**W**ATER like **W**ine–Reflects the Region Where Produced

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**Presentation Goals**

* To provideauthentic, real-world science investigations and activities to use in exploring local drinking water with students.
* To demonstratelaboratory procedures for water quality testing (‘reading water’) that uses readily available, inexpensive, and easy-to-use equipment and supplies.
* To emphasize that it matters to be informed + concerned about our drinking water.

**Presentation Outline**

* Introductory Remarks
* Detecting Variations in Drinking Water: Using Equipment -vs- Using Your Senses
* Using Bioindicators to Detect Signs of Troubled Water
* Variations Come from Source Waters and Treatment Processes
* Cleaning Source Waters
* Real-World Issues
* Conclusions and Questions

**Student Learning Revolves Around, and is Driven By, These Two Essential Questions**

* **Essential Question 1**- What’s in YOUR Drinking Water?
* **Essential Question 2**- Where do Variations in Water Come From?

