Profile Sheet

Title:  Students Address Causes and Effects of Water Pollution

Teacher:  Mrs. L’Heureux
Primary Subject Area:  Social Studies
Outside Subject Area:  Language Arts
Class and Level Social Studies
Grade:  3rd Grade

Description of Student Roles and Problem Situation:
Students become the committee members when they assume the role of data collector
supervisor, environmentalist, administrative assistant, and water quality examiner to find
a possible solution to prevent water pollution in Bay County. The students will report to
the Director of Environmental Protection regarding the best solution.

Adaptations for Student from Non-Western culture:
* I will do research to find resources from the student’s culture and share the
  knowledge about the student’s culture with the other students. I will observe the non-
  western student in his/her group discussions and see if they are participating. If the
  student is not participating and offering opinions and suggestions, I will ask the
  student for their input and then offer my suggestions in a respectable way.

* I will do research on the student’s background, culture, and values and try to include
  these components of this culture in the lesson.

Adaptations for ESOL Student:
* I will help the student find articles or book about the cause and affects of water
  pollution in his/her home culture (if applicable).

* I will ask another student in the class or in the assigned group to help or guide
  them in understanding the lesson.
PBL Lesson Plan for Diverse Learners

Teacher: Ms. Theresa L’Heureux
Title: Students Address Causes and Affects of Water Pollution
Primary Subject Area: Social Studies
Outside Subject Area: Language Arts
Class and Level: Social Studies
Grade Level: 3rd grade

Primary Sunshine State Standards:
SS.B.2.2.3: The student understands how human activity affects the physical environment.
SS. D. 1.2.2: The student understands the scarcity of resources requires choices on many levels, from the individual to societal.

Outside Subject Area Sunshine State Standards from Social Studies:
LA. 3.4.2.3: The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.
LA.3.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

Learner Characteristics of Primary Grades Students:
Physical: Large muscle control is still superior to fine coordination. Many children, especially boys have difficulty manipulating a pencil (pg. 74). According to the text, “Try not to schedule too much writing at one time”, (pg. 74). Students will be paired into groups to discuss what they know and what they need to know about water pollution. I will tell each group that each student should take turns in note taking and the brainstorming process.

Social: Children become somewhat more selective in their choice of friends and are likely to have a more or less permanent best friend (pg. 75). Snowman and Biehler state that friendships are typically same sex relationships marked by mutual understanding, loyalty, cooperation, and sharing. The book describes a device called sociagram to identify friendships, cliques, and children who are social isolates and then give tentative assistance to children who have difficulty in attracting friends. I believe that assigning students who are not friends will allow them the opportunity to get to know one another. Students will be less likely to goof around and concentrate on the assignment.

Emotional: Primary grade students are sensitive to criticism and ridicule and may have difficulty adjusting to failure (pg. 76). The text suggests that teachers should provide
positive reinforcement as frequently as possible, and reserve the negative reactions for nonacademic behavior. It is very important to praise students for doing good work.

Cognitive: Primary grade children begin to understand that learning and recall are caused by particular cognitive processes that they can control (pg. 77). According to the text, primary grade children may need to be prompted to think about how well they understand what they read. It is important to incorporate an activity with the assignment because this gives the students the opportunity to show that they understand what you are teaching.

Cognitive: Primary grade children understand that there are different ways to know things and some ways are better than others (pg. 77). Students will be working in groups. The students will need to listen and compromise with their group members. All ideas should be considered but should focus on fact-based explanations.
Learning Outcomes, Student Role and Problem Situation,
Meet the Problem Method Components
PBL Lesson Plan for Diverse Learners

Original Title: Students Address Causes and Affects of Water Pollution
Teacher: Ms. Theresa L’Heureux

Primary Sunshine State Standards with Learning Outcomes:
SS.B.2.2.3: The student understands human activity affects the physical environment.
LO #1: After reading Chapter 6 and the Meet the Problem document, students will construct an explanation of how water pollution affects the environment, giving at least 2 accurate responses. (Synthesis)

SS.D.1.2.2: The student understands the scarcity of resources requires choices on many levels, from the individual to societal.

