

YOUTH ART PROJECT FOR:

Conserving Water

OBJECTIVE

Students will learn how to better conserve water.

Set up/prep time:

30 minutes

Activity Time:

2-3 hours

Materials Needed:

**Colored markers, colored pencils, pencil, eraser,
fine point black marker, paper.**





COMMON CORE STATE STANDARD

ELA-Literacy.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

PRE LESSON ASSESSMENT

Determine what the students already know about conserving water.

VOCABULARY

Conserve, Preservation

RELEVANT RESOURCES

Content

<http://www.extension.umn.edu/distribution/naturalresources/components/dd6946r.html>

<http://www.epa.gov/WaterSense/kids/simpleways.html>

<http://www.thewaterpage.com/water-conservation-kids.htm>

Art

http://dir.coolclips.com/Household/Bathroom/Plumbing_and_Fixtures/Faucets/Water_faucet_envi0041.html

<https://en.wikipedia.org/wiki/Hatching>

<http://www.wikihow.com/Draw-the-Earth>

Students will engage in:

- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities

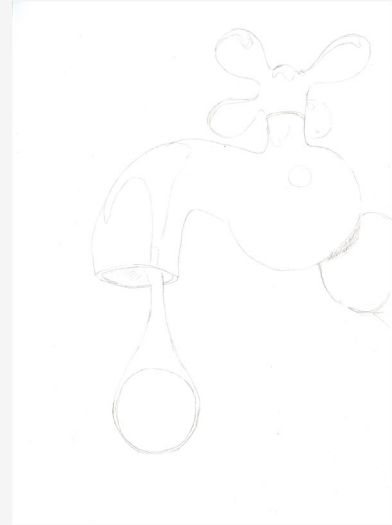
*“Keep close to Nature's heart...
and break clear away, once in a while,
and climb a mountain or spend a week in
the woods. Wash your spirit clean.”
-John Muir*





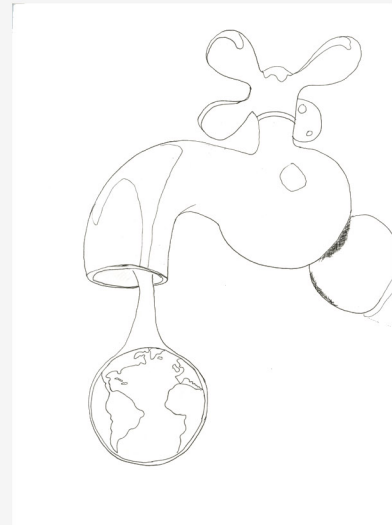
STEP 1

Starting with a blank piece of paper have the students lightly draw (with pencil) a picture of a faucet with a large round water drop dripping from the bottom of the faucet. After the outline of the students work is done have them then draw the earth inside the large round water drop dripping from the faucet. Once the drawing is completed have the students go over their pencil markings with a black fine point marker.



STEP 2

Using a black fine point marker have the students use a cross hatching method to color the faucet.



STEP 3

Have the students then color the world within their drop of water and add any finishing touches they desire. After their artwork is completed have the students make a list of things they can do to help conserve water and have them place their ideas around their artwork.



POST LESSON ASSESSMENT

Do a post assessment to determine what new knowledge the students have gained about Conserving Water.