

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	7
Main Subject:	Social Studies
Big Idea:	Quality of Life and Human Impact in Canada
Title:	WATER IS LIFE
Cluster:	Global Quality of Life, Human Impact in Europe or the Americas
Duration:	2–6 weeks (depending on how many choice options students complete)
Materials:	PowerPoint, BLMs, access to technology and internet to participate in activities and conduct research. Students may need paper for drafting and writing the Concrete/Shape poem, the optional math activity, and various supplies and/or technology resources for their final project depending on which presenting options they choose.
Short Description:	Water is Life is a learning experience that focuses on quality of life and human impact on the natural environment in Canada. Students learn First Nations perspectives on water, boil water advisories in Canada, role models making a difference, and raising awareness. Students work through a variety of choice activities (songs, art, books, videos, websites, etc.). Students focus on how they can take action to ensure that everyone has water for life. This project is a combination of synchronous and asynchronous activities.

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/index.html

7-KC-002, 7-KC-003, 7-KC-004, 7-KI-006, 7-KI-007, 7-KG-036, 7-KG-037, 7-KP-039, 7-KP-041, 7-KP-042, 7-KE-045, 7-VC-001, 7-VC-004, 7-VG-011, 7-VP-013, 7-VE-016, 7-KL-028, 7-KL-029, 7-KH-031, 7-KP-044, 7-KE-053, 7-VL-009, 7-VH-010

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Language as Sense Making, Language as System, Language as Power and Agency, Language as Exploration and Design

Science: www.edu.gov.mb.ca/k12/cur/science/scicurr.html

7-1-05, 7-1-06, 7-1-07

Mathematics: www.edu.gov.mb.ca/k12/cur/math/index.html

7-N-3

Arts Education: www.edu.gov.mb.ca/k12/cur/arts/index.html

A-C1, A-C2, A-C3, M-CI, M-C3

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X	X	X	X	X	X	X	X	X			X	X	X

Original concept created by: J. Fast, K. Berezka

LEARNING EXPERIENCES AND ASSESSMENT

Question: How can you take action to ensure that everyone has water for life?

Teacher's instructions:

This project meets the GLOs of Identity, Culture and Community, The Land: Places and People, Historical Connections, Global Interdependence, Power and Authority, and Economics and Resources.

Follow the PowerPoint and slide notes for extra information, suggestions or alternate ideas, BLMs, and rubric. Teachers can also adapt and rearrange the activities as makes sense for your context.

Step-by-step instructions for students:

Follow the teacher instructions, PowerPoint presentation, and blackline masters.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grade 7: PowerPoint Presentation

Grade 7: Blackline Masters

Grade 7: Rubric

List all the ways that you use water in a day.

How would it affect you if you had to boil your water?

How would it affect you if you didn't have access to safe and readily available water?

What did you notice or wonder as you were doing this activity?

Source:

INDIGENOUS PEOPLES AND COMMUNITIES IN CANADA

[HTTPS://WWW.RCAANC-CIRNAC.GC.CA/ENG/1100100013785/1529102490303](https://www.rcaanc-cirnac.gc.ca/eng/1100100013785/1529102490303)

K

- What I know
-

W

- What I wonder
-

L

- What I learned
-

I see:

I hear:

I feel:

I think:

First Nations' Perspectives on Water Concrete/Shape Poem BLM#4

- 1) Read and discuss the First Nations' Perspectives on Drinking Water information sheet [First+Nations'+Perspective+on+Drinking+Water.pdf \(squarespace.com\)](https://www.squarespace.com/First+Nations'+Perspective+on+Drinking+Water.pdf)
- 2) Thinking about information from the sheet, brainstorm ideas you would like to incorporate into a shape poem.
- 3) Create a poem, free verse or rhyme, from the ideas you brainstormed in regards to First Nations' Perspectives on Water.
- 4) Choose a shape to write your poem in, or around. You will choose a shape that reflects the theme of the message in your poem. For example, you may choose to write your poem in or around the shape of a raindrop, river, wave, glass of water, water jug, etc. (See some examples here [Concrete Shape Poems—YouTube](#)).
- 5) Draw the shape lightly in pencil, write your poem inside or around the shape, then erase the light pencil outline so that the poem is in the water-theme shape you chose.