LO #2: After reading Chapter 2, students will create an accurate Know/Need to Know list (list facts, generate questions) with 4 accurate items in each category about the causes and affects of water pollution. (Synthesis)

LO #3: After reading and discussing the Meet the Problem document, student groups will generate 3 accurate questions to add to the Know/Need to Know list related to the affects of water pollution. (Synthesis)

Outside Subject Area Sunshine State Standards from Language Arts with Learning Outcomes:
LA. 3.4.2.3: The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.
LO #4: After reading the course text or the problem materials, students will analyze the material to separate facts from inferences and known from unknowns, creating an accurate Know/Need to Know board with 4 items in each category. (Analysis)

LA. 3.5.2.2: The students will plan, organize and give an oral presentation and use appropriate voice, eye, and body movements from the topic, audience, and occasion.
LO #5: Using the “Need to Know” section of the Know/Need to Know board, students will effectively compile research to answers the questions, with each student providing at least 1 answer substantiated by one resource. A rubric will be provided to the students, scoring at least 3 out of 5 in all areas of the oral presentation. (Evaluation)
Description of Student Roles and Problem Situation:

Students will act as The Department of Environmental Protection employees. Each student will have a different role such as: data collection supervisor, environmentalist, administrative assistant, and water quality examiner. The group will report to the Director of the Department of Environmental Protection of their findings of water pollution in Bay County.

Meet the Problem Documents

Students will receive a memo from the Director of Environmental Protections Agency and an article from the News Herald about the water pollution in Bay County.

Department of Environmental Protection
MEMO

Date: May 16, 2008
To: The Department of Environmental Protection Employees
From: Director Rick Anglin
Subject: Bay County residents facing severe water pollution

Please assemble a team consisting of a data collection supervisor, an environmentalist, an administrative assistant, and a water quality examiner to investigate this problem and propose solutions.

I will contact the State to obtain the necessary additional funds to implement the best solution. Please have all data collected and submitted to me by May 30, 2008.

Bay County Needs Your Help: Let’s Work Together as a Community and Protect Our Water from Pollution.
Theresa L’Heureux
News Herald

Bay County

Water pollution is everywhere. It is in our lakes, rivers, and oceans. Bay County is experiencing contamination in our drinking water. Deer Point Reservoir is the source for
almost all of the public drinking water in Bay County. The county’s goal is to protect the Deer Point Watershed before it becomes polluted, or before overuse adversely affects your water supply. Bay County is currently developing a Source Water Protection Plan; which involves investigating what the potential drinking water problems are throughout your community’s watershed, and developing practical steps to protect both the quality and quantity of the existing and potential sources of drinking water. How can you help? Know what your pollution threats are and what can be done to stop the pollution from contaminating your drinking water. Here are some threats that lead to water contamination.

- Runoff
- Septic Systems
- Agriculture
- Forestry and Timber Operations
- Construction
- Golf Courses
- Underground Storage Tanks

If you want to get involved, you can:

- Get informed through participation in meetings aimed at protecting natural water resources.
- Participate in watershed clean-up events.
- Support your water management district in protecting surface and groundwater.

The best barrier against pollution is PREVENTION.
**Problem Statement, Know/Need to Know Board & Resources**

**Problem statement:**
How can we as Department of Environmental Employees, collect data and implement strategies for change in such a way that:
- We do not interrupt daily lives of Bay County residents.
- We are precise in our data collection methods.
- We find a method to resolve our problem within the time frame.
- We do not exceed our state funded budget.

