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| **Inquiry Task and Introductory Lesson Plan****By Kerri-Anne Brown**  |
| **St Marys Senior High School****Guided Inquiry Unit Overview** |
| **Stage:** Preliminary | **Subject:** Stage 6 English Standard  | **Module B: Close Study of Literature** – Selection of poems by Wilfred Owen |
| **Has poetry distorted our view of World War I?** |
| ISP_GI design.png**Inquiry Team:** Teacher Librarian, English Teacher, History Teacher**Unit Duration:** 4 Weeks | **ISP_GI design.png** |
|  **Learning Outcomes:**A Student-* Understands and explains the diverse ways texts can represent personal and public worlds (EN11-7)
* identifies and explains cultural assumptions in texts and their effects on meaning (EN11-8)

(NESA, 2017)**General capabilities**- Critical and creative thinking* Inquiring – identifying, exploring and organising information and ideas (ACARA, 2017)
 |
| **Task Summary**In class you have read the selection of poems by Wilfred Owen including: *Dulce et Decorum Est, The Parable of the Old Man and the Young, Futility, Disabled* and *Mental Cases*, which provide insight into Owen’s reaction to World War I.In this inquiry unit, you will develop your knowledge and appreciation of poetic texts by analysing the ways in which language features, textual structures and stylistic choices are used to shape meaning and convey a poet’s message. Through this inquiry you will develop your understanding of the context in which the texts were written, how context influences the perspectives represented in texts and how an audience responds to them. You will examine how the selected texts represent both personal and public worlds in relation to World War I (WWI) and the effects cultural assumptions can have on meaning. You will develop your understanding of the information search process and develop effective skills to search for information, evaluate information and reference information sources. Over the course of this inquiry unit you will complete the following activities:1. In groups, you will brainstorm what you know about WWI and create a Y chart to show your understanding of what WWI looks like, sounds like and feels like from a variety of different perspectives.
2. After preliminary research about WWI, you will develop a focus question and complete comprehensive research to gather information which addresses your inquiry. You will keep track of your reflections, notes and bibliographic sources in an inquiry journal, which you can access through our Google Classroom.
3. You will use the information in your journal to present a three minute speech to your classmates on your inquiry.

In your speech, you will address the following questions: * + What was your focus question and what were some of your key findings about your focus area and WWI?
	+ Why did you choose this focus?
	+ In what ways do your findings agree or not agree with Wilfred Owens’ representation of WWI.

You will also provide your teacher with a reference list of sources. 1. You will utilise your understanding of the context and Wilfred Owen’s poems to write an extended response in response to a creative writing question, which will be the final assessment for this inquiry unit.

*Refer to Appendix 1 for Student handout.* |
| **Assessable Task:** Write a creative extended response to the following question: You are a journalist reporting on the first World War. You have been asked to interview Wilfred Owen on what he is trying to say about the war in his poems and the way he expresses these opinions or messages. Write a feature article about the interview.In your response, you should refer to at least two of Wilfred Owen’s poems. |
| **Rubrics:**

