**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme:** “Who We Are”      * **Central idea:**  Cooperation and conflict shape how humans adapt to the environment.   **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?**  Students will create a society with classmates:   * What will they eat? * How will they obtain food? * What kind of clothing will they wear? * What kind of shelter will they have? * What kind of art does their society create? * What are the laws/rules? * Can be fantasy or Realistic.   Reflection: How were you able to cooperate to complete the creation of your society? How did you overcome conflicts within the group?  **(Student made societies can continue to be used in other Themes throughout the school year.)**  Art/Mahon: Students will create a comic strip that demonstrates a conflict and a resolution. Students will trade comic strips with a partner and provide a critique/feedback.  PE/O’Brien: Students will practice rock paper scissors to resolve conflicts in a variety of activities/games. Dealing with conflict and working together. | Class/grade: 3rd Age group:8-9  School: Copeland Elementary School code:060043  Title: Who We Are  Teacher(s): Denson, Murdaugh, David, Mahon (Art), O’Brien (PE)  Date: 9/8 - 10/23  Proposed duration: 6 weeks Unit 1-2 ELA  **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?**  **Function**: behavior and communication  **Connection**: relationships and interdependence  **Perspective**: opinions and subjectivity  **What lines of inquiry will define the scope of the inquiry into the central idea?**   * Cooperation builds interdependent relationships. * Conflict is a natural human experience. * Our experience influences how we adapt to our environment.   **What teacher questions/provocations will drive these inquiries?**   * “The Rough Face Girl” the Native American Cinderella story * Roleplay- teacher will withhold an object that the students need … elicit students to ask for the object which leads to the term “interdependence” * Photo- American Indian Conflict or Native American art   Art/Mahon: Teacher will provide a completed comic strip demonstrating a conflict and a resolution. Teacher will provide additional examples of comic strips that include a conflict and a resolution.  PE/O’Brien: Teacher will explain what conflict is and give examples of how small problems can snowball into bigger problems if not dealt with properly. |
| **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?**   * District iReady Pre-Assessment * Kahoot * KWL Chart * Group Discussioins (Pass the Problem)/ UDL Strategy (Universal Design Learning) Follow link for example <https://www.youtube.com/watch?v=h8HAMKDrfbw> * XtraMath <https://xtramath.org/> * Four Corners   Art: Prior to creating the comic strip, students will discuss conflict resolution with their table group. Groups will then share the main ideas from their discussion with the class. Students will also complete a story board to plan out the comic prior to beginning their final project.  PE: Students will share their ideas for quick conflict resolution in the gym.  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**   * Written **scenarios** of conflict, related to standards if possible, have students show how they would resolve the issue. * **“This or That”** students make a judgment and defend their choice. * **Debates** * **“Choose your Path”** (students are given an experience and they have to choose how they will adapt by picking their next path.) * **“Peer Performance Survey”** after a cooperative task, students fill out a survey that evaluates how well the group worked together. (Saving Sam Example)   **Art**: Does the student’s story include a conflict and a resolution? Did the student collaborate with their partner by providing feedback on their partner’s comic strip?  **PE**: Are students attempting to resolve conflict without teacher involvement initially? | **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?**     * **“Wonder Wall”** * **Virtual Field Trip** * **Guest Speaker** Examples: Counselor can talk to students about conflict or a guest speaker can read a book about conflict. * **Staged Conflict** with reflection (Taylor and Parks staff meeting example)   Art: Are students attempting to resolve conflict without teacher involvement initially?  PE: 3 Students will play musical hula hoops and use their conflict resolution skills as needed.    **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**     * Class Discussions based on Writing Prompts * Learner Profile of the Month * Learner Profile Checklist/Self Assessment   **Art**: Communicators: Students will practice communicating with their group as they discuss conflict resolution and provide critiques and feedback on completed work. Students will demonstrate effective communication through the resolutions in their comic strip.  **PE**: Communicators: Students know that what each person says is important. |
| **5. What resources need to be gathered?**  **What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**   * “Rough Faced Girl” book * Guest Speaker to talk about conflict and cooperation * IReady * Native American Art * Canvas * YouTube * Conflict Scenarios * Peer Performance Survey * Family or Native American artifacts. * **Art**: Teacher will gather examples from comic books/strips of conflict resolution. Teacher will create an example comic strip. * **PE**: Teacher will gather examples from comic books/strips of conflict resolution. Teacher will create an example comic strip.   **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**   * Media Center-Book check- Research project on Native Americans | |

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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.**  Murdaugh-Students were able to create and complete their own society with laws as they also compared their society to that of the Native American society. Artifacts are displayed in the hallway. Students completed research on the Native American Culture with our media specialists This research aided in their understanding of culture, environment and lifestyle help with their end of unit society project. Each week of the unit progressed as their understanding of the lesson and learning objective increased. During this unit we also created a sense of society in our classroom with discussion and creation of our essential agreement for our society. The essential agreement is displayed in our classroom.  Denson- Students were able to identify different conflicts that arise while learning about Native Americans. Building their society students completed a 3-day Research course with the media center which they then used to build their society. The end project was a 3 part lesson that included ELA & Social Studies: Venn diagram, with paragraph and a picture showing their society. The lesson was scaffold and was done week by week. Students also discussed different conflicts among classmates and offered solutions. They would yell out, Ms Denson we have a conflict and at that time we would develop a compromise.  