Other resources on concrete/shape poems:

[Shape Poetry Lesson—YouTube](#)

[Come to My Party and Other Shape Poems \(Ready Read Alouds\)—YouTube](#)

[How to Write a Concrete Poem—Kenn Nesbitt's Poetry4kids.com](#)

[First grade Lesson Concrete or Shape Poems | BetterLesson](#)

[Concrete Poem Examples \(softschools.com\)](#)

Indigenous Words for Water Activity

BLM#5

Explain and illustrate 3 different Indigenous words for water illustrate.

Indigenous word for water	Background/ Explanation	Illustration of Word

The main idea of the videos:

Five things I learned from watching the videos:

Three Indigenous teachings related to water:

Two questions I have after watching the videos:

The left side is for quotes or evidence from the book; the right side is for your responses.

Title of Book:	
Quote or evidence from the book	Response: questions/thoughts/feelings about the quote or evidence

Drinking Water Advisories Cloze and Map Activity

BLM#8a

1) The Government of Canada is working with First Nations communities to:

-
-
-

2) There have been _____ long-term drinking water advisories lifted since November 2015.

3) There are _____ long-term drinking water advisories in effect in _____ communities.

4) Of the 58 long-term advisories in effect, _____% are under construction, _____% lift is pending, _____% are in the design phase, and _____% are under study for feasibility.

5) It takes _____ years on average to complete a new water treatment system.

Click the interactive map of long-term drinking water advisories that have been in effect for more than a year. Zoom in on Manitoba. Click a community close to your own that has/had a drinking water advisory and note the following information.

Community -

Water system name-

Type of advisory -

Date advisory set -

Long term advisory since -

Date advisory lifted -

Population -

Project phase -

Corrective measure -

What does the information mean for this community?

Government of Canada Drinking Water Advisories Math Activity (optional) BLM#8b

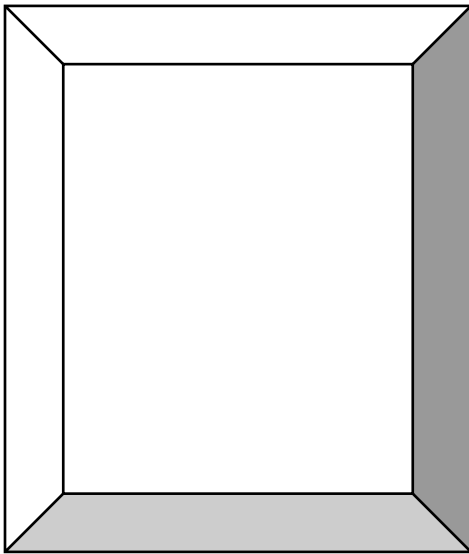
Solve the following problems involving percent and long-term drinking water advisories.

1. There are 156 long-term drinking water advisories on public systems on reserves in Canada. About 63% of the 156 long-term drinking water advisories have been lifted since November 2015. How many long-term drinking water advisories have been lifted since November 2015?
2. There are 58 long-term drinking water advisories on public systems on reserves in Canada.
 - a) 57% of the 58 long-term drinking water advisories are in the “under construction” phase. How many long-term advisories are in the “under construction” phase?
 - b) 22% of the 58 long-term drinking water advisories are in the “lifting pending” phase. How many long-term advisories are in the “lifting pending” phase?
 - c) 19% of the 58 long-term drinking water advisories are in the “in design” phase. How many long-term advisories are in the “in design” phase?
 - d) 2% of the 58 long-term drinking water advisories are in the “feasibility study” phase. How many long-term advisories are in the “feasibility study” phase?
3. Of the 156 long-term drinking water advisories on public systems on reserves in Canada, about 10% of the 156 long-term drinking water advisories are in Manitoba. How many long-term drinking water advisories are in Manitoba?
4. There are 15 long-term drinking water advisories on public systems on reserves in Manitoba. About 73% of the 15 long-term drinking water advisories in Manitoba have been lifted.
 - a) How many of the 15 long-term drinking water advisories in Manitoba have been lifted?
 - b) How many of the long-term drinking water advisories in Manitoba are in effect?