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| **My Inquiry Speech** |
| **Mark range** | **What you said** | **How you said it** |
| 9-10A | * Concise, engaging and informative summary of the key findings for the focus area
* Comprehensive reflection on appeal of focus area.
* Critically evaluates and compares findings and representation of WWI by Owen
* Correctly formatted reference list
 | * Clear, audible and fluent expression of ideas
* Speech well-organised and presented
* Effective eye contact with audience, minimal use of notes
* Speech lasted for 3 minutes
 |
| 7-8B | * Provides an informative summary of the key findings for the focus area
* Competent reflection on appeal of focus area.
* Some analysis and comparison of findings and representation of WWI by Owen
* Reference list provided
 | * Clear and audible expression of ideas
* Speech well-organised
* Frequent eye-contact with audience,  some use of notes
* Speech more or less than 3 minutes
 |
| 5-6 C | * Includes some details or too much detail on the key findings for the focus area
* Cursory reflection on appeal of focus area.
* Some analysis or comparison of findings and representation of WWI by Owen
* References list inaccurate or incomplete
 | * Competent expression of ideas, may be some hesitation
* Speech shows some organisation
* Some eye-contact with audience, some reliance on notes
* Speech well over or well under 3 minutes
 |
| 3-4D | * Minimal information or copious information on the key findings for the focus area
* Minimal reflection on appeal of focus area.
* Limited comparison of findings and representation of WWI by Owen
* Reference list inaccurate or incomplete.
 | * Parts of the speech poorly expressed, meaning difficult to follow in part
* Limited organisation of information
* Limited eye-contact with audience, heavy reliance on notes
* Speech well over or well under 3 minutes
 |
| 1-2 marksE | * Limited information on the key findings for the focus area
* No reflection on appeal of focus area.
* No comparison of findings and representation of WWI by Owen
* No reference list provided
 | * Speech difficult to hear and/or understand
* Lack of organisation of ideas and information
* Lack of communication with audience
* Speech well under 3 minutes
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| **Extended Response** |
| **Mark range** |  **Criteria** |
| 9-10A | * Understands and explains the diverse ways poetic texts can represent both personal and public worlds
* Identifies and explains how context can lead to cultural assumptions in texts and their effects on meaning
* Demonstrates understanding of a text’s distinctive qualities and how these shape meaning
* Organises, develops and expresses ideas using language appropriate to audience, purpose and form
 |
| 7-8B | * Explains the diverse ways poetic texts can represent both personal and public worlds
* Explains how context can lead to cultural assumptions in texts and their effects on meaning
* Identifies the text’s distinctive qualities and how these shape meaning
* Organises ideas using language predominately appropriate to audience, purpose and form
 |
| 5-6 C | * Some attempt to explain the diverse ways poetic texts can represent both personal and public worlds
* Some attempt to explain how context can lead to cultural assumptions in texts and their effects on meaning
* Some identification of the text’s distinctive qualities and how these shape meaning
* Some attempt to organise ideas using language appropriate to audience, purpose and form
 |
| 3-4D | * Minimal explanation of the diverse ways poetic texts can represent both personal and public worlds
* Minimal explanation of how context can lead to cultural assumptions in texts and their effects on meaning
* Limited identification of a text’s distinctive qualities and how these shape meaning
* Limited attempt to organise ideas using language appropriate to audience, purpose and form
 |
| 1-2 marksE | * No comprehension of the diverse ways poetic texts can represent both personal and public worlds
* No explanation of how context can lead to cultural assumptions in texts and their effects on meaning
* No understanding of a text’s distinctive qualities and how these shape meaning
* No attempt to organise, develop and express ideas using language appropriate to audience, purpose and form
 |

**Overview of Stages of Inquiry Task** |
|  | **What the teaching team is doing - Strategies** | **What students are doing – Tasks** |
| **Description of OPEN: Create a powerful open that invites students to engage in the inquiry topic.**  |
| **Open – (Initiation)** | 1. Introduce overarching inquiry question and explain inquiry task.
2. Teaching team discuss the Information Search Process with the class and the Stages of a Guided Inquiry.
3. Play video - World War one poetry narrated by Dr Santanu Das (10 mins)

  | Students listen to introduction to inquiry task and stick overview in their books. Watch selected video and complete the scaffold on ‘Building Background’  |
| **Resources**The British Library. (2014, July 23) *World War I Poetry* (YouTube video) retrieved from<https://www.youtube.com/watch?v=lrOsIeUt90Q>Unit Overview Handout – *Appendix 1*Scaffold – Building Knowledge – *Appendix 2* |
| **Description of IMMERSE: Students build their background knowledge by immersion in the content. Students reflect on the content and select a topic for further investigation.**  |
| **Immerse (Selection)** | 1. Break students into groups to discuss their responses on their ‘Building Background’ scaffold
2. Assign a perspective to groups for Y chart. Groups must consider what WWI looks like / sounds like / feels like for:
3. A soldier on the battlefields
4. An injured soldier in a hospital
5. The families at home
6. A journalist reporting on the war
7. Bring groups back together. A representative from each group presents their Y chart, which are then placed on display in the library.
8. Direct students to begin preliminary searching on World War I and complete scaffold ‘Choosing my Topic’ in order to develop a focus for their inquiry.

