Social Studies Developing Nations Research Webquest

Subject: Social Studies

Grade Level: 6

Prepared By: Joey Turco

Rationale and Objective:

This lesson plan created for use as an online webquest, provides an opportunity for students to investigate a Third World country of their choice. Students work in pairs on a number of skills including writing, researching, mapping and graphing. In addition, students have a chance to practice their computer and technology skills. Students work in a collaborative environment (Group project), sharing their ideas and projects to shape their understanding.

The rationale behind this webquest is to engage the students in a real world problem that allows them to predict, observe, explain, and that challenges their preconceived beliefs about. This webquest relies heavily on students collaborating together, sharing ideas and working toward a common goal.

The role of the teacher is to:

- act as facilitator to help guide the students towards shaping their understanding.
- focus on students' learning.
- guide questions.
- help students to develop hypotheses and strategies for evaluating information.
- motivate.
- keep students focused.
- help students with their roles.
- listen to new ideas.
- offer support.
- keep students on task.
- encourage critical thinking.

Education Standards Addressed (Prescribed Learning Outcomes):

Students during this online webquest will be covering a number of the Prescribed Learning Outcomes assembled by the Ministry of Education in British Columbia. Prescribed Learning Outcomes covered include:

- Apply critical thinking skills – including comparing, classifying, inferring,

imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues.
- Interpret graphs, tables, aerial photos, and various types of maps.
- Compare Canadian society with the society of another country.
- Compare the federal government in Canada with national governments of other countries.
- Assess the relationship between cultures and their environments.

Materials Needed:

- Paper and pencil or pen for taking notes.
- Computer with internet access, Google Earth, and a word processor installed.
- Social Studies webquest that has been uploaded to a server.

The webquest

This webquest can be uploaded to a server for students to complete or could also be placed on each computer as an html file. Furthermore, if this webquest were online, students would enter their findings onto a computer. Some of this lesson has students working on paper, entering the information into a computer at a later date.

Introduction:

You and your group members are part of a science team working for the Canadian government in conjunction with the United Nations to obtain information on the Third World countries. Your mission is to gather as much information as you can on the Third World country of your choice and use this information to assist the United Nations in solving the problems that plague the Third World. You will be leaving Vancouver as soon as Mission 1 is completed. Good luck team!

This website is a great resource for general information on global issues. You and your group may want to consult this site at any time during your mission.

http://www.globalissues.org/

Before you begin your Mission, with your group members I would like you to think about what you believe a poor nation is like. In your groups, answer the following questions. Make sure you think carefully because you will be sharing your group's beliefs with the rest of the class.

1. What does it mean to be poor?
2. What do people need to survive?
3. Why do you think some countries are poor?
4. Do you think that Canada is a poor nation? Why or why not?

Remember these questions because we will reexamine these questions later.

Mission 1:

For your first task, all group members will be working together to gain some information on Third World Nations. What is critical in starting your research is recognizing which countries are considered to be a part of the Third World. Sometimes nations that are considered to be Third World are also referred to as Developing Countries. Some of you may not know what a Third World Nation is, but you will soon find out. For your first task, predict with your group where on Earth most of Third World Nations are located. Next, consult this website which maps out Third World Nations.

http://www.nationsonline.org/bilder/third_world_map.jpg

Make sure that each group member gets a good look at the map.

Answer the following question in the box below.

On which 2 continents do the majority are the Third World Nations located? Is there anywhere else in the world where Developing Nations exist? Please describe where they are located on Earth. Write down your answers in the box below.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Now quickly open up Google Earth and see if your group can rotate the Earth to the continents where the majority of Third World Nations exist. In the space provided below, write down the names of three countries from each continent that are developing nations. Also, write down 2 countries on other continents that you have recognized as being developing nations.

Continent 1: _____

Name of 3 Countries: _____

Continent 2: _____

Name of 3 Countries: _____

2 Countries from other parts of the World:

_____
_____
_____

Good work Team! We now have some information and some names of the most impoverished countries in the world. What's that? You don't know what impoverished means? Well we definitely cannot start mission 2 without defining that word. Please follow this link to define the word impoverished. Write down your definition in the space provided.

Please go to this link.

www.dictionary.com

Once there, please type in the word "impoverished".

Write down the meaning in the space below.

Impoverished:

_____
_____

Excellent, we are ready for Mission 2!

Mission 2:

Okay team, before we split up and assume our roles, we have to decide on a nation that we would like to research for the United Nations. Your group can choose from the 8 nations that you have written down already, or you can do some further research to pick a country. The United Nations is depending on you, so make sure that you choose wisely. Please write down the name of the country that your team would like to research and the reason you chose it in the space provided below.

Country your team will research: _____

Explain why your team chose this Nation:
_____
_____
_____

OK team, it's time to assume our roles within our team and split up. Each group member will be assigned a job for which they are responsible. Your job is to gather as much data as possible and report back to your group with your findings. Make sure that you follow the instructions carefully. Good luck, Team.

