

WHDE
Lesson Plan

Schools Around the World Focused Inquiry K-2
AUTHOR INFORMATION
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GENERAL INFORMATION
Lesson Grade Span: K-3 Targeted Grade Level/Course: Elementary Social Studies Estimated Time to Complete Lesson: 1, 40 minute class period (optional extension activity for second 40 minute class period)
FOCUSED QUESTION
How is school different for children around the world?
STANDARDS (STATE/C3)
<ul style="list-style-type: none">• D 4.1. K-2 Construct an argument with reasons.• SSKG2 Explain that a map is a drawing of a place and a globe is a model of Earth.• Georgia State Social Studies Information Processing skills: Compare and contrast; analyze documents•
STUDENT & TARGET OUTCOMES
1. Students will be able to identify South Korea on a world map

2. Students will be able to build an argument regarding the differences of school for elementary children around the world by comparing and contrasting experiences and analyzing documents
3. (*Extension*) Students will be able to develop appropriate topical questions to ask peers who students at the Peace School, located in the Korean DMZ zone, in order to craft pen pal letters.

LESSON OVERVIEW

This inquiry leads students through an investigation of schools around the world, using a case study of elementary schools in South Korea. Students investigate the compelling question “How is school different around the world?” by evaluating images, videos and infographics about schools in a different part of the world. The formative performance tasks build on knowledge and skills through the course of the inquiry and help students see similarities and differences between their own lives and those of children living around the world. Students create an evidence-based argument about the ways in which schools are similar and different between cultures and geography.

It is important to note that this inquiry requires only introductory prerequisite knowledge of ideas and is designed to be accessible to students without previous study on these topics. Note: This inquiry is expected to take one 40-minute class period. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources).

Structure of the Inquiry

In addressing the compelling question “How is school different for children around the world?” students work through a supporting question, formative performance task, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Staging the Compelling Question

In staging the compelling question, “How is school different for children around the world?” teachers may prompt students with the presentation of the video clip with images from schools around the world and the video clip of children explaining why school is important to them. Teachers may also introduce the UN’s universal declaration of the rights of children. This can

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be used as an opportunity to discuss the rights of children and identify access to education and schooling as a central right, that not all children have access to.

This discussion can be followed with an introduction of the South Korean case study which will inform the remainder of the inquiry. Students can work to identify the Korean Peninsula on a map in order to build background knowledge and connection.

Supporting Question 1

The first supporting question—How is school similar and different for children in the United States and South Korea? —has students work with the images and video clips to create a Venn Diagram of the differences in elementary school between the two countries. The formative performance task asks students to ground the Venn Diagram in the evidence provided in the featured sources. The featured sources for this question are each related to the experiences of children in schools. Featured Source A is a video tour of an elementary school in South Korea paired with a set of images from South Korean public schools. Featured Source B is a set of photos of school lunches, so that students can identify similarities and differences. Featured Source C is an infographic related to the school day and year length that students in South Korea experience (These are introductory statistics and presented visually, but young students may need scaffolding to make meaning of these statistics).

PROCEDURES

1. Students should be introduced to the question driving the inquiry
2. Students will be introduced to the case study used in this inquiry and should find Korea on a world map
3. Class will watch introduction video
4. Students will then analyze the documents provided in sources A, B, & C as they work to craft an argument about the differences between schools in different parts of the world
5. (Extension) students will then have the opportunity to develop questions and pen pal letters to primary students at the Daesungdong Elementary School, located in Taesung Freedom Village, along the DMZ. Students will be introduced to this task using the current events stories below about this special school.

FORMATIVE ASSESSMENT

At this point in the inquiry, students have examined the school building, day, subjects, lunches and schedules of schools in South Korea. Students will have also drawn on their own experiences in order to create a Venn diagram comparing the two sets of school related experiences.

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Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question How is school different around the world? It is important to note that students' arguments could take a variety of forms, including a detailed outline, poster, or essay. Students' arguments will likely vary, but could include any of the following:

- ***In other parts of the world, students have to wear uniforms to school.***
- ***Classrooms around the world look mostly similar- they have tables and chairs***
- ***Children learn similar subjects***
- ***Children in other parts of the world have bigger/smaller classes***
- ***The school day is longer and the school year is longer in most other countries***
- ***School is important in most countries around the world***
- ***The food is different/similar in these ways...***

To extend their arguments, teachers may have students conduct research on the educational systems and experiences of children in other countries. Some resources appropriate for young learners can be found at the United Nations (UNICEF) children's page.

