|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Question Grid | Is | Did | Can | Would/could | Will | Might |
| What |  |  |  |  |  |  |
| Where |  |  |  |  |  |  |
| When |  |  |  |  |  |  |
| Which |  |  |  |  |  |  |
| Who |  |  |  |  |  |  |
| Why |  |  |  |  |  |  |
| How |  |  |  |  |  |  |

Question Generator

Looking at your specific curriculum lets generate some inquiry questions specific to outcomes

WS8.1 **Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.**

**b.Compare physical characteristics of surface water features, such as lakes, rivers, streams, wetlands, and riparian areas**

**-examples of inquiry questions:**

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?

**c.Examine the significance of water to First Nations and Métis people of Saskatchewan, including water as an essential element of life, transportation, water quality, fishing practices, and treaty rights regarding fishing.**

Why might people gather here in the summer? Winter?

Where might you put your home in the winter if you were nomadic?

What connection to the land have you developed after our day here?