

BLACK LINE MASTERS

Module 2

BLMs in Module 2

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BLM M2.1#1: Traditional Knowledge of Adaptations Learning Centre

Overview

At this learning centre, you will read stories about a traditional perspective on plant and/or animal adaptations to create a storyboard presentation.

Resources

- stories (in books or online)
- paper, colours
- painting or drawing software or multimedia presentation software

Tasks

- Come to a consensus in selecting a story about a traditional perspective on plant and/or animal adaptations that your group will read.
- After reading the selected story with your group, discuss the adaptations explained in the story. Share your perspective on the plant and/or animal adaptations with the group.
- Create a storyboard presentation, by hand or electronically.

Suggestion(s) for Collaboration

- Share the workload so that each group member is involved in the task.

What to Do with the Results of This Learning Centre

- Post the completed storyboard to be shared with the class.

Assessment Criteria

- Your storyboard meets the class criteria.
- You have presented the main ideas in a logical order.

BLM M2.1#2: Food Webs Learning Centre

Overview

At this learning centre, you will sort and categorize animals according to what they eat. You will create your own sorting game called Predator or Prey?

Resources

- magazines
- digital camera
- paper, colours
- BLM M2.1#3: Animals: What Do They Eat?

Tasks

- Using BLM M2.1#3: Animals: What Do They Eat?, sort the listed animals into the correct categories.
- Work together with your group to create a sorting game, using a Venn diagram, for other students to play. Your Predator or Prey? sorting game will need
 - a Venn diagram game board with clear instructions
 - animal cards—some predators, some prey, and some that are both (use digital pictures or pictures cut from magazines to represent different animals)

Suggestion(s) for Collaboration

- When reviewing the sorting task with your group, respectfully explain any differences.

What to Do with the Results of This Learning Centre

- Exchange games with another group so they can try your creation.

Assessment Criteria

- Your Predator or Prey? sorting game meets the class criteria.
- You have provided clear instructions for your game.
- Your game board and cards are complete and show predators and prey accurately.

BLM M2.1#3: Animals: What Do They Eat?

Name _____ Date _____

What Do These Animals Eat?			
Frog	Duck	Rabbit	Raccoon
Grasshopper	Coyote	Garter snake	Earthworm
Mouse	Moth	Bear	Hawk
Raven	Bacteria	Dragonfly	Caterpillar

Sort the animals listed above by cutting the names and then pasting them in the correct columns of the table below according to what the animals eat.

Herbivores Eat Plants	Omnivores Eat Plants and Meat	Carnivores Eat Meat	Decomposers Consume Dead or Decaying Material

BLM M2.1#4: What Are We Already Doing? Learning Centre

Overview

At this learning centre, you will prepare for and conduct an interview to identify what people are already doing to support environmental stewardship and sustainability. You will add your findings to the class blog.

Resources

- class blog site
- word-processing software

Tasks

- Decide as a group in which area you would like to conduct your interview: home or school.
- Develop a script that you will use to explain your purpose to the person you interview.
- Work together with your group to create a list of five to ten interview questions. These questions must focus on stewardship and sustainability: understanding, actions, and plans for the future.
- After all group members have completed the interviews, discuss your results. Share your discoveries and insights. Then have each person in your group write a summary.
- Share first drafts of the summaries with your group, and make any necessary changes.

Suggestions for Collaboration

- Come to a consensus on the interview area, script, and questions.
- Give constructive feedback on interview summaries.

What to Do with the Results of This Learning Centre

- Add summaries to the class blog.

Assessment Criteria

- The script for your interview explains the purpose.
- You have prepared specific questions for your interview.
- You have recorded your interview answers clearly.
- Your written summary is in paragraph format, and includes the important ideas from your interview.

Your summary is edited by you and by at least one peer.

BLM M2.2#1: At Home and at School Learning Centre

Overview

At this learning centre, you will play environmental games online to help you think about ways to be a good steward of the earth. You will conduct interviews to gather information on current stewardship and sustainability practices.

