**Planning the inquiry**

|  |  |
| --- | --- |
| **1. What is our purpose?****To inquire into the following:*** **Transdisciplinary theme:**

 Who We Are* **Central idea:**  Who we are, and what we share, has impact.

**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 develop a portfolio over the course of the inquiry to include a personal timeline, identity map, bio poem, mask, and personal narrative. This portfolio will be used in a gallery walk with other classmates. They will have the opportunity to walk through the gallery, looking at all the artifacts and talking to their classmates about them. They will self-assess and reflect on how this makes them feel at the end of the unit. (Reflection journal)
* Students will write or draw the most important things they have learned about identity. Teachers will use this artifact to discuss this with them on a one-to-one basis and assess their level of understanding of the central idea. (Anecdotal record)
* Students will be able to recognize and identify how their own experiences and perspective affect their story, and how other people's stories can impact them.

 | Class/grade: 5 Age group: 10-11School: Copeland School code: 060043Title: Unit 1Teacher(s): Jackson, Wallace, YeldellDate: August 2020Proposed duration: 6 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?*** Perspective- Voice
* Responsibility – Influence
* Causation- Impact

**What lines of inquiry will define the scope of the inquiry into the central idea?*** Everyone’s voice tells a different story
* Influences impact perspective
* Every action has a consequence

**What teacher questions/provocations will drive these inquiries?*** What is the power of a story?
* How do people share stories with others?
* What do you want the world to know about you?
* What makes you unique?
* How do we label ourselves?
* How do others label us?
* What does a story tell you about its author?
* What is perspective?
* What is a consequence?
* What influences you?
* What do you influence?
* Do you believe some people have more influence than others?
 |
| **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?*** KWL Chart at the beginning of each week
* Learner profile rating and goal design (week 2)
* Survey (beginning and end of unit)
* Write a paragraph about who you are (beginning vs end)

**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?** | **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 -personal identity* Pre-assessment- write a paragraph about “who you are”
* Watch/Reflect on the clip of Chimamanda Ngozi Adichie: The danger of a single story.
* Read/Reflect on selected “Human’s of New York” Stories that are appropriate for Grade 5 students
* Influence map (added to throughout unit, collage)
* I Brown bag activity (students fill a bag with 5-10 small inexpensive objects that represent who they are and present)
* Read/Reflect “The bear that wasn’t” and discuss labels
* Mask Making activity: What do we show/hide
	+ Studying mask making around the world
* Read/Reflect on “We Wear the Mask” and Paul Lawrence Dunbar
* Write Letters to their future selves
* Begin the novel “Darnell Rock Reporting”

Week 2 -school identity* Classroom procedures, rituals, routines, consequences
* Create a classroom covenant
* Map the classroom, school
* Learner attribute introduction
* Learner attribute goal setting
* What kind of learner are you – multiple intelligences, etc.
* “I learn best when…”
* Create classroom handshake/dance/greeting
* Create classroom motto
* Influence map (added to throughout unit)
* Continue reading “Darnell Rock Reporting”

Week 3 – community identity* What makes a community- analyze definitions and debate
* Read/reflect on Suzanne goldsmith quote on community “Communities are not built of friends, or of groups of people with similar styles and tastes, or even of people who like and understand each other. They are built of people who feel they are part of something that is bigger than themselves: a shared goal or enterprise, like righting a wrong, or building a road, or raising children, or living honorably, or worshipping a god. To build community requires only the ability to see value in others: to look at them and see a potential partner in one's enterprise.”
* Play Totem: game of assigning compliments and strengths
* Read/Reflect “No Elephants allowed”, discuss inclusion and exclusion
* Write about a time you felt excluded, share (optional)
* Define and discuss – conformity, peer pressure, belonging, victim. Perpetrator, bystander, upstander
* Role play inclusion/exclusion scenarios and reflect on how situations could be improved
* Watch “how to stop a bully” by Brooks Gibbs
* Write about the Influence of a single person (even if that person is yourself)
* Influence map (added to throughout unit)
* Continue reading “Darnell Rock Reporting”

Week 4- Human Identity- struggle for freedom* Racism and slavery- define and discuss
* Civil rights movement studies- assigned individuals with a presentation at the end of the week
* Rights/Amendments -explore/reflect
* what is protest? Protests in history? Does protest have influence? (BLM)
* Continue reading “Darnell Rock Reporting”
* Write about how the civil rights movement impacts you
* Influence map (added to throughout unit)

Week 5 -Perspectives on identity* Continue reading “Darnell Rock Reporting”
* Begin on personal narrative
* Why is perspective important? -discuss the three little pigs and the big bad wolf
* Why is perspective important- discuss the Mexican green hat/red hat folktale
* Three drinks writing experience- how did people make the same choice but with different results?
* Read/Reflect on “La Frontera” by Deborah Mills and Alfredo Alva -discuss the “illegals debate”
* Read/Reflect on “Kunkush: The True Story of a Refugee Cat” By Marne Ventura  discuss the words that surface when you say “Iraq or Afghanistan”
* Recall the video “The danger of a single story”
* Read/Reflect on more selected “Human’s of New York” Stories that are appropriate for Grade 5 students
* Influence map (added to throughout unit)

