



WATERSHED 360°

GRADES 9-12

CULMINATING ACTIVITIES [GRADES 9-12]

**Nebraska Social Studies
and/or Science Standards
Addressed**

(To be added when the new standards are completed and approved)

CULMINATING ACTIVITY ONE

TITLE: MAPPING WATERSHED 360

Overview: Students will use an outline map of the Platte River Watershed to mark various aspects of the Watershed series.

MATERIALS NEEDED

- Outline map of Platte River Watershed – find in the Watershed 360° Resources Document | 9-12.
- Atlas or access to internet

SUGGESTED PROCEDURE

1. Hand out the Outline Map of the Platte River watershed.
2. Have the students label the location of each of the episodes on the map.
3. Have students draw on paper or find pictures to cut out and glue on the map of the recreation activities that were shown in the videos.
4. Have students draw on paper or find pictures to cut out and glue on the map of the business activities that were shown in the videos.
5. Have students draw on paper or find pictures to cut out and glue on the map of the environmental uses (Sandhill cranes, etc.) that were shown or discussed in the videos.

SUGGESTED RESOURCES

Outline map of Platte River Watershed:
https://en.wikipedia.org/wiki/Platte_River
 [Platterivermap.png]



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CULMINATING ACTIVITY TWO

TITLE: EXPLORING OCCUPATIONS

Overview: Students will choose one of the occupations in the videos, research, write, report.

MATERIALS NEEDED

Internet access for students

SUGGESTED PROCEDURE

1. Review the occupations that were shown in the videos.
2. Have the students choose one that they might have an interest pursuing as a career.
3. Have the students research the chosen occupation. They need to find:
 - a. Education required for the job.
 - b. Possible colleges/universities where one could get the proper degree.
 - c. Approximate level of pay for the job.
 - d. Places where the occupation has a demand.
 - e. Main skills needed to be successful at the occupation.
4. Have the students write a short paper based on the results of their research.
5. Have the students give a short oral presentation on the occupation.



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CULMINATING ACTIVITY THREE

TITLE: WATER CONSUMPTION

Overview: The objective of the activity is for students to discover the varied use of water from country to country. Students will use websites to calculate the average water use per person per country. Students will also be asked to analyze water usage.

MATERIALS NEEDED

Internet access for students

SUGGESTED PROCEDURE

1. Have students use the websites in the Suggested Resources to calculate the average per day water usage for the United States and some other selected countries.
2. Have the students make a list of possible uses for the water that goes into the yearly per person use of water.
3. Have them speculate why there is such a variance between countries in the amount of water used.
4. Then have the students track their daily use of water. Have them keep track for a week. Then have them plan how to realistically cut back on water use. Also, have them write a plan for keeping their part of the watershed healthy.

SUGGESTED RESOURCES

<https://www.statista.com/statistics/263156/water-consumption-in-selected-countries/>

<http://chartsbin.com/view/1455>

<http://www.csgnetwork.com/waterusagecalc.html>



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CULMINATING ACTIVITY FOUR

TITLE: WATERSHED DIORAMA

Overview: Students will list items and concepts to be displayed in a diorama that will be a model of the Platte River Watershed. Students will need to draw the model and determine what materials they need to make the diorama. Students will need to gather the materials and complete the diorama.

MATERIALS NEEDED

Internet access for students

Boxes

Modeling clay

Many other items

SUGGESTED PROCEDURE

1. Have students work in groups to plan, design, and construct a diorama of the Platte River Watershed.
2. The students need to think about elevation, materials to represent water, snow, sand, kayaks, people, wildlife, windmills, just to name a few.
3. The dioramas should follow the basic flow of the Platte River with mountains to the west and Sandhills to the north.
4. Students should look at examples on the internet to get an idea of a good, high school-level diorama.
5. Stress to the students that they should be making a diorama that would be more like what one might see in a museum than what one might find at an elementary science fair.
6. Give students time and guidance. Allow for several days and stress that most of the work must be done outside of class time.
7. Finally, give the students a class period to present their work.

SUGGESTED RESOURCES

<https://www.thesprucecrafts.com/easy-ways-to-make-school-dioramas-2366269>

<https://i.ytimg.com/vi/x6dl6L0XCxY/maxresdefault.jpg>

<https://ideas.ted.com/gallery-the-art-and-science-of-museum-dioramas/>