

A Day Around the Bay

- ❖ Explain to students that you are going to tell a story about the Chesapeake Bay. Each student will have a part in the story. Pass out the twelve film canisters labeled with the parts. Some of the students may have more than one canister.
- ❖ Explain to students that the jar of water sitting in the middle of the group represents the Chesapeake Bay. When they hear the **name** of their canister read in the story (**bolded words**), they are to open it and dump the contents into the jar of water.
- ❖ Before starting the story, ask students: "This water looks pretty clean, doesn't it? Would you boat in it? Swim in it? Eat the fish from it? Do you think it is safe for wildlife?"
- ❖ Read the story:

A boy named John is riding the school bus early one morning. From the bus, John watches as it begins to rain. The bus passes a **CONSTRUCTION SITE** where a new shopping center is being built. There are muddy streams of water flowing over the ground and into a nearby creek. The winds pick up and whip through the **TREES** blowing leaves into the water. The bus drops the students off at school and some of the kids throw their **WRAPPERS** onto the sidewalk. The rainwater catches the wrappers and they all flow into a storm drain.

- ❖ Is the water safe to drink? (If the response is "no" ask if the creek had leaves or soil in it naturally.) Would you swim in it? Boat on it? Safe for wildlife?

During school, John's teacher reads the class a news article about local **LIVESTOCK**. The chickens are raised for their eggs and the cows are raised for milk and meat. Manure from these and other animals is washed off the pastures into streams, which lead into the Chesapeake Bay. During lunch, John eats a peach. His mom buys fruits and vegetables from a produce stand. This food is grown on the many **FARMS** in the area. In the spring, many farmers spread fertilizer on their fields and when it rains some of the fertilizer from the fields washes off the land and into the water.

- ❖ Ask students: "Would you want to swim in the water now? Do you think it is safe for wildlife? Why or why not?"

After school, John passes many **PARKING LOTS** on his way home. Some of the cars have leaks and antifreeze drips onto the paved lot and runs off with the rain. When he gets home, John plays video games until his mother comes to give him a chore to do. He gets up and leaves the room with the TV on. The **ELECTRICITY** that runs the television

comes from a power plant. In the process of making electricity some smoke gets into the air, which pollutes the rain.

The storm had finally passed and John's chore is to **WASH THE CAR**. The soapy water rushes down the driveway into the storm drain which empties into the river. John then decides he and his dog will take a walk down to the river. John brought along his **FISHING POLE**. He finds a good place to sit on the shore and casts his line. He soon realizes that his line is caught on some logs in the water. He pulls and pulls and finally the line breaks off in the water. That was his only hook so he decides to leave. On his way back, John sees a family packing up from a **PICNIC**. They leave behind litter that washes into the river at the next high tide.

Back home, John sees his next-door neighbors tending their flowerbeds. The **GARDENERS** are using weed-killer and bug sprays to keep the pests away, but with the next rain most of these poisons will be washed off the plants and into the little creek behind the house and into the Chesapeake Bay. A few doors down, some people are cleaning out their garage. They find some rusty, old cans filled with a **MYSTERIOUS LIQUID**. They aren't sure what it is, but they want to get rid of it. Someone decides to pour it down the drain by the curb. The liquid disappears down the drain. It is out of sight, but headed for the Chesapeake Bay.

- ❖ Ask students: "Who polluted the Bay? Is pollution just one person's fault? Who is going to clean it up? Is it cheaper to prevent the pollution or to clean it up? Could any of this pollution be avoided? What are some ways that you can reduce pollution?"
- ❖ Ask students to think of ways in which they can help prevent some of these things from happening. (Examples: ride my bike more, ride the light rail or a bus, turn the lights off when not needed, pick up litter, recycle, tell other people about the problem (educate), pull weeds instead of using chemicals, conserve water like turning off the water when brushing teeth, etc.)

“A Day around the Bay” Activity Canister Refill List

CANISTER	CONTENTS
Construction site	Sugar with brown food coloring (Mix all 4 colors.)
Trees	Dry leaves, twigs, pine cone scales
Livestock	Water with brown food coloring
Farms	Sugar colored with blue food coloring
Wrappers	Leftover wrappers from candy or crackers
Parking lots	Water with blue food coloring
Electricity	Water with vinegar (to simulate acid rain)
Wash the car	Hand soap or dishwashing soap + water
Fishing pole	Small length of fishing line or clear wire
Picnic	Foil, wax paper, napkins, salt or sugar packet, etc.
Gardeners	Water with yellow food coloring
Mysterious liquid	Water with red food coloring

**Be sure each canister is labeled clearly so that students can easily read it.

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