Week 6- Self * Biopoem
* Finish Influence map
* Finish/publish authentic personal narrative
* Contribute to and reflect on a gallery walk of student (and teacher) /identity portfolio (consisting of influence map, reflection pieces, mask, bio poem, personal narrative, etc.)
* Finish/Reflect on the novel “Darnell Rock Reporting”
* Discuss in class- do we have influence?

**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?** Students will be reading stories, writing personal narratives and reflections, and discussing concepts and vocabulary relevant to social studies  Students will be participating in fine arts and social studies through the development of their masks, influence collages, research projects, and poetry. |
| **5. What resources need to be gathered?****What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?*** Personal Narrative and Identity Lessons outlined:  <https://crawlingoutoftheclassroom.wordpress.com/2019/10/29/teaching-personal-narratives-as-a-way-to-explore-identity-and-our-lived-experiences/>
* The first five lessons here: (identity map, bio poems, the bear that wasn’t, mask making, gallery walk) <https://www.facinghistory.org/resource-library/identity-and-community>
* The appropriate HONY Stories: <https://docs.google.com/document/d/1rKuQEuWJnbm8rUMk99xkBj6RBI11eGm3CLaITgHoeJY/edit>
* Books: “The Bear who wasn’t", “La Frontera”, “Kunkush: The incredible true story of a refugee cat”
* “The Danger of a Single Story” Video to be watched on youtube
* Paper plates for mask making
* Student Writing Notebook
* Reading Notebook
* Social Studies Notebook
* Large pieces of paper for personal timelines and  dentity maps

**How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?**  |

|  |  |
| --- | --- |
| **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.** Yeldell- Student portfolios were completed, and students had a great grasp of the identity component of the unit. Students were able to assert in writing that no two people have the same identity, identity is comprised of multiple components, and parts of our identity can change as we grow and change. These concepts tied in well with our three lines of inquiry.\*\*INCLUDE STUDENT SAMPLES HERE\*\*Wallace-**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.**Yeldell- the narrative writing focused on what students wanted to share about themselves or their identity. I would have wanted to tie this into the influence map or the social studies a bit more. Perhaps fit two narrative cycles in, to start and make more connections. The other thing I would change is including more personal narratives as examples, finding more books/resources that are examples of an author sharing their own story.Wallace- **What was the evidence that connections were made between the central idea and the transdisciplinary theme?** Yeldell- students were drawing comparisons not only in their writing, but also in their discussions. For example, in a discussion about one of the women who participated in little rock 9, students were able to connect Mrs. Patillo’s belief that she was not a hero to their own understanding that one's impact isn't always initially obvious, and that sometimes people doing what they want to do or what interests them can have a much bigger impact than they may have initially intended or believed. Wallace- | **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.** Yeldell- * students developed a good grasp of these concepts, thought the concept themselves could have been mentioned more frequently/explicitly. The concepts learned best were perspective and responsibility. Causation was understood in context of what others have done, but perhaps not as prevalent with student's personal experiences or understanding of self.
* Students did an excellent job in growing with thinking and communicating, conversation was a big focus in this unit, as was sharing thoughts. Research was touched on during the historical section and the interview, but not as strongly as thinking and communicating.
* The big focus, as this was the beginning of the year, was risk-taking in being willing to share in front of new classmates, inquiring, being willing to ask questions when you aren't sure of the answer, and being a communicator, willing to present, discuss, and put ideas out, even if you aren't sure if you are "correct”.

Wallace- |
| **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.**Yeldell- Students really dove into the little rock 9 concept and investigated individual students despite this not being included in the initial standard, to the point where we watched and analyzed Mrs. Patillos interview. Students were also interested in the concept of protest, and time was spent diving into BLM, but more so how we evaluate news sources and how to discuss information in a way that is constructive. Wallace-**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.**Yeldell- Students really dove into their research components; one student went and researched the initial biography of Dr. King Jr and ended up taking notes on three of his most famous speeches. Another student decided to interview a relative who had experienced the Jim crow laws as a child, and shared that with the class, and a few students really became invested in investigating current civil rights issues (ex. Asking about circus animals, Jim crow laws, policing issues, elections, etc.)Wallace-  | **9. Teacher notes**Yeldell-I would want to find a way to blend more social studies (perhaps more chronologically with the standards, though I do like civil rights initially with the current climate). Perhaps pull more social studies-oriented narratives, more historical perspectives beyond just one time period. Wallace\_ |

© International Baccalaureate Organization 2011