

BLACK LINE MASTERS

Module 3

BLMs in Module 3

BLM M3.1#1: Stewardship and Sustainability in Manitoba Learning Centre

BLM M3.1#2: Stewardship and Sustainability in Manitoba Inquiry Chart

BLM M3.1#3: Stewardship and Sustainability in the News Planner

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BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart

BLM M3.2#5: Great Achievements and Places of Significance in Manitoba

BLM M3.1#1: Stewardship and Sustainability in Manitoba Learning Centre

Overview

At this learning centre, you will research to find strategies that are important to environmental stewardship and sustainability in Manitoba. You will share your learning by writing a letter to the editor of a newspaper.

Resources

- print and electronic sources
- email partners
- BLM M3.1#2: Stewardship and Sustainability in Manitoba Inquiry Chart
- BLM M3.1#3: Stewardship and Sustainability in the News Planner
- BLM OLE.4#11: Group Work Assessment

Tasks

- Use print and electronic sources to gather information on strategies for stewardship and sustainability in Manitoba. Use BLM M3.1#2: Stewardship and Sustainability in Manitoba Inquiry Chart to take note of what is already happening in this area across the province.
- Contact your email partners to identify what actions are being taken in their community.
- Choose the format you will use to share your learning, and complete BLM M3.1#3: Stewardship and Sustainability in the News Planner. Write your letter to the editor. Work with your group members to edit and revise your work.
- How did your group cooperate? Reflect on your group work and complete BLM OLE.4#11: Group Work Assessment.

Suggestions for Collaboration

- Decide how your group will share the responsibilities of researching.
- Remember to make constructive comments as you work together to edit and revise your work.

What to Do with the Results of This Learning Centre

- Submit your letter to the editor to local newspapers, with your teacher's help.

Assessment Criteria

- Your letter to the editor meets the class criteria.
- Reflect on your group work. Use BLM OLE.4#11: Group Work Assessment to assess your group work.
- You have recorded information on strategies that are important for stewardship and sustainability in Manitoba using key words and phrases. Sources are cited correctly.

BLM M3.1#2: Stewardship and Sustainability in Manitoba Inquiry Chart

Name _____ Date _____

Use this page to record information from your inquiry into strategies that are important to environmental stewardship and sustainability in Manitoba. Remember to use key words and phrases, and cite your sources.

| | |
|------------|--|
| Sources | What can Manitobans do to help take care of the environment? |
| | Email partner's information and ideas: |
| | What is already being done in Manitoba to practise environmental stewardship and sustainability? |
| Reflection | |

BLM M3.1#3: Stewardship and Sustainability in the News Planner

Name _____ Date _____

Organize your thoughts and ideas for your letter to the editor or your news article on the following chart. Use your completed chart as a guide for your writing about strategies that are important to environmental stewardship and sustainability in Manitoba.

| | |
|--|---|
| Main Idea | Key Words |
| Important Details (what the reader should know) | |
| Stewardship and Sustainability Facts (to support writing—include sources) | |
| Heading (to grab the reader's attention) | Closing (to remind the reader of the importance of the issue or to motivate the reader to take action) |

BLM M3.1#4: Rebuilding the Prairie Learning Centre

Overview

At this learning centre, you will use the “Build-a-Prairie” website to learn how to help rebuild the tall grass prairie. You will jot notes of new information to be included in the class wiki.

Resources

- Bell Museum of Natural History. “Build-a-Prairie.” *On the Prairie*. <www.bellmuseum.org/distancelearning/prairie/build/>.

Tasks

- Go to the “Build-a-Prairie” website. Follow the instructions there to help re-establish the tall grass prairie.
- Jot notes of any new information that you discover.
- Discuss with your group what you learned about the tall grass prairie—the plants and animals found there, and how to restore the tall grass prairie.

Suggestion(s) for Collaboration

- Work with a partner to share the reading and recording of information.

What to Do with the Results of This Learning Centre

- Share your jotted notes with your group. They will be used in creating the class wiki.

Assessment Criteria

- Jotted notes contain accurate information, recorded in key words and phrases.
- The notes have been edited for correct spelling.

