

8a.10 Water in the Media

Story Extension for This Lesson:

How do Sam and Alex find ways to publicize the water dilemma that they have discovered. How does the media handle this?

Grade: 8

Strand: Water Systems

Big Ideas:

- Water is crucial to life on Earth. (Overall expectations 1 and 2)
- Water systems influence climate and weather patterns. (Overall expectation 3)
- Water is an important resource that needs to be managed sustainably. (Overall expectations 1 and 2)

Overall Expectations:

1. assess the impact of human activities and technologies on the sustainability of water resources
2. investigate factors that affect local water quality
3. demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems on a specific region

Specific Expectations:

- 1.2** assess how various media sources (e.g., Canadian Geographic; the science section in newspapers; Internet websites; local, national, and international news on television and radio) address issues related to the impact of human activities on the long-term sustainability of local, national, or international water systems
- 3.2** demonstrate an understanding of the watershed as a fundamental geographic unit, and explain how it relates to water management and planning
- 3.3** explain how human and natural factors cause changes in the water table (e.g., lawn watering, inefficient showers and toilets, drought, floods, overuse of wells, extraction by bottled water industry)

Inquiry Skills:

Analyzing, Evaluating Defending

Instructions:

In this lesson, students will assess how various media sources (e.g., Canadian Geographic; the science section in newspapers; Internet websites; local, national, and international news on television and radio) address issues related to the impact of human activities on the long-term sustainability of local, national, or international water systems.

Materials List:

- computer
- pens or pencils
- resources

Subject Area:

Environmental, Science, Social Studies

Connects to:

Grade 8

Assessment Strategy:

The Learning Process

Handouts:

- Water In The Media

Water in the Media

(Optional)

Name: _____

Consider how numerous media sources (e.g. newspapers; Internet websites; local, national, and international news on television and radio) speak to issues interconnected to the impact of human activities on the long-term sustainability of local, national, and international water systems. **Choose one (1).**

Issues:

(a) Alex and Sam are doing research on the implications of exporting water from Canada to other countries. Their sources are a national newspaper, a scientific magazine, and some selected Internet sites. Each has a slightly different opinion on the issue.

(b) A farmer in the community wants to ensure that her nutrient controlling policies are not adversely affecting the local water system. She consults the agriculture section of a local newspaper, a Canadian magazine with an environmental focus, and local farm reports. She finds conflicting information.

(c) Alex and Sam research the Procedure for Safe Drinking Water concerns in small Canadian communities addressing drinking water standards. Various government agencies, news agencies, and interest groups for First Nations communities have different perspectives on its development and release.

How does each of these texts address the purpose and the intended audience for the piece?

Are there implied messages in the text, and if so, what are they?

How does the information in each of the texts compare?

Why might they take different positions?

What different groups are represented in the texts?

How does each text capture and maintain the interest of the reader?

Why might different people or groups of people react differently to these texts?

Remember to use the Learning Process, and conference to develop your ideas.

The Learning Process

Inquiry Process: Immersion - *Define Topics, Build Background and Invite Curiosity*

Traits

- Create self-reliance when interacting with a variety of media to explore and develop background knowledge
- Responds to text by jotting or drawing questions, connections, and reactions
- Works productively with groups to create a plan
- Identifying the Main ("Big") Ideas
- Completed a conference to confirm Main ("Big") Ideas

Step 1: *The BIG Question (What is the big idea being investigated?)*

Step 3: *Conference Notes*

Level:

Distinction = 4, Proficiency = 3, Emerging = 2, Beginning = 1

Inquiry Process: Investigation – *Developing Questions, Searching for Information and Answers*

Traits

- Listens, talks, views, and reads to gain information
- Uses the Q-chart to develop questions for investigation
- Works productively with teams to monitor schedules and task completion
- Completed a conference to develop questions

Guiding Questions *(One (1) guiding questions from each column and each row.)*

	Is/Is not	Do\Did(not)	Can (not)	Would/Should	Will	Might/Could
Who						
What						
Where						
When						
How						
Why						

Write out the completed questions in full. (You may change these or add to them during the process.)

Who	
What	
Where	
When	
How	
Why	

Step 3: *Conference Notes*

Check off:

Distinction = 4, Proficiency = 3, Emerging = 2, Beginning = 1

Inquiry Process: Integration – *Intensify research, Synthesize Information, Connect Knowledge*

Traits

- Engages in deeper reading and researching: Books, articles, and websites.
- Checks sources, determines reliability
- **Synthesizes information**
- Works productively with teams to monitor task completion and sharing
- Use appropriate technology as a tool to help gather and analyse information, solve problems, and communicate.
- Completed a conference concerning

Step 3: Conference Notes

Level:

Distinction = 4, Proficiency = 3, Emerging = 2, Beginning = 1

Inquiry Process: **Instruction** – *Sharing Learning and Demonstrate their Understanding*

Traits

- Completed a conference
- Demonstrates learning and understanding in a variety of ways
- **Teaching others**
- Reflects upon and articulates **the learning process**
- Defends and reflects upon the cooperative procedure

Step 3: Conference Notes

Level:

Distinction = 4, Proficiency = 3, Emerging = 2, Beginning = 1