

Responding to a growing demand for global curriculum, **Link TV, an independent television channel dedicated to presenting diverse international perspectives**, is proud to launch the **Global Link of World Educators (GLOWE)** pilot initiative. The **GLOWE** project uses **Link TV** programming to develop global cultural understanding and media literacy. The initiative brings Link TV's international media and perspectives to American schools, encouraging student engagement and promoting global citizenship. All media is delivered **free of charge**, [online](#) or via DVD, and accompanied by standards-based, participatory learning guides.



[Explore](#) is a philanthropic multimedia project funded by the [Annenberg Foundation](#) that showcases extraordinary nonprofit efforts and leaders around the world

INDIA: LAND OF MAGIC

LESSON ONE*: “Kiran Centre”

Highlight: Educating village children with different abilities to be future leaders.

LESSON TWO*: “Fighting for India’s Wildlife”*

Highlight: Struggling to save wildlife unique to India.

LESSON THREE: “The Language of Dance”

Highlight: Understanding Indian dance as a communication tool.

*** INCLUDES EXPLORE COMMUNITY ACTION/EXTENSION PROJECT**

THIS CURRICULUM UNIT IS A PARTNERSHIP OF THE ANNENBERG FOUNDATION, LINK TV AND MIND POWER COLLECTIVE



LESSON TWO:

FIGHTING FOR INDIA’S WILDLIFE

LEARNING GOAL:

Why is India struggling to save its unique wildlife? What can be done to save animals in my own community?

GRADES: 6-8 SUBJECTS: Social Studies, Earth Science

TIME REQUIRED: 3 class periods over 2 weeks; EXPLORE Extension can be significantly longer

MATERIALS: Online access to media (www.explore.org or www.linktv.org/teachers) or GLOWE Curriculum DVD, TV/DVD Player, Butcher Paper, Markers, 11x17 Construction Paper, Masking Tape

THINK, PUZZLE, EXPLORE: FIGHTING FOR INDIA’S WILDLIFE

LEARNING PROCESS | SESSION ONE

1. THINK, WRITE NOW PROMPT [5 minutes] Students 'free write' on **ONE** of the following

- * What does it mean for an animal to be endangered? Why is it important to save wildlife?
- * Do you think we need to save animals here in our community? Why?

2. MEDIA EXPERIENCE [10 minutes] Students watch "India's Wildlife" piece

Ask your students to write down a list of at least 10 words or ideas about endangered wildlife in the piece. Be sure that they write down how familiar they are with the words or ideas, and why they think this information is significant.

3. PUZZLE IT OUT GROUP ACTIVITY [10 minutes] Students brainstorm in groups

Break the class into groups of 4. Assign a 'reporter' for each group. The reporter will write down the ideas of the group and then share them with the rest of the class.

Students share words to make two initial lists: unfamiliar ideas and familiar ideas.

Write up the following prompts on the blackboard or butcher paper and ask students to discuss, and remind them to take notes: What ideas from the piece are the most interesting to you? What solutions can you and your group come up with that would help preserve India's wildlife? What do you think might be the biggest problem in trying to stop animal extinction, both in India and in other communities?

4. REPORT OUT [10 minutes] Students share their brainstorm ideas with each other

Ask each group's assigned reporter to take 2 minutes [use a timer, if possible] to share their conversation, focusing on what ideas they are most puzzled about and what concepts they would like to explore together.

Ensure that these ideas are written up on the blackboard or butcher paper in two columns: "Puzzle" and "Explore". If time allows, debrief these lists with "why" questions. For example: "Why was *this* idea so interesting to you?" "Why do you think *this* idea is on both lists?"

5. EXPLORE ASSIGNMENT [5 minutes] Students decide what they want to explore

Ask each student to identify one way they would like explore making a difference in saving animals or wildlife in their community and write a 500-word inquiry (aka research paper) on that idea. Students should include at least two to three sources or quotes in their paper.

CLASSROOM HEADLINES: FIGHTING FOR INDIA'S WILDLIFE

LEARNING PROCESS | SESSION TWO

1. **THINK, WRITE NOW PROMPT** [5 minutes] Students 'free write' on the following

- What is the main idea of the 500-word inquiry/research paper you wrote?
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2. **THINK, PAIR, SHARE** [10 minutes] Students create an initial headline and partner share

Ask students to take 3-5 minutes and create a "headline" based on their 500-word inquiry paper. Capture the most important idea of their "story" in a short sentence or phrase. You can provide examples of newspaper headlines from recent papers.

Students will share their headlines with a partner and get feedback from each other to revise their headline. Some ideas to get questions: Is the headline clear about the subject of the paper? Does the headline grab your attention? Is the headline spelled correctly with correct punctuation and grammar?

3. **MEDIA EXPLORATION** [20 minutes] Students create headlines and short 'blurb' displays

Students will create their own 'newsroom'. First ask students to edit their 500-word inquiry down to 150-200 words. Students will underline the sentences they want to keep, and then re-read the resulting highlighted sentences to ensure it makes sense, still provides the main idea of the story, and is clear without spelling or grammar mistakes.

Provide each student with 11x17 or larger piece of paper and markers. Ask them to create a 'front page' for a newspaper using their headline, edited 150-200 word story/piece along with a simple picture that represents their headline and main idea. *If necessary, they can take their poster home to complete their 'front page' in time for the final session of this lesson.*

CONNECT, EXTEND & EXPLORE: INDIA'S WILDLIFE

LEARNING PROCESS | SESSION THREE

1. **CONNECT** [20 minutes] Students create and interact with newsroom gallery

Students will put up their "front page" either on the wall (if space permits) using masking tape, or lay their front page out on top of their desk. Each student should have at least 5 small post-it notes. Ask students to walk around the room, reading everyone's front page, and when they see a front page that connects to their story, they will write a comment on a post-it note and put it on their classmate's front page. Ground rules may be helpful to ensure students only provide respectful, considerate, and constructive feedback to each other.

2. **EXTEND** [15 minutes] *Students debrief what they learned with the teacher.*

Take some time to re-gather students into your traditional classroom structure for a discussion.

Ask your students to debrief the process: what they learned, what was most interesting, and what they'd like to explore further. If you plan on continuing with the EXPLORE community extension, this debrief should be a longer process.

Examples of sequencing questions for the debriefing extension dialogue:

“What stood out to you as you walked around the classroom?”

“Why was learning about wildlife preservation interesting to you?”

“What is the most important idea that you learned?”

“How can you take action to help save animals in our community?”

3. **EXPLORE** [Depends on class] *Students act in their community around animal rights.*

This is an optional section, good if your students are extremely engaged in this topic.

Arrange a community speaker. Call your local humane society, animal shelter, or ASPCA. Many of these organizations have educational programs that can send someone to your classroom to talk about the issues facing animals and wildlife in your community.

Take a field trip. Go to your local animal shelter or humane society and learn firsthand about animals and their needs in your community. Remember to designate an area on your permission slip to indicate whether the child is allergic to fur.

Start a local campaign to save a locally endangered or threatened species. During their research, students have likely learned about endangered or threatened animals in your town, region or state. Find out about efforts to save the locally threatened species and join in efforts to save them, including petitioning, fundraising, or simply building awareness through a community newsletter or handmade posters around town.