<table>
<thead>
<tr>
<th>Know Board</th>
<th>Need to Know Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Bay County is facing water pollution.</td>
<td>*What environmental effects are expected?</td>
</tr>
<tr>
<td>*Deer Point Reservoir is the source for almost all of the public drinking water in Bay County,</td>
<td>*The location and background of Deer Point Reservoir.</td>
</tr>
<tr>
<td>*Can get involved in the community to help stop water pollution.</td>
<td>*How does water pollution affect our drinking water?</td>
</tr>
<tr>
<td>*A water protection plan is being developed.</td>
<td>*Determine by what means humans are causing our water to be polluted.</td>
</tr>
<tr>
<td>*Water pollution occurs in lakes, rivers, and oceans.</td>
<td>*Causes of water pollution</td>
</tr>
<tr>
<td>*Water pollution affects our drinking water.</td>
<td>*What are additional forms of water pollution?</td>
</tr>
<tr>
<td>*Water pollution can be prevented.</td>
<td>*What can be done to stop water pollution?</td>
</tr>
<tr>
<td>*Need to protect the Deer Point Watershed before it becomes polluted.</td>
<td>*What forms of Legislation have been passed in order to control water pollution?</td>
</tr>
<tr>
<td></td>
<td>*Are there any health problems that are caused by water pollution?</td>
</tr>
<tr>
<td></td>
<td>*What are the major sources of water pollution?</td>
</tr>
<tr>
<td></td>
<td>*What are some contaminants that can enter groundwater and cause water pollution?</td>
</tr>
</tbody>
</table>
Resources

Websites:

- Bay County Utility Services – http://www.co.bay.fl.us/bcus/water.html
- FDEP Source Water Assessment and Program – http://www.dep.state.fl.us/swapp
- http://co.bay.fl.us/bcus/supply.html
- www.waterpollution.com
- www.co.bay.fl.us/bcus/deerpoint.html
- www.umich.edu

Books:

- Stille, Darlene R. (1990), Water Pollution, Childrens Press.

Video:

- Water pollution
  - http://www.youtube.com
Capstone Performance

PBL Lesson Plan for Diverse Learners

**Teacher:** Ms. Theresa L’Heureux

**Title:** Students Address Causes and Affects of Water Pollution

**Primary Subject Area:** Social Studies

**Outside Subject Area:** Language Arts

**Class and Level** Social Studies

**Grade Level:** 3rd grade

**Primary Sunshine State Standards with Learning Outcomes:**

SS.B.2.2.3: The student understands human activity affects the physical environment.

*LO #1: After reading Chapter 6 and the Meet the Problem document, students will construct an explanation of how water pollution affects the environment, giving at least 2 accurate responses. (Synthesis)*

SS.D.1.2.2: The student understands the scarcity of resources requires choices on many levels, from the individual to societal.
LO #2: After reading Chapter 2, students will create an accurate Know/Need to Know list (list facts, generate questions) with 4 accurate items in each category about the causes and affects of water pollution. (Synthesis)

LO #3: After reading and discussing the Meet the Problem document, student groups will generate 3 accurate questions to add to the Know/Need to Know list related to the affects of water pollution. (Synthesis)

Outside Subject Area Sunshine State Standards from Language Arts with Learning Outcomes:

LA. 3.4.2.3: The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.

LO #4: After reading the course text or the problem materials, students will analyze the material to separate facts from inferences and known from unknowns, creating an accurate Know/Need to Know board with 4 items in each category. (Analysis)

LA. 3.5.2.2: The students will plan, organize and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

LO #5: Using the “Need to Know” section of the Know/Need to Know board, students will effectively compile research to answer the questions, with each student providing at least 1 answer substantiated by one resource. A rubric will be provided to the students, scoring at least 3 out of 5 in all areas of the oral presentation. (Evaluation)

Problem statement:
How can we as Department of Environmental Employees, collect data and implement strategies for change in such a way that:

* We do not interrupt daily lives of Bay County residents.
* We are precise in our data collection methods.
* We find a method to resolve our problem within the time frame.