The Roles:

- **Mapper 1**
- **Mapper 2**
- **Education Expert**
- **Government Expert**
- **Food/Clothing/Shelter expert**

Mapper 1: Ok, Mapper 1, here is your job. Remember, you have a great responsibility to your team. Your map will help the rest of the team know where your nation is in the World. Don't let them down!

On a map of the World that the teacher has provided you do the following.

1. Colour the Water Blue
2. Draw a line representing the equator (0° Latitude) – Label it.
3. Draw a line representing the Prime Meridian (0° Longitude) – Label it.

These websites will help you:
http://wwp.greenwichmeridian.com/

http://www.forthechildren.co.uk/upload_files/equator_and_prime_meridian.jpg

http://www.worldatlas.com/aatlas/imagee.htm

A. 4. Set up a legend in the left hand corner of your map. Using your legend, create the following:

1. Use the colour yellow to show your country.
2. Use the colour red for Canada.
3. Use the colour dark green for South America.
4. Use the colour purple for Europe.
5. Use the Colour brown for Asia.
6. Use the colour pink for Africa.
7. Use the colour gray for Australia.
8. Use the colour light-green for the rest of North America.

Mapper 2: Alright Mapper 2, Your job is important so let's get started.

From one of the following websites, download a map of your country. Label the major features of that country (i.e. capital city, other major cities, major water bodies, mountain ranges, neighbouring countries). Make sure you include a legend and a compass rose. The picture below shows what a compass rose looks like. Colour the map to make it look great!

Here are a couple of websites to help you get started along the way:

www.geography.about.com/library/maps/blindex.htm

http://Geography.about.com/cs/blankoutlinemaps/

Education Expert: Get ready education expert, you have a serious job to do.

Here is some information you should report back to your group. You will need a blank piece of paper to write out your information. Make sure to include the question in the answer. Good luck!

First, to get you started, you can visit these website to help you along the way.

http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=198&IF_Language=eng

At the top of this website, you can choose your country to get statistical information about your nations educational system. Once you have picked your country, click on either GENERAL or EDUCATION to reveal the information.

1. What % of children (boys and girls) attend elementary school in your country?
2. What % of children go on to Secondary School in your country?
3. What % of adults and children are literate in your country? You may want to look up the word literate here.

   www.dictionary.com

4. What is the % of government spending on education in your country?
5. How does Canada's education and literacy rates compare to your country? What conclusions can you draw from this information?

Use these websites to help you along the way.

http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm

http://www.uis.unesco.org/en/stats/statistics/literacy2000.htm

http://www.infoplease.com/ipa/A0004372.html

Government Expert: Ok Government Expert, it's time to get started. Remember you have a serious job to perform. Don't let your team down. Good Luck.

<u>Government</u>– Write a paragraph or more on the government of your country. Be sure to include the following information:

Use these websites for gathering information:

http://www.atlapedia.com/index.html

http://cybersleuth-kids.com/sleuth/Government/International/index.htm

1. What type of government does your country have?
2. Are there different levels of government?
3. Who is allowed to vote and at what age?
4. How does the federal government in Canada compare with national governments of other countries?
5. Does your country have an army? Is service in the military mandatory?

Food/Shelter/Clothing Expert: I hope that you are ready, Expert, because you have a lot of important information to get to. Make sure you have a lined piece of paper to write your information down.

Food:

Take a look at this map here:
http://www.fao.org/economic/ess/food-security-statistics/fao-hunger-map/en/

Does your country have a high percentage of the population that is undernourished?

For the next section use these website to help you find the information you are looking for.

http://library.thinkquest.org/C002291/high/present/index.htm

http://www.worldhunger.org/articles/Learn/world%20hunger%20facts%202002.htm

http://www.wfp.org/hunger/causes

1. What is the major source of food in your country?

2. Are the majority of people in your country malnourished?
3. What do you think causes hunger?
4. Do you think that a lot of Canadians go hungry? Yes, or no? Why, or why Not?

Shelter:

1. Download a graphic of a typical home from the country you are and print it out. How does it compare to homes where we live?

2. Is shelter important to human survival? Why, or why not?

Clothing:

1. Download a picture of traditional clothing worn by people in your country and print it. How does their clothing compare to the clothing that we wear in Canada?

2. Is clothing important to human survival? Why, or why not?

Conclusion:

Ok, group members, its time to get back to together to share all of the information that you have gathered. Each member of the group is now an expert in their field; each expert now needs to present their findings to rest of the group. Your job now is to make sure that each group member is knowledgeable in the other areas so you can present your findings to the United Nations board. Your group at a later date will pool your information and present your findings to the other scientist groups. Your groups will need to answer the following questions: Now that you have gathered all of your information for the United Nations, how could poverty in your nation be solved?

