****

**Planning the inquiry**

|  |  |
| --- | --- |
| **1. What is our purpose?****To inquire into the following:*** **Transdisciplinary theme:** Where We Are in Place and Time
* **Central idea : Adaptations can change through natural events and human influence.**

**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’ summative assessment is Let’s Go Exploring! Students will gather information about each of the explorers. Students will then rank the explorers in order of importance to the colonization of North America.In small groups students will debate/discuss their top three explorers and explain why they believe their explorers achievements. Students will write a short persuasive essay discussing their final ranking. Students must give rationale for the how and why they chose their top 3 explorers. Students will be graded on a rubric for their writing.Idea #2- In the theme of the game Taboo- Students will research one of the explorers and create 4-5 key details about that explorer and then Come to class –dressed (optional ) like the explorer or have a prop or poster Then present the facts of the explorer and the class will have to identify which explorer the student is presenting. Canvas Commons Assessments Pre and post- test-County Canvas CommonsWeekly Assessments –knowledge checks CanvasArt - Students will be engaging in discussion about different environments and what each type of environment looks like around the world. Students will also be learning about painting landscapes and the parts of a landscape. Summative assessments for this unit will include a completed landscape painting that depicts a student-selected environment.Spanish - Habitats – mountains, marsh/swamp, coast, ocean-Watch a video about habitats and have Ss initiate questions by asking what the key words mean in Spanish. | Class/grade: Third Grade Age group: Third GradeSchool: Copeland Elementary School code: Teacher(s): Gist, Brace, Denson, David, Garcia, MahonDate: 3 weeks March 1 – March 22 Proposed duration: 3 weeks**2. What do we want to learn?** **What are the key concepts (form, function, causation, change, connection, perspective, responsibility, and reflection) to be emphasized within this inquiry?****Key Concepts used:** Causation, change, and connection**Related Concepts:** Adaptations, networks, and consequences**What lines of inquiry will define the scope of the inquiry into the central idea?*** Variations in the physical environment, including landforms, natural resources (causation)
* Role of individuals, events, and ideas have changed communities, past, and present (change)
* Human adaptations throughout the world (connection)

**What teacher questions/provocations will drive these inquiries?*** How does pollution effect the habitats/regions in Georgia?
* What can we do to protect our habitats?
* How are regions in Georgia different? How do the characteristics of the habitat determine the organisms that live there?**(Vocabulary: Habitats – mountains, marsh/swamp, coast, ocean (Atlantic), piedmont organism)**
* How do the features of a plant help it survive in a certain region of Georgia?**(Vocabulary: features – trait, survive, adaptation, reproduce)**
* How do an animal’s features and/or characteristics allow it to live and thrive in its habitat? **(Vocabulary: Features – adaptation – hibernate, migrate)**
* How do changes in a habitat affect the organisms living there? **(Vocabulary: Habitat, organism)**

Art - Students will engage in a class discussion about environment and what different types of environments look like. Students will work together in groups to create a list of what each environment may look like. Students will then select one environment to depict in their landscape painting. |
| **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?Asking QuestionsGraphic organizersExit TicketsChoice boardArt - Students prior knowledge will be assessed through group and whole class discussions around the environment.What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?Students will be assessed periodically on each explorer through a series of selected responses and open ended tasks. Students will compare and contrast explorers and write an informational essay comparing and contrasting.Students will be assessed on the lines of inquiry through open-ended questions that will be done individually and in a collaborative settingEvidence:1. Observations 2. Discussions 3. Reflections 4. Continuous recording in inquiry notebook5. Exit Slips6. Responses to provocationsWhat will we be looking for? (related to lines of inquiry): * Inquiry into people and events that promoted change
* Inquiry into how change occurred
* Inquiry into the impact of change

Students share findings at different check points throughout the unit.Students show understanding of concepts through presentation of summative project.Art - I will look for a cohesive painting that depicts a scene from a particular environment. For example, if a student chooses the desert as their environment, they may include a cactus. A student who chooses the desert for their environment would not depict pine trees because they are not native to that environment. I will also be assessing students based on whether or not they included all parts of the landscape. | **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?**Tuning In Week One** The teacher will use questioning to assess students' understanding of their environment and the types of animals that live in their environment:* What is the name of your state?
* Does it have warm or cold weather?
* Give examples of some animals that live in your environment.
* Would these animals be able to live in a different environment? Why or why not?

