Lesson Title: Where Does Water Go?

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Grade(s):

1 and 2

Standard/Benchmark(s):

V. Geography
C. Physical Features and Processes
Standard
2. The student will identify specific landforms and waterways on a map using geographical terms.
Benchmark
1. Students will locate major river systems and mountain ranges on continents studied.

Objectives:

Time Needed: Two class periods

Overview: Students will learn about water drainage and the major drainage basins of North America. This lesson is based on the National Geographic Map, "Water, Precious Resource" published in November 1993. There are several other GeoLinks lessons based on that map.

Objectives: Students will be able to:
1. Identify four drainage basins in the United States.
2. Learn where water from their state drains to.
3. Draw a map showing the drainage system of the United States.

Materials:

Materials:
1. At least six sets of National Geographic Society map "Water the Precious Resource," published in November, 1993.
2. Outline maps of North America (two per student)
3. Overhead transparancies showing the following (created by teacher):
a. The Pacific Ocean, Atlantic Ocean, Hudson Bay and Gulf of Mexico drainage basins
b. The Arctic drainage system and the Great Basin drainage system
c. The Mississippi River and the Great Lakes
4. Political Map of the United States

Preparation:

Preparation:
Gather and prepare materials.

Activities:

Activities:
1. Discuss with the class how water gets into the main river systems of the United States. Explain to the students that water from snow melt, rain from higher elevations and water from small streams and rivers flows into the major rivers; it is more than just rain water falling into the rivers.
2. Show the class transparacies of the Pacific Ocean drainage basin, the Hudson bay drainage basin, the Atlantic Ocean drainage basin and the Gulf of Mexico drainage basin.
3. Have students draw and label these four areas on their outline maps, using a different color for each drainage basin.
4. Using a large political map, have the class identify the states that are part of the Atlantic Ocean drainage system. Write a list of these states on the board and have students copy this list.
5. Repeat activity for the states that are a part of the Gulf of Mexico, the Pacific Ocean and the Hudson Bay drainage systems.
6. Have students put a colored dot in each state on their outline maps that corresponds to the drainage basin it is a part of. Make sure these use a different color for each drainage basin.
7. Identify the areas of Alaska that are part of the Arctic Drainage System. Have students draw and label it on their maps.
8. Identify the Great Basin system and discuss how some water finds no outlet and either evaporates or becomes part of salt lakes.

Day 2
1. On a large map, show students the route of the Mississippi River and discuss the river’s importance to the United States. Have the students draw the Mississippi River in on their map and label the river, Itasca, Minnesota and New Orleans, Louisiana. Discuss the terms "source," "mouth" and "delta."
2. On a transparacy, follow the major drainage basin boundary with a red overhead marker. Have students draw this on their outline maps. Use a green pen show where Minnesota water drains (or the water from your home state) and again have students draw this on their outline maps.

Evaluation:

Evaluation:
Give students a blank outline map of the United States. While looking at the "Water the Precious Resource" map,

have them pencil in the 3 ways water can drain from Minnesota (or their own home state).