Answer Key

Solve the following problems involving percent and long-term drinking water advisories.

1. There are 156 long-term drinking water advisories on public systems on reserves in Canada. About 63% of the 156 long-term drinking water advisories have been lifted since November 2015. How many long-term drinking water advisories have been lifted since November 2015?
 $63\% \times 156$ or $0.63 \times 156 = 98.28$ so 98 water advisories have been lifted.
2. There are 58 long-term drinking water advisories on public systems on reserves in Canada.
 - a) 57% of the 58 long-term drinking water advisories are in the “under construction” phase. How many long-term advisories are in the “under construction” phase?
 $57\% \times 58$ or $0.57 \times 58 = 33.06$ so 33 are in the “under construction” phase.
 - b) 22% of the 58 long-term drinking water advisories are in the “lifting pending” phase. How many long-term advisories are in the “lifting pending” phase?
 $22\% \times 58$ or $0.22 \times 58 = 12.76$ or 13 are in the “lifting pending” phase.
 - c) 19% of the 58 long-term drinking water advisories are in the “in design” phase. How many long-term advisories are in the “in design” phase?
 $19\% \times 58$ or $0.19 \times 58 = 11.02$ or 11 are in the “in design” phase.
 - d) 2% of the 58 long-term drinking water advisories are in the “feasibility study” phase. How many long-term advisories are in the “feasibility study” phase?
 $2\% \times 58$ or $0.02 \times 58 = 1.16$ or 1 is in the “feasibility study” phase.
3. Of the 156 long-term drinking water advisories on public systems on reserves in Canada, about 10% (9.6%) of the 156 long-term drinking water advisories are in Manitoba. How many long-term drinking water advisories are in Manitoba?
 $\text{About } 10\% \times 156$ or $0.10 \times 156 = 15.6$ or 15 are in Manitoba.
4. There are 15 long-term drinking water advisories on public systems on reserves in Manitoba. About 73% of the 15 long-term drinking water advisories in Manitoba have been lifted.
 - a) How many of the 15 long-term drinking water advisories in Manitoba have been lifted?
 $73\% \times 15$ or $0.73 \times 15 = 10.95$ or 11 have been lifted.
 - b) How many of the long-term drinking water advisories in Manitoba are in effect?
 $27\% \times 15$ or $0.27 \times 15 = 4.05$ or 4 are still in effect in Manitoba.



Home community: _____

Age: _____

Family: _____

Hobbies: _____

Known as: _____

Known for: _____

Timeline of Milestone Events

[illegible]