**K.W.L Chart****Pedimont region** <https://www.youtube.com/watch?v=kRmKkCKuJcw>* **Graffiti Board – students will be given a sheet of paper with the description of Where We Are in Place and Time, students are free to draw or write any ideas that are sparked by the words displayed**
* **Mind-Mapping – (Explorations lead to new opportunities, understandings, and discoveries) -** A mind map is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows you to visually structure your ideas to help with analysis and recall.
* **K,W.L Chart**
* **Watch exploration video**
* [**https://www.youtube.com/watch?v=a8hDKU\_bAec**](https://www.youtube.com/watch?v=a8hDKU_bAec)

|  |
| --- |
|  |

**Finding Out Week Two and Three*** **Students will use guiding questions to inquire about exploration and the explorers:**
1. **What were the reasons for exploration?**
2. **What was it like to explore a new world?**
3. **When the explorers go to the new world what did they do?**
4. **Who were** J**ohn Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France)?**
5. **What were the accomplishments of** J**ohn Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France)?**
6. **What were the obstacles they went through?**

**Lesson Video: Tie In –Hook** [**https://www.youtube.com/watch?v=K02UkzWBTnM**](https://www.youtube.com/watch?v=K02UkzWBTnM)

|  |
| --- |
|  |

**Sorting Out Week Four:** * **Informational Paragraph Frame**
* **Historical Person Marker**
* **Students will compare and contrast two explorers of their choice using a Venn Diagram then write a short essay comparing and contrasting the explorers**

|  |
| --- |
|  |

**Going Further Week Five*** **Students will work on their summative task – Students will use information they have gathered about each explorer. They then rank the “top 3” in order of importance to the colonization of North America. Students will use this information to answer: Which European explorer had the greatest impact on the colonization of North America.**

|  |
| --- |
|  |

**Drawing Conclusions/** Reflecting and Acting **Week Six*** **After students have ranked their top 3 explorers, they will get into small groups and discuss/debate their “top 3” rankings. Students will state why they selected their explorers and why they believe the achievements of these explorers were the greatest.**
* **Students will write a short persuasive essay describing their final ranking selections. Students should include rationales for how and why their top 3 had the biggest impact.**

Art - Students will collaboratively work to create a list of different types of environments and what each of those environments looks like. Then students will select the environment they want to depict in their landscape painting.

|  |
| --- |
|  |

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?Communication skills: presentation of their perspectivesResearch skills: note taking,  **Transdisciplinary Skills:*** **Communication Skills** – Students will participate in collaborative groups

 Students will present their top three explorers to the class* **Social Skills** – Students will participate in collaborative group and partner discussions.
* **Self-Management Skills** – Students will be organized with the information they have researched Students will use time-management as they work collaboratively in groups
* **Research Skills** – Students will research the explorers, the reasons they explored, their accomplishments and their obstacles
* **Thinking Skills** – Students will use Comprehension as they acquire information

Art - Students will be social when they work collaboratively in groups to discuss what types of environments they can depict in their landscape. |
| **5. What resources need to be gathered?**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?* Students textbooks
* Non-fiction books on exploration
* Photographs of people during this time period
* Maps
* Ga frameworks
* Brainpop Jr.
* Youtube
* ReadWorks

Art - I will need to gather images of different types of environments for students to reference. I will also need to diversify my previously used presentation on parts of the landscape. I need to ensure my presentation depicts many different environments in the landscapes so that students do not all paint the same environment in their landscape.Spanish - Spanish Reading material, Spanish Youtube Channel, websites, Duolingo, Spanish videos and songs.**How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?** **I**nquiry will happen within the classroom with the use of guiding questions. We will also use textbook to gain information about explorers. We will use resources from the Media Center and our media specialist will assist to gather non-fiction books where the students can inquire and gain information from. **Art -** Students will be moved into groups based on what type of environment they choose to paint in their landscape. |

|  |  |
| --- | --- |
| **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.****Brace:** * **Students made connections about explorations within their community**
* **Students discussed real world current events as they related to the interconnectedness of the world----The Suez Canal ship getting stuck incident.**
* **Students used maps of explorers to compare and contrast the routes**
* **Students enjoyed comparing and contrasting the lives of the explorers**
* **Class discussions about the impact that the pandemic played on the global community as it related to the scarcity of supplies. (paper supplies, cleaning supplies, etc.)**

