



Practitioner submitted task: Prepared for the Project, Teaching to Fish (Build Tasks) Integrating OALCF Task Development within Ontario's Literacy Programs (2014)

OALCF Task Cover Sheet

Task Title: Newspaper Editorial: Ban Pesticides to Save Bees

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment ___ Apprenticeship ___ Secondary School ✓ Post Secondary ✓ ___ Independence ___	
<b>Task Description:</b> Learner will read a current newspaper editorial and will then answer content-based and vocabulary questions. Learner will then write a basic letter to the editor on a controversial topic.	
<b>Competency:</b> A: Find and Use Information B: Write Continuous Text D: Use Digital Technology	<b>Task Group(s):</b> A1: Read Continuous Text B2: Write Continuous text
<b>Level Indicators:</b> A1.1: Read brief texts to locate specific details A1.2: Read texts to locate and connect ideas and information B2.1: Write brief texts to convey simple ideas and factual information B2.2: Write texts to explain and describe information and ideas B2.3: Write longer texts to present information, ideas and opinions D.2: Perform well-defined, multi-step digital tasks (optional if letter is handwritten)	
<b>Performance Descriptors:</b> see chart on last page	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Editorial: Ban on Pesticides Task Set</li><li>• Pen or pencil</li><li>• Computer with word processing software and internet connection (optional if letter is hand written)</li><li>• Academic Upgrading Communications - Common Writing Rubric</li></ul>	
<b>Skill Building Activities:</b> <ul style="list-style-type: none"><li>• Word vocabulary in the article</li><li>• Parts of a formal letter</li></ul>	



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Many secondary and post-secondary classes require students to read texts on controversial subjects. Being able to locate specific facts in an article and to restate an author's opinion is critical to success in school. It is equally important to be able to state and support your own opinion on a controversial topic. Read the editorial "Ban Pesticides to Save Bees."

**Learner Information and Tasks:**

- Task 1:** What insecticide has been found in the Slate River Valley that concerns local bee keepers?
- Task 2:** When is the annual bee keeper meeting?
- Task 3:** Who has been invited to the annual bee keeper meeting?
- Task 4:** What two regions have banned neonicotinoids?
- Task 5:** Why have some governments banned synthetic neonicotinoids?
- Task 6:** In Thunder Bay, who is advocating for a ban on neonicotinoids?
- Task 7:** Over the past two years, how much has the honey bee population declined in Ontario?
- Task 8:** What is the writer's conclusion?
- Task 9:** Why do you think some people might be opposed to a ban or moratorium on neonicotinoids?
- Task 10:** Do you think Canada should implement a ban or moratorium on neonicotinoids?
- Task 11:** Think of a current issue that is controversial in your community and write a letter to the editor on this controversial topic. Email your letter to your instructor.



# The Chronicle Journal

THE NEWSPAPER OF THE NORTHWEST

## Ban Pesticide to Save Bees

*Friday, August 23, 2013*

LAST YEAR, a Thunder Bay-area beekeeper bemoaned the fact that, after 24 years, local bee colonies were no longer free of mites after infected bees were brought here from outside the district. Now it appears a pesticide used on corn that has decimated bees worldwide has been found in a cornfield in the rich Slate River Valley.

All bees — managed honeybees and wild bees — are under siege. Other jurisdictions have banned the synthetic neonicotinoids insecticide, strongly suspected of being a leading bee killer, while Canada's response to the crisis has been described as "slow" by the Thunder Bay Beekeepers Association.

Now, while area corn farmers are being asked to see if more crops bear neonicotinoids, beekeepers are inviting area MPs to their annual meeting Sept. 10 to press the case for a Canada-wide ban on the pesticide. Thunder Bay MPs John Rafferty and Bruce Hyer share the beekeepers' concern while the region's lone Conservative MP, Greg Rickford, could not be reached for comment.

The European Union announced in June a two-year moratorium on neonicotinoids linked to bee deaths. The United States followed with its own ban last week. Canada, for whatever reason, has failed to act even as bees are dying off here. Ontario has seen a dramatic 35-per-cent decline in honey bees in just the past two years. "If we lose our bee populations, our food supply would be in serious risk," Environmental Defence says in an email campaign aimed at convincing the province to ban neonicotinoid pesticides in time for the 2014 planting season. "One third of our food relies on pollinators."

Ontario must take the Canadian lead here and insist that Ottawa place a moratorium on neonicotinoids while science confirms its effect on bees and finds an alternative for corn farmers.



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Answer Key

Task 1: What chemical has been found in the Slate River Valley that concerns local bee keepers?

**synthetic neonicotinoids insecticide**

Task 2: When is the annual bee keeper meeting?

**September 10 (2013)**

Task 3: Who has been invited to the annual bee keeper meeting?

**Area MPs (Members of Parliament)**

Task 4: What two regions have banned neonicotinoids?

**The European Union and the United States**

Task 5: Why have some governments banned synthetic neonicotinoids?

**Because these pesticides are suspected of killing bees**

Task 6: In Thunder Bay, who is advocating for a ban on neonicotinoids?