Grassy Narrows First Nation

BLM#10

Where is Grassy Narrows First Nation? _____

What is the water issue in Grassy Narrows? _____

Why is this issue happening? What caused it? _____

When did the issue begin? What are some other key dates and events? _____

Who is the issue affecting? _____

How is the issue impacting the community? _____

What is happening now? _____

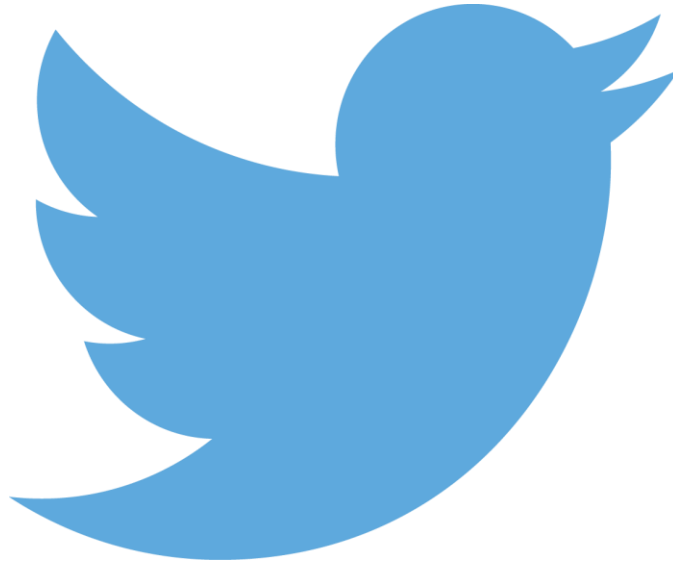
How could people help to resolve this issue? How could this issue be resolved? _____

Resources: _____

World Water Day Tweet

BLM#11

Remember: Minimum length of tweet should be 33 characters; maximum length of tweet is 280 characters.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

[illegible]

Choose ONE of the following options as a final project in your study of Water is Life:

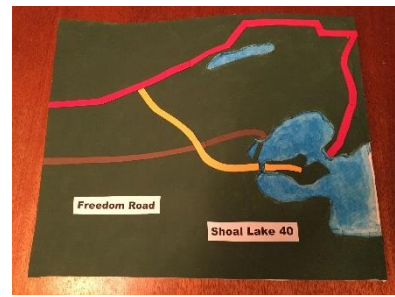
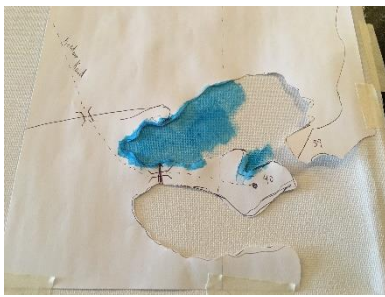
A. Research Project

- 1) Choose a First Nations Community that has or has had issues related to water. (You can choose one from the list below or one that is not on this list.)
 - Shoal Lake 40: [WATER—Shoal Lake #40 \(sl40.ca\)](#), [A century of water: As Winnipeg aqueduct turns 100, Shoal Lake finds freedom | CBC News](#), [Shoal Lake 40 in Safe Water PP](#)
 - The Cree Nations of Tataskweyak (Split Lake), O-Pipon-Na-Piwin (South Indian Lake), Nisichawayasihk (Nelson House), and Misipawistik (Grand Rapids): [The Other End of the Line: Hydropower in Northern Manitoba](#), [Hydro Justice](#), [APTN: Power Failure: The impacts of hydro dams in Northern Manitoba](#)
 - Yellow Quill: [Yellow Quill—Safe Drinking Water Foundation \(safewater.org\)](#), [Yellow Quill Safe Water PowerPoint](#)
 - Saddle Lake: [Saddle Lake Cree Nation in Safe Water PP](#)
 - Neskantaga: [Neskantaga First Nation in Safe Water PP](#)
- 2) Research as much information as you can by using the links above and the following questions as a guide:
 - Where is this First Nation community?
 - What was/is the water issue?
 - Why is this issue happening and what caused the issue?
 - When did the issue begin, and are there any other key dates and events?
 - Who is the issue affecting?
 - How is the issue impacting the community?
 - What is happening now?
 - How could the issue be resolved and how could people help resolve the issue?
- 3) Prepare and share a presentation of your findings. You can choose how you want to prepare and share your presentation i.e. Make a PowerPoint, write a research paper, make a video, poster, or make some talking notes and share what you learned. Be sure to cite your sources.

