BLM 3 Student Resource

**Grade 4/5, Investigating Websites Assignment— Graffiti Guidelines**

**What is our assignment?**

Each group is researching a different question based on a topic concerning water usage listed in the box. You will find the information to answer the assigned questions on the website(s) provided in the box. Use the research skills taught in class If you want to explore other sites to find different perspectives.

* Answer the questions in complete sentences on a separate sheet of lined paper. This paper can also be used for jot notes about the topic you are studying.
* As you read through the website, you will develop **a list of short words (nouns, verbs and adjectives), phrases, or graphics (icons, and images)** that represent the **main ideas from the collected information**. These words, and images will serve as the subject matter that inspires our “all about water” graffiti-style mural.
* After you select the words which best describe the answer to your questions, you will each choose 2-3 different colored markers to create your “throw-up” or “panel piece”. You will have to write your name under your word(s) the work you have completed so that the teacher can assess your individual understanding of the researched concepts.

Group presentations:

1. Select one student to introduce the topic and to read the question that was researched by your group.
2. Each person should present for about 30-40 seconds. Use the colourful graffiti images that you each created as visual aids to help remind you about the key points in your topic as present your answers to your teacher and your classmates.

Examples of graffiti, marketing, and water conservation reviewed in class.

<http://www.creativeguerrillamarketing.com/guerrilla-marketing/denver-big-ambient-advertising-bring-awareness-water-consumption/>

<http://www.environmentalgraffiti.com/featured/creative-environmental-ads/11496?image=4>

<http://www.awarenessideas.com/Water-Conservation-Posters-s/36.htm>

Additionally do a Google image search for *Banksy* *- graffiti images relating to water*,   
and another search for *Roadsworth* *– graffiti images relating to water*.

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**Grade 4/5, Investigating Websites About Water and Water Usage**

**Group # 1**

Names of group members (3-5 students):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

Each person or student pair will answer his/her or their guiding question(s) and make notes about the assigned research topics on a separate sheet of lined paper.

Be sure to include **a list of short words (nouns, verbs and adjectives), phrases, or graphics (icons, and images)** that represent the **main ideas from the information collected**. These words and images should be a representation of what you learned and will serve as the subject matter that inspires an “all about water” graffiti-style mural.

On mural paper, the selected words and images should be created in graffiti-style “thrown-up” or “panel piece”. This art work will support your 2-3 minute group oral presentation to the class. Refer to **BLM 3 Investigating Websites — Graffiti Guidelines**

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| Site #1: Topic: Why Save Water? The Australian Perspective  <http://www.savewater.com.au/research-and-resources/why-save-water>  The global water situation - Remember that our local water supplies are part of a bigger global water cycle. |

Respond to these questions in point form:

1. How is fresh water essential to our existence?
2. How has global water consumption risen since 1900?
3. What are some examples of how water is used by people in other countries?

The hidden uses of water - seeing beyond the kitchen tap.

1. What is *embodied water*? What is a water footprint?

It’s time

1. What are the main messages about it being time to be water efficient?
2. What happens as a result of our water consumption habits?

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**Grade 4/5, Investigation of Websites About Water and Water Usage**

**Group # 2**

Group members (3-5): 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

* Each person or pair will make notes on a separate sheet of paper that answers their main question.
* Be sure to include some drawings, visual images, icons and words (nouns and adjectives) that could be used to show what you have discovered for each answer. These images should remind you of what you have learned and will help you when you present to the class.
* The images will be drawn on mural paper. The images should be created in graffiti style (like a tag) and shared with the class as a 2-3 minute group presentation. See attached sheet for Graffiti Guidelines.

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| * Site #2: Topic: Why Use Water Wisely? * <http://water.greenventure.ca/> |

Questions for response:

1. How does using electricity contribute to Greenhouse gas emissions? How can we reduce Greenhouse Gas Emissions on a daily basis?
2. How can we reduce run off pollution?
3. How is water a precious resource? (i.e. how it is in our lives, how much fresh water there is, how much fresh water do Canadians use?)
4. How is water important in our lives?

