



Watershed Activity

Organizational Info:

Title: Watershed Activity

Summary: Students learn about watersheds and how they relate to the value of interdependence and the Indigenous Law of Water. Students also consider parallels between Indigenous land-based knowledge and Western scientific knowledge.

Inquiry Question: Inquiry Question 3: What is the law of water and why is it important that this law is respected?

Duration: 1-2 class periods

Learning Environment: Classroom, online, outdoor

Season: Summer, Spring, Fall, Winter, All

Materials:

- Watershed Activity Instructions.pdf
- Blue enamel paint
- Construction paper
- Modeling clay
- Plastic or metal trays
- Scissors
- Tempera paint
- Toothpicks
- Water
- Maps
- Aerial photos and drone footage of local area
- 7 Generations Teachings: <https://www.youtube.com/watch?v=wHg3enCCyCM>
- Law of Water.pdf

Meta Data:

Content Type: Activity

Bundle: Water

Theme: Contaminants in the Environment

Subject Area: Art, Biology, Environmental Education, Geography, History, Outdoor Education, Science, Social Studies

Curriculum Focus: 8

Curriculum Links:

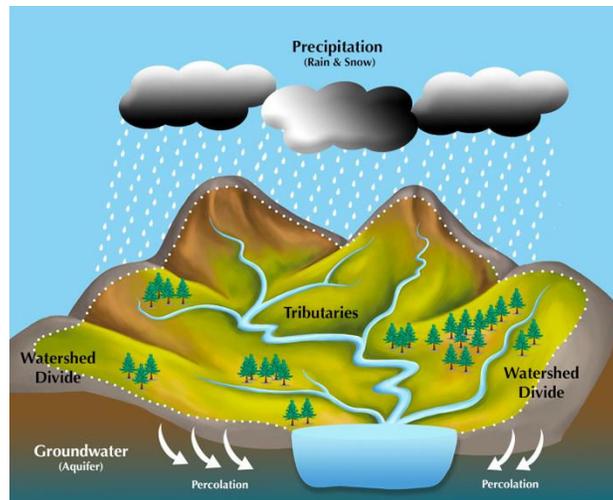
Science and Technology: E2.2, E2.4

- When thinking of the law of water and how everything is interconnected from an Indigenous perspective it is important to learn about the Western Scientific concept of a watershed. By



learning about watersheds, we come to understand that from Western Scientific perspective interconnections are also acknowledged as significant.

- A watershed is a land area that channels rainfall and snowmelt to creeks, streams, and rivers, and eventually to outflow points such as reservoirs, bays, and the ocean (see image below).



- Students learn about what a watershed is and how it can impact various community stakeholders by engaging in the activity in **Watershed Activity Instructions.pdf**: [in-your-watershed-1.pdf \(nationalgeographic.org\)](https://www.nationalgeographic.org/in-your-watershed-1.pdf)
 1. Students make a watershed out of modelling clay. Students can view maps, aerial photos and drone footage to get a better idea of local land characteristics.
 2. Class drops water in different locations on the model watershed to see where the water flows.
 3. Students can use this to understand what impacts their local water sources and answer the following:
 - If you were to spill something and it got into the water, where would that contamination go?
 - If there was a spill in your area, where could that occur that would affect your school's water quality?

To care for our water, we need to remember that water flows into and out of our area. Keeping water clean is a collective responsibility.



Optional Extension: 7 Generations Teachings

- Class reviews *7 Generations Teachings*: <https://www.youtube.com/watch?v=wHg3enCCyCM>
Teacher generates awareness that we have responsibilities to future generations.
- In discussion teacher relates the **Law of Water.pdf** to the *7 Generations Teachings*.
- Teacher leads a Talking Circle (instructions for facilitation in Teacher's Guide) to discuss how can you relate the *7 Generations Teachings* to the manner in which water flows through a watershed.

Please note that the learning represented in this activity reflects Big Idea D. in the Indigenous Knowledge Learning Bundle: "Drawing on both Indigenous Ways of Knowing and Being and Western Science will Help us to Address the World's Problems". To help your students learn more about this check out the Learning Activities titled: *Two-Eyed Seeing, Drawing on Two-Eyed Seeing to Seek Solutions to Real World Issues, Two-Row Wampum, and Tying it All Together* found in the *Indigenous Ways of Knowing and Being with the Natural World Learning Bundle* (Grades 7-10).