**Brightwater Inquiry Examples for Grade 8**

**Classroom Inquiry Unit of Study: Water systems – How do natural and human induced changes affect the distribution of our water?**

**Brightwater Inquiry:**

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| **Inquiry Questions** | **Outcomes** | **Activities** | **Pre Teaching** | **Post Teaching** |
| * How might the land around Brightwater creek influence its future path? * Suppose we find that Brightwater creek is polluted. What might some of the effects in Saskatoon be? How can we work to ensure this doesn’t happen? * How might the stream change if one side of the bank was paved? Or had rocks added? Or the plant species changed? * How does Brightwater contribute to the overall health of the South Saskatchewan River, and specifically its fish population? | WS8.1 Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.  indicator  b.Compare physical characteristics of surface water features, such as lakes, rivers, streams, wetlands, and riparian areas | * Looking at the topography of Brightwater, and tracing a path where surface runoff flows, making hypothesises as to where the water table sits * Studying the composition of soil and hypothesising as to where the creek will erode, what effect ice has on the valley | * What is topography * How to use maps * Scientific process * Designing an experiment to see how topography influences the creek, and vice versa * What is soil * weathering | * use information gathered at brightwater to answer hypothesis * discuss results (errors, were they what you expected?) * plan next trip, make adjustments to your experiments |
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