

Lesson: Inquiry – Equal Opportunities

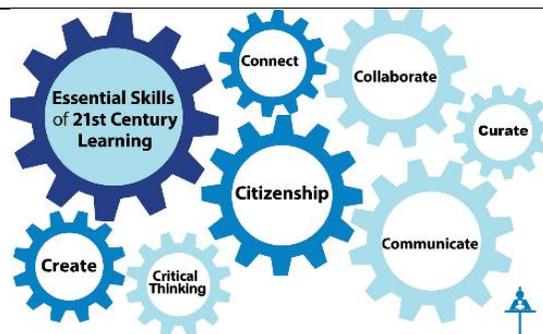
Curriculum Areas: ELA – Writing, Social

Curricular Outcome(s):

CC4.4 CC7.8 RW6.1 CC1.1 CC5.1 CC8.2

CC5.5 CC8.8 IN7.1 CC2.1 CC6.9

CC6.7 RW3.3 CC3.1 CC7.2 CC4.1



Resources /Materials:

- LCD Projector
- If the World Were a Village by David Smith

Websites and Digital Resources & Sources:

[Resources Online](#) databases (sign in as a guest)

Most of the databases are also available on [Blackboard](#) from the Ministry of Education

21st Century Essential Skills:

- Create
- Communicate
- Critical Thinking
- Connect
- Curate

Digital Citizenship Concepts and Skills: RESPECT, EDUCATE, PROTECT

- RESPECT
- EDUCATE

Digital Citizenship Essential Questions:

- Does everyone in your school have equal opportunities as far as technology use is concerned?
- Do all students have the opportunity to be involved in a digital society?

Essential Knowledge - See Digital Fluency Continuum

- Knowledge: What will students understand?
 - Technology users need to be aware that not everyone has the same opportunities when it comes to technology.
 - Students understand that their technology will play an important role in their future.
 - Not all people have access to or utilize technology in the same way.
 - There are limits to the use of digital technology.
 - Everyone should have equitable access to technology.
 - Access to technology is determined by personal choices and other factors like disability, socio-economic status, location and government.
- Skills: What will students be able to do?
 - Use digital technologies to become active members of digital communities.
 - Research, through inquiry, the amount of access an individual requires in order to fully participate in a digital society.
 - Analyze, through inquiry, a different country's or society's opportunity to participate in an electronic society.

Essential Question:

Does everyone in your school have equal opportunities?

Do all students have the opportunity to be involved in a digital society?

How are different country's or society's opportunity to participate in an electronic society the same or different than ours?

Before:

Watch the video [If the World Were A Village](http://bit.ly/1xESTRA) (<http://bit.ly/1xESTRA>). This is [book written by David J. Smith](#) (If you look under items that other customers bought, there are other great books that deal with global awareness) that provides insights about the world's people. As you watch the video, stop at certain points to discuss the differences between the people within the village. Students can record their AHA moments on sticky notes, tablets, or loose leaf. (Be sure to note the different topics as you watch the video (nationalities, language, food, technology, etc.). Pay close attention to 10:29-11:00 about technology, only 10 people would have computers. Ask students how this affects our digital society.

During:

You can further your inquiry by using digital and print resources to study different countries, looking at the similarities and differences between opportunities between Canada and other places around the world.

Challenge students to think critically about the information they are reading:

- Did they check the source?
- Did they check the publish date? (Especially for books).
- What type of search engines are they using? (I encourage you to use the databases found on [Resources Online](#))

Students can keep track of their notes in table (or whatever makes sense to you and your class).

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| | | |
|----------|------------|--------|
| Country: | Technology | School |
| Religion | Wealth | Food |

After:

Write or record a reflection: What connections can you make between the way the global village is described to your research and your community? Do you believe we all have equal opportunities? Does everyone have the same opportunity to participate in an electronic society? How do you think this impacts our communication? How does this make you feel?

Assessment:

Students will be able to make connections and examine the similarities and differences between their opportunities and others around the world.
