BLM 4 Student Resource

**Grade 4/5, Investigating Websites Research Topics**

**Group #1**

Names of Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

Each person or student pair will answer his/her or their guiding question(s) in complete sentences 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 demonstrate 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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| Topic #1: Why Save Water? The Australian Perspective  Site #1:  <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. |

Questions:

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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**Group #2**

Names of Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

Each person or student pair will answer his/her or their guiding question(s) in complete sentences 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 demonstrate what you learned and will serve as the subject matter that inspires an “all about water” graffiti-style mural.

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

Questions:

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. Why is water important in our lives?
4. Why is water considered a precious resource? (Consider use and amount of available water in Canada.)

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**Group #3**

Names of Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

Each person or student pair will answer his/her or their guiding question(s) in complete sentences 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 demonstrate 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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| Topic #3: How much water is available for use?  Site #3:  <http://water.greenventure.ca/> |

Review the available percentage images to respond to the following questions.

**Questions:**

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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**Group #4**

Names of Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

Each person or student pair will answer his/her or their guiding question(s) in complete sentences 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 demonstrate 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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| **Topic #4:** **What makes water so important?**  Site #4:  <http://blueplanetnetwork.org/water/> |

Main Question: What makes water so important?

Choose one or two points per heading that you believe stand out as being **very important** on this website. Make notes and images as instructed.

**Headings**

1. Unsafe water is the leading cause of sickness and death.
2. Water impacts everything.
3. Nearly a billion people are in need.
4. Creating access to safe water for everyone is measurable and achievable.
5. The return on investment in water and sanitation is enormous.

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**Group #5**

Names of Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

Each person or student pair will answer his/her or their guiding question(s) in complete sentences 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 demonstrate 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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| **Topic #5: Water Facts & Water Stories from Across the Globe**  Site #5:  <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.

* 1. Scarcity and Plenty
  2. Demographics
  3. Health
  4. Metrics

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**Group #6**

Names of Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

Each person or student pair will answer his/her or their guiding question(s) in complete sentences 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 demonstrate what you learned and will serve as the subject matter that inspires an “all about water” graffiti-style mural.

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| Topic #6: Putting water consumption in context: From which locations do we withdraw water for use?  Site #6:  <http://www.conferenceboard.ca/hcp/details/environment/water-consumption.aspx> |

Questions:

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)?