Water in the World - Geography Year 7

WebQuest Description: Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the world develops students

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Curriculum: Social Studies
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Introduction

Hi Year 7, This is Jaiyan, he is one of the 750 million people around the world that does not have access to clean drinking water, that is approximately 1 in 9 people! He is a happy and bright child who use to wake at 4:30 am to help his mother walk the 15 km round trip to their closest water source. &nbsp;He arrived home at 7 am carrying 4 litres of water, that was required to prepare breakfast and wash the family's clothes for that day. Jaiyan would start a fire to heat the water to try and kill any bacteria. The family had already suffered the loss; &nbsp;of Jaiyan's father, who died 6 months ago from a bad case of diarrhoea that he had contracted from drinking contaminated water. The trip to the water source happened twice sometimes three times a day and Jaiyan would sometimes miss school to help his mother ensure the family had access to water. Jaiyan's sister could not go to school as the community they lived in was very poor and could not afford to build toilets at the school, so she remained unable to read or write. &nbsp;Jaiyan's story does have a happy ending, 4 months ago their community was provided a well and a hand pump, he no longer has to walk for hours and hours to collect water. He sister still doesn’t attend school but with the additional time Jaiyan has he is able to teach her all the things that he has learnt at school that day. Now this story, I find really interesting and when I hear a story like it generates many questions. Where does Jaiyan live? How many others have died due to contaminated water? Why do I turn on a tap to get water, and they need to walk 15 km a day? How much water does a person really need to live off? Can I do anything to help? If you have inquiring mind and;&nbsp; want to continue with this webquest, you will need to find out about your task. Click on the "Task" button on the left to continue......

Tasks

Great! You made it. Let's get started...... In schools a lot of the time, we tell you what you are going to learn and how you are going to be assessed. This webquest is giving you the power to choose what you would like to know more about and you are going to decide how you will show me what you have learnt. It will be your job to convince me of your learning and engagement, you will be guided by the steps on the following pages. Don't worry, we will provide you with lots of support and many resources will be made available. But remember we want to encourage that "Out of the box" thinking!! Go be Brilliant..... P.S You will notice that I have provided many online resources, but remember you already have access to thousands and thousands of sources through the school data bases and the Ipswich library.

Process

All of these steps need to be followed for you to be successful. You will need to complete the checklist attached and submit with your evidence of learning. Step 1. Grab the Geography text book and reflect on the topics we have covered this term (see attached document for some of the topics we have covered), Step 2. Choose one of the topics that you would like to investigate further. Step 3. Prepare an inquiry question. This an important step and provides the structure for your research. You will need to email your teacher. Click on the next slide and follow the checklist / time schedule to ensure you remain on task.

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Session 1 1. Reflect on the topics that you have learnt about this term. 2. Select a topic that is of interest to you. 3. Prepare an inquiry question. 4. Inform your teacher of the inquiry question. Session 2 1. Review your inquiry question, are you still happy with it? 2. Start gathering your research material – save any interesting information or links into one folder. Session 3 1. Make a decision about how you are going to show evidence of your learning. 2. Discuss this decision with your teacher. 3. Continue gathering research material. Session 4 & 5 1. Start pulling together all research material and start compiling your evidence for the final product. Session 6 1. Ensure your evidence of learning in complete final proofing etc. Below is a list of resources to help you get started ……Remember to look for high quality academic sources.

### Evaluation

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### Conclusion

Thank you to all the students that have added to the below resource list. This is a great example of collaborative sharing.

### Teacher Page

**Standards**

**Credits**

**Other**