

## Chapter 9 Web Resources

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### Opening Case: *Dams and Salmon on the Klamath River*

**Teaching Tip:** Discussion Starter (p. 293)

*Reuniting a River*

<http://ngm.nationalgeographic.com/2008/12/klamath-river/mclain-photography>

National Geographic features a photo gallery entitled “Reuniting a River”. Use these pictures and descriptions to help students visualize the concerns presented in the opening case.

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### Module 26: The Availability of Water

**Teaching Tip:** Video (p. 294)

*Where We Get Our Fresh Water*, TED-Ed

**Run time: 3 minutes 46 seconds**

<http://ed.ted.com/lessons/where-we-get-our-fresh-water-christiana-z-peppard>

This video clip from TED-Ed introduces the distribution of our freshwater on Earth and how it is used.

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### Module 27: Human Alteration of Water Availability

**Teaching Tip:** Video (p. 306)

*A Country With No Water*, TED

**Run time: 8 minutes 46 seconds**

[http://www.ted.com/talks/fahad\\_al\\_attiya\\_a\\_country\\_with\\_no\\_water](http://www.ted.com/talks/fahad_al_attiya_a_country_with_no_water)

This TED talk by Fahad Al-Attiya acquaints students with the need for water in the Middle East. In the energy-rich, water-poor country Qatar, desalination proves to be a solution to their water needs.

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**Teaching Tip:** Video (p. 307)

*Fresh Water Scarcity: An Introduction to the Problem*

**Run Time: 3 minutes 38 seconds**

<http://ed.ted.com/lessons/fresh-water-scarcity-an-introduction-to-the-problem-christiana-z-peppard>

This video clip from TED-Ed introduces the idea that there is not currently enough water in the world to meet human needs and considers potential solutions to global water shortages.

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## **Module 28: Human Use of Water Now and in the Future**

**Teaching Tip:** Engage (p. 309)

*Water Footprint Calculator*

**Activity Time: 10 min**

<http://environment.nationalgeographic.com/environment/freshwater/change-the-course/water-footprint-calculator/>

Have students calculate their water footprint using the interactive questionnaire on the National Geographic website. Students will have the opportunity to consider how to reduce their water usage and make a pledge. Please be aware that the student must enter an email or phone number to make the pledge. This part of the interactive is not necessary to complete the activity and should not be a required component of the assignment.

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**Teaching Tip:** Beyond the Classroom (p. 313)

*The Wealth of Water: The Value of an Essential Resource*

**Activity Time: 2 hours**

[http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case\\_id=219&id=219](http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=219&id=219)

The National Center for Case Study Teaching in Science (NCCSTS) provides a wealth of teaching resources for free. These case studies encourage student engagement through the learning process and often ask them to apply critical thinking skills to solve a challenging problem. To access teacher notes and keys, an account must be established (free of charge) by registering with NCCSTS. The case study entitled “The Wealth of Water” challenge students to understand the limited nature of water, appreciate access to clean water, consider opposing views on water privatization, and analyze current data related to water consumption.

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