

# Water Resource Manual

## FROM THE GLOBAL TO THE LOCAL

### objective

Each student will choose a local and global question about water and research their topics. In addition to finding information on the Internet or in the library, use newspapers and magazines too. In New York City, the Department of Environmental Protection ([www.ci.nyc.ny.us/html/dep/html/celebrate.html](http://www.ci.nyc.ny.us/html/dep/html/celebrate.html)) website talks about the NYC water system. Images should be collected, along with written information, about the local and global questions.

**Global**—Where does our water come from and where does our water go? What is a natural resource? Do natural resources last forever? Will our water last forever? Do all places on the earth have equal amounts of water? Where is there more water? Where is there less? What or who controls access to water?

**Local**—Where does water come from in your city? Is the source an aquifer or a reservoir, or is it pipelined from far away? How is the source replenished with water? Where does your water go after you use it? Where are your water treatment plants? How much water do you use per day: to flush your toilet, brush your teeth, wash your face, cook your food, wash your clothes?

**Global**—How much water does a person use in the southern United States? How much does someone use in the northern United States? How much water does a person use in Oaxaca, Mexico? What is the word for water in Spanish, in Polish, in Urdu, and in Cantonese? What does it mean to privatize water or make water available for sale?

### materials

1. 8 1/2" x 11" sheets of paper
2. research materials – text and image
3. hole punch
4. thread, string or twine
5. scissors
6. needle (if using thread)

### project

1. Over a period of time, collect text and images related to local and global water questions.
2. Create a 2" margin on both the front and back of each student's paper.  
Note: On the front side of the paper the margin is on the left and on the back side the margin is on the right.
3. Have students collage the local text and images on one side of their paper and collage the global text and images on the other side. Caution: Don't put material in the margin.
4. Stack up all the sheets and punch three holes in the margin of each sheet.
5. Stitch the book according to the instruction sheet on page 29. Use thread and needle for small holes or use fingers and twine/string for bigger holes.

**conclusion and notes**

What can you do with your water resource manual? Who would benefit from such a manual?

Are there groups of folks in your city or state that are organized to protect water? Reproduce your manual: Before pages are bound, photocopy each front to back. Have each student bind her or his own copy of the manual. Make extra copies for your library, community center, or grassroots organization.

**internet resources**

Water Issues in India

[www.indiatogether.org/environment/water.htm](http://www.indiatogether.org/environment/water.htm)

Water Statistics for the United States

[water.usgs.gov](http://water.usgs.gov)

Who owns the water?

[www.corpwatch.org/issues/PII.jsp?topicid=165](http://www.corpwatch.org/issues/PII.jsp?topicid=165)

# International Cookbook

## A CLASS RECIPE BOOK

The stab binding is perfect for group projects because no double-page spread layout is required. The only preparation necessary is deciding on the size of the page and — very important! — the size and location of the margin that will be concealed by the binding.

### objective and theme

Create a class cookbook, and a greater understanding of different cultures, ethnicities, and backgrounds.

### materials

1. 1 sheet of paper per student, photocopy paper: 8 1/2" x 11", 8 1/2" x 14"
2. pencil and pen for writing out recipe
3. blunt needle and yarn
4. hammer and nails to punch holes (or teacher pre-punches pages)
5. scissors
6. cut manila folders or card stock (same size as pages) for covers
7. crayons, markers, colored pencils, etc. for decorating after pages are photocopied

### discussion and preparation

What are your favorite foods? What do you make at home by yourself? What do you make with help? What do you eat at home? What do you eat in restaurants? Brainstorm different international foods. Why do you think people in different countries eat such different things?

In-class, homework, and/or Internet assignment: students find a recipe native to their ethnicity or nationality or geographic background (e.g. southern United States) and bring it into class. Encourage students to bring a family recipe if possible. Bilingual recipes are perfect for this—original language on the front, English translation on the back.

