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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: How We Express Ourselves** * **Central idea :** Experiences, values and beliefs can help us understand ourselves.   **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?  Totem Pole – Communication (Creek and Cherokee Indians) using paper bags to create a totem pole that tells the stories of native peoples.  Compare and Contrast different regions of Georgia from the past to the present - Geographic Regions  Research Topic – Chose your Tribe / Create a tribe  Assessment tool- Teacher Observation/Rubrics  **Art/Mahon - Students will be building off of their prior knowledge of their classroom inquiries into the past and present Native American culture and art. In art we will look at and create pottery and totem poles.** | Class/grade:2 Age group: 7-8  School: Copeland School code:  Title:  Teacher(s): Brown, Echols, Huggins, C. Long, Rozier  Date: April 13- April 30th  Proposed duration: 3 Week Unit  **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 * Connection   Cultures use symbols to represent celebration and traditions (Connections)  The impact of the past helps shape the future. (Reflection)  **What teacher questions/provocations will drive these inquiries?**   * What is culture? * What are some things Native Americans did to express themselves? * What are some traditional things we do in our culture? * What do you know about your family * Are there any traditional first names or nicknames in your family? * Do you know any stories about how your family first came to the United States? * What languages do you speak at home? * Does your family have any special saying or expressions? * Does your family hold reunions? * What are some special food ways traditions does your family have? * **Art/Mahon - Who were the Native Americans? What do you already know? Why did they create totem poles? What do you think they were used for and represent?** |
| **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 on different cultures (Activating Prior Knowledge on what is known, making sure to teach things from Want section to spark interest, assessing on the learning section) * Gallery Walk- showing students a visual of unknown concepts * Videos and Music- using provocations such as “Have you ever heard this type of music?” “Where?” * Bring something from home- students will be able to apply what they learned in school to find an appropriate artifact to bring   **Art/Mahon - Class will collaboratively create a KWL to assess their prior knowledge. I will also speak with classroom teachers to assess what has already been covered.**  What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?   * Unit Project- Student Choice   + Model of different traditional clothing from different cultures   + Poster- Cultural Diversity   + Narrative Writing- Culture and Family   + Personal Project Expressing themselves – dance/ art/ sport/ writing.....   **Art/Mahon - Students will be questioned about the function and historic use of their projects upon completion.** | **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?  Students will have the opportunity to develop their reading skills through reading for information in the leveled readers and their writing skills through writing original poetry.  **Art/Mahon - Students will create totem poles/pottery**  What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?  **Art/Mahon - Students will be thinkers as they reflect on their prior knowledge of what was learned in their classroom prior to art. Students will be social and communicators as they collaboratively create a KWL. Students will be researchers as they learn about Native American cultures and traditions of the past and present.** |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available? Mobile Computer Lab Research  Second Grade Parents- Students will interview different parents on their culture.  BrainPop Video: Immigration, Hip Hop and Rap, Diwaai, Ramadan  Art Activities  Books  Culture all around the world (Kelly) , Boys and girls around the world (Kelly), People around the world (Kelly), People and places of the Southeast (Micklos), The tortoise and the hare: an Aesop fable (Stevens), Doctor Coyote: A Native American Aesop fables ( Bierhorst), Feed me!: an Aesop fable (Hooks), The fox and the stork (McDermott), Rabit’s gift: a fable from China, The little red hen (Pinkney)  **Art/Mahon - PowerPoints, books, images, KWL anchor chart**  How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?  **Art/Mahon - Images of Native American art will be displayed on the projector.** | |

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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.  Rozier- Online students were able to understand and reflect on the central idea in virtual whole group. I was able to break down the important terms in the central idea to see if students understood the definition of the terms before moving forward with the unit. Understanding experiences, values, and beliefs can help us understand ourselves allowed my students to view a different perspective.  Brown: My students were able understand and fully grasp the concept of the central idea and how it relates to the theme. My students are now able to confidently tell while values and experiences are important to the people we are today.  Huggins- I second what Mrs. Rozier and Ms. Brown stated because my students were able to do the same thing and they really enjoyed it.  Art/Mahon Students were excited to create art relating to a subject they were already studying in their classroom. Students were highly motivated and wanted to create totem poles as tall as the ceiling and wanted to create second and third totem poles after finishing their first.  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.  