Before we end, I would like each group member to think back to the original 4 questions that were posed to you before you went off to do your research. Now that you have reassembled I would like each group to work together to re-examine the following questions. Make sure that you write down your opinions.

1. What does it mean to be poor?
2. What do people need to survive?
3. Why do you think some countries are poor?
4. Do you think that Canada is a poor nation? Why or why not?

Webquest Rubric for Evaluating Students Peformamce

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Group Work & Discussion	Students require constant reminder to remain on topic and are not taking part in group discussion.	Students require some reminders to remain on topic and sometimes are not taking part in group discussion.	Students are mostly on topic and are engaged in appropriate group discussion.	Students are always on topic and are active in-group discussion.
Critical Thinking	Student demonstrates a lack in ability in analyzing, hypothesizing, and critical thinking.	Student sometimes demonstrates ability in analyzing, hypothesizing, and critical thinking.	Student demonstrates ability in analyzing, hypothesizing, and critical thinking.	Student successfully demonstrates a tremendous ability in analyzing, hypothesizing, and critical thinking.
Understanding of information	Student is unable to demonstrate an understanding of the information.	Student sometimes demonstrates an understanding of the information.	Student demonstrates a good understanding of the information.	Student demonstrates an excellent understanding and of the information.
Gathering of information	Student uses information that is inaccurate or not related to the question. Most questions are incomplete. Information is not in own words.	Student uses information that is sometimes inaccurate or not related to the question. Some questions are incomplete. Information is sometimes not in own words.	Student uses accurate information that is related to the question. Most questions are complete. Information is in students own words.	Students demonstrates excellent use of accurate information that is completely related to the questions. All questions are compelte. Student demonstrates an excellent use of own words.
synthesizing	Information given is not clear or accurate. Details are missing and many errors are	Information given is somewhat clear and accurate. Some details are missing and some errors are	Information given is mostly clear and accurate. Very few details are missing and very few errors are present.	Information is exceptionally clear and accurate. No details are missing and no errors are

	present.	present.		present.

Personal Reflection

Creating this lesson plan was a real challenge for me. There was a lot to think about before I started creating the lesson: what subject area was I going to concentrate on? How was I going to organize the lesson? And finally, how was constructivism going to be incorporated into the lesson? The first thing I did in tackling this assignment was to think about the subject areas I most like to teach. For me, I enjoy teaching intermediate social studies the most so I decided I would do an online instructional/workshop using grade 6 social studies curriculum focusing on poverty in Third World Nations. I believe that this particular subject would be perfect in an online setting so I decided to give it a shot. Although this is a new lesson that I have created I have taught this curriculum before so some aspects of this lesson plan have been borrowed from previous lessons, which I will explain later. In addition, I looked to the Prescribed Learning Objectives (PLO's) to create my lesson to make sure that I covered the most important learning objectives within the lesson.

I believe that this lesson incorporates many aspects of constructivist learning. Firstly, I wanted to make sure that students had an interesting and real-life task that they needed to accomplish. Having the students pretend to be a part of a scientific team working for the Canadian government and the United Nations gave the task authenticity. I also wanted students to work together in a collaborative co-operative environment where they could share, discuss, and be active in their learning. Having

students take on specific roles within their group, responsible for acquiring certain information to later share with the rest of the their group members, made their task important; in addition, I wanted students to challenge their preconceptions and beliefs about poverty and Third World Nations, which is why the lesson starts by asking the entire group questions and then revisits those questions at the end of the lesson. The rationale behind this is to see if students' beliefs about poverty and the Third World will change after they have gone through the webquest. I feel that this webquest encourages the students to investigate, synthesize, analyze, and use problem-solving skills to come to a conclusion. I also believe that this webquest uses scaffolding as it builds on students understanding.

There are some aspects of this lesson that I borrowed from a previous lesson that I had created in the past. The previous lesson was a country research assignment that students were "mad scientists" who were teleported to a different country by mistake. The goal of that lesson was for students to research a country of their own choice, Third World Nation or not. Although this lesson plan was conducted primarily on the computer it has many differences compared to the webquest lesson. First, the webquest lesson is a group activity. I felt that it was imperative that students work together in a collaborative environment in which they take on roles. Second, I felt that it was important that the task be authentic which is why I changed the assignment to investigating Third World Nations as a scientist working for the U.N. As well, the original lesson was more lecture based compared to this webquest where the teacher is more as a facilitator who encourages and guides the students.

It was a lot of fun creating this webquest and I look forward to having the time to using this lesson with my students. What will be interesting is how long it takes my students to complete this webquest because I had difficulty in estimating the time it might take students to complete it. Overall, I think this webquest would be fun, challenging, and beneficial for my students constructing their knowledge regarding the Third World and developing nations.