**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme: Who we are**      * **Central idea: Understanding our heritage shapes our personal identity**     **summative assessment task(s):**  **What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?**   * ***Interactive Notebook*** * ***Create Timeline Activities on Citizenship/Leadership (MLK, Jimmy Carter, etc.)*** * ***Reflection Writing: Think of a time when you were treated unfairly. What do you wish someone would have done for you to show you they were are good citizen?*** | Class/grade: 2nd Age group:  School: Copeland Elementary School code:  Title: Unit 1 – Who we are  Teacher(s): Brown, Echols, Wakefield-Brace, Rozier, and Huggins  Date:  Proposed duration: 6-8 weeks  **2. What do we want to learn?**  **What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?**   * Reflection * Responsibility * Change   Related Concepts   * Citizenship * Leadership * Values   **What lines of inquiry will define the scope of the inquiry into the central idea?**   * Many people influence our history. * What are your cultural values? * As a citizen, what are our responsibilities?   **What teacher questions/provocations will drive these inquiries?**  Presenting books on historical figures  Defining words such as culture, leadership, and citizenships and students providing synonyms.  Introduce a change in classroom environment and prompt students to identify who is responsible for maintaining classroom organization.  Present various scenarios to the class and allow them to come up with proper responses.  What are good aspects of a good citizen (classroom, school, community, world, etc.) |
| **3. How might we know what we have learned?**  *This column should be used in conjunction with “How best might we learn?”*  **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  **List the different ways we will check for student understanding – these are all the assessment tasks we came up with yesterday (timeline, skits/play, interactive notebook etc.**   * ***KWL charts- Done at the beginning of each lesson*** * ***Gallery Walks: Showing students pictures of the topic of the day, students will come up with questions to research*** * ***Share and Reflect Question of the Day: Reflection question dealing with what was talked about that day.***     **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **What evidence will the students produce? Can be tangible things they make, write or create and can also be conferencing, teacher checklist and rubrics**   * ***Personal Timeline Project- scoring rubric-understanding of concept*** * ***Cultural Background Project- students will interview someone in their family to learn more about their culture*** * ***Come dressed up as a historical figure and do a speech as that person on what it is like being a good citizen.*** | **4. How best might we learn?**  **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**   * Allow Students to vote on various things as it pertains to learning in the classroom. * Presenting students with good citizenship awards. * Allow Students to create flip books explaining the past and present. * Show pictures of famous leaders and students will write about who they are and why they are important * Students will research famous leaders on using MyOn. * Guest Speakers   **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**   |  | | --- | | * **Interactive Notebook** * **Journal Entries-Students will take a LP quiz and reflect on their strongest/weakest trait** * **Class Discussion -Students will discuss various experiences in which they had to use the LP trait to complete a task, solve a conflict** * **Scenarios- Students will write a solution for various scenarios provided based on learnt attributes of the LP.** | |
| **.5. What resources need to be gathered?**  **What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**   * Guest Speakers * Myon * IReady * Youtube * Google * Library   **How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?**  **List all the resources you have or need to teach the unit**   * PowerPoint Presentations * Videos * Teacher Resource Materials * Computer Research * Student activities and projects * Classroom library/library | |

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| **6. To what extent did we achieve our purpose?**  **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**  Long: My students have a better understanding of what a personal identity is but are not able to connect it to a broader understanding.  Echols- Students developed an understanding of how the actions of Famous Georgians like Jackie Robinson effect the way we live today.  Rozier- Students in both my AM and PM class have a better understanding of the overall central idea. They were able to understand exactly what heritage is and the term identity. By learning about Georgia Historians while asking and answering questions, students understanding developed.  Huggins: My students were able to understand the central idea and key concepts better when we related it to a young Jackie Robinson, based off the reading, “I am Jackie Robinson.”  Brown: My students were able to relate and connect the central idea to themselves as well as the historians we discussed throughout the unit. They understood that your personal identity plays such an important role on how your life functions.  **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**  Long: Provide more opportunities for students to connect the theme to their personal life. Echols More parent support in completing project.  Rozier-Produce more opportunities for students to show their understanding during the entire unit.  Huggins: Create opportunities for the students to involve their family in developing a clear understanding of how understanding our heritage shapes our personal identities.  Brown: I would create opportunities to take the concepts beyond the classroom and just beyond the United States. I would have had my kids skype another class in another country and have them tell our central idea and compare and contrast it to their central idea.  **What was the evidence that connections were made between the central idea and the transdisciplinary theme?**  Long: Students made a personal poster that showed things that make them who they are. We connected it to Who We Are and to our personal identity being formed by our heritage (family).  Echols-Students created graphic organizers to demonstrate what they had learned.  Rozier- Students completed discussion posts, graphic organizers, writing prompts, and drawings around the central idea.  Huggins: Students made their own baseball card in which they included what made them a good citizen and how were they like Jackie Robinson, in which all students were able to identify with Jackie Robinson as a child.  Brown: Students created badges on different character traits that they possess. Students wrote a narrative writing on how they are responsible citizens and they also wrote on how they help their family. | **7. To what extent did we include the elements of the PYP?**  **What were the learning experiences that enabled students to:**   * **develop an understanding of the concepts identified in “What do we want to learn?”** * **demonstrate the learning and application of particular transdisciplinary skills?** * **develop particular attributes of the learner profile and/or attitudes?**   **In each case, explain your selection.**  Long: Students learned more about citizenship, leadership, and responsibility as we explored what makes a good citizen.  Echols- Students developed an understanding of how the actions of Famous Georgians like Jackie Robinson effect the way we live today.  Rozier- Students completed KWL charts and other graphic organizers to help process their thoughts on what they wanted to learn. Research and thinking were the main transdisciplinary skills. Students showed creative thinking when deciding to act some of the Georgia Historians.  Huggins: Students were able to determine that just like Jackie’s mother taught him how to do the right thing MLK’s dad taught him how to do the right things and that is why they were good citizens.  Brown: Students were able to understand how the lives of these famous Georgians shape our lives today, and even our personal identities. They researched different incidents that occurred during the lives of the famous Georgians and made what if cards. |
| **8. What student-initiated inquiries arose from the learning?**  **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  Long: When talking about Juliette Gordon Low, students wanted to know more about what life was like in the late 1800’s.  Rozier: Students initiated acting when discussing Georgia Historians. Also, students continued questioning about the lives of the Georgia Historians years after.  Huggins: Students where interested in knowing if Jackie Robinson had a wife, how he died, and if he had children. Students were also interested in why people were segregated, as well as pointing out that people who wanted segregation was not being good citizens.  Brown: Students were interested in why blacks were treated so differently just because of skin color. Students also discussed that Jimmy Carter was a white man that cared for equal rights of black people just like Abraham Lincoln.  **At this point teachers should go back to box 2 “What do we want to learn” and highlight the teacher questions/provocations that were most effective in driving the inquiries.**  **What student-initiated actions arose from the learning?**  **Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.**  Huggins: Students were able to take an incident in the Jackie Robinson story and determined that young Jackie needed to act like a good citizen instead of a bad citizen and think about what he was doing by hanging with the wrong crowd. Students were also able to piece together that Jackie’s mom taught him how to be a good citizen and that he had to choose to be a good citizen or a bad citizen. | **9. Teacher notes** |