**Inquiry task and introductory lesson for Stage 4 English**

**How are children affected by war?**

**By Toni Fraser**

**Summary of Task** – You (the inquiry community) will investigate how children are affected by war to produce your own fictional story told through the eyes of a child living like Naveed. This task is based on your study of ‘Naveed’, by John Heffernan, your pre-existing knowledge of texts studied in Stage 3 and 4 and investigation of real world conflict zones. The inquiry community will also learn information literacy skills in developing search terms, selecting credible sources, organizing information, creating bibliographies and note taking.

**Cross-curricular links –**

* Religion – refugees, rights of the child, sanctity of life, principle of common good
* History – conflicts (WWII, Vietnam, Afghanistan, Syria, Africa), United Nations
* Geography – mapping, studies of Asia, indigenous cultures, third world countries (development)

**Overview of Inquiry Task – Guided Inquiry Design Model**

|  |  |  |  |
| --- | --- | --- | --- |
| **Guided Inquiry Stage** | **What the teaching team is doing - Strategies** | **What students / inquiry community are doing – Tasks** | **Resources, digital tools, scaffolds** |
| **INITIATION - Open**   * **Invitation to inquiry** * **Open minds** * **Stimulate curiosity** * **ONE LESSON** | **Discussion: After reading ‘Naveed’, how was he affected by the war?**  **Teacher Librarian (TL)** Reinforce importance of using evidence to support ideas.  **TL & teachers - introduce big question, GID posters and inquiry booklet.**  Display map of Syria, activate prior knowledge  Watch ‘Time’ You Tube Clip - Syria’s Lost Generation: The plight of the youngest refugees.  **WARN STUDENTS IMAGES MAY BE DISTURBING, see teachers immediately if upset or concerned.**  Regroup, discuss findings.  **TL - Use Post It App to share graffiti wall with inquiry community on Google Classroom**  Prepare group for guest speaker next lesson | Individually students write on post it notes how Naveed was affected by war? Use evidence from text  Stick on graffiti wall.  Complete mind map activity in inquiry journal.  Homework – prepare 2 to 3 questions to ask guest speaker, on BLOG reflect on today’s lesson | * ‘Naveed’ by John Heffernan * Syria map * Time - <https://www.youtube.com/watch?v=4iaJPafQrqY> * Mind map activity * GID posters * Post it notes |
| **SELECTION - Immerse**   * **Build background knowledge** * **Connect to content** * **Discover interesting ideas** * **TWO LESSONS** | Guest speaker – Vietnamese refugee – young child during Vietnam War)  Find Vietnam on world map  Support Q&A  Literature Circles  Discuss other texts studied in previous years that concern children in conflict zones / war.  Organise literature circles based on books.   * Once – Morris Gleitzman * Hitler’s Daughter – Jackie French * Boy in the Striped Pajamas – John Boyne * Happiest Refugee – Anh Do * Diary of Anne Frank – Anne Frank   **TL – introduce Venn Diagram in journal. Why use it? Visual organizer.**  **TL – reinforce need for evidence**  Inquiry community discussion, students contribute to personal BLOG. | Q & A with guest speaker  Complete guest speaker sheet  BLOG – Record what I learnt today from our guest speaker, how did his experiences compare with Naveed? What do I want to learn more about?  Students join a literature circle on text most interested in. Complete Venn Diagram as a group. Compare Naveed to other character.  Literature circles share findings in community discussion.  BLOG – how are characters in other texts affected by war? How are they similar and different to Naveed? | Guest speaker sheet  Venn Diagram  Copies of literary texts |
| **EXPLORATION - Explore**   * **Explore interesting ideas** * **Dip in** * **TWO LESSONS** | Inquiry community gathers in Library to have inquiry task explained to them – Overview Searching / Dip In  (Remind ESL students to use Google translator or other Apps and to seek assistance if required).  **TL introduces provided resources** –Behind the News, library books, sources from school library portal, recommended web sites (links on Google Classroom page). Not Google at this stage.  **TL** – **demonstrates** skimming information, search terms, accessing library portal  Discussion / reflection– what did we learn, how has that added to what we know about Naveed, share thoughts on BLOG | In pairs, students access resources to find interesting information.  Complete KWL – inquiry journal  Swap partners: Think, Pair, Share. Add to journal.  BLOG – reflection of what learned, like to know | Websites: links on Google Classroom   * United Nations * Unicef * Amnesty International * Save the Children * Behind the News   Selected library books, resources  KWL sheet  Library Portal  Google translator |