*Possible guidance from Teacher Librarian on:** *Using the library catalogue*
* *Dewey decimal system to locate resources*
* *Using keywords*
* *Boolean Operators*
1. Direct students to log onto Google classroom to complete ‘Reflection 1’ in inquiry journal.
 | Students discuss responses to scaffold in groupsStudents create Y chartStudents listen to presentations of Y charts.Students complete preliminary searching and scaffold on ‘Choosing my Topic’Students complete ‘Reflection 1’ in their inquiry journal, which they access through their Google classroom. |
| **Resources**Butchers paper and markers for Y chartWorksheet – Choosing my topic – *Appendix 3*Reflection Sheet 1 (completed as a Google doc. through the Google classroom) – *Appendix 4* |
| **Description of EXPLORE: Students browse and scan through a wide range and variety of resources to explore interesting ideas around their topic. “Go broad”** |
| **Explore – (Exploration)** | 1. Teacher Librarian to provide scaffolding on*:*
* *Evaluating sources*
* *Using scaffolds for bibliographic details and for note taking*
* *Collections of resources for each topic area*
 | Students doing comprehensive searching to develop inquiry question around area of interest. |
| **Resources:**Scaffolds for bibliographic details and note takingScaffolds for evaluating sourcesLIBGuides <http://library.scotch.wa.edu.au/languageandliterature/year11/wilfredowen>Life in the trenches <https://www.teachingenglish.org.uk/article/life-trenches>Blog <https://owenstudy.wordpress.com/> |
| **Description of IDENTIFY: Students develop an inquiry question or questions and form a focus for their research. The question or questions will frame the rest of the inquiry.** |
| **Identify – (Formulation)** | 1. Guide students to develop their inquiry question using scaffold on ‘skinny questions and fat questions’
2. Direct students to complete reflection sheet 2 in Inquiry journal on Google Classroom
 | Students develop individual inquiry questionStudents complete reflection sheet 2 in Inquiry Journal in Google classroom |
| **Resources**Scaffold – Fat and Skinny QuestionsScaffold – Reflection Sheet 2 |
| **Description of GATHER: collect detailed information from a variety of information sources – “Go deep”** |
| **Gather – (Collection)** | 1. Direct students to begin comprehensive searching to address inquiry question.
2. Facilitate preparations for Oral presentation.
 | Students go broad and deep with their searching. They use a range of sources in a variety of formats. They evaluate the information by considering the expertise of the author, the accuracy, currency, quality of the information and if there is any evidence of bias. They take notes to synthesise the information. They maintain bibliographic records. This information may be recorded in their inquiry journals.Students to prepare for oral presentation. Students present a three minute speech to their classmates on their inquiry, in which they address the following questions: * What was your focus question and what were some of your key findings about your focus area and WWI?
* Why did you choose this focus?
* In what ways do your findings agree or not agree with Wilfred Owens’ representation of WWI.

They are to provide teacher with a reference list of sources.  |
| **Resources**Scaffolds for bibliographic details and note takingScaffolds for evaluating sources |
| **Description of CREATE/SHARE: Organise their gathered information to create their product – “Tell the story”** |
| **Create / Share – (Presentation)** | 1. Facilitate and mark oral presentations using rubric
2. Explain task for final product – creative extended response
 | Students present speeches on their inquiry question. Student write a creative extended response to the following question: You are a journalist reporting on the first World War. You have been asked to interview Wilfred Owen on what he is trying to say about the war in his poems and the way he expresses these opinions or messages. Write a feature article about the interview.In your response, you should refer to at least two of Wilfred Owen’s poems. |
| **Resources**Rubric – Oral PresentationRubric – Extended responseReflection Sheet 3 – On Google Classroom |
| **Description of EVALUATE: Students reflect on their content learning and the progress through the inquiry process.**  |
| **Evaluate – (Assessment)** | 1. Direct students to complete Reflection sheet 3 in Google classroom

