



My Watershed MS-HS Teacher's Guide

Literature Suggestions

1. Flush - Carl Hiaasen
2. The Line Tender - Kate Allen
3. One Earth: People of Color Protecting Our Planet - Anuradha Rao
4. Imaginary Borders - Xiuhtezcatl Martinez
5. Taking on the Plastics Crisis - Hannah Testa
 - Reading Response: General Critical Thinking Questions
 - Who in the community do the environmental issues most impact?
 - What are the social, environmental, and economic implications entwined within the issue?
 - Why are diverse peoples, lived experiences, and ways of knowing important to solving problems?

Student Page Activities

- Define a watershed and use NOAA's, How's My Waterway to identify your watershed using the school address, <https://mywaterway.epa.gov/>
- Use the information on your school's watershed page to determine the number of waterways it contains and the health of those waterways.
- Identify the conditions that cause a waterway to be "impaired" and discuss the social and environmental impacts on the local residents.
 - Make social-emotional connections.
 - What connections to water do you or your family share?
 - What words describe your emotions or how you're feeling about the health of the waterways in your community?

Class Action

- Schedule time to pick up litter on the school grounds or nature nearby (don't forget to recycle what can be recycled). Remember to use the [Clean Earth Challenge data collection form](#) to track what's collected. Print the form and take it to your cleanup. Once complete either take a legible photo or scan as a PDF and email it to cleanearthchallenge@nwf.org. Find other details here: <https://cleanearthchallenge.com/>.



My Watershed

Name: _____

1. What is a watershed?

2. What's the name of my watershed?

- Go to: <https://mywaterway.epa.gov/>
- Enter your school's name or address, and click "Go."
- In the upper right-hand corner, under your school's name, you will see the name of your watershed. Write the name on the line below.

3. Sketch the outline of your watershed below and use green (good) and red (impaired) colors to add the waterways.

My Watershed

Make observations about your watershed.

Stay on the screen that identifies your watershed and answer the following questions.

4. How do people use waterways in your community, for recreation, drinking water, fishing, nature observations, etc.?
5. Choose an impaired waterway to look at in more detail. If you do not have an impaired waterway, choose a different zip code in your city. Click anywhere on the red outlined waterway. A box appears and there will be a list of ways the waterway is used. Check the box for where the impairment is found.

- drinking water
- aquatic life
- swimming and boating
- other

6. What is the identified issue?

Click on, "View Waterbody Report".

A new window will open. Continue on the next page.

What is this water used for?	Condition
Aquatic Life	Good
Fish and Shellfish Consumption	Good
Swimming and Boating	Impaired

Identified Issues:

- Bacteria and Other Microbes

[View Waterbody Report](#) (opens new browser tab)

My Watershed

7. After clicking, "View Waterbody Report" you're now in a new window. On the right, under "Assessment Information," further identify the cause of the impairment and if available the source. For example, using the information at right you see the impairment is due to E. coli and the source is unknown.

Source	Parameter	Confirmed
Source Unknown	Escherichia Coli (E. coli)	No

8. Look back at your answer to number 4. What are the impacts on the community when watersheds and their waterways are polluted?

9. Who in the community are most impacted or impacted first by polluted watersheds? Share your why and discuss it with a classmate.

10. Where are landfills in your community? Who lives in those communities? Why do you think it is vital to recycle what can be recycled from the trash and debris you pick up? Share and discuss your thoughts with a classmate.