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**Important**

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**Planning the inquiry**

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| 1. What is our purpose?  To inquire into the following:  Transdisciplinary theme:  **We express ourselves: An exploration of the way which we** discover and **express** our nature, ideas, feelings, beliefs, and values through language and the arts.  Central idea :  The beliefs and ideals of a society influence the social, political, and economic decisions of that society  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?  Benchmark Assessments  RCBOE Unit Pre-Test (Canvas Commons ELA)  RCBOE Unit Post Test (Canvas Commons ELA)  RCBOE Unit Pre-Test (Canvas Commons Math)  RCBOE Unit Post Test (Canvas Commons Math)  RCBOE Unit Pre-Test (Canvas Commons Science)  RCBOE Unit Post Test (Canvas Commons Science)  RCBOE Unit Pre-Test (Canvas Commons Social Studies)  RCBOE Unit Post Test (Canvas Commons Social Studies)  Cold War Choice board  PowerPoint Presentations  Student discussions  Weekly Teacher created quizzes in each subject area. | Class/grade: 5 Age group:  School: Copeland School code:  Title:  Teacher(s): Jackson, Medlock, Rivera, Wallace, Yeldell, Garcia, Mahon  Date:  Proposed duration: 4 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?  -Change-lifestyle,, structure  -Responsibilities choice  - Causation  What lines of inquiry will define the scope of the inquiry into the central idea?   * The impact a person has on society(changes) * The consequences of that person’s actions (responsibilities) * Various conflicts can lead to war. (causation)   What teacher questions/provocations will drive these inquiries?   * How does democracy differ from communism? * How did the United States and other sympathetic European nations try to contain the spread of communism in the world? * How successful was the United States and other nations in limiting the spread of communism in the world? * Why did the United States get involved in the Berlin Airlift? * Why was the Berlin Airlift needed? |
| **3. How might we know what we have learned?**  What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?   * **Culminating Task:** Students will write an opinion paper explaining the difference between a war of words and a World War. * **Culminating Task:** Students will examine the potential for world destruction with the development of nuclear weapons and a difference in ideas and political beliefs. * **Taking Informed Action:** Have students decide on an issue that is important to them and the school. This may include a change in cafeteria rules, a change in which rotation they choose to attend, etc. * **Taking Informed Action:** Students will write a speech outlining what the change should be and the consequences (positive and negative) of that change. | **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?  Week 1-  SS5H5 Discuss the origins and consequences of the Cold War. a. Explain the origin and meaning of the term “Iron Curtain.” b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization  Provocations:   * The Iron Curtain for Kids: <https://vimeo.com/4898644> * Berlin Airlift Video: <https://www.britannica.com/video/180251/Overview-airlift-fuel-food-supplies-British-West>   Activities   * The Iron Curtain: Write down five things they learned either during or after the video. Talk about what perspective they think the Czech government (who made the video) has on the Iron Curtain, and ask students to provide evidence for their response. * The Berlin Airlift: Tell students to pair up (pull aside 2 – 3 students) so they can recreate the Berlin airlift. One student will be on one end of the room labeled West Germany and his/her partner will be on the other side of the room labeled West Berlin. Use the 2 – 3 other students to stand in the middle of the room and label that area East Germany. Have the West Germany people make a paper airplane and have them the supplies cards. Tell students that they must try to get the supplies over to West Berlin by attaching the supplies to the planes and throwing them to their West Berlin partners. If the planes land in East Germany, the students in East Germany can hold onto the plane for 5 seconds and then return it back to West Germany, since they can’t shoot down any of the planes. After about 10 minutes, stop and see if all the supplies were delivered. Pose the following question to students to wrap up the activity: “Why was the Berlin Airlift needed?”   Week 2.  c. Identify Joseph McCarthy and Nikita Khrushchev. d. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.  Provocation:   * Read Aloud- Read aloud the picture book The Sneetches by Dr. Seuss   Activities:   * McCarthyism Role Play- Have the students describe how this book, The Sneetches by Dr. Seuss, is an allegory for this period of our history. 5. Break the students in groups and have them create a brief skit that displays the idea of McCarthyism.   Week 3  S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change. a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials. b. Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.  Provocations:   * Physical Changes of Water: Put water in a flask and cover the top of the flask with a balloon. Set the flask on the hot plate or in a hot pot of water and heat until water expands and begins to inflate the balloon. Use tongs to take the flask off the heat and put it in a bowl of ice to show the balloon deflates. .   Activities:   * Physical Changes of Water: On the top of a sheet of paper have students sketch and write their claims about what is happening to the water in the flask to cause the balloon to change size and shape (inflate and deflate). Have them discuss what they have learned about the changes in water due to temperature changes.   Week 4  c. Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).  Provocations:   * Elephant Toothpaste: <https://www.youtube.com/watch?v=5RrA25kzOc0> * Why does a candle burn? * Did you know that it is the gas from the melting wax that burns and not the wick?   Activities:   * Elephant Toothpaste: Use a tray under this since it could get messy. Mix vinegar, dish detergent, and red food coloring in a cup. Remind them about what we know about mixtures of liquids and that it is a physical change. Then put baking soda in a clear shallow bowl or small water bottle. Pour the vinegar solution over the baking soda to see it foam. Use a thermometer before, during and after to show a temperature change. Do the same process only use water in the place of vinegar. There is no reaction, so it is a physical change.   What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?   * Encouraging questioning * Group work * Independent research * Hands on activities * Class discussions * Short research projects with presentations inviting choice |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?  LEARN@HOME-packets will be sent home with reading, links to videos, and hands-on reflection activities that can be accomplished in the home or local community safely and without strain on resources.  EIP – Benchmark Universe Leveled Readers  NewsELA differentiated passages  ReadWorks differentiated passages  Common Core Progress Reading Passages  How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry? | |

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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.  Wallace- The students were really engaged and interested about how they can make a difference. They understood that the beliefs within a society dictate the outcomes within the society. Student really liked to take a stand in issues within their communities that would hurt/benefit them as a student.  Jackson- The students were able to make connections to how beliefs and ideas of society can have influences on different aspects. It was interesting for them to be able to make the connections to what is occurring in today’s world. Students were able to understand the Cold War and asked many different questions that sparked tons of research.  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.  Wallace – the students enjoyed giving speeches to voice their ideas and concerns about topics within our community and beyond.  Jackson- Besides the required assessments by the district, the students were excited to show what they have learned when completing both Taking Informed Action and Culminating Task. Students did extremely well with the poem and making up the rules they wish to change.  What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Wallace – students reflected on their classmates’ speech and were able to see the impression that their own speeches made on their audience.  Jackson- Students were able to be reflective and open-minded when discussing the central idea. Students were amazed at how much the beliefs and ideas of society can be impactful enough to start a war. | **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.  Wallace – the pyp elements (such as the students taking the lead) really did not come through as nicly/easily as in past units. The students needed VERY SOLID boundries to keep them engage due to the building excitement of the end of school approachin  Jackson- Students were introduced to the Cold War by using their previous knowledge of how society has a big impact of issues, such as, political and social. Students demonstrated the ability to be inquirers by using the choice board to research on different topics that relate to the Cold War. For chemical/physical changes by using their understanding of knowing how to classify items into groups and making mixtures. When students did the Physical Changes of Water, they discuss what they have learned about the changes in water due to temperature changes. |
| **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.  Ferguson (EIP) - When working in small groups, my eip students would read passages related to the unit. During the unit, students got a chance to inquire to get their questions answers.  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. | **9. Teacher notes** |

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