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**Grade 4/5, Investigation of Websites** **About Water and Water Usage**

Group #3

Group members (3-5): 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

* Each person or pair will make notes on a separate sheet of paper that answers their main question.
* Be sure to include some drawings, visual images, icons and words (nouns and adjectives) that could be used to show what you have discovered for each answer. These images should remind you of what you have learned and will help you when you present to the class.
* The images will be drawn on mural paper. The images should be created in graffiti style (like a tag) and shared with the class as a 2-3 minute group presentation. See attached sheet for Graffiti Guidelines.

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| Site #2:  Topic: Why Use Water Wisely?  <http://water.greenventure.ca/> |

Questions for response:

Looking at the available percentage images

1. How much freshwater is available?
2. How much freshwater, frozen/unavailable water, is there?
3. How much available salt water is there?
4. What are three important points you can make about Canadian water use?
5. What important information about the water cycle is important for other people to know?

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**Grade 4/5, Investigation of Websites** **About Water and Water Usage**

Group # 4

Group members (3-5): 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

* Each person or pair will make notes on a separate sheet of paper that answers their main question.
* Be sure to include some drawings, visual images, icons and words (nouns and adjectives) that could be used to show what you have discovered for each answer. These images should remind you of what you have learned and will help you when you present to the class.
* The images will be drawn on mural paper. The images should be created in graffiti style (like a tag) and shared with the class as a 2-3 minute group presentation. See attached sheet for Graffiti Guidelines.

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| Site #3:  **Topic:** What makes water so important?  <http://blueplanetnetwork.org/water/> |

Choose one or two points per heading that stand out as being very important. Make notes and images as instructed.

Main question: What makes water so important?

Unsafe water is the leading cause of sickness and death.

Water impacts everything.

Nearly a billion people are in need.

Creating access to safe water for everyone is measurable and achievable.

The return on investment in water and sanitation is enormous.

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**Grade 4/5, Investigation of Websites** **About Water and Water Usage**

Group # 5

Group members (3-5): 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

* Each person or pair will make notes on a separate sheet of paper that answers their main question.
* Be sure to include some drawings, visual images, icons and words (nouns and adjectives) that could be used to show what you have discovered for each answer. These images should remind you of what you have learned and will help you when you present to the class.
* The images will be drawn on mural paper. The images should be created in graffiti style (like a tag) and shared with the class as a 2-3 minute group presentation. See attached sheet for Graffiti Guidelines.

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| Site #4:  Topic: Water Facts & Water Stories from Across the Globe  <http://www.theworldwater.org/water_facts.php> |

Water Facts & Water Stories from Across the Globe

Which two statistics (mathematical facts) under each heading listed below really caused you to think about the importance of water in Canada? Make notes and images as instructed.

Scarcity and Plenty

Demographics

Health

Metrics

BLM 3 Student Resource

**Grade 4/5, Investigation of Websites About Water and Water Usage**

Group # 6

Group members (3-5): 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

* Each person or pair will make notes on a separate sheet of paper that answers their main question.
* Be sure to include some drawings, visual images, icons and words (nouns and adjectives) that could be used to show what you have discovered for each answer. These images should remind you of what you have learned and will help you when you present to the class.
* The images will be drawn on mural paper. The images should be created in graffiti style (like a tag) and shared with the class as a 2-3 minute group presentation. See attached sheet for Graffiti Guidelines.

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| Topic #5  Putting water consumption in context: From which locations do we withdraw water for use?  Site #5:  <http://www.conferenceboard.ca/hcp/details/environment/water-consumption.aspx> |

Questions:

Putting water consumption in context

1. What reasons are offered for why we should raise the cost of water in Canada? (List 2-3 possibilities.)
2. How does Canada’s water withdrawals compare to that of other countries?
3. Why does Canada waste so much water?
4. Why does Canada do so poorly on this indicator (amount of water use)?