|  |
| --- |
|  |
|  |
|  |

Brightwater Site

**Brightwater Inquiry Examples for Grade 6**

**Classroom Inquiry Unit of Study: Why is “diversity” important to our environmental, economic and social wellbeing?**

**Brightwater Inquiry: How can a Brightwater experience help us to develop an understanding and appreciation of the diversity of living things in the natural environment?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Inquiry Questions** | **Outcomes** | **Activities** | **Pre Teaching** | **Post Teaching** |
| **Science Inquiry Questions**:  How can prairie ecology help us develop an understanding and appreciation of the diversity of living things in the Brightwater natural environment? | **DL 6.5 b**: Observe & represent characteristics of micro-organisms from water samples  **DL6.4 b**, i: curiosity in learning about organisms; research advantages of structures of organisms | Observe , sample and record data about aquatic habitat of the creek and the spring with the Science facilitator;  Creek dipping population study of the macro, micro-organisms  Using microscopes to compare spring & creek water samples of organism | Classification systems  How to use a microscope  Understanding of invertebrates, vertebrates, macro and micro organisms  Research the natural history of the Brightwater area and add to the Data Wall | Reflections Journal  Add discoveries to the data wall by listing the benefits of micro and macro organisms on the Data Wall. Make connections to the natural and cultural history information posted and the importance of biodiversity |
| **Indigenous Ways of Knowing Inquiry Questions:**  How did the diversity of native prairie plants and animals influence past cultures in the Brightwater area? | **DR 6.1**: Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean by investigating the importance of place to the development of first languages and cultures | Hike the trails with the ethno-botany facilitator to discover the natural habitat of several native plants (researched and other plants) and present info about the use of the plants for food, clothing, shelter, tools and medicines by past cultures.  Story telling in the tipi of traditional knowledge of the influence of prairie plants and animals on past and present culture of first Nations and Metis. | Students research the ethno-botany of plants found at Brightwater from the Brightwater plant list and create an information index cards of the plants to present to the group when hiking the trails with the ethno-botany facilitator  Research the cultural history of the Brightwater area and add the info to the Data wall | Reflections Journal  Add plant research cards to the Data Wall and make connections to the cultural and natural history information posted and to the importance of biodiversity |
| **Social Studies Inquiry Questions:**  How can we use maps, compass and GPS to record the location of various native species of plants to better understand the importance of the diversity of plant life on the prairies? | **DR 6.3**:Appraise the strategies human societies have used to orient themselves within time and place in the natural environment by using parallels of latitude and meridians of longitude to situate locations on a map | Create Geocaches to locate native prairie plants using observations of traditional landscape features, traditional map and compass and GSP mapping techniques. | What is GPs, its purpose and how do you use it? How do you use a compass? What are the parallels of latitude & the meridians of longitude? How do you the location of co-coordinates and find locations on a map? | Reflections Journal  Add Geocache information to the Data Wall and make connections to the natural and cultural history of Brightwater |
| **Art Inquiry Questions:**  How can we develop an understanding and appreciation of the diversity of living things in the Brightwater environment through Art? | **DL 6.1**: Observe & document the local environment  **CP 6.11**: Investigate and use various visual art forms, images, and art-making processes to express ideas about identity by making keen observations of detail, and increase skills in representing unique features, animals & plants | Activity: Water color – landscape painting  Create 2 different prairie landscape paintings – add prairie animals that would utilize the habitats depicted | Experimenting with the Colour wheel to have experience with mixing colours to create new colours, hues and shades | Reflections Journal  Add paintings to the Data Wall and make connections to the importance of biodiversity |