* We do not exceed our state funded budget
**Capstone Performance**

The capstone performance for the problem contains two parts: an individual report and a group presentation. Individual students will be assessed on both of these parts with one rubric. The students will be placed in teams of four. Each group will have a data collector supervisor, environmentalist, administrative assistant, and water quality examiner. Each team will collect data, and brainstorm for the “best solution” to the water pollution problem. Each student will write a short summary (about three paragraphs) explaining his/her part and include a topic sentence, supporting details, and relevant information. Each group will give two accurate responses on how water pollution affects the environment and will give four accurate items (either facts or question/answers) about the causes and affects of water pollution. Included in the summary, the student will need to explain his/her research and give four justifications why he/she is recommending one over the other. Students will need to present two different solutions in their reports. As a team, they will share ideas and agree on one solution that seems to be the “best solution”. Each team will have five classroom days to collect data. The students will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion. The students will be required to present their presentation at the front of the classroom while the rest of the students remain at their desks. The visitor, The Director of Environmental Protection, will sit with the teacher at the back of the classroom.
Room Arrangement

Front of Classroom

Whiteboard

Group 4

Group 3

Group 1

Group 2

Teacher/Visitor
Theresa L’Heureux  
EPI0004/Dr. Butler

Rubric for Assessing the Capstone Performance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Superior</th>
<th>Adequate</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Report</strong></td>
<td>15 pts</td>
<td>10 pts</td>
<td>0 pts</td>
</tr>
<tr>
<td>The student took a position on a solution for the problem and had at least 2 solutions, giving 4 justifications for choosing one over the other about the affects of water pollution in the environment. The student will construct an explanation of how water pollution affects the environment, giving at least two accurate responses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student took a position on a solution for the problem and had 1 solution, giving two justifications for choosing one over the other about the affects of water pollution in the environment. The student will construct an explanation of how water pollution affects the environment, giving at least one accurate response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student had no accurate responses or justifications about the affects of water pollution in the environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content/ Mechanic</strong></td>
<td>10 pts</td>
<td>8 pts</td>
<td>5 pts</td>
</tr>
<tr>
<td>The summary contains at least three paragraphs and includes topic sentence, supporting details, and accurate information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The summary contains only two paragraphs and includes topic sentence, supporting details, and accurate information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The summary contains only one paragraph and does not include a topic sentence, supporting details, and accurate information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization / Preparation</strong></td>
<td>10 pts</td>
<td>8 pts</td>
<td>5 pts</td>
</tr>
<tr>
<td>100% of the written report is complete. All arguments (main points and supporting statements) are clearly tied to the solution and organized into a paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80% of the written report is complete. More than 80% of the arguments are clearly tied to the solution and organized into a paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% of the written report is complete. 50% of the arguments are clearly tied to the solution and organized into a paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role in the Committee and Oral Presentation</td>
<td>Role in the Committee and Oral Presentation</td>
<td>Role in the Committee and Oral Presentation</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>The student explains his/her role and how he/she helped gather research for the best solution to the problem. The student will explain at least two reasons why the solution seems to be the best.</td>
<td>The student explains his/her role and how he/she helped gather research for the best solution to the solution. The student will explain at least one reason why the solution seems to be the best.</td>
<td>The student did not help collect research for the solution.</td>
<td></td>
</tr>
<tr>
<td>The student has consistent eye contact, uses a loud, clear voice that is easily understood, and good posture.</td>
<td>The student has consistent eye contact. The student does not use a loud, clear voice that is easily understood. The student does have good posture.</td>
<td>The student does not have consistent eye contact, loud and clear voice, or good posture.</td>
<td></td>
</tr>
</tbody>
</table>

**Scoring:**
- **A:** 50-40 pts.
- **B:** 39-30 pts.
- **C:** 29-20 pts.
- **D:** 19-11 pts.
- **F:** 10-Below
Two Alternative and “Best” Solution Analysis

PBL Title: Students Address Cause and Affects of Water Pollution

SS.B.2.2.3: The student understands human activity affects the physical environment.

