



Filemoni's Dilemma

Major Quest

Skilful Compare and Contrast

Scenario

Filemoni is a 13 year old Samoan student. He is the eldest of five children. He lives in a village on the island of Upolu with his mother, father and siblings. His parents are thinking about emigrating to New Zealand under the belief that the children will be able to have a better life there. They would be able to stay with extended family members in Auckland. However, Filemoni is very confused and has called upon his friend (you) in New Zealand to help him through this time. Using skilful 'compare and contrast' what would you say to Filemoni? Should he come or should he stay?



Exploratory Environment

Teacher's Quest Guide No.8

PROBLEM-BASED LEARNING UNIT PLAN - SOCIAL STUDIES



Title: **Filemoni's Dilemma**

Weeks: 6

Achievement Objective Focus - Why & how individuals and groups sustain their culture and heritage.

Thinking Skills Focus - Skilful Compare and Contrast

Scenario

Filemoni is a 13 year old Samoan student. He is the eldest of five children. He lives in a village on the island of Upolu with his mother, father and siblings. His parents are thinking about emigrating to New Zealand under the belief that the children will be able to have a better life there. They would be able to stay with extended family members in Auckland. However, Filemoni is very confused and has called upon his friend (you) in New Zealand to help him through this time. Using skilful 'compare and contrast' what would you say to Filemoni? Should he come or should he stay?

