

What Would You Do?

WebQuest Description: The choices that Indian children have if they can not finish school are very difficult.

Grade Level: 6-8

Curriculum: Social Studies

Keywords: India, Education, Labor

Published On: 2012-03-20 18:26:09

Last Modified: 2012-02-27 19:27:18

WebQuest URL: <http://zunal.com/webquest.php?w=136933>

Introduction

What would you do if you woke up tomorrow morning and were told that you could not go to school? It might sound like fun now, but instead of having a good time with your friends, you will be expected to go to work to support your family. You will find that sometimes, India's children do not have a choice about what they are required to do. We already know a little bit about this from reading Saraswati's Way. There are many cultural reasons why students leave school and there are many jobs in which they are forced to take. Come on, travel to India to find out more about India's children and their education!

Tasks

You will be placed into groups of 4 students and will "travel" with your group to investigate education in rural India. You will prepare a journal of what you see and what you find out about India. Specifically, you are to find out (a) how India's rural schools compare to those in the United States, (b) why so many children leave school at young ages, (c) where they go after they leave the school, and (d) what they do after they quit attending school. Groups will work together and divide duties. The end product will be a travel journal as well as a PowerPoint presentation. The journal will be transformed into a Power Point project that will be presented in class. By the end of your journey, you will have a better understanding of Akash's culture and life. Get ready for an adventure!

Process

In the book, Saraswati's Way, we learn about how rural Indian children like Akash sometimes are sent away to support their families instead of completing an education. We catch a glimpse inside of his classroom and even get to meet his teacher, Mr. Sudhir. We also learn how his family's culture plays an important role in how Akash's life turns out.

Step 1. Get to know your group. After I announce your groups, get into your groups and choose a group leader. This will be the person who assigns roles within the group. You will be investigating four main aspects of Indian education and culture in this project: Education in rural India and how it compares to education here in the U.S., cultural values that lead to a low school attendance, where Indian children go if they do quit school, and where might they work. It might be wise to assign each group member a specific task to investigate. Plan your time wisely!

Step 2. Prepare your travel journal. Take some time and prepare your journals that I handed out. You may want to date your pages and prepare now so that you can save time later. You will be required to complete one entry each day. This is part of your grade! Learn from your research and your peers.

Step 3. Begin your research. You have two days set aside to research. Take your role seriously and find at least 3 credible websites and cite on your finished Power Point presentation. Remember what we talked about a site being credible. If you have any questions, ask your teacher! Remember to answer your topic questions as thoroughly as possible. You may use the articles, film clips, and other resources on this web quest to help you get your information. Use your graphic organizers to help you take notes. Think back to the novel and let that guide you with these topics to be included on your Power Point.

Step 4. Spend the first 10 minutes and the last ten minutes of each class period to meet with your groups. Successful collaboration is very important for the completed project. Make certain that your group meets, discusses, and plans at least twice each day. Your group leader should make sure that everyone knows what they are doing each day.

Step 5. Know what is expected from you and how you will get a grade. Your first two days will be focused on your individual research. Days 3 and 4 will be set aside for collaboration to put together everyone's notes and research in order to complete your Power Point. Day 5 will be final brush-up of Power Point, rehearsals, and the tying of loose ends. Day 6 is the big day! Each group will present for at least 10 minutes. Every group member has to participate. A rubric is included on this web quest so that you can see what I am watching to see. I expect nice, neat, informative presentations with 100% participation. This will be a group grade, so make sure your group members do their parts! Remember that you are informing your classmates. Although each group is researching the same topics, chances are you will all learn something new.

Step 6. Know what your Power Point needs to include. Your Power Point needs to include at least 16 slides, which is four slides per person. This does not mean that each person has to do his or her own slides and then fit them all together. You want a coherent and cohesive slideshow. You may have 1-2 people work side-by-side on this part. You may have people in your group who are extremely good at making a Power Point. It is totally up to you how you do it, but each person's research must be on at least five slides. (Remember when we talked about words, photos, and information included on Power Point!) You must address each of the four parts of this assignment. Besides the 16 slides, you must have a title slide at the beginning and a Bibliography slide at the end. Remember to cite, cite, cite!

Step 7. Do not forget your travel journals. Part of this educational journey is to record daily