| **FORMULATION - Identify**    **Students choose a research area and focus for research**   * **Pause and ponder** * **Identify inquiry area** * **Decide direction** * **THREE LESSONS** | Inquiry community gathers in Library to have inquiry task explained: Inquiry Circles.  Reviews Big Question  View on IWB Vision of Humanity’s Global Peace Index – discuss conflict areas around the world, activate prior knowledge, what do they notice? Find Afghanistan, Syria.  Introduce inquiry circle topics:   * Children’s rights * Child soldiers * Refugees * Education * Family structure   **TL – revise good search terms, accessing school catalogues, databases and advanced searching on Google.**  **Discuss using open-ended questions.**  **Revise Bibliography Framework.**  **Lead inquiry community session on how to collate group notes into SHARED Google Doc.**  Teacher / TL support students in research, assist with Bibliography Framework  Traffic light activity – how confident are learners in finding, locating and using information effectively?  Inquiry Circles gather to share information and develop their own Inquiry Question or one provided by Teacher / TL (check in with Funded Student and those having difficulty formulating an inquiry question).  Ask children to identify countries in the world they have found during research.  What do they notice about this? What are the most dangerous areas on Earth for children? | Students participate in community discussions.  Students choose an area of interest and join inquiry circle. Group discussion about what they know, ideas etc..  Individually research topic of personal interest and record findings in Google Doc. Complete Inquiry Circle Activity Sheet.  Complete Bibliography Framework as researching.  Inquiry circles begin work of sharing findings. Discuss to determine most important and avoid repetition.  Participate in Traffic Light Activity – seek assistance if required.  Share findings on collaborative Google Doc – all to contribute. Peer review  Students place pins on world map of places / countries they have discovered. | <http://visionofhumanity.org/indexes/global-peace-index/>  ‘Identify’ Inquiry Circle Activity Sheet  HTS library portal  Ipads  Library books  Bibliography Framework  Google Classroom – Resource folder links to websites (Amnesty, Unicef, United Nations, Save the Children, Behind the News and other relevant sources).  World map |
| **COLLECTION - Gather**    **Students collect detailed information from a variety of sources.**   * **Gather important information** * **TWO LESSONS** | **Fishbowl Activity**  Inquiry community is given instructions on how the Fishbowl is to operate and why. Each fishbowl consists of students from different inquiry circles.  Teacher/TL circulate through the fishbowls to encourage and listen.  Each fishbowl to record discussions and create Podcast. Post to Google Classroom page.  Discussion / reflection on findings with inquiry community. | Each member speaks about their area of expertise, answers questions. Other members ask questions, add further notes to the Big Question Activity Sheet in Journal.  Record fishbowl activity on personal device. Upload each fishbowl’s podcast to Google classroom page.  Create a Google Doc that outlines what you have learnt from all the Inquiry Circles. Share on Blog and with teacher.  Reflect on BLOG | The Big Question activity sheet (notes from 5 inquiry circles) |
| **PRESENTATION – Create / Share**    **Students to put all ideas together to create product.**  **Students present their ideas to others and communicate what they have learned during the GI.**   * **Reflect on learning** * **Beyond facts to create meaning** * **Learn from each other** * **THREE LESSONS** | Inquiry community session: discuss findings of the Big Question.  Post It activity – as with Open lesson. Use Post It App to record findings. Compare results to Lesson 1.  Teacher – Revise narratives, define empathy.  **Create: EMPATHY WRITTEN TASK** | Contribute to community discussion and Graffiti Wall activity  Work in small groups to brainstorm empathy writing task ideas.  Individual work, synthesising understanding, creating written response to task.  On Google Doc, write story using information they have learnt on how children are affected by war.  Peer review completed task then submit. | Post it notes |
| **Assessment – Evaluate**   * **Assessing the process and product** * **Thinking about thinking (metacognition)** * **ONE LESSON** | **Culmination conversation (teaching team)**  Teaching team to evaluate:  Overall success or otherwise.  Agree on what worked, what didn’t.  Agree on actions required in further GI units  Discuss individual students who had difficulty or success. | **Culmination conversation (Students)**  Inquiry circles to discuss questions and answer on Google Classroom.   * What was the most challenging stage of the inquiry process? * Will your experience change how you research in the future? * Did your initial understandings change by the end of the unit? * How did the inquiry process impact your content learning? * What areas are you going to work on? Did you enjoy working as a group? * What was the most interesting thing you discovered during this unit?   Complete inquiry self assessment sheet | End of inquiry self assessment sheet |
| **Evidence Strategies / Assessment (Formative / Summative; Informal, formal)**   * Narrative writing task - response to Big Question: **How does war affect children? (Teacher)** * **Personal Blogs (Teacher)** * **Compilation of information from each inquiry circle – Shared Google Doc - TL** * **Observations / contributions during process and culmination conversation (joint)** * **Inquiry Journal (see Appendix 1) – TL** * **Comparison of Graffiti Wall from beginning to end (joint) – as a group** | | |  |

Program template based on Kuhlthau, C.C., Maniotes, L.K., & Caspari, A.K. (2012). *Guided inquiry design: A framework for inquiry in your school*. Santa Barbara, CA: Libraries Unlimited. Adapted by Lee FitzGerald and Alinda Sheerman. Broughton Anglican College, 2014.