Learning Experiences	Learning Outcomes Students should be able to:	Organisational Notes																						
<p>1 Authenticating the Learning Introduce the scenario and its problem-making links to the focus achievement objective & key concepts.</p> <p>Awakening Prior Knowledge What do we already know about this problem?</p> <p><input checked="" type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Mindmapping</p> <p>Strengthening Prior Knowledge</p> <p><input checked="" type="checkbox"/> Front Loading Activities - locate Samoa using an atlas, show parts of the DVD 'Samoana.'</p>	<ul style="list-style-type: none"> • Explain the scenario. • Explain why it is important to solve the problem. • Relate their present understanding of the scenario and its problem. • Locate Upolu, Samoa on a map. 	<ul style="list-style-type: none"> • Check data projector. • Book a computer pod. • Familiarise self with graphic organiser. • Familiarise self with DVD 'Samoana.' 55mins Can be shortened to last 15 mins. • Familiarise self with the websites: <p>http://en.wikipedia.org/wiki/Samoa</p>																						
<p>2 Constructing Relevant Questions Clarifying the problem found in the scenario.</p>	<ul style="list-style-type: none"> • List the key questions they need to answer. • Explain the steps in skilful comparing and contrasting and the difference between skilful and unskilful thinking. 	<p>www.abc.net.au/arts/artok/visual/s200019.htm</p> <p>www.galenfrysinger.com/samoa.htm</p>																						
<p>3 Planning the Research Developing a plan of action.</p>	<ul style="list-style-type: none"> • Explain the plan of action. 																							
<p>4 Discovering Relevant Information Locating and selecting.</p> <table border="0"> <tr> <td><input type="checkbox"/> teleconference</td> <td><input type="checkbox"/> fax exchange</td> </tr> <tr> <td><input type="checkbox"/> e-mail exchange</td> <td><input checked="" type="checkbox"/> bookmarked www sites</td> </tr> <tr> <td><input type="checkbox"/> intranet site</td> <td><input checked="" type="checkbox"/> school library books</td> </tr> <tr> <td><input checked="" type="checkbox"/> National Library books</td> <td><input type="checkbox"/> magazines</td> </tr> <tr> <td><input checked="" type="checkbox"/> DVDs, videos</td> <td><input checked="" type="checkbox"/> Internet search</td> </tr> <tr> <td><input type="checkbox"/> articles, magazines</td> <td><input checked="" type="checkbox"/> school journals</td> </tr> <tr> <td><input type="checkbox"/> visitor</td> <td><input type="checkbox"/> EOTC experience</td> </tr> <tr> <td><input checked="" type="checkbox"/> pictures, posters</td> <td><input type="checkbox"/> interviews, surveys</td> </tr> <tr> <td><input type="checkbox"/> found objects</td> <td><input type="checkbox"/> software, CD ROMs</td> </tr> <tr> <td><input checked="" type="checkbox"/> thinking tools</td> <td><input type="checkbox"/> demonstration</td> </tr> <tr> <td><input checked="" type="checkbox"/> Quest</td> <td></td> </tr> </table> <p><input checked="" type="checkbox"/> Teacher directed activities – use attached graphic organiser.</p>	<input type="checkbox"/> teleconference	<input type="checkbox"/> fax exchange	<input type="checkbox"/> e-mail exchange	<input checked="" type="checkbox"/> bookmarked www sites	<input type="checkbox"/> intranet site	<input checked="" type="checkbox"/> school library books	<input checked="" type="checkbox"/> National Library books	<input type="checkbox"/> magazines	<input checked="" type="checkbox"/> DVDs, videos	<input checked="" type="checkbox"/> Internet search	<input type="checkbox"/> articles, magazines	<input checked="" type="checkbox"/> school journals	<input type="checkbox"/> visitor	<input type="checkbox"/> EOTC experience	<input checked="" type="checkbox"/> pictures, posters	<input type="checkbox"/> interviews, surveys	<input type="checkbox"/> found objects	<input type="checkbox"/> software, CD ROMs	<input checked="" type="checkbox"/> thinking tools	<input type="checkbox"/> demonstration	<input checked="" type="checkbox"/> Quest		<ul style="list-style-type: none"> • Compare and contrast aspects of lifestyle and culture between Samoa and New Zealand e.g. food, clothing, feasts and festivals, rites of passage, housing, employment... 	<p style="text-align: center;">Assessment Task/s</p>
<input type="checkbox"/> teleconference	<input type="checkbox"/> fax exchange																							
<input type="checkbox"/> e-mail exchange	<input checked="" type="checkbox"/> bookmarked www sites																							
<input type="checkbox"/> intranet site	<input checked="" type="checkbox"/> school library books																							
<input checked="" type="checkbox"/> National Library books	<input type="checkbox"/> magazines																							
<input checked="" type="checkbox"/> DVDs, videos	<input checked="" type="checkbox"/> Internet search																							
<input type="checkbox"/> articles, magazines	<input checked="" type="checkbox"/> school journals																							
<input type="checkbox"/> visitor	<input type="checkbox"/> EOTC experience																							
<input checked="" type="checkbox"/> pictures, posters	<input type="checkbox"/> interviews, surveys																							
<input type="checkbox"/> found objects	<input type="checkbox"/> software, CD ROMs																							
<input checked="" type="checkbox"/> thinking tools	<input type="checkbox"/> demonstration																							
<input checked="" type="checkbox"/> Quest																								
<p>5 Constructing the Knowledge Forming and applying.</p> <p><input type="checkbox"/> Teacher directed activities</p>	<ul style="list-style-type: none"> • Decide from the significant similarities and differences whether to recommend immigration. • Justify, with reasons, your decision. 	<ul style="list-style-type: none"> • Assess the areas chosen on basis of relevancy to the dilemma (see Rubric in Teacher's Guide). • Assess quality of reasoning for areas chosen (see Rubric in Teacher's Guide). 																						
<p>6 New Insights and Understandings Presenting and evaluating.</p>	<ul style="list-style-type: none"> • Present the solution to scenario. • Explain how their solution supports their new insights, understandings and how it relates to the scenario. 																							

Unit Evaluation Implications for next unit

Introduction

The issue of sustaining one's culture and heritage is at the heart of this unit. The underlying question is, 'Would Filemoni be able to sustain his culture and heritage if he and his family emigrated to New Zealand?' The unit is designed to expose students' values and beliefs about the importance of sustaining culture and heritage. The students will use skilful comparing and contrasting to examine Samoan and New Zealand culture.

Students are exploring their personal values base, as well as that of another person and culture. In order for students to make a recommendation, they have to explore what they value about living here and what Filemoni (as a representative of Samoan life) values about living in Samoa and being Samoan and what he could be giving up if he came to New Zealand.

1 Authenticating the Learning

Initiate a whole class discussion to introduce the scenario and its problem making links to the achievement objective focus. Talk together about what they value about living here and what they know of Samoan culture.