LO #1: After reading Chapter 6 and the Meet the Problem document, students will construct an explanation of how water pollution affects the environment, giving at least 2 accurate responses. (Synthesis)

SS.D.1.2.2: The student understands the scarcity of resources requires choices on many levels, from the individual to societal.

LO #2: After reading Chapter 2, students will create an accurate Know/Need to Know list (list facts, generate questions) with 4 accurate items in each category about the causes and affects of water pollution. (Synthesis)

LO #3: After reading and discussing the Meet the Problem document, student groups will generate 3 accurate questions to add to the Know/Need to Know list related to the affects of water pollution. (Synthesis)

Outside Subject Area Sunshine State Standards from Language Arts with Learning Outcomes:

LA. 3.4.2.3: The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.

LO #4: After reading the course text or the problem materials, students will analyze the material to separate facts from inferences and known from unknowns, creating an accurate Know/Need to Know board with 4 items in each category. (Analysis)
LA. 3.5.2.2: The students will plan, organize and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

LO #5: Using the “Need to Know” section of the Know/Need to Know board, students will effectively compile research to answer the questions, with each student providing at least 1 answer substantiated by one resource. A rubric will be provided to the students, scoring at least 3 out of 5 in all areas of the oral presentation. (Evaluation)

**Problem statement:**
How can we as Department of Environmental Employees, collect data and implement strategies for change in such a way that:

* We do not interrupt daily lives of Bay County residents.
* We are precise in our data collection methods.
* We find a method to resolve our problem within the time frame.
* We do not exceed our state funded budget

**Solution One:**
One possible solution would be to have the students raise public awareness about the causes and affects of water pollution and how the residents of Bay County can work together to prevent this.

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce water pollution</td>
<td>Effectiveness may be limited</td>
</tr>
<tr>
<td>Voluntary- People don’t feel like the government is imposing more regulations</td>
<td>No deterrent from causing pollution</td>
</tr>
<tr>
<td>By controlling the amount of pollution that is contaminating the drinking water</td>
<td>Obstacles that may occur when developing a water protection plan</td>
</tr>
</tbody>
</table>
Inexpensive- will not require the expenses of a governmental agency

Difficult to measure if this solution is decreasing water pollution

Consequences:
This could be done easily because the cost if not expensive. The outcome may not have significant results.

Solution Two:
One possible solution would be to have restrictive governmental regulations, including frequent inspections of industrial sites.

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce water pollution</td>
<td>Governmental regulation would have a significant cost to the taxpayer</td>
</tr>
<tr>
<td>Inspections could measure the outcome</td>
<td>The public tends to resist additional government regulations</td>
</tr>
<tr>
<td>The Department of Environmental Protection would have increased revenue due to strict regulations and implementing fines</td>
<td>The more the industry is regulated, the more it will cost to develop a product</td>
</tr>
<tr>
<td>Regulations and fines would deter pollution</td>
<td>It is a possibility residents may not pay their fine(s)</td>
</tr>
</tbody>
</table>
Consequence:
Imposing government regulations, there is going to be a continuous cost to the taxpayers. However, they will have better results because they will be able to actually measure them.

Justification:
Best solution: Solution Two. To reduce the water pollution in Bay County, solution two will receive better results. Inspections will be able to measure the outcomes of data collection precisely. Regulations and fines would deter the water pollution to increase with Bay County residence and The Department of Environmental Protection Agency will benefit by an increase in revenue from strict regulations and imposed fines. Solution One would not be the best solution because it would be difficult to measure the effectiveness of public awareness in order to decrease water pollution. Also, there may be many unforeseen obstacles that may develop when trying to implement a water protection plan.
Title, Learner Characteristics, and Sunshine State Standards Component  
PBL Lesson Plan for Diverse Learners

**Teacher:** Ms. Theresa L’Heureux  
**Title:** Students Address Causes and Affects of Water Pollution  
**Primary Subject Area:** Social Studies  
**Outside Subject Area:** Language Arts  
**Class and Level:** Social Studies  
**Grade Level:** 3rd grade  

**Primary Sunshine State Standards:**  
SS.B.2.2.3: The student understands how human activity affects the physical environment.  
SS. D. 1.2.2: The student understands the scarcity of resources requires choices on many levels, from the individual to societal.  