### procedure

1. Discuss the recipe format: ingredients, procedure. Emphasize the importance of clarity: This is a great project for students to work on their communication skills. How can you tell someone else to make this? What does s/he need to know? What does s/he need? Remember each step. Where might s/he get confused?
2. Discuss stab binding, and the fact that everyone needs to leave space for the binding on the same part of the page (usually left side, or top). If they use the backside of the sheet, show them that the margin space they were leaving on the *left* (or top) now needs to be on the *right* (or bottom).
3. Along with writing out the recipe encourage students to illustrate.
4. Discuss title for class cookbook, and have each student decorate his or her own front and back cover (for 8 1/2" x 11" paper, manila folders cut in half work great).
5. When pages are done, photocopy them and distribute to class, and make stab-bound book (see page 29). Make book step-by-step along with the students. A separate station for hole punching (a hammer and nail work great) with close supervision is recommended, or teacher can punch holes beforehand.
6. Students can then color the black-and-white illustrations.

**conclusion and notes**

Class reflection: What do you learn about people from the food they eat?

For community-based organizations and schools: This could be a great project to get parents involved. Gather recipes from families for a cookbook project and host a potluck with each family bringing their featured dish. The cookbooks can then be sold as a fundraiser.

A program-wide cookbook potluck at the East Harlem Tutorial Program in early 2003 was a success.

# Postcard Book

## objective

In creating the Postcard Book, students will learn about another city and culture, including the history and architecture of their chosen city. In an increasingly visual culture, much information is conveyed through symbols and icons. Also, particularly on television news, local concerns can dominate over equally or often more important national and international issues. In an attempt to familiarize students with the symbols they will encounter repeatedly in different media, and to increase students' awareness of other places, this assignment shows students how to create a postcard book. Students will choose a city or town other than their own and create postcards that could be from that city with a picture as well as explanatory text on the back.

## materials

1. card stock (or other thick paper) cut into rectangles (suggested size: 6 1/4" x 4 3/4"); cut 8 cards for each student (7 for postcards and 1 for the cover)
2. supplies for drawing (such as markers, crayons, colored pencils, charcoal, black pens, etc.)
3. an awl, or hammer and nail to punch holes, or hole punch (better for younger students).
4. thread (or yarn, if using hole punch)
5. needles (larger plastic "needles" available for younger students)
6. actual postcards, if available

## project

1. Before the date of the production of the Postcard Book, students should have ample time and guidance to research another city in the library, on the Internet, or even through interviews with people they know from a different city or country. Students should be encouraged to collect information about the history of the city, and the monuments and architecture that represent that history. If possible, they should print images from the Internet or photocopy pictures from books and magazines.
2. Students should then write about seven facts they find interesting and should draw images to accompany those facts. If an image strikes them before a fact, they should select the image and then write text. (An example of an image would be the Golden Gate Bridge in San Francisco, or the Petronas Towers in Kuala Lumpur.)
3. Students should draw their images and write their text on the cards, making them look like postcards. The text should be a "caption" for the image they draw on the front. If students want to, they can draw the rest of the postcard (e.g. a box for a stamp, lines for an address, etc.)
4. Make a cover on one of the pieces of cardstock. The cover can be as simple or elaborate as the student desires. It could feature just the name of the city, or tiled images from inside the book, etc.
5. Then students should, under the direction of their teacher, bind the postcards together with the stab binding (see page 29).
6. Students will then have completed books of their work. They can exchange books with other students to learn about other cities.

**conclusion and notes**

This assignment enhances visual as well as written literacy, familiarizing students with icons that they will encounter on the news, in books, in newspapers and magazines, and elsewhere.

If the research sounds unwieldy or too time-consuming, the teacher can have research prepared for one or more cities. The class can read the information as a group and each student can choose information he or she thinks is interesting or important.

If the group of students is older, the teacher could facilitate a discussion of how history is represented. Buildings and monuments are often destroyed because of what they symbolize. How have a city's builders and rulers decided to immortalize different historical moments? What is highlighted? What is neglected? Is there a difference between older monuments or buildings and more modern ones?