

Technology Lesson Plan

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Title of Lesson: Creating a person: India

Subject: World Geography

Grade(s): 9th

Description of Project or Narrative:

I created this web quest from a small project that I have done for a few years. In essence, I incorporated my lecture notes and several other activities into one project and built on it. I asked the students to create an imaginary Indian person. The students were asked to research what is considered average or “the norm” in India and use this information to help them create their person/ lifestyle. If they deviated from the norm, they were asked to explain how their person became a minority in this very homogeneous society.

Associated Curriculum Standard(s):

Listed below and on webquest

World geography standards listed by category

Learning Expectations:

Culture 1.1, 1.2, 1.3

The student will

1.1 understand the complex nature of culture and how cultures influence the characteristics of places and regions.

1.2 understand the relationship between physical environments and culture.

1.3 understand how cultural perspective impacts perceptions of places and regions.

Economy 2.1, 2.2

2.1 understand fundamental economic concepts and their application to a variety of economic systems, regionally and globally.

2.2 understand the patterns and networks of economic interdependence on Earth’s surface.

Geography 3.1, 3.2, 3.4, 3.7, 3.8, 3.9

3.1 understand the characteristics and uses of maps, globes, and other geographic tools and technologies.

3.2 know the location of places, geographic features, and patterns of the environment, both physical and human, locally, regionally, and globally.

- 3.4 understand the physical and human characteristics of place.
- 3.7 understand how physical systems and environments affect human systems.
- 3.8 understand how human systems modify the physical environment.
- 3.9 understand the nature, distribution and migration of human populations on Earth's surface.

Governance and civics 4.3

- 4.3 understand global development and environmental issues.

History 5.1

- 5.1 understand the patterns of human settlement

Individuals, groups, and Interaction 6.1, 6.2

- 6.1 understand the impact of individual and group decisions on citizens and communities.
- 6.2 understand how groups can effect change at local, regional, and global levels.

Hardware and Software Required:

Laptops (or computer lab)
Network or Internet access
Document writing software (Microsoft word)

Timeline:

Completion- 4-5 days

Teacher Preparation:

This webquest took approximately 1 week to create. I had materials from previous lessons that were used to help cut the preparation time. The research had been progressing for several weeks prior to actual creation

Prerequisite Skills Needed:

Completion: basic computer skills, Internet use, and word skills

Activities and Procedures:

The students began the webquest by reading the instructions and rubrics. They began their research individually, but were allowed to converse and brainstorm together. The students were given three- four days to research and another day to organize and turn in.

The following is a list of activities that were part of the final product:

Table of contents page.
India notes sheet

Personal information sheet
Map of India designating place of residence
Collage of famous and important people
Essay on your person's favorite hobby or sport:
Recipes for three favorite dishes
Picture of person in traditional clothing
Picture of housing
Picture of Caste system pyramid indicating person's status

Sample(s) of Student Work:

See Photo of Portfolio

Assessment and Evaluation:

Rubrics below and found in web quest

Evaluation

Use the following rubrics to make certain your person is "all that they can be". And never forget- **SITE YOUR SOURCES!**

| | | | | |
|--|--|--|---|---|
| Portfolio by assignment | This is Ugly 1pt- So, maybe you and Columbus should talk- not an Indian cultural experience | Better 2pt- recognizable Indian culture. You can definitely see Columbus's mistake. | Good 3pt- acceptable Indian culture. You see Columbus's mistake and can correct most of the problems | Fabulous 4pt- excellent Indian culture. You can write a new history correcting Columbus. |
| Notesheet/ personal information sheet | Most information complete and correct | All information is complete, most is correct | Information is complete and correct, but limited to the basics | Information is complete, correct and including specific information |
| Caste system pyramid | Pyramid is drawn and person's caste is designated | Pyramid is drawn, labeled and person's caste is designated | Pyramid is drawn, labeled, colored, and person's caste is designated | Pyramid is drawn, labeled, colored, caste is designated and explained. |
| Picture of housing | . House is drawn and materials list is given. But material are not authentic | House is drawn and materials list is given and authentic | House is drawn, materials list is given, and background is used. | House is drawn, materials list is given, and background portrays lifestyle and |

| | | | | |
|---|--|--|--|---|
| | | | | geography |
| Picture of person | Person is drawn (though little effort was used), clothing is not authentic | Person is drawn with some effort. Clothing is more authentic. | Person is drawn with effort. Clothing is fairly authentic with sources | A great deal of effort and Computer technology was used to portray the person. Clothing is authentic with sources |
| Map of India | Both physical and political sides are labeled. Person's location is clearly designated | Both physical and political sides are labeled and colored. Person's location is designated | Both physical and political sides are labeled and colored correctly. Person's location is designated | Both physical and political sides are labeled and colored correctly with no scribbling. Person's location is clearly designated |
| Essay on your person's favorite hobby or sport | Typed, problems with font, margins, and grammar | Typed, font and margin correct. Some grammatical errors | Typed, font and margin correct. Few grammatical errors | Typed, font and margin correct. No grammatical errors |
| Famous people Collage | 3 or more people with descriptions | 4 or more people with descriptions | 5 or more people with descriptions | 6 or more people with descriptions |
| Recipes | 1 recipe with source | 2 recipe with source | 3 recipe with source | 3 recipe with source and picture |
| Portfolio | Folder in order | Folder complete, in order, and title page decorated | Folder complete, in order, title page decorated and table of contents page | Folder complete, in order, title page decorated and table of contents page (typed) |

Follow-up Activities:

Some students brought in Indian recipes they had prepared for extra credit. They presented them in front of the class and the entire class participated in consuming them.

Also, the final exam review and test