

## Ancient India Webquest

**WebQuest Description:** Students will explore various topics about Ancient India on the Internet. They will then choose 3 topics to write a report on to prove that Ancient India was an important civilization.

**Grade Level:** 6-8

**Curriculum:** English / Language Arts

**Keywords:** 6th grade, Ancient India, social studies, webquest, time line, Indus Valley, Vedas, Hinduism, Buddhism, Ancient Indian art, Ancient Indian writing

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**WebQuest URL:** <http://zunal.com/webquest.php?w=18518>

### Introduction

With a partner you will explore several sites containing information on Ancient India. While doing so, the two of you will complete an organizational chart collecting information that will help you support the question, "Why was Ancient India an important ancient civilization?" You will choose 3 areas that you think make it important and you will write a 5 paragraph report proving your opinion using the information that you have collected.

### Tasks

You and your partner will be writing a 5 paragraph persuasive report convincing people that India was an important ancient civilization. You will need to have a short introductory paragraph clearly stating your opinion, 3 body paragraphs each clearly discussing one aspect of Ancient India that you believe supports your opinion, and a short conclusion recapping your opinion. Check the rubric before beginning to be sure to cover all required areas. It is located on the Evaluation page.

### Process

You will complete the following steps. The more thorough you are at each step the easier your final task will be. Take time to really do the research and write down what you find. It's better to write too much than too little!

1. Visit the following time line and map sites to get a general overview of Ancient India:  
[http://ancienthistory.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=ancienthistory&cdn=education&tm=51&amp;gps=335\\_351\\_988\\_559&f=00&tt=14&bt=0&bts=0&zu=http%3A/www.harappa.com/har/harmap3.html](http://ancienthistory.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=ancienthistory&cdn=education&tm=51&amp;gps=335_351_988_559&f=00&tt=14&bt=0&bts=0&zu=http%3A/www.harappa.com/har/harmap3.html)  
[http://www.timelines.info/history/continents\\_and\\_countries/middle\\_east\\_and\\_asia/asia/india/ancient\\_india/http://www.kamat.com/kalranga/timeline/timeline.htm](http://www.timelines.info/history/continents_and_countries/middle_east_and_asia/asia/india/ancient_india/http://www.kamat.com/kalranga/timeline/timeline.htm)  
<http://web.cocc.edu/cagatucci/classes/hum210/tml/indiatml/indiatml1.htm>
2. Visit the following sites and record on your data sheet what you find out about writing in Ancient India:  
[http://www.ancientindia.co.uk/writing/home\\_set.html](http://www.ancientindia.co.uk/writing/home_set.html)  
<http://archaeology.about.com/gi/dynamic/offsite.htm?zi=1/XJ/Ya&sdn=archaeology&zu=http%3A%2F%2Fwww.harappa.com%2Fscript%2Findex.html>
3. Visit the following sites and record on your data sheet what you find out about the Indus Valley  
[http://www.ancientindia.co.uk/indus/home\\_set.html](http://www.ancientindia.co.uk/indus/home_set.html)  
<http://www.mnsu.edu/emuseum/prehistory/india/indus/geography.html>  
<http://www.harappa.com/har/har0.html>
4. Visit the following sites and record on your data sheet what you find out about Hinduism:  
[http://www.ancientindia.co.uk/hinduism/home\\_set.html](http://www.ancientindia.co.uk/hinduism/home_set.html)  
<http://www.wsu.edu/~dee/ANCINDIA/ANCINDIA.HTM>
5. Visit the following sites and record on your data sheet what you find out about Buddhism:  
<http://www.wsu.edu/~dee/ANCINDIA/ANCINDIA.HTM>  
[http://www.ancientindia.co.uk/buddha/home\\_set.html](http://www.ancientindia.co.uk/buddha/home_set.html)
6. Visit the following sites and record on your data sheet what you find out about Art in Ancient India:  
<http://www.mnsu.edu/emuseum/prehistory/india/indus/arts.html>  
<http://www.culturalindia.net/indian-history/ancient-india/ancient-art.html>
7. You and your partner now look at your data sheet and decide which 3 Areas that you researched support the fact that Ancient India was an important civilization. Circle them on your chart.
8. Begin writing your rough draft of your persuasive paper proving your point. Write a 1 to 2 sentence Introduction for your persuasive paper. Be clear and strong with your wording. Your first body paragraph will be the sentence from your Fact column on your chart followed by the 3 Details, each made into a sentence, from your chart, followed by a concluding sentence. The second and third body paragraphs are created in the same way using the 2 other Areas you circled on your chart. Write a 1 to 2 sentence conclusion and be sure to restate your opinion very strongly and very clearly.
9. Go back and edit and revise your rough draft. Be sure to improve your sentence structure, check for spelling and grammar errors and punctuation errors.
10. Produce your final copy of your persuasive essay to turn in with your data chart. Be sure all of your work is work that you can be proud of.

