



and washing. They should use the 8 oz. plastic cup to measure out water from the jug. This lets them track how much water they are using each time. To the best of their ability, students must use only their water in the jugs and record on the handout each time they use water and for what purpose. They must also record the amounts used and tally them up at the end of the day.

5. Spend ten minutes discussing as a group what students think their priority of needs will be and why. Ask if they can predict certain lifestyle habits that might be put on hold for the day and if there are any alternatives they can think of (*like using a washcloth for bathing instead of taking a bath, or reusing a cup or spoon instead of washing it.*)
6. Explain the *Laws of the Land*
 - Students must use their water to wash any plates, cups and forks they use.
 - Disposable items like paper towels, paper plates, etc. are not allowed since the goal here is to simulate life 150 years ago when these things did not exist.
 - Students are allowed to eat food that their parents have prepared for them but wherever possible, they are to add some of their water to the pot to best represent their portion of water used for meals.
 - Flushing the toilet is the one exception where they are allowed to use modern plumbing though they might want to consider if flushing each time is necessary since sometimes, it isn't.

Follow Up

1. When students return from their day on the prairie, put them into groups of five to discuss what their experiences were like. Spend 15 minutes doing this giving each student about three minutes apiece to share with the group.
2. As a classroom ask students to share some of their more surprising findings. Ask the following questions:
 - What were their water-use priorities?
 - What water-use activities, if any, did they

eliminate from their day?

- What did they do or use to save water? (*i.e. re-using cups or using washcloths*)
 - Did they have water left over at the end of the day? If so, what did they use it for? Did they save it?
 - Did they learn anything new about their daily use of water that they never realized before?
 - What, if any, techniques for saving water as a pioneer could they employ at home on a regular basis? Will they?
 - How would it feel to use water like a pioneer for two days, one week, one month, one year?
3. Bring the students back to modern day and discuss the benefits and drawbacks of modern plumbing. Ask the following questions?
 - What are the benefits of modern plumbing? (*easy access, plentiful supply, sanitary standards*)
 - What are the drawbacks of modern plumbing? (*Plentiful and ready supply gives impression that there's an endless supply of water and that conservation isn't necessary.*)
 - Does modern plumbing create the idea that there's "plenty of water"? Why? Why not?
 - How does modern plumbing increase our daily water use? (*Faucets increase our likelihood of running the water when we do the dishes or brush out teeth. Modern plumbing also allows us to use water for things we wouldn't have 150 years ago like car washing, swimming pools, watering golf courses, making ice skating rinks, etc.*)
 - Is all of this water use necessary or is water used just because it is readily available?

Extensions

- Ask students to research pioneer life before doing this activity. Read the Little House on the Prairie books by Laura Ingalls Wilder.
 - Have students take their daily amounts used and ask them to figure out how much water they would use as a pioneer during one week, one month, and one year.
 - Ask students to write about their experiences as a pioneer.
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