Brainstorm and mindmap their present knowledge. What do we already know about the problem?

View the DVD 'Samoana' and locate Samoa on a World map.

2 Constructing Relevant Questions

As you discuss the scenario, begin the question formation and planning the research.

During an interactive discussion between the teacher and class these essential research questions need to be drawn out for investigation:

What is a dilemma?

What is skilful compare and contrast?

What is life like in Samoa?

What similarities are there between life in New Zealand and Samoa?

What differences are there between life in New Zealand and Samoa?

Which of these similarities and differences seem significant?

What problems do immigrants face when arriving in a new country?

3 Planning the Research

Discuss with your class and agree on a timetable with checkpoints. Also decide on the concluding performance and look closely at the assessment rubric.

4 Discovering Relevant Information

Introduce the thinking skill of compare and contrast.

Construct with your class the thinking steps for skilful comparing and contrasting. Begin the 'discovering relevant information' phase by modelling note taking from some newspaper articles and video interviews using the graphic organiser.

5 Constructing Knowledge

Have your students reflect on the Thinking Steps and the notes on their graphic organiser.

6 New Insights and Understandings

Have your students write up their argument to support their new insights and understandings.

Discuss with your class why skilful comparing and contrasting is needed.

'Comparing and contrasting is helpful to gain a deeper understanding of the things compared in order to make well-considered decisions or to clear up confusion'

'We compare and contrast for a variety of purposes. Many everyday decisions, like shopping or choosing a route to work, involve comparing and contrasting. A manufacturer might compare and contrast his firm with more successful firms to get ideas about improving productivity.'

'We compare and contrast with varying degrees of thoroughness. Sometimes we attend only to surface characteristics, like how things look, when other factors are more relevant.'

'Our goal in comparing and contrasting is to gain insight and understanding.'

Robert J. Swartz and Sandra Parks

Common Defaults in the way we Compare and Contrast

1. We identify only a few similarities and differences.
2. We identify only superficial similarities and differences.
3. We make rough and imprecise judgments of similarity and difference.
4. We don't draw out the implications of the similarities and differences we have identified.

Develop with your class the thinking steps for skilful comparing and contrasting.

Skilful Compare and Contrast

1. How are they similar?
2. How are they different?
3. What similarities and differences seem significant?
4. What conclusions can you make from the significant similarities and differences?

For more detail see Chapter 4 - Comparing and Contrasting in 'Infusing the Teaching of Critical and Creative Thinking into Content Instruction - A Lesson Design Handbook for the Elementary Grades' Robert J. Swartz and Sandra Parks, The Critical Thinking Co. ISBN 0-89455-481-6

COMPARE AND CONTRAST



HOW ALIKE?

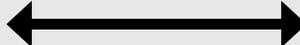
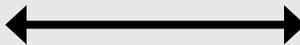




HOW DIFFERENT?



WITH REGARD TO





SIGNIFICANT SIMILARITIES AND DIFFERENCES:



CONCLUSION OR INTERPRETATION:

Integrating Skilful Comparing and Contrasting into an Argument.

Use the template below to help your students decide what to write in their argument. Their argument must be clear to the reader and include researched evidence to back up their position. The template is based on Whiteheads (2003) model in Writing Frameworks: Book B. Revised edition.

Skilful Compare and Contrast

1. How are they similar?
2. How are they different?
3. What similarities and differences seem significant?
4. What conclusions can you make from the significant similarities and differences?

Before writing have you gone through the 'Skilful Comparing and Contrasting Steps'?

Title

- Give your argument a title.

Introduction Paragraph

- Describe the context of the argument. This is where you make a link to the scenario.
- Tell your reader why you are making this argument.
- Write a sentence that says what you are arguing for or against. This is where you are stating your position. You could use ideas from 'Significant similarities or differences' to write this.
- Sentence starters could include:
'I believe that...'
'I believe this because...'

Body Paragraphs 1, 2, 3 and 4*

- These paragraphs should say why you believe this. You should use the ideas from the differences you found. Make sure you explain why you think the differences support your position.
- Sentence starters could be
'First I believe this because...'
'The second reason is...'
'Another reason I believe that is...'
'The final reason is...'
- Describe the evidence which backs your position up for each reason.