OR

B. Holistic Representation of Learning

- 1) **Brainstorm** everything that you have learned during the Water is Life project using but not limited to, the following prompts:
 - First Nations perspectives on water from the songs, videos, and books
 - Boil water advisories and how they've affected First Nations communities
 - Roles models making a difference
 - Raising awareness
- 2) **Choose** a way to show what you have learned. Below are some options of what you can **create**:
 - Music video—see [Videos—N'we Jinan](#) for ideas
 - Art piece—painting, clay, mixed media
 - Poster
 - Pamphlet
 - Banner
 - Poem—see [Stylistic Devices & Poetry Inspiration with Janine Brown—YouTube](#) for ideas
 - Diorama – see pictures below for ideas



Created by Jill Fast and shared with permission.

- 3) Make an **explanation** of your project (audio, video or written piece) and how it relates to your learning.
 - For example, if you do an art piece such as a painting, explain the colours you chose, why you drew what you drew, the symbolism, etc.
 - Or, if you make a music video, explain the lyrics and what you are trying to portray, etc.
- 4) **Share** your project and explanation with your teacher and/or classmates.

Grade 7: Water Is Life: <i>How can you take action to ensure that everyone has water for life?</i> Project Rubric					
Report Card Subject Category	Very good to excellent (4)	Good (3)	Basic (2)	Limited (1)	Not demonstrated (ND)
Social Studies— Knowledge and Understanding	Student skillfully and objectively synthesizes, organizes, and represents the important and significant vocabulary and information about Canadian First Nation communities and water, making connections across historical, cultural, and geographical contexts.	Student accurately synthesizes, organizes, and represents important vocabulary and information about Canadian First Nation communities and water, making a few connections across historical, cultural, and geographical contexts.	Student requires occasional teacher or peer support to determine relevant information, accurately synthesize, organize and represent appropriate information about Canadian First Nation communities and water and/or make connections across historical, cultural, and geographical contexts.	Student requires considerable, ongoing teacher support to determine relevant information, accurately synthesize, organize and represent appropriate information about Canadian First Nation communities and water and/or make connections across historical, cultural, and geographical contexts.	Does not yet demonstrate the required understanding and application of concepts and skills.
Social Studies— Research and Communication	Student generates clear thought-provoking questions, collects relevant and important information from various sources, accurately and comprehensively records, organizes and innovatively communicates information and ideas about Canadian First Nation communities and water.	Student generates relevant questions, collects relevant information, accurately records, organizes and communicates information and ideas about Canadian First Nation communities and water.	Student requires occasional teacher or peer support to collect, record and/or communicate appropriate information about Canadian First Nation communities and water.	Student requires considerable, ongoing teacher support to collect, record and/or communicate appropriate information about Canadian First Nation communities and water.	Does not yet demonstrate the required understanding and application of concepts and skills.
Social Studies— Critical Thinking and Citizenship	Student thoughtfully responds to, generates and expresses critical analysis and opinions about social issues, fairness, and human rights related to Canadian First Nation communities and water.	Student generates some opinions, recognizes and responds to critical analysis and opinions about social issues, fairness, and human rights related to Canadian First Nation communities and water.	Student requires occasional teacher or peer support to generate opinions, recognize and respond to critical analysis and opinions about social issues, fairness, and human rights related to Canadian First Nation communities and water.	Student requires considerable, ongoing teacher support to generate opinions, recognize and respond to critical analysis and opinions about social issues, fairness, and human rights related to Canadian First Nation communities and water.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— COMP. Reading	Student uses strategies and cues before, during, and after reading to develop understanding of Canadian First Nation communities and water.	Student uses strategies and cues with some prompting before, during, and after reading to develop understanding of Canadian First Nation communities and water.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after reading to develop understanding of Canadian First Nation communities and water.	Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after reading to develop understanding of Canadian First Nation communities and water.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— COMP. Listening and Viewing	Student uses strategies and cues before, during, and after listening and viewing to develop understanding of Canadian First Nation communities and water.	Student uses strategies and cues with some prompting before, during, and after listening and viewing to develop understanding of Canadian First Nation communities and water.	Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after listening and viewing to develop understanding of Canadian First Nation communities and water.	Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after listening and viewing to develop understanding of Canadian First Nation communities and water.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— COMM. Writing	Student uses strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about Canadian First Nation communities and water with very few convention errors.	Student uses strategies and cues with occasional prompting to generate, communicate, revise, and organize thinking, ideas, and information about Canadian First Nation communities and water with some convention errors.	Student requires occasional teacher or peer support to use modelled strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about Canadian First Nation communities and water and correct convention errors.	Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about Canadian First Nation communities and water and correct convention errors.	Does not yet demonstrate the required understanding and application of concepts and skills.

