**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.indicatorb.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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