(Extension) Counter Argument Paragraph

- Describe an opposing view and say what is interesting or worth considering about this view. But then say why it is a poor argument and then return to your position. You could use the ideas from the similarities and/or differences you found.
- Sentence starters could be
'Some people might say that...however, the problem with this is...'

Conclusion

- Here you will write a brief summary of your position and what action should be taken.
- Sentence starters could be
'For these reasons I believe that...'

* To achieve an 'Above Expectations' you will be aiming to write 4 'body' paragraphs.

COMPARE AND CONTRAST

HOW ALIKE?

HOW DIFFERENT?

WITH REGARD TO

SIGNIFICANT SIMILARITIES AND DIFFERENCES

CONCLUSION OR INTERPRETATION

**ASSESSMENT TASK – SOCIAL STUDIES – YEAR 7 AND YEAR 8
CULTURE AND HERITAGE – FILEMONI’S DILEMMA**



Key Achievement Objective: Why and how individuals and groups sustain their culture and heritage.

The scenario is: Filemoni is a 13 year old Samoan student. He is the eldest of five children. He lives in a village on the island of Upolu with his mother, father and siblings. His parents are thinking about emigrating to New Zealand under the belief that the children will be able to have a better life there. They would be able to stay with extended family members in Auckland. However, Filemoni is very confused and has called upon his friend (you) in New Zealand to help him through this time. Using skilful ‘compare and contrast’ what would you say to Filemoni? Should he come or should he stay?

ASSESSMENT	BELOW EXPECTATIONS	WITHIN EXPECTATIONS	ABOVE EXPECTATIONS	Effort A B C
FILEMONI'S DILEMMA	<p>Provided only 1 or no significant similarities/ differences.</p> <p>The explanations of the significant similarities/ differences are not particularly clear and the evidence is thin.</p>	<p>Provided 2 – 3 significant similarities/ differences.</p> <p>The explanations of the significant similarities/ differences are generally clear and backed by evidence.</p>	<p>Provided 4 or more significant similarities/ differences.</p> <p>The explanations of the significant similarities/ differences are clear, detailed and backed by evidence.</p>	
Student Evaluation				
Teacher Evaluation				
Your new insights and understandings show:	<p>You only explained what kind of thinking you did but not how you did it.</p> <p>You explained only how it connected with your thinking, the things you already knew about the difficulties of keeping your culture and heritage when emigrating to a new country.</p>	<p>You explained what kind of thinking you did and how you did it.</p> <p>You also explained how it extended your thinking, how your thinking went in new directions around the difficulties of keeping your culture and heritage when emigrating to a new country.</p>	<p>You extended this by saying why this way of thinking helped you, including how you would do it next time.</p> <p>You also explained how your thinking was challenged, the questions you still have about the difficulties around keeping your culture and heritage when emigrating to a new country.</p>	
Student Evaluation				
Teacher Evaluation				

TEACHER FEEDBACK - MEDALS AND MISSIONS

Additional Scaffolding Suggestions

- Use a data projector to introduce the virtual world of the 'fale.'
- As you discuss the Quest begin the question formation and planning of the research.

To help focus discussion on why it is necessary to solve this problem consider/ discuss the following questions:

- What makes a decision necessary?
 - What actually is Filemoni's dilemma?
 - Why is this a dilemma?
- Book a computer or iPad pod as this Quest suits research in cooperative groups of two with access to their own computer or iPad.
 - We tried where possible to use primary source material as this often needs interpreting, thereby encouraging higher order thinking. People sometimes contradict each other. Be prepared to use the 'teachable moment' when students come across such contradictions.
 - Do not allow any e-mail, fax, video conferencing or phone calls to be made until teacher contact has been made with the expert involved. Set it up for success.
 - Remember an expert does not have to be seen in adult terms. It could be another staff member, family friend, parent, grandparent - any knowledgeable person who has the time to reply.

Many of our own students are 'experts' for this Quest. They are 'experts' on Samoa and/or 'experts' on emigrating to a new country. Please use their expertise.

- If using the web sites remember to check any FAQs before sending e-mails.
- Library Display - we have a collection of artifacts from Samoa to support the Quest.

