OBJECTIVES:

1. Use the Internet to research a local watershed.
2. Collect data and pertinent information about the watershed.
3. Make observations and inferences about the watershed.
4. Compare and contrast your local watershed with other watersheds in the state, country, and world.
5. Communicate findings of the comparative study at a student-directed Watershed Symposium.

TEACHING MATERIALS:

- Computer with Internet provider
- Copies of “Surfin’ the Basin…and Beyond!” Handout (Page 20)
- Paper
- Pencil
- Butcher paper or easel tablet
- Markers
- Overhead projector and transparencies (if required)
- Power Point or other computer presentation program (if required)

GETTING READY:

1. Familiarize yourself with the website: www.epa.gov.surf2/.
2. Organize students into cooperative learning groups, if desired.
3. Be sure that students are familiar with use of the Internet.
4. Describe parameters of the research project, comparative study, and Watershed Symposium for students.
Note: Here is one example of a comparative study chart. Adapt yours to meet the needs of your class.

<table>
<thead>
<tr>
<th>Location</th>
<th>WATERSHED 1</th>
<th>WATERSHED 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land use patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landforms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water quality</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Prepare watershed assignments for student groups. All student groups will research the Lake Pontchartrain Basin. Assign each group another watershed in Louisiana and another watershed in the United States for their comparative study.

Procedure:

1. Working alone or as part of a cooperative learning group, follow instructions on the “Surfin’ the Basin…and Beyond” handout.
2. Report findings of the comparative study in an audiovisual presentation.

Extensions:

1. Have students develop a Power Point or other computer presentation program to present their watershed comparative study.
2. Conduct the Watershed Symposium for other classes, parents, and/or guests of the class.
3. “Watersheds of the World” is an excellent topic for a symposium if students extend their study beyond the United States to other countries.

Assessment Procedures:

1. Use the rubric provided to assess student comparison of watersheds.
2. Students may also use the rubric to conduct a peer assessment of their projects.
<table>
<thead>
<tr>
<th>Degree to which the local watershed is researched on the Internet</th>
<th>Research, and presentation are at the apprentice level.</th>
<th>Research, and presentation are at the novice level.</th>
<th>Research, and presentation are at the “looking for a job” level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent: Research, and presentation are professional.</td>
<td>Most salient facts are accurate and present. Fairly comprehensive Internet research.</td>
<td>Some salient facts are accurate and present. Research on Internet is superficial.</td>
<td>Needs improvement: Research, and presentation are at the “looking for a job” level.</td>
</tr>
<tr>
<td>Good: Research, and presentation are at the apprentice level.</td>
<td>All salient facts are accurate and present. Comprehensive Internet research.</td>
<td>Watersheds are compared/contrasted on some significant attributes.</td>
<td>Where is the organization? Where are the attributes? Where is the comparison/contrast?</td>
</tr>
<tr>
<td>Fair: Research, and presentation are at the novice level.</td>
<td>Most salient facts are accurate and present. Fairly comprehensive Internet research.</td>
<td>Watersheds are compared/contrasted on most significant attributes.</td>
<td>What are the attributes? Where is the Internet research?</td>
</tr>
<tr>
<td>Needs improvement: Research, and presentation are at the “looking for a job” level.</td>
<td>All salient facts are accurate and present. Comprehensive Internet research.</td>
<td>Watersheds are compared/contrasted on all significant attributes.</td>
<td>Where is the information? Where was the preparation? Delivery needs work.</td>
</tr>
</tbody>
</table>