



Water Unit

Summative Assessment

<p><u>Interpersonal</u></p> <p>Oral: Teach someone about the water cycle and weather. Create an assessment to evaluate their learning.</p> <p>Written: Write an article or comic strip about the water cycle and how changes in precipitation can affect homes and neighborhoods.</p>	<p><u>Linguistic</u></p> <p>Write a myth or legend about how ancient people predicted the weather and understood the water cycle.</p> <p>Or</p> <p>Describe the sequence of river erosion. Evaluate the effects of river damming.</p>	<p><u>Logical-Mathematical</u></p> <p>Analyze maps and other data to determine how likely a flood will occur in a specific area. Evaluate the possible effect on the people and wild-life in the area if a flood occurs.</p>
<p><u>Visual</u></p> <p>Create a slide show that shares a solution to reduce a weather-related environmental hazard or lessen the impact on people and their lives. Initial designs and redesigns need to be included.</p>	<p>Student Choice Teacher Approved</p>	<p><u>Linguistic and Bodily-Kinesthetic</u></p> <p>Create and perform a skit for a meeting to address global climate change and the impact on weather and water.</p>
<p><u>Naturalistic</u></p> <p>Address the issues facing wild-life due to changing weather patterns. Choose animals from several different areas, and propose a way to keep them safe. Construct a model using research to test solutions to protect the wildlife.</p>	<p><u>Intrapersonal</u></p> <p>Work with friends or relatives to help them reduce water in their homes. Create before and after tables, and write a reflective journal of the process to share with the class.</p>	<p><u>Bodily-Kinesthetic</u></p> <p>Create a body-model of the water cycle. Each student can be a different part (i.e. evaporation) and then all parts come together in the right place and sequence. A photo can be taken and signs with water cycle words can be held.</p>

Resource: Howard Gardner: <http://www.infed.org/thinkers/gardner.htm>