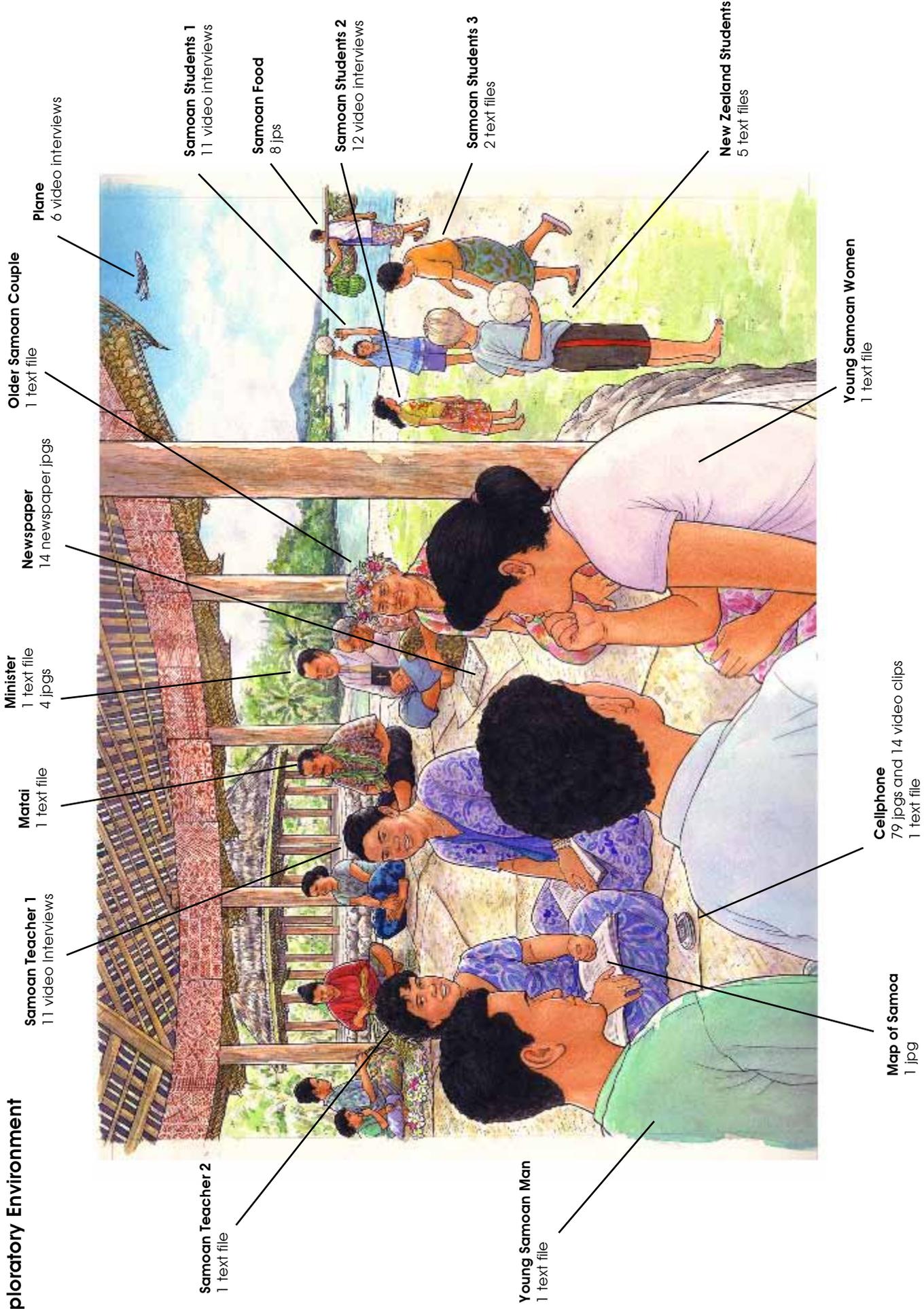
Homework after the Quest

We compare and contrast with varying degrees of thoroughness. Sometimes we attend only to surface characteristics, like how things look, when other factors are more relevant. When purchasing a new what are the significant differences you would look for?

mobile phone, computer, bike, dress, jacket, bed etc.

