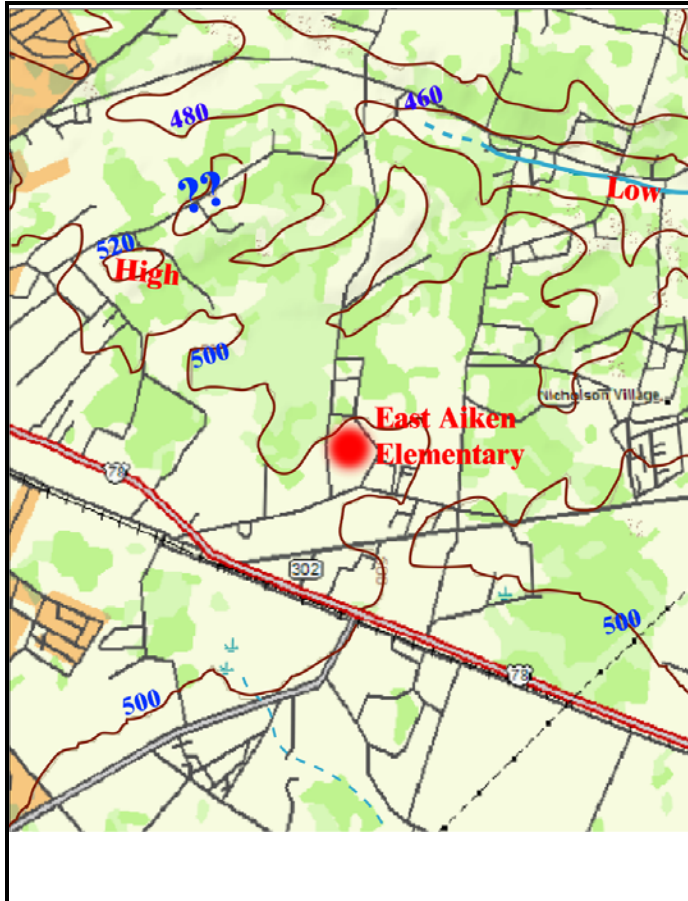


**Activity 5—WATERSHEDS AND ECOTOXICOLOGY Follow-up Activities**

In the 5<sup>th</sup> science workshop we learned about *watersheds, pollutants, and effects of pollutants on aquatic organisms*.

**I. Working with Topographic Maps (the unit of measure on this map is FEET)**



1. Locate East Aiken Elementary School on the map (the big **red** dot). Notice the two **blue** dotted lines above and below the school. What do these lines represent?

\_\_\_\_\_

\_\_\_\_\_

2. The brown wavy lines with **blue** numbers are called **contour lines**, and they represent **elevation**. The distance between adjacent contour lines is called the **contour interval**. What is the contour interval (in **feet**) on this map? \_\_\_\_\_

3. What is the approximate **elevation** at the two **??** \_\_\_\_\_

4. What is the approximate **elevation** (in **feet**) at the **Low** point on the map? \_\_\_\_\_  
At the **High** point? \_\_\_\_\_

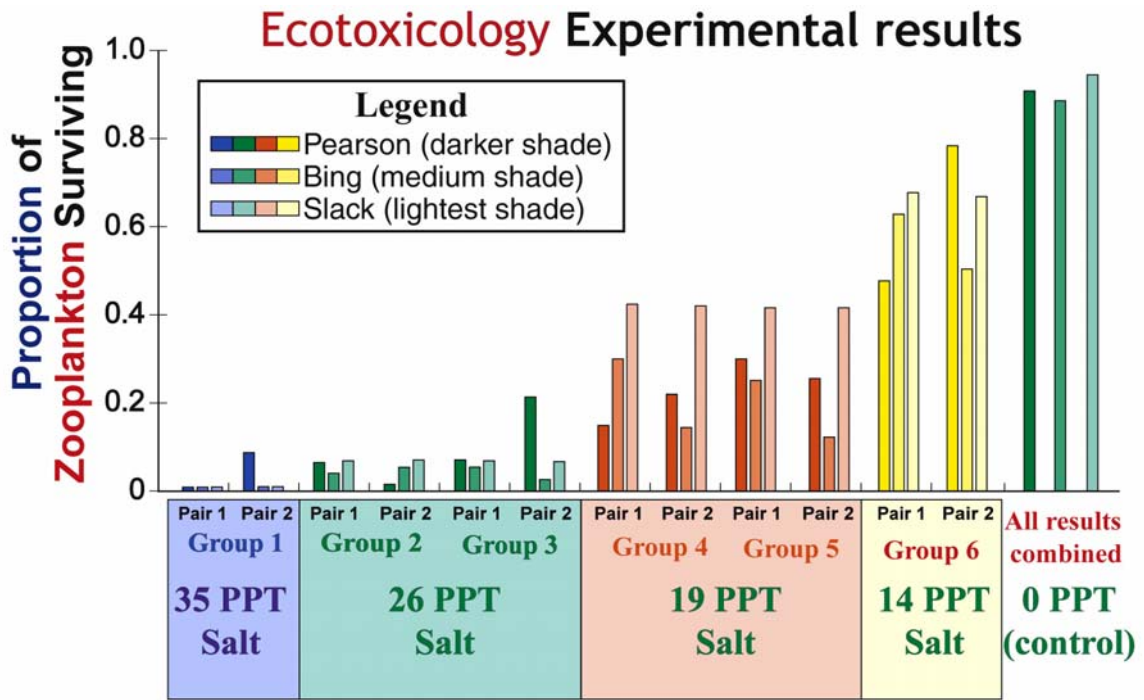
5. When water is present in the stream above the school, which way does it **flow**—to the **right** (east) as you look at the page, or to the **left** (west)? \_\_\_\_\_

How do you know? \_\_\_\_\_

**6. Vocabulary** (match the words and definitions by filling in the blank with the appropriate **letter**)

<b>A. Concentration</b>	_____ All the land in a specific area that water runs off of and seeps into
<b>B. Serial dilution</b>	_____ The ratio of the amount of one substance to another in a mixture or solution
<b>C. Effluent</b>	_____ Chemicals that are present in places where they do not belong
<b>D. Watershed</b>	_____ Changing the concentration of a liquid by known amounts
<b>E. Contaminants</b>	_____ A liquid that flows out, such as wastewater flowing from a factory into a stream

7. Freshwater zooplankton (*Daphnia magna*) were exposed to different salt concentrations. Sample ecotoxicology experiment results are represented below by a bar graph.



What is the main conclusion you would draw from this experiment? \_\_\_\_\_

8. What does **PPT** stand for? \_\_\_\_\_

9. **PPT** is a unit of measure for (*circle one*):    **length**    **concentration**    **mass**    **volume**

10. Whose class had the most consistent results in this example? \_\_\_\_\_

How did you come to this conclusion? \_\_\_\_\_

11. What would you predict the results might be if we repeated this same experiment, but this time used a species of zooplankton that lives in the ocean? \_\_\_\_\_