Language Arts— COMM. Speaking and Representing	Student uses strategies and cues to generate, revise, organize, and clearly and creatively communicate, thinking, ideas, and information when speaking and presenting about Canadian First Nation communities and water.	Student uses strategies and cues with occasional prompting to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Canadian First Nation communities and water.	Student requires occasional teacher or peer support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Canadian First Nation communities and water.	Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about Canadian First Nation communities and water.	Does not yet demonstrate the required understanding and application of concepts and skills.
Language Arts— Critical Thinking	Student insightfully interprets facts, analyzes viewpoints, and can draw a conclusion about Canadian First Nation communities and water.	Student interprets evidence, analyzes viewpoints, and can draw a conclusion with occasional prompting about Canadian First Nation communities and water.	Student requires occasional teacher or peer support to interpret evidence, analyze viewpoints, and/or draw a conclusion about Canadian First Nation communities and water.	Student requires considerable, ongoing teacher support to interpret evidence, analyze viewpoints, and draw a conclusion about Canadian First Nation communities and water.	Does not yet demonstrate the required understanding and application of concepts and skills.
Arts Education— VISUAL ARTS	Student designs and creates original, neat poster and maybe final project that include important and relevant historical, cultural, and/or geographical details about Canadian First Nation communities and water.	Student designs and creates poster and maybe final project that include important and relevant historical, cultural, and/or geographical details about Canadian First Nation communities and water.	Student requires occasional teacher or peer support to design and create poster and maybe final project that include important and relevant historical, cultural, and/or geographical details about Canadian First Nation communities and water.	Student requires considerable, ongoing teacher support to design and create poster and maybe final project that include important and relevant historical, cultural, and/or geographical details about Canadian First Nation communities and water.	Does not yet demonstrate the required understanding and application of concepts and skills.
Mathematics— Knowledge and Understanding of PERCENT	Student accurately and clearly represents solutions to problems involving percent of long-term drinking water advisories.	Student represents with some prompting solutions to problems involving percent of long-term drinking water advisories.	Student requires occasional teacher or peer support to represent problems involving percent of long-term drinking water advisories.	Student requires considerable, ongoing teacher support to represent problems involving percent of long-term drinking water advisories.	Does not yet demonstrate the required understanding and application of concepts and skills.
Mathematics— Mental Math and Estimation Calculating PERCENT	Student efficiently and flexibly chooses and uses mental math and estimation strategies to solve problems involving percent of long-term drinking water advisories.	Student chooses and uses mental math and estimation strategies with some prompting to solve problems involving percent of long-term drinking water advisories.	Student requires occasional teacher or peer support to choose and use mental math and estimation strategies to solve problems involving percent of long-term drinking water advisories.	Student requires considerable, ongoing teacher support to choose and use mental math and estimation strategies to solve problems involving percent of long-term drinking water advisories.	Does not yet demonstrate the required understanding and application of concepts and skills.
Mathematics— Problem Solving PERCENT	Student initiates and/or refines and explains strategies used to solve problems involving percent of long-term drinking water advisories.	Student chooses and explains, with some prompting, strategies used to solve problems involving percent of long-term drinking water advisories.	Student requires occasional teacher or peer support to choose and explain strategies to solve problems involving percent of long-term drinking water advisories.	Student requires considerable, ongoing teacher support to choose and explain strategies to solve problems involving percent of long-term drinking water advisories.	Does not yet demonstrate the required understanding and application of concepts and skills.