For more detail see Chapter 4, Pages 116 - 117, Comparing and Contrasting in 'Infusing the Teaching of Critical and Creative Thinking into Content Instruction - A Lesson Design Handbook for the Elementary Grades' Robert J. Swartz and Sandra Parks, The Critical Thinking Co. ISBN 0-89455-481-6

Exploratory Environment



Samoan Teacher 2
1 text file

Young Samoan Man
1 text file

Samoan Teacher 1
11 video interviews

Minister
1 text file
4 jpgs

Matai
1 text file

Newspaper
14 newspaper jpgs

Older Samoan Couple
1 text file

Plane
6 video interviews

Samoan Students 1
11 video interviews

Samoan Food
8 jpgs

Samoan Students 2
12 video interviews

Samoan Students 3
2 text files

New Zealand Students
5 text files

Young Samoan Women
1 text file

Cellphone
79 jpgs and 14 video clips
1 text file

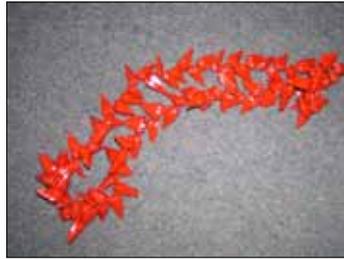
Map of Samoa
1 jpg



Tuiga (ceremonial head-dress)



Kiekie, belt worn with the I e toga (the mat skirt)



Ula Fala, a man's necklace (red tree pods)

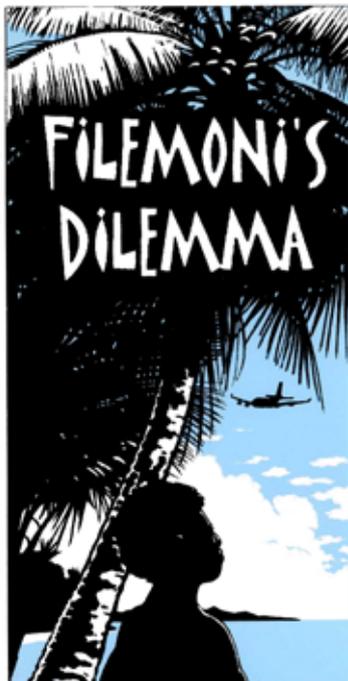
Objects from our library display cabinet



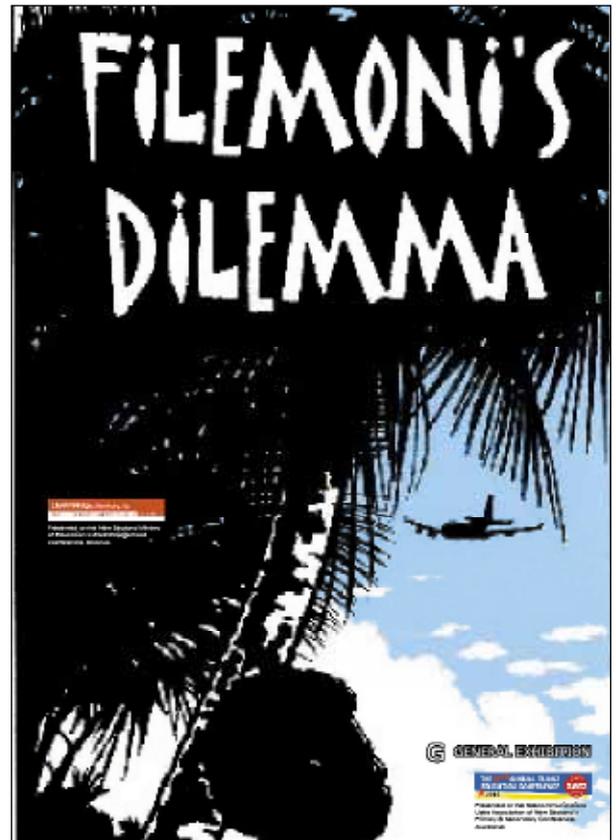
Fue (speaking stick) used by the matai when they have formal meetings



ili (fan)



Flag



Poster