David- Students showed understanding of the central idea as they were able to create their own societies Tribe. The students conducted research with the help of the media specialist. The end project students wrote a report about their tribe and made a visual to present to the class. Students also demonstrated understanding of the central idea through discussion and their assessments. Students compared and contrasted the Native Americans in each region environment, food, clothing, and shelter to their own lives. Lastly, students discussed conflict daily and found solutions to solve those problems.  PE/O’Brien - 3rd - Students are demonstrating effective communication skills as occasional conflicts arise. Coming up with simple and quick solutions to resolve the conflict.    **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.**  Denson- Improvement can be made by ensuring that there is a written rubric for students to reference throughout the lesson. Additionally, using this year’s exemplars, since it was our first time doing this assignment and the unit this way.  Murdaugh: Due to the various skill sets a more concrete rubric for the end of unit project.  David- Using a Rubric to really pinpoint if each student meets the task especially when coming to the unit project.    **What was the evidence that connections were made between the central idea and the transdisciplinary theme?** | **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.**  Denson: We used the learner profiles to describe the characters in the story. We also used them when a student answered questions or did the right thing, we called them risk takers or said they were acting caring or principled. We also explained how the lines of inquiry related to our theme. That Conflict was a natural thing. We also understood the Transdisciplinary skills of confidence, respect and interdependence. By creating a class chant and reading books that will boost their social emotional learning.  **David- We used the learner profiles when we compared and contrasted the character Traits each story. We also used it during class discussions and activities.**  O’Brien - 3rd - Students concentrated on the transdisciplinary skill of communication. |
| **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.**  Murdaugh: through critical thinking the students were able to expand their research on Native AMericans and find interesting facts about their culture comparing the characteristics to their own culture and lifestyles.  Denson: Student questions came from watching videos of Native Americans and their research that was conducted on comparing and contrasting their houses, clothing, food and other things.  David- Students questions came from our Native American PowerPoint. The students had a lot of questions concerning the different Tribes environments, food, clothing, and shelter.  **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.**  Denson: Roleplay- teacher will withhold an object that the students need … elicit students to ask for the object which leads to the term “interdependence” The Provocation I used to learn the term Interdependence was a lamp. Students explained that in order for the lamp to work, I needed the light bulb, and to plug it in for it to work. All items were independent of each other.  Murdaugh- Photo- American Indian Conflict or Native American art- the students were able to participate in I see I think I wonder in this unit to activate and fuel the unit critical thinking questions.  David- The Teacher questions and provocations that I feel were most effective were the Virtual Gallery Walk and the KWL chart.  **PE/O’Brien - 3rd - Students continue to use rock, paper, scissors to resolve conflicts in their activities.**  **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.**  Denson- When students would notice a conflict arising, they would say Ms. Denson we are having a conflict. Then the students would solve the conflict and explain to me how they found a solution. This happened with wanting different color notebooks, on the playground and with who would be the line leader etc. Students also started to learn how important it was to conduct research take notes, because they needed the information long term. Finally, students would show me in books or other items where they noticed Native American individuals and wall art that was similar to what we had completed.  Murdaugh-As we learned more about society Students would reflect upon our essential agreement and would verbally remind each other about how our society is run based on our essential agreement of the class. They would remind each other in the hallways about our essent ial agreement ONe of the agreements is that we are kind and tell truth without fighting – no conflict like the Native Americans  David- During class if we read a story with a conflict the students would point it out and tell what they would have done differently in that situation. The students were able come up with their essential agreements and talked about the importance of abiding by the rules. The students also shared with the class conflicts they ran into when creating their own Tribe as some said it was not an easy Task. | **9. Teacher notes**  Denson: Some of the notes or recommendations I would like to make for next year is to try not to do too many activities. There were a lot of things that we planned that the students could not complete because of time. Additionally, we had to remove a standard because we were not able to fit it all in the unit. Another recommendation is to account for the rituals and routines that occur at the beginning of school. Our unit didn’t start on the first day, because of the need to establish the routines, learn the learner profiles and complete the essential agreements. This took out a big portion of the lessons that would have been valuable to the students.  Murdaugh: I would like to re-visit the pacing of the unit. There was a lot piled into the unit and the students benefited more from the quality of what we were going over than the quantity of the assignments to cover the weeks of the unit. I would spend more time allowing the students to work on their end of unit project to include presentations.  **David- I feel as if this unit went very well for my class. However, I wish I had more time on this Unit. I am only able to Teach Social Studies/ Language Arts on Monday & Wednesday. Therefore, I found it challenging to cover all the content and activities we originally planned for because of this. However, the students still managed to do well on their end of the unit Project.** |

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