**Culmination conversation (teaching team)****1**. Teaching team: What worked – what did not? Note challenges and improvements discussed on the program for the next cycle | Students complete reflection sheet 3 in Google classroom.**Culmination conversation (Students)**After extended responses have been returned – reform into groups and reflect on learning – general comments about what aspect interested you the most and something special that you learnt.What could I have done better?What am I proud of in this task?What did I learn about my own research process?What could make this Inquiry task better? |
| **Evidence Strategies / Assessment (Formative / Summative; Informal, formal)*** Brainstorm
* Y Chart
* Observation of student participation
* Inquiry Journal
* Oral Presentation
* Bibliography
* Extended response
* Reflections on Learning
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Inquiry Unit overview adapted from Alinda Sheerman’s (2014) World Travel … Slave, Prisoner Adventurer Unit Overview retrieved from <https://guidedinquiryoz.edublogs.org/practice-2/secondary-guided-inquiry-units/>

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| Image result for st marys senior high school **St Marys Senior High School** **Preliminary English Standard Guided Inquiry Unit** **Has poetry distorted our view of World War I?** |
| **Introductory Lesson Plan** |
| **Location:** Library | **Teaching Team:** Teacher Librarian & English Teacher | **Date:****Period Length:** 72 mins |
| **Stage of Inquiry Process:** Open and Immerse |
| **Learning Goals:** - Students to develop their understanding of the inquiry task, the information search process and stages of a Guided Inquiry- Build background around topic of poetry and World War I- Start to consider topics of personal interest |
| **Time:** | **What the teaching team is doing - Strategies** | **What students are doing – Tasks**  |
| 5 min10 min10 min8 min12 min15 min10 min2 min – for instruction Completed for Homework | 1. Introduce overarching inquiry question and explain inquiry task.
2. Teaching team discuss the Information Search Process with the class and the Stages of a Guided Inquiry.
3. Play video - World War one poetry narrated by Dr Santanu Das
4. Break students into groups to discuss their responses on their ‘Building Background’ scaffold
5. Assign a perspective to groups for Y chart. Groups must consider what WWI looks like / sounds like / feels like for:
6. A soldier on the battlefields
7. An injured soldier in a hospital
8. The families at home
9. A journalist reporting on the war
10. Bring groups back together. A representative from each group presents their Y chart, which are then placed on display in the library.
11. Direct students to begin preliminary searching on World War I and complete scaffold ‘Choosing my Topic’ in order to develop a focus for their inquiry.

*Possible guidance form Teacher Librarian on:** *Using the library catalogue*
* *Dewey decimal system to locate resources*
* *Using keywords*
* *Boolean Operators*
1. Direct students to log onto Google classroom to complete ‘Reflection 1’ Google doc in their inquiry journal.
 | Students listen to introduction to inquiry taskWatch selected video and complete the scaffold on ‘Building Background’Students discuss responses to scaffold in groupsStudents create Y chartStudents listen to presentations of Y charts.Students complete preliminary searching and scaffold on ‘Choosing my Topic’Students complete ‘Reflection 1’ Google doc., which they access through their Google classroom for homework. |
| **Resources** | * The British Library. (2014, July 23) *World War I Poetry* (YouTube video) retrieved from<https://www.youtube.com/watch?v=lrOsIeUt90Q>
* Unit Overview Handout *Appendix 1*
* Scaffold worksheet – Building Knowledge *Appendix 2*
* Butchers paper and markers for Y chart
* Scaffold worksheet – Choosing my topic *Appendix 3*
* Reflection Sheet 1 (completed as a Google doc. through the Google classroom) *Appendix 4*
 |
| **Notes for next lesson** | Students to move onto Explore stage*Teacher Librarian to provide scaffolding on:** *Evaluating sources*
* *Using scaffolds for bibliographic details and for note taking*
* *Collections of resources for each topic area*
 | Students to have reflection completed for next class  |

Adapted from *Guided Inquiry Design in Action: Middle School,* (2016) by Leslie K. Maniotes, LaDawna Harrington and Patrice Lambusta, Santa Barbara, C.A: Libraries Unlimited