### Evaluation

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Data Sheet	Data Sheet has many areas that are not complete.	Data Sheet has several areas that are not complete.	Data Sheet is mostly filled out. 3 or fewer facts or details are not complete.	Data Sheet is completely and accurately filled out. Areas are clear, facts are in sentences, details are in phrases.	%25
Support for Position	Includes 1 or fewer pieces of evidence to support the position.	Includes 2 pieces of evidence that support the position statement.	Includes 3 or more pieces of evidence that support the position statement.	Includes 3 or more pieces of evidence that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter argument.	%25
Paragraph Development	Each body paragraph consists of only 2 sentences.	Each body paragraph contains a topic sentence and only 2 detail sentences.	Each body paragraph contains a topic sentence and 3 detail sentences. The concluding sentence is missing.	Each body paragraph contains a topic sentence, three detail sentences, and a concluding sentence.	%25
Sentence structure, grammar, spelling, capitalization and punctuation.	Sentences are not well-constructed or varied. Many errors in grammar, spelling, capitalization or punctuation that distract the reader from the content.	Most sentences well-constructed, but not much variance. Errors in grammar, spelling, capitalization, or punctuation that interrupt the flow of the essay.	Most sentences are well-constructed and some varied structure. 1 to 2 errors in grammar, spelling, capitalization or punctuation so essay is still easy to read.	Sentences have varied structure, no errors in grammar, spelling, capitalization or punctuation so essay is exceptionally easy to read.	%25
				Total Score	%100

## Conclusion

After you and your partner expanded your knowledge of Ancient India you narrowed down your ideas and chose those that convinced you that Ancient India was an important ancient civilization.&nbsp; You then&nbsp;completed a persuasive essay that showed others why you think this.&nbsp; Do you think other groups in class came to the same conclusions that you and your partner did?&nbsp; Why do you think that?Did you and your partner have some disagreement in what data to use to write your paper?&nbsp; How did you solve this?What else would you like to know about Ancient India and how would you go about finding the information?

## Teacher Page

**Focus:**This lesson integrates social studies, writing, and technology.&nbsp; Students use the Webquest to investigate Ancient India and complete a data chart.&nbsp; Using this chart as a Prewrite, they write a persuasive essay addressing why they think that Ancient India was an important ancient civilization.&nbsp; **Objectives/Goals:**Use the lesson after students have an understanding of websites, how they are set up, and how to use the links and get back to the starting page.&nbsp; Students will search the internet for information under controlled circumstances.Students will assess information to determine what is usable for their topic and what is not.Students will organize data on a chart so that it is usable for writing an essay.Students will write a persuasive essay.**Resources:**Prerequisite skills are the ability to know how to use links in searching.**Time Allowed:** This webquest should take 2 to 3 45-minutes periods for the gathering of data.&nbsp; The essay should then take 3 to 4 45 minute periods following the webquest.**Credits:**The resources and weblinks included on this website are external websites and I would like to thank them for creating such useful webpages.

### Standards

### Credits

### Other