**The Thunder Bay Beekeepers Association**

Task 7: Over the past two years, how much has the honey bee population declined in Ontario?

**35%**

Task 8: In your own words, summarize the writer's conclusion. Answer in a complete sentence.

Answers will vary. Suggested correct answer based on information in the fifth paragraph:

**The writer believes that Ontario politicians should lobby Ottawa to implement a moratorium on neonicotinoid use in Canada to give scientists time to study the effect of this pesticide on bees and to develop pesticide alternatives.**

Task 9: Why do you think some people might be opposed to a ban or moratorium on neonicotinoids?

Answers will vary. Suggested answers:

**Some people might oppose banning neonicotinoids because pesticides are needed to protect crops from harmful insects.**

**Farmers may be afraid that their crops will suffer if these pesticides are banned and if there are no alternatives to protect their crops from insects.**



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**Companies that create and sell pesticides may be afraid of losing profits if these bans are implemented.**

**Consumers might be worried that the cost of food will go up if farmers lose crops to insects or if the farmers have to use more expensive alternatives to the neonicotinoid pesticides.**

**Task 10:** Do you think Canada should implement a ban or moratorium on neonicotinoids?

Answers will vary. Suggested answers:

**Yes, I believe Canada should implement a ban or moratorium on neonicotinoids because these pesticides probably harm bees and it is important to protect the bees to ensure we have pollinators for our crops.**

or

**No, I do not believe Canada should implement a ban or moratorium on neonicotinoids because these pesticides have not yet been proven to harm bees and farmers need to use pesticides to protect their crops from insects.**

**Task 11:** Think of a current issue that is controversial in your community and write a letter to the editor on this controversial topic. Email your letter to your instructor. (Option: Letter could be hand written)

**Use the Academic Upgrading Communications Common Assessment Rubric, to evaluate this letter.**



## ACADEMIC UPGRADING COMMUNICATIONS

Student Name \_\_\_\_\_ Assignment \_\_\_\_\_

### **Focus/Development/Organization:**

- The main idea is either
  - (a) simple, strongly sustained, and well developed or
  - (b) somewhat complex, though not sustained or fully developed.
- Supporting details are
  - (a) sufficient, effective, relevant, and clarify the (simple) main idea or
  - (b) are only minimally supportive of the more complex main idea.
- The overall organization demonstrates a well-linked beginning, middle, and end, and the use of appropriate transitional elements.

### **Voice/Vocabulary/Sentence Variety:**

- The writer's voice is clear, consistent, sustained, and appropriate to the purpose and the specific audience.
- Vocabulary is appropriate to purpose, subject matter, and audience.
- There is evidence of some awareness of the expressiveness of words and word choice.
- Writing demonstrates appropriate and effective use of a variety of sentence types and structures.

### **Grammar/Mechanics:**

- Correct use of the more common conventions of spelling, punctuation, and paragraphing is consistently demonstrated, and some of the more complex conventions of spelling and punctuation are evident, though not consistently executed.
- Correct use of the core features of written grammar (subject-verb agreement, pronoun antecedents and reference, sentence construction, tense sequencing) is demonstrated, although some more consistently than others. Modifiers, subordinate clauses, and a variety of sentence types are used correctly and appropriately.
- Errors in core features and conventions and in some of the more complex elements of written expression do not affect the clarity of meaning, but occasionally have some impact on the overall impression.

Assessed by \_\_\_\_\_ Date \_\_\_\_\_



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> <li>reads short texts to locate a single piece of information</li> </ul>			
	<ul style="list-style-type: none"> <li>decodes words and makes meaning of sentences in a single text</li> </ul>			
A1.2	<ul style="list-style-type: none"> <li>scans text to locate information</li> </ul>			
	<ul style="list-style-type: none"> <li>obtains information from detailed reading</li> </ul>			
	<ul style="list-style-type: none"> <li>makes low-level inferences</li> </ul>			
	<ul style="list-style-type: none"> <li>makes connections between sentences and between paragraphs in a single text</li> </ul>			
B2.1	<ul style="list-style-type: none"> <li>writes simple texts to request, remind or inform</li> </ul>			
	<ul style="list-style-type: none"> <li>conveys simple ideas and factual information</li> </ul>			
B2.2	<ul style="list-style-type: none"> <li>connects ideas using paragraph structure</li> </ul>			
	<ul style="list-style-type: none"> <li>begins to select words and tone appropriate to the task</li> </ul>			
	<ul style="list-style-type: none"> <li>begins to organize writing to communicate effectively</li> </ul>			
B2.3	<ul style="list-style-type: none"> <li>writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade</li> </ul>			
	<ul style="list-style-type: none"> <li>organizes and sequences writing to communicate effectively</li> </ul>			
D.2	<ul style="list-style-type: none"> <li>selects and follows appropriate steps to complete tasks</li> </ul>			
	<ul style="list-style-type: none"> <li>locates and recognizes functions and commands</li> </ul>			

**This task:** was successfully completed\_\_\_ needs to be tried again\_\_\_



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**Learner Comments**

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**Instructor (print)**

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**Learner Signature**