WHERE HAVE ALL THE FLOWERS GONE- AND BEES AND BUTTERFLIES

LEE MASON BROWN (/USERS/ELIZABETH-MASON-BROWN)

1. Begin with deep questions on biodiversity/environmental factors:

1. **Recently in the news, we have been hearing about bees dying off. What is/are the problems? Create a plan to do something about it.**
2. **Author's Alisa Smith and James MacKinnon learned that the average ingredient in a North American meal travels 1,500 miles from farm to plate. Examine the life of the locavore and explain the pros and cons.**
3. **Rain forests are the natural air filters of the world, absorbing carbon dioxide and producing oxygen – and cleaning the atmosphere by intercepting airborne particles. In one year, a single tree can absorb up to four kilograms (10 pounds) of air pollutants and produce up to 117 kilograms (260 pounds) of oxygen. Can this effect be recreated in a home or school in some way?**

2. Explore through readings from a variety of sources:

National Geographic

Canadian Geographic

Gardening For BIrds and Butterflies

Harrowsmith

Ultimate Blooms, Butterflies and Birds

The Locavores Dilemma

The 100 Mile Diet

Explore online sources:

eartheasy.com

TED Talks: Marla Spivak: Why We Need Bees www.ted.com/talks/marla_spivak_why_bees_are_disappearing

Why Bees Are disappearing https://www.ted.com/playlists/341/why_we_need_bees

Other related videos from YOutube, TED, etc.

3. Discuss the quiestions in class to activate prior learning and stimulate deep thinking on the topics.

4. Use graphic organizer of choice to list knowledge, questions, thoughts, etc.

5. HAve students demonstrate knew knowledge/understanding through one of the following options, or another project proposed by student and approved by teacher:

1. Formal research paper
2. model

3. computer programme
4. other project approved by educator

ELEMENT

Critical Thinking (/expert-elements/critical-thinking)

(/classroom-catalysts) RETURN TO CATALYSTS (/classroom-catalysts)