**Appendix**

1. Unit Overview handout
2. Scaffold ‘Building Knowledge – World War I Poetry’
3. Scaffold ‘Choosing my Topic’
4. Scaffold ‘Reflection Sheet’

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| **Preliminary Standard English Guided Inquiry Design** **Unit Overview**  |
| OpenSyba | Open your mind, listen and get curious. **The Task -** During this inquiry you will consider the question:**Has poetry distorted our view of World War I?**Watch the video **World War I Poetry** and complete the ‘**Building Background**’ worksheet |
| ImmerseSyba | In groups and using ‘Building Background’ worksheet, **brainstorm** what you know about World War I? Have you thought about the War from different peoples’ perspectives? In your groups, complete a **Y chart**, from your assigned perspective.Share your Y chart with the whole group. What would you like to know more about World War I? Do some **preliminary searching** and **reflect** on what you have learnt so far in your inquiry journal on the Google Classroom. |
| Explore | Are you interested in life in the trenches, women and World War I or other forms of War poetry?**Go broad** and search a variety of sources and formats to explore the topic.  |
| IdentifySyba | Develop an **individual inquiry question** to form a focus for your research.Use the scaffold on **‘Fat and Skinny Questions’** to ensure your question is open ended.**Reflect** on what you have learnt so far in your inquiry journal. |
| Gather | **Go deep** and collect detailed information that answers your inquiry question. **Evaluate the sources** and use your inquiry journals to **take notes** and **record the bibliographic details.** Prepare a 3 minute **oral presentation** to share your inquiry topic with your classmates. |
| Share SybaCreate Syba | **Present** your inquiry topic.Use your new understanding to plan and **respond** to the extended creative response question. |
| Evaluate Syba | **Reflect** on your performance and on what you have learnt in your inquiry journal. In your groups, **discuss** your reflections. What did you learn about your own research process?What could make this inquiry task better? |

*Adapted from Fitzgerald, L. (2017) Creating an Overview of the Inquiry Unit [Online Meeting 4] Retrieved from* [*https://interact2.csu.edu.au/webapps/blackboard/execute/content/file?cmd=view&content\_id=\_1493558\_1&course\_id=\_23912\_1*](https://interact2.csu.edu.au/webapps/blackboard/execute/content/file?cmd=view&content_id=_1493558_1&course_id=_23912_1)

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| **Building Knowledge: World War I Poetry** |
| **Fill in the following columns as you watch the video about poetry in World War I.** |
| **That’s interesting…..** |  |
| **I didn’t know that….** |  |
| **I want to know more about…..** |  |
| **Questions I have????** |  |

*This scaffold has been developed from Ban those bird units, David V. Loertscher, Carol Koechlin and Sandi Zwaan. Salt Lake city: Hi Willow, 2005 retrieved from* <https://guidedinquiryoz.edublogs.org/guided-inquiry-process/open/>

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| **CHOOSING MY TOPIC** |

It may be that you have only one area of interest, in which case only fill in the details for that topic!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topics of interest to me** | **Intriguing factors** | **Positives** | **Negatives** | **Rank 1 – 3****Which of these interests you the most?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **And now indicate how you plan to go ahead with researching the most interesting topic:**  |
| **I want to know more about these aspects of my topic:**  |

Adapted from Guided Inquiry in Australia scaffolds (n.d.) **Developing my topic** retrieved from <https://guidedinquiryoz.edublogs.org/guided-inquiry-process/immerse/>

**Reflection Sheet 1** **Name:**

1. Take some time to think about your possible topic. Now write down what you know about it.
2. How interested are you in this topic? Tick one box that best matches your interest.

Not at all Not much Quite a bit A great deal

Any other comments:

1. How much do you know about this topic? Tick one box that best matches how much you know.

Nothing Not much Quite a bit A great deal

Any other comments:

1. When you do research, what do you generally find easy to do. Please list as many things as you like.
2. When you do research, what do you generally find difficult to do? Please list as many things as you like.

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