Rozier- The totem poles were a huge success. However, I would definitely improve the choosing the tribe assessment where it would tie into the central idea a little better.  Echols- no improvement needed  Brown: As Rozier stated the totem poles were a huge success and also the comparing and contrasting of the regions were a huge success with my students. They were very intrigued when we went on the virtual field trips through each region. I would also add the tribe assessment because I feel I didn’t go to in depth with the different tribes like I wanted to.  Huggins- The clay pots and totem poles that my kids did were very successful and they really enjoyed the concept of trading and was able to explain to students that missed the assignment what it meant to trade and barter. I wish that the students had the opportunity to explore their own culture.  What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Rozier- The totem poles project allows my students to get creative, They had to really think about the meaning to the symbols used for each component of the totem poles. After completing, students had to discuss why they created their poles the way the way they did. This allowed them to see and hear how the beliefs and experiences were different from their peers/classmates.  Art/Mahon – Students reflected on how people of other cultures express themselves through art and craft.  Echols- student produced artifacts  Brown: My students produced artifacts (totem poles) and my students also produced graphic organizers describing each region and why the regions were important to the English settlers and Indian tribes.  Huggins- As I stated before the hands on assignments really grasp what it was like in the past. The students enjoyed learning about the regions, lakes, etc. | **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.  Echols- we did not focus on cultural differences and family customs among the class,  Rozier- KWL charts were in place to see what students know, what they want to know, and what they learned on Creek and Cherokee nations. It is always effective to trigger prior knowledge to drive the instruction. Using the lines of inquiry that included the key concepts demonstrated the learning and application of particular transdisciplinary skills. Student agency was well promoted in this unit.  Brown: The learning experiences were “ I See, I Think, I Wonder” and KWL charts. These task always helps the students develop a clearer understanding of what's being taught and it also triggers prior knowledge.  Huggins- I See, I Think, I Wonder and KWL charts were very helpful in class because it allowed my students to be thinkers and inquirers; as well as, trigger any prior knowledge they may have on the topic being discussed.  Art/mahon - Students demonstrated their prior knowledge when questioned about their prior learning in their homeroom class. Students built on their knowledge and furthered it through expression in arts. Students were self-managers as they worked to create their totem poles within the given number of art periods to complete their project. |
| **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.  **Rozier- How are the Cherokee/Creek nation lives different from ours? Are they still around today? Can we visit some tribes here in Georgia? What are symbols? Why are totem poles important?**  **Brown: How were Creek Indians like the Cherokee Indians? How old was Mary Musgrove when she learned to speak Cherokee? Do people still speak Indian (Cherokee) today? Was John Ogelthorpe the only founder of Georgia?**  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.  Rozier- What are some things Native Americans did to express themselves?  What are some traditional things we do in our culture?  Brown: What is culture?  What are some things Native Americans did to express themselves?  **Huggins- How did Mary Musgrove parents know what they were saying to each other if they both spoke different languages and if somebody else taught them how did they know what the Native Americans were saying.**  **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.  Rozier- Acting, creative expressions, drawing, and independent reading were all student initiated.  **Brown: Students were able to be creative when creating their totem poles and use their family background and the traditions of their families to help them create the totem poles.**  **Huggins- With our pots and totem poles students learned various symbols and Sequoyah’s Alphabet and created their symbols of choice on the totem poles and pots.** | **9. Teacher notes**  Consider moving the following topics to this unit “How We Express Ourselves”  Martin Luther King, Jackie Robinson, etc.   * Belonging to * Communication * Experiences, values and beliefs provide and insight into our culture and the culture of others * The way we communicate perspectives can influence and impact others * (Comparing and contrasting) * Geographical location * Culture is represented by symbols and celebrations that express diversity in our global community. * Diversity within our global community is represented through cultural symbols and celebrations.   **What lines of inquiry will define the scope of the inquiry into the central idea?**   * **Individuals’ contributions during the founding of Georgia.** * **Money makes trade easier.**   **Express and appreciation for nature**  **Cultural communications**  **Impact of past...**  Culture Interview Questions: Students will be able to interview different parents from the classroom and staff members and discuss different cultures and traditions.   * **Connect this with Who We Are** * Family Topic Wheel: Students will complete a topic wheel on the world “family.” Students will be able to color * “Family” Graffiti: Students will complete a graffiti board based on what they know about “family” |

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