Students have the opportunity to Take Informed Action by drawing on their understandings of schools around the world. To *understand*, students can learn about how many children don't have access to education around the world. To *assess* the issue, students watch a video clip from the UNICEF collection and see conditions for students and teachers around the world. To *act*, students talk to their peers about the importance of school and education, they might choose to extend this communication to by creating a poster for the classroom or school hallway.

RESOURCE LIST

Staging the Compelling Question

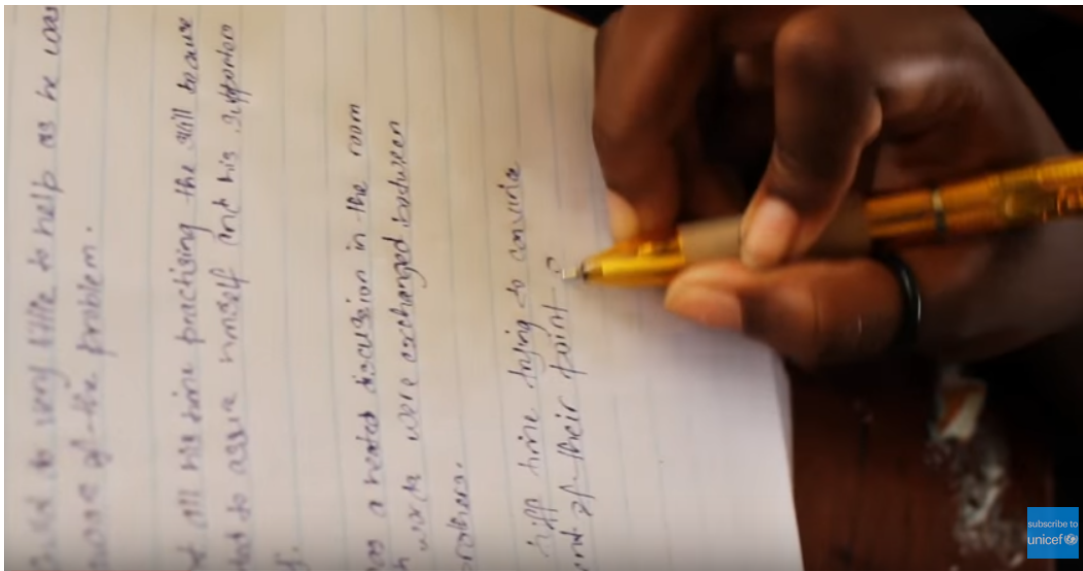
Featured Source

Source A: Video of School Children Around the World

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Retrieved from: <https://www.youtube.com/watch?v=at2gAjtsgtk>



Retrieved from: <https://www.youtube.com/watch?v=Un5msddQl6U>

Featured Source

Source B: Children's Universal Rights from United Nations

UN Convention on the Rights of the Child In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.



Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



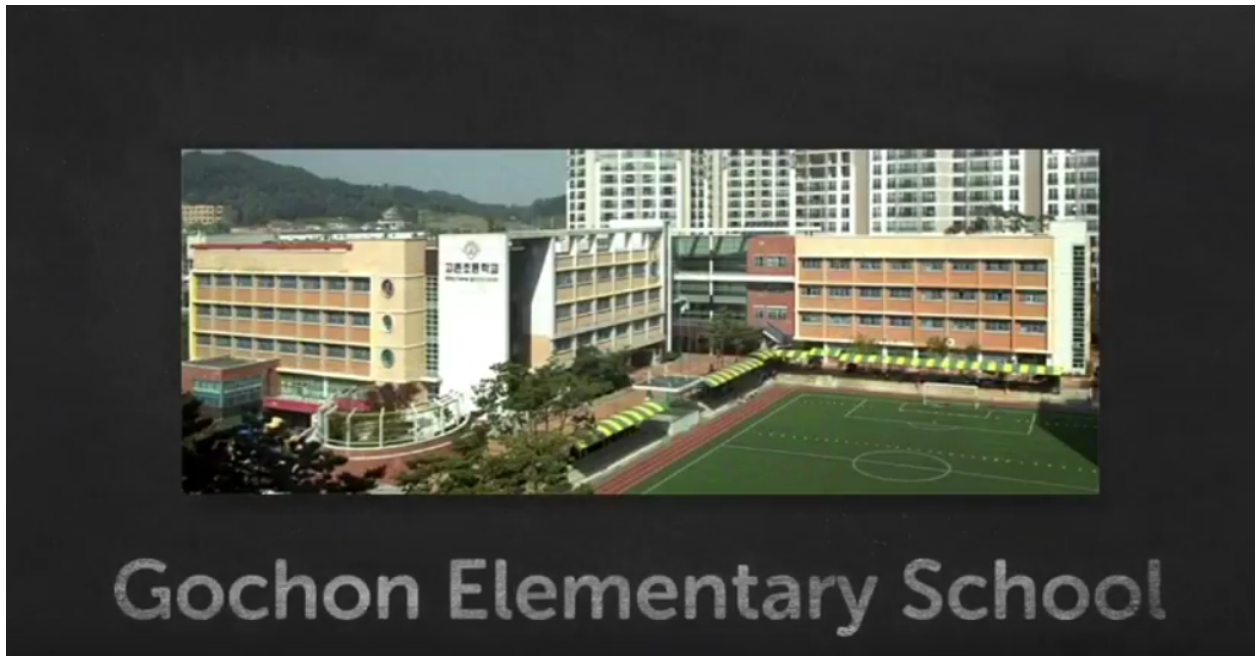
Retrieved from: <https://www.unicef.org/rightsite/files/uncrcchilddfriendlylanguage.pdf>

Supporting Question 1

Featured Source

Source A: Document set of schools in South Korea

Video Tour of South Korean Public Elementary School



Retrieved from: <https://www.youtube.com/watch?v=MNhiRpsTKfs>

Photos of South Korean Elementary Schools:



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Retrieved from: <http://www.koogle.tv/media/news/over-40-of-south-korean-youth-strive-to-become-athletes-artists-entertainer-or-tv-professionals/>

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Source B: School Lunches in South Korea



School Lunch Photos Retrieved from: <https://www.huffingtonpost.com/natasha-gabrielle/school-lunches-in-south-k b 9449058.html>

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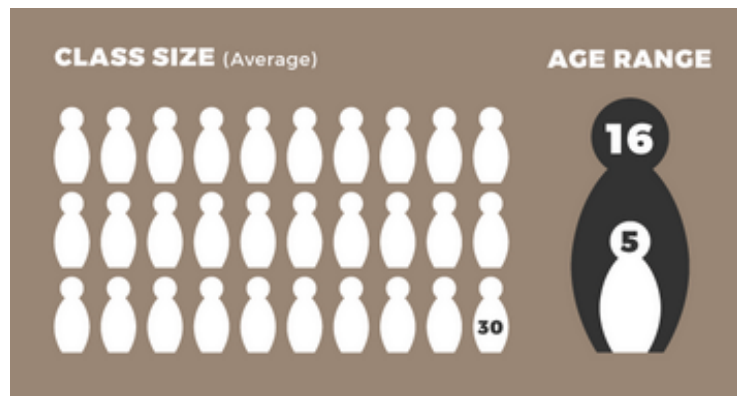
Source C: Statistics about School in South Korea



Excerpted From:

<https://www.shoezone.com/Blog/wp-content/uploads/South-Korea.png>

Average Class Size in South Korean Elementary School:



Average class size in United States Elementary School:

United States
Average Teacher to Student ratio: 15.4 to 1



[Source: National Education Association \(NEA\) Rankings and Estimates 2006–07.](#)

[Figures refer to the ratio between students and all full-time, credentialed teaching staff in a school during the 2006-2007 school year. This is the most recent year for which figures are available.](#)

MODIFICATIONS & EXTENSIONS (OPTIONAL)

EXTENSIONS

Is there any way the overall purpose of your lesson can have an impact as part of a larger school or community function?

1. Students will then have the opportunity to develop questions and pen pal letters to primary students at the Daesungdong Elementary School, located in Taesung Freedom Village, along the DMZ. Students will be introduced to this task using the following resources.
2. Resources for Extension:

<https://widerimage.reuters.com/story/learning-english-in-freedom-village>

https://www.army.mil/article/26848/security_battalion_soldiers_freedom_village_students_attend_baseball_game