**Outside Subject Area Sunshine State Standards from Social Studies:**  
LA. 3.4.2.3: The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.  
LA.3.5.2.2: The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.  

**Problem statement:**  
How can we as Department of Environmental Employees, collect data and implement strategies for change in such a way that:  
* We do not interrupt daily lives of Bay County residents.  
* We are precise in our data collection methods.  
* We find a method to resolve our problem within the time frame.  
* We do not exceed our state funded budget.  

**Review of Student-Generated Solutions:**  
Each group of students will do an oral presentation in front of Mr. Rick Anglin, the Director of Environmental Protection, and the teacher. Each group will present their best solutions in front of the classroom, that way all the students will hear all possible solutions. The teacher and Mr. Anglin will record the characteristics of each proposed “best solution.” These characteristics will be provided on a handout to all students on the day of class following the presentations. Other groups will rate each “best solution” providing a list in priority order, 1 to 8, with one being the best. Students will discuss which solution(s) are the best and the teacher will tally the points for each solution.
The two solutions receiving the most points will then be examined in a whole class session. The teacher will ask the class if there is a way to combine the two solutions to make one “even better” solution. Through a class discussion, students will reach consensus on portions of the solutions to use. The teacher will write a bulleted list of these portions on the board for all to see.

**Required Coaching at end of Debriefing Session:**
Five Essential Concepts: The “best” solution must include:
1) Cause and Affect of current water pollution in Bay County
2) How the current water pollution will impact Bay County residents
3) How to get involved in the community
4) Justification of how the two best solutions were chosen for the group
5) The precise method of data collecting

**Coaching Questions Throughout Lesson:**

<table>
<thead>
<tr>
<th>Type of Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meet the Problem</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>What are some goals of this problem?</td>
</tr>
<tr>
<td>M</td>
<td>What do you already know about water pollution?</td>
</tr>
<tr>
<td>E</td>
<td>Will this problem be easy or hard to solve? Why?</td>
</tr>
<tr>
<td><strong>Know/Need to Know Board</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Where could you go to find out how to get involved in the community to help stop water pollution?</td>
</tr>
<tr>
<td>M</td>
<td>Can you say anymore about what causes water pollution?</td>
</tr>
<tr>
<td>E</td>
<td>What obstacles do you see about the county developing a water protection plan?</td>
</tr>
<tr>
<td><strong>Problem Statement</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>What is your role in the problem?</td>
</tr>
<tr>
<td>M</td>
<td>Are you comfortable with the problem statement your group has written? Would you add anything?</td>
</tr>
<tr>
<td>E</td>
<td>What factors do you need to consider in order to reach a “good” solution?</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>What type of solutions does the group need to come up with for this problem?</td>
</tr>
<tr>
<td>M</td>
<td>What terms can you think of that might be helpful in doing a “Google” search for this problem?</td>
</tr>
<tr>
<td>E</td>
<td>What other types of resources can be used to help solve problems?</td>
</tr>
<tr>
<td><strong>Generating Possible Solutions</strong></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>What is the next step to finding a solution to prevent water pollution?</td>
</tr>
<tr>
<td>M</td>
<td>Why do you feel that Solution 1 is better than Solution 2? How did the group arrive at this solution?</td>
</tr>
<tr>
<td>E</td>
<td>Will this solution resolve all issues?</td>
</tr>
</tbody>
</table>