**Murdaugh-Gist** Using the Tuning In strategies really helped the students understand the central idea. The students stated that their favorite strategies were Graffiti Board and Mind Mapping. They even asked to do it more as it related to the journey of our explorers during this time. Students had more prior knowledge about this unit and it definitely surprised us. **David-** The students showed they understood the central idea from being able to compare and contrast routes using maps. They also were excited to learn about this central idea as they had prior knowledge on explorers. **Art/Mahon -** Students were learning about landscape paintings to build off of their prior knowledge of the environment. Students completed artwork relating to the central idea by depicting various landscapes in their paintings.**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.****Murdaugh-Gist, Brace, David, and Denson**We decided that next year we will include, in the “Top 3” how the explorers overcame the obstacles that they faced during their exploration of North America. We feel that this is not only important for the students to know but that we can connect overcoming obstacles with how they do and can overcome obstacles in their own lives. **What was the evidence that connections were made between the central idea and the transdisciplinary theme?** **Discussions – While students worked in collaborative groups, connections were evident through their discussion.** **Summative Assessment (Top 3) - Students made connections to the explorations and new opportunities of coming to the New World. Students showed through their writing that if the explorers would never have come to the new world then there may never have been a United States of America.** **Prior Knowledge – Students were able to make connections because of our tuning-in activities.**   | **7. To what extent did we include the elements of the PYP?**What were the learning experiences that enabled students to:**Entire 3rd Grade-Brace, Murdaugh-Gist, Denson, David****Develop an understanding of the concepts identified in “What do we want to learn?”** **Causation (Why is it like it is?) -** When doing the KWL chart many students wondered why exploration and migration occurred. Many students asked why explorers needed to explore, what was the cause for it? Students identified that because exploration occurred, many American Indians must not have liked it, especially when it came to taking their lands.  **Change (How is it changing?) -** While working on the summative assessment, students realized that change was a crucial part for exploration. Students also connected that scarcity supported change and was a reason for exploration.  **Connection - (How is it connected?) -** During research and discussion students realized that this big world is connected. What individuals or groups of people affect other people. So when the European explorers came to North America if severely affected the American Indians, some positively but most negatively.**Art/Mahon** Students were social and communicators in the planning stages of their landscape paintings. Students discussed in groups what each landscape looks like and how they could depict it in their paintings.**Demonstrate the learning and application of particular transdisciplinary skills?** **Entire 3rd Grade-Murdaugh-Gist, Brace, Denson, David*** Communication – Students had the opportunity to communicate collaboratively within groups and write a persuasive essay picking their “top 3” explorers.
* Thinking – students had the opportunity to analyze the reasons for exploration, the outcome for exploration, and the effects of exploration.
* Research – Students had the opportunity to research European explorers, as well as inquire about the reasons for explorations, and the effects of exploration on the Native people.
* Self-Management – Students had the opportunity to organize their research and manage their time wisely.
* Social - Students had the opportunity to work in collaboratively in groups.

**Develop particular attributes of the learner profile and/or attitudes?****In each case, explain your selection.** **Entire 3rd grade-Murdaugh-Gist, Brace, Denson, David*** **Open-Minded –** In order for students to understand the impact of European explorers on American Indians students had to practice being open-minded to see the viewpoint from their side. During the pandemic students have been very open minded to accepting the new norm of adapting to new classroom behaviors such as social distancing and wearing masks daily.
* **Communicator –** Students were communicators to affectively share their ideas and their learning. Students also communicated about things that they have realized have changed since the beginning of the pandemic. Many shared that they have moved during the pandemic also.
* **Inquirer –** Students were inquirers when they researched explorers, the effect of European exploration on the American Indians, and the reasons for exploration. Students inquired about living in a pandemic which led to discussions on being able to adapt in their change of living through the crisis.
* **Risk-Taker –** Being a risk-taker was definitely a characteristic of explorers. they went to new land not knowing what they would find, but they were willing to step outside of what they knew and went full speed ahead to face challenges that were ahead.
 |
| **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.**When the explorers go to the new world what did they do?****Students inquired about why many businesses and their favorite places now closed during the pandemic?****Art/Mahon** Students wanted to go on the computers and do further research about what the environment they choose looked like. I only have four computers in my classroom so if I were to do this project again next year, I would try to collaborate with classroom teachers so students could do this component before coming to art.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 were the reasons for exploration?****What was it like to explore a new world?****What student-initiated actions arose from the learning?** * **Students inquired about wanting to visit other places.**
* **Students were interested in checking out books about other communities.**
* **Art/Mahon** Students wanted to do further research about their chosen environment to depict it accurately in their paintings.
 | **9. Teacher notes** |

© International Baccalaureate Organization 2011