things in the United States for granted and education is one of them. Most students think that being forced to quit school by their families would be good fortune, but in countries such as India, nothing could be farther from the truth. This web quest will teach students that there are children their age being forced out of school in order to help their families, economically. They will research and understand how different cultures value different ideas. They will also see how poverty plays a role on just about every aspect of a society, especially in the country of India. Students at this age are sometimes so self-consumed that they forget that there are others in the world that have problems much bigger than what they might ever face. ILS (IL Learning Standards): STATE GOAL 18: Understand social systems, with an emphasis on the United States. B. Understand the roles and interactions of individuals and groups in societies. 18.B.2a Describe interactions of individuals, groups, and institutions in situations drawn from the local community. Objectives: 1. Students will be able to compare and contrast the education system of India with the one in the United States. 2. Students will be able to investigate and list reasons why many Indian children do not complete their education. 3. Students will be able to list jobs that children in India may have. Materials/Resources/Technology: "What Would You Do?" Web quest Internet access Power Point software Computer Journal for each student Saraswati's Way novel Graphic Organizer Smart Board ELMO Management/Organizing for Instruction: Students will be grouped by the teacher in a group with 3 peers. On day one and two, time will be allotted for the computer lab to do research. On days 3 and 4, students will be given collaboration time to brainstorm for PowerPoint presentation. On day 5, all groups will work in the computer lab, putting the final presentation together. On all five days, students will also be expected to write, individually in their travel journals about the facts in which they find. On the sixth day, groups will make their presentations and students will write in their journals what they have learned from other groups. Once presentations are done and journals are in, the teacher will collect and assess all products. Lesson Delivery: Introduce the Lesson: Students, we have now read the book Saraswati's Way by Monika Shroeder. Remember when Akash had to quit school so that he could work off his family's debt at the quarry? How did he feel about not continuing school? What did he want to do? How did his family feel? Put yourself in Akash's shoes. Maybe time off of school sounds fun, but can you imagine never being able to go back to school? Can you imagine working your fingers until they bleed? Clarify the purpose and objectives of the lesson: We are going to use a web quest to help us to better understand why Indian children sometimes quit school and go into the workforce. You will be pretending to go to India to further investigate both the similarities and differences between India's educational systems with that of the United States. Once you find those facts, I want you to find out what kind of cultural beliefs influence education. Lastly, find some jobs in India that children have to do to help support their families. Provide Instruction: I will go to the web quest on the Smart Board in the classroom. I will show students how to look through the different sections of the web quest and we will watch the film clip together to get a start. (I will ask them to watch for specific jobs that children do in India as they watch. They will know that they will need to list as many as possible as the movie ends.) To model what they are supposed to do, I will ask them to think about the clip as well as our book, Saraswati's Way. I will have the graphic organizer on the web quest in order to model its use for the students. I will ask students to help me write 2-3 things that we know about education in India and 2-3 things that we know about the U.S. education system. I will then ask them why Akash left school. I will write that answer in the other graphic organizer. I will ask students to think of another reason why students may leave school, based upon the book. Lastly, I will ask them what job Akash took after leaving school. All of this will be written on the ELMO so that every student can see and take notes. I will then get out my travel journal and make an entry about what I have learned today. Guided practice: Once have modeled the organizer on the ELMO, I will ask students to look in the novel for another example of a similarity or difference in the educational systems. We will all write this together on our own papers. I will then ask for a reason why students might not finish school as well as a job that he or she might have in India. Again, we will all write these together on our notes. I will ask them to write in the journals and ask if anyone will share with the class. After this, students will break into groups and begin brainstorming how to research. They will have ten minutes to develop a plan on how they will work together. Each day, students will have 20 minutes to work together and discuss. (There will be ten minutes at the beginning and ten at the end.) I will ask students if they have any questions. I will answer whatever questions they have and then I will ask them a few, such as: What will you do first? How will you use the graphic organizer? What kinds of websites may you use for good information? How much information do you need for your presentation? I will then restate exactly what I expect the finished product to be. It is to be a thoughtful, well-planned Power Point presentation with at least 16 slides. Each person will play a part in the presentation. All research notes will be handed in with names on them so that I can see the formative thoughts. All journals are to have at least 6 responses of at least three sentences each. Also, a self-evaluation will be turned in the next class period. Student practice: I expect students to go to the web quest and read over the project. I expect groups to begin collaboration and roles to be assigned. The groups will research the three main focuses and be able to put them together in a Power Point presentation at the end. They should see how all three are integrated and affect one another. The leader will assign roles and the students will have a schedule of the days. The group will need to collaborate and plan the next five days. Closure: The big idea of this web quest project is to study the educational systems of India and the U.S. and connect the dots between the lack of education and children in the workforce. They will see how poverty plays a role in India's education system, as well. Students may not feel like going to school is such a chore after studying the lives of Indian children. Assessment: The rubric for the Power Point and Travel Journal are on the web quest. The Power Point and Journal are the two main measures of assessment. The Power Point is more summative and the graphic organizers and notes will show me formative thoughts of each student. Students will also be asked to fill out a self-assessment form for group work once everything is completed. Accommodating Individual Learners: Group work is a way to accommodate all learners. Collaboration and brainstorming should help all learners. For students who have trouble researching and staying focuses, the use of the graphic organizer should help them. For hearing impaired students, headphones will be provided for the computer. For students with special needs, I have placed them into groups who have students who are helpful and grasp the topic well. Extending the Lesson: This lesson could be extended into a study of India's gender roles, which also connect to the educational system and child labor. Reflection on Lesson: According to the North Central Regional Educational Laboratory, best practices for teaching a social studies lesson include a variety of different strategies. The first one that I used in developing this web quest was the second one, Tasks for Engaged Learning. This relates to my lesson because the web quest research requirement is challenging, authentic, and multidisciplinary. Students need to go get the facts and fit it into a presentation. I have also incorporated reading into it because of using the novel, Saraswati's Way, every chance that I get. I also used #3 on the list, which is Assessment of Engaged Learning. The overall project completion exemplifies this point. Students' research will show me what they have learned and how they have applied that knowledge. Number 4, Instructional Models & Strategies for Engaged Learning is also represented in my web quest. After I model the project, the students will work together, exploring different perspectives and cultures. They will need to be able to plan together, research together, and finish together. As the teacher, I represent number 7, Teacher Roles for Engaged Learning. I am the facilitator. I have modeled, guided, and