BLM M3.1#5: Conserving Diversity: Before and After Learning

Name _____ Date _____

Topic Narcisse Snake Dens and Tall Grass Prairie

Read each statement below and comment on why you agree or disagree with the statement. Make your comments **before** and **after** you learn about the topic.

| Statement | Before Learning | After Learning |
|--|------------------------|-----------------------|
| Tall grass prairie can be found all across Manitoba. | | |
| Once a habitat is damaged, there is nothing that can be done to help restore it. | | |
| Fire is helpful in keeping tall grass prairie healthy. | | |
| Technology has helped people to learn more about plant and animal populations. | | |
| Taking away a species from a habitat doesn't really affect other species. | | |

BLM M3.1#6: Group Work Reflection*

Name _____ Date _____

1. Give two examples from your work that show that you and your group were on task.

2. If your group was off task, tell what happened. (If your group was always on task, skip this question and the next one.)

3. What did you or your group do to get back on task? Did it work?

4. How would you rate your group's work today?

| | | | | |
|---|---|---|---|---|
| ↑ | ↑ | ↑ | ↑ | ↑ |
| ↓ | ↓ | ↓ | ↓ | ↓ |

**Great!
Right on
Task!**

**On Task
Most of
the Time**

**Off Task
Most of
the Time**

* Source: Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. BLM-40.

BLM M3.2#1: Postcards from Manitoba Learning Centre

Overview

At this learning centre, you will create a series of postcards representing your selected achievement or place of significance in Manitoba.

Resources

- information gathered during inquiry
- paper, colours
- word-processing software

Tasks

- Review the information your group gathered during your inquiry on the achievements and places of significance in Manitoba.
- Work together to identify the highlights or main points of your inquiry.
- Each person in the group selects one of the main points and creates a postcard representing an achievement or a place of significance in Manitoba. The postcard should include pictures and a clear description of the selected achievement or place of significance.

Suggestion(s) for Collaboration

- Take turns on the computer to type your descriptions.

What to Do with the Results of This Learning Centre

- Postcards will be displayed at the *Canadian Youth Forum*, and then mailed to a friend.

Assessment Criteria

- Postcards meet the class criteria.

BLM M3.2#2: Manitoba Moments Learning Centre

Overview

At this learning centre, you will create a speech on respecting the diverse achievements of Manitobans and places of significance in Manitoba.

Resources

- information gathered during inquiry
- word-processing software
- concept-mapping software
- BLM OLE.5#3: Oral Presentation Checklist

Tasks

- Review the information gathered during your inquiry on the achievements and places of significance in Manitoba. Use word-processing and concept-mapping software to identify the key points of your topic and the importance of respecting the diversity of Manitoba.
- Share your concept maps with your group. Make additions or deletions, as necessary.
- Write a one- to two-minute speech on your topic. Use BLM OLE.5#3: Oral Presentation Checklist to help you prepare your Manitoba Moment speech.
- Share your Manitoba Moment speech with your collaborative group. Listen to their feedback, and make any necessary changes.

Suggestion(s) for Collaboration

- Give your group members constructive feedback on their presentations. Help each other complete BLM OLE.5#3: Oral Presentation Checklist.

What to Do with the Results of This Learning Centre

- Record your presentation in your Electronic Collection.
- Share your Manitoba Moment speech with the class, or record it to create a podcast.

Assessment Criteria

- Oral presentations meet the class criteria.

BLM M3.2#3: Celebrating the Heart of Manitoba Learning Centre

Overview

At this learning centre, you will discover how Manitobans respect and celebrate their diversity. You will create a mural to represent a celebration of diversity selected by your group.

Resources

- print and electronic sources
- email partner
- BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart
- paper, colours

Tasks

- Using print and electronic sources, work with your group to identify different ways in which Manitobans celebrate their diversity (e.g., festivals, group gatherings).
- Contact your email partner to see what celebrations of diversity take place in their area.
- Collaborate with your group to choose one celebration of diversity. Use print and electronic sources to complete BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart. Remember to cite all sources used.
- Create a mural to represent your celebration, and show how it respects diversity.

Suggestion(s) for Collaboration

- Decide how all group members will be involved in creating your mural. Everyone needs a task.

What to Do with the Results of This Learning Centre

- Murals will be displayed at the *Canadian Youth Forum*.

Assessment Criteria

- Murals meet the class criteria.

BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart

Name _____ Date _____

| | |
|--------------------------|------------------------------|
| Celebration | |
| Who | What |
| When | Where |
| Why | Respects Diversity By |
| Interesting Facts | |
| Sources | |