Resources

- Ekokids. *Games and Activities*. <www.ecokids.ca/pub/games_activities/topten.cfm>.
- BLM M2.2#2: Stewardship and Sustainability Reflection
- paper, pencil, colours

Tasks

- Go to the Ekokids website. Try the games *The Great Garbage Caper* and *I Don't Want to Clean My Room!* As you play the online games, take note of ways to help take care of the environment.
- Complete BLM M2.2#2: Stewardship and Sustainability Reflection. Share your thoughts during your collaborative group discussion.
- Work with your group to create a list of interview questions to gather information on current practices in your home or at school that are helpful in taking care of and sustaining the environment. Each group member selects one to three people to interview either from home or from school.
- Share the information you collected from the interview with your group, and write a summary of your group findings.
- Create a poster that recognizes the efforts already being made in taking care of the environment and that encourages people at home or at school to take even further action.

Suggestion(s) for Collaboration

- When sharing ideas and information within your group, make sure everyone can be seen and heard. Attentive listening is important.

What to Do with the Results of This Learning Centre

- Display posters in an appropriate place at home or at school.

Assessment Criteria

- Your poster meets the class criteria.
- Your poster includes information collected in your interview, as well as the summary of your group findings.
- Your poster promotes taking care of the environment at home or at school.

BLM M2.2#2: Stewardship and Sustainability Reflection

Name _____ Date _____

After playing *The Great Garbage Caper* and *I Don't Want to Clean My Room!* on the Ecokids website, complete the chart below to help you think about yourself as a steward of the environment.

Stewardship and Sustainability
Ideas suggested in the games that I am already practising at school or at home include
Things I would like to start doing at school or at home include
The first change I plan to make is
I can involve my family or friends by

BLM M2.2#3: Personal Identity Learning Centre

Overview

At this learning centre, you will look at yourself, important moments in your life, and the history of your cultural community to find the factors that influence your personal identity. You will write a poem or a story to share your reflection on your personal identity.

Resources

- concept-mapping software
- print and electronic sources
- BLM 2.2#5: My Cultural Community
- word-processing software
- paper, pencil, colours

Tasks

1. Think about your own identity. Who are you as a person? Using concept-mapping software, make a concept map that tells about your personal identity.
2. Brainstorm a list of important moments and events in your life. After sharing your list with your group, make additions or changes, as necessary.
3. Use print and electronic sources to research the history of your cultural community. Record the information you gather, using BLM M2.2#5: My Cultural Community.
4. Discuss your brainstormed list of life moments and your cultural community research with your family. Are there other moments or events that should be included?
5. Create a timeline that shows the important moments and events in your life. Start at your birth and end with today. Include any important events of your cultural community that have occurred during this time span.
6. Reflect on what you have learned about your own personal identity. Add to your concept map any other information that is an important part of your personal identity. Use your timeline and the history of your cultural community to think about how the recorded factors have contributed to who you are. Write a story or a poem to share your personal identity.
7. Work with your group to edit and revise your poem or story.

Suggestions for Collaboration

- Give constructive feedback to your group members.
- Have at least two people help you in editing and revising your work.

What to Do with the Results of This Learning Centre

- Include your story or poem in your Electronic Collection.
- Post your timeline in the classroom display.

Assessment Criteria

- Your personal timeline meets the class criteria.
- Your cultural community research includes at least three resources. Sources are cited correctly.
- Your story or poem shares your personal identity and explains the factors (from your life and cultural community) that have helped to make you who you are.
- Your drafts clearly show editing and revisions. Your writing has been peer edited with at least two group members.

BLM M2.2#4: Compare and Contrast Frame*

Name _____ Date _____

Compare and contrast two terms, concepts, or events.

C O M P A R E	How are _____ and _____ alike?

C O N T R A S T	How are _____ and _____ different?

Write a statement to compare and contrast the two terms, concepts, or events.

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BLM M2.2#5: My Cultural Community

Name _____ Date _____

My cultural community is _____

Research some important moments in the history of your cultural community. Record your findings (important information, dates, and events) below.

Record the sources you used for your research.