per second or 2 miles per hour.

### **Vandalism/Theft**

CAP has installed security fencing around the canals to prevent entry into the hazardous area by both people and wildlife. When vandals cut the security fencing, it creates holes for small children and wildlife to enter the hazardous area.

Thieves and vandals will often cut through the security fencing to gain access to the canal. In the process they destroy or damage equipment or property. Theft often includes the removal of copper and other valuable metals.

Target shooting not only poses a safety hazard to those nearby the canal, but can also cause significant damage to equipment and other structures. Other common forms of vandalism include graffiti and stolen cars that have been dumped into the canal.



## Optional Supporting Lesson Plans for Grades 6-8

### **Trespassing**

This can often take the form of operating ATVs and motorcycles on the property. Such activity can cause major damage to area vegetation and cause significant dust pollution. CAP is responsible for maintaining dust pollution on the properties and can be penalized for violation, no matter what the cause.

### **Encroachments**

Some people mistake the chain link fencing for CAP's property boundary lines. Unfortunately, this often results in encroachments by developers and new homebuilders. Typical encroachments include: block walls, fences, driveways, walkways, and landscaping.

### **Illegal Dumping**

Often people will dump hazardous waste items, such as oil, paint, construction or landscaping debris, and industrial solvents. This creates a problem, as the chemicals can contaminate the water and are extremely costly to remove.

### **Trail Development**

CAP boundaries are can be located up to ½ mile away from the canal security fencing and about 10-20 feet away on the south or west side. The narrower boundary has been designated for walking and bike paths, and trails to be enjoyed by people residing near the canal. While CAP can facilitate the construction of these upgraded recreational areas, they do not have the legal authority to develop, secure, or maintain them. Developers must incorporate these recreational paths into their development plans, if agreed upon by the municipality. However, it must be decided who will be responsible for the maintenance and oversight of the areas before the developer can proceed with the plans. CAP can only make these agreements with another governmental agency. Often these are homeowners' associations.



## Optional Supporting Lesson Plans for Grades 6-8

**Lesson 3—Activity 3:** Summarize your learning by creating a brochure to educate others about the dangers of the canal and encourage them to behave appropriately when near canals. Use the space below to plan your brochure. (Note: Ask your teacher to show you some examples of brochures to help you get started).

---