**Introductory Lesson Plan – ‘Naveed’ Guided Inquiry Unit**

**Stage of Inquiry Process**: OPEN

**Learning Goals:** Invitation to inquiry, open minds, stimulate curiosity, make connections between existing knowledge and fictional characters

**Location**: Library

**Team**: Teacher Librarian and two Year 8 English teachers

|  |  |
| --- | --- |
| **STARTER**  **Time**: 15 minutes | Gather both classes into Library for a whole group session (inquiry community)  **Ask class stimulus question: After reading Naveed, how do you believe he was affected by war?**  **Teacher Librarian (TL)** What evidence do we have for that knowledge? Reinforce importance of using sources/evidence from text to support ideas.  Individually students write on post it notes how Naveed was affected by war. Use evidence from text to support ideas.  Stick Student responses on graffiti wall and TL to use ‘Post It App’ to record and share on Google Classroom page.  Briefly discuss themes from responses. |
| **WORKTIME**  **Time**: 30 minutes | **TL & teachers to introduce the guided inquiry process (use GID posters), the big question, and inquiry booklet – Activity One ‘Mind Map’**  Find Syria on a world map, discuss location and surrounding countries. What do students know about this area or place? Activate prior knowledge).  Stimulus - Watch ‘Time’ You Tube Clip - Syria’s Lost Generation: The plight of the youngest refugees  <https://www.youtube.com/watch?v=4iaJPafQrqY>  While watching stimulus video, students record what they see, think, feel, what they didn’t know, what was interesting. On mind map (Inquiry Journal Activity 1). Emphasise that it is whatever they are curious about.  **WARN STUDENTS THAT IMAGES MAY BE DISTRESSING, see teachers immediately if upset or concerned.** |
| REFLECTION  Time: 10 minutes | Regroup at end of video to discuss and reflect on findings.  Brainstorm questions / thoughts arising from video:   * What countries were the Syrian children sent to? * How old were they? * What was similar / different about their stories? * What did you know already? * What did you learn / did not know about? * If you want to learn more, where could you go or what could you use to find out? * Were there any similarities / differences to Naveed’s story? |
| NOTES | Prepare for next lesson – Stimulate curiosity   * Guest Speaker - a child during the Vietnam War and refugee. Find Vietnam on world map. * Homework – prepare two to three questions that you would like to ask our speaker about his childhood and living in a conflict zone. * Homework - BLOG write a personal response to video, what you learnt and would like to learn more about. * Teaching team to meet and reflect on lesson 1. Respond to issues raised or ideas from student reflection that teaching team can address / include in future lessons. |
| RESOURCES | * Copies of ‘Naveed’ by John Heffernan * Syria map <https://www.washingtonpost.com/news/worldviews/wp/2013/08/29/heres-where-syria-is-located-on-a-map-in-case-you-didnt-know-many-dont/?utm_term=.82027a38981d> (Students can use own ipad also). * World map displayed in library * Time - Syria’s Lost Generation: The plight of the youngest refugees <https://www.youtube.com/watch?v=4iaJPafQrqY> * Inquiry Journal – mind map activity * GID posters – process stages * Post it notes * Google Classroom |

**APPENDIX 1 - Assessment Information Literacy Skills Rubric**

Critical and Creative Thinking Capability (CCC): Inquiring – identifying, exploring and organizing information and ideas element

Level 5 - Clarify information and ideas from texts or images when exploring complex issues.

(Rubric based on *Marking Criteria and Learning Goals – Process* from Loreto Kirribilli, Inquiry Journal, Year 7 Inquiry Community Investigates…World Heritage).

|  |  |
| --- | --- |
| **Marking Criteria – Process Inquiry Journal** |  |
| * Outstanding use of inquiry journal to demonstrate engagement with the Guided Inquiry Process * Outstanding clear and accurate use of bibliographic framework * Evidence of strong development of inquiry skills in identifying and gathering information,  including relevant pictures * Evidence of strong skills of organising and interpreting information * Leader/engaged participant in inquiry circles activities * Outstanding use of reflection to show awareness of own process of research. | 21-25  A |
| * Excellent use of inquiry journal to demonstrate engagement with the Guided Inquiry process * Clear and accurate use of bibliographic framework * Evidence of development of inquiry skills in identifying and gathering information, including  pictures * Evidence of skills of organising and interpreting information * Clear evidence of engagement in inquiry circles activities * Competent use of reflection to show awareness of own process of research. | 16-20  B |
| * Uneven use of inquiry journal to demonstrate engagement with the Guided Inquiry process may be * Uses a bibliographic tool * Some evidence of development of inquiry skills in identifying and gathering information. * Some evidence of development of skills of organising and interpreting information * Engagement with inquiry circles activities * Uses reflection to show awareness of own process of research. | 11-15  C |
| * Limited use of inquiry journal to demonstrate engagement with the Guided Inquiry process may be * Does not use the bibliographic framework * Little evidence of development of inquiry skills in identifying and gathering information,  including pictures. * Little evidence of skills of organising and interpreting information. * Little engagement with inquiry circles activities * Uneven use of reflection to show awareness of own process of research. | 6-10  D |
| * Inquiry journal not used much, or at all. * No evidence of the development of inquiry skills in identifying and gathering information * No evidence of developing skills of organising and interpreting information * No engagement with inquiry circles activities * Poor use of reflection to show awareness of own process of research. | 0-5  E |
| **YOUR MARK:** |  |