## **Inquiry unit for Stage 4 English and CCP Sustainability**

## **By Noni Harrison**

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| **Element** | **Detail** | |
| **Level** | 8 | |
| **Subject** | English | |
| **Topic** | How can we reduce our ecological footprint? Exploring sustainability through Guided Inquiry. | |
| **Outcomes** | **Classroom Teacher Content Descriptions** QSA Year 8 English Australian Curriculum In Queensland 2015 (The State of Queensland, 2015). | Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543) |
| Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736) |
| **Teacher Librarian Critical and Creative Thinking**  (Australian Curriculum, Assessment and Reporting Authority, 2010). | **Inquiring – identifying, exploring and organising information and ideas Level 5**: Typically by the end of Year 8, students:  **Pose questions**  pose questions to probe assumptions and investigate complex issues  **Identify and clarify information and ideas**  clarify information and ideas from texts or images when exploring challenging issues  **Organise and process information**  critically analyse information and evidence according to criteria such as validity and relevance |

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| **Element** | **Detail** |
| **Model** | The Guided Inquiry Design process was chosen to facilitate this unit of work, as it provides a process with which to create and deliver inquiry tasks that encourage students to choose their own adventure and develop deep understanding of a relevant topic. Kuhlthau (2010) suggests an important component of Guided Inquiry is that the topic connects to students’ lives (p. 5). The topic that underpins this Year 8 English unit is the Australian Curriculum cross-curriculum priority of Sustainability, which aligns with the school context and students’ interests; particularly, the Green Ash Creek Care group. Guided Inquiry has strong links to the concepts of Sustainability, as the skills practiced in a Guided Inquiry process equip “students with abilities and competencies to address the challenges of an uncertain, changing world”; therefore, it can be seen that Guided Inquiry offers an authentic learning experience for students (Kuhlthau, 2010, p. 3). Additionally, this model offers students the opportunity to develop a range of skills that are transferable across subject areas and life. Students work collaboratively to explore topics and develop ideas and independently to create deep understanding. In turn, they develop social skills, literacy skills and meaningful understanding of a topic (Kuhlthau, 2007, p. 8). |
| **Mode of Working** | Students will complete this Guided Inquiry unit through a combination of individual and group work. The unit will culminate with the students individually creating a persuasive multimodal presentation on their chosen topic of sustainability. |
| **Methods** | Methods which will guide the students’ inquiry process include the completion of; an inquiry journal (including note-taking, reflections and reference list), mystery object inquiry task, brainstorm, Venn diagrams, expert jigsaw, four corners co-operative learning group, think-pair- share, Extended KWL Chart, peer review and inquiry circles. |
| **Resources** | The Teacher Librarian will need to create the following resources to support and scaffold student learning; Inquiry Journal, Assignment Help  Page on LibGuides, source deconstruction PowerPoint, persuasive language and modality word wall, How to Use Survey Monkey and Microsoft Forms PowerPoint, APA referencing PowerPoint, persuasive speech template, developing a presentation PowerPoint. |

Part B The inquiry task and lesson plan

Inquiry Task

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| **Brief Description of Task** | Investigate the topic of sustainability by examining the inquiry question “How can we reduce our ecological footprint?”  Complete an Inquiry Journal, to document your learning journey, and create a  persuasive multi-modal presentation. |
| **Genre** | Persuasive Multi-modal presentation |
| **Audience** | Members of the local community including school representatives. |
| **Subject Matter and Task Instructions** | Your task is to investigate the topic of sustainability by examining the inquiry question below:   * How can we reduce our ecological footprint?   Your aim is to select one aspect of sustainability, inform your audience of the issue and persuade them to reduce their ecological footprint.  To explore this topic, you will complete a Guided Inquiry process including the completion of an Inquiry Journal and creation of a persuasive multimodal presentation. The Inquiry Journal will step you through the process of finding, accessing, organising, using, creating, and evaluating information.  You are to create a 3-5-minute persuasive presentation (approximately 500-word script), which explores the sustainability topic of your choice.  You may choose how to present your findings for your multi-modal presentation. Suggestions include; Sway, Prezi, PechaKucha, and Animoto. You may incorporate a variety of images, graphics, audio and props. |

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## Inquiry Task Rubric: Assessment of Information Literacy Skills and Process in Inquiry Journal

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| **CCT: Level 5** | **Information Literacy Skills Continuum** | | |
| **Emerging** | **Developing** | **Expanding** |
| **Pose questions**  pose questions to probe assumptions and investigate complex issues. | The student devises *broad* questions to  **find** and **access** information. | The student devises a *range* of inquiry questions to **find** and **access** information. | The student devises a *range* of *highly relevant* inquiry questions to **find** and **access** information. |
| **Identify and clarify information and ideas** clarify information and ideas from texts or images when exploring challenging issues. | The student **uses** text and/or image sources to identify and clarify ideas.  The student **organises** and **evaluates**  information to clarify their stance. | The student **uses** a *range* of text and image sources to identify and clarify ideas.  The student *effectively* **organises** and **evaluates** information to clarify their stance. | The student *effectively* **uses** a *diverse* range of text and image sources to identify and clarify ideas.  The student *highly effectively* and *selectively* **organises** and **evaluates** information to clarify their stance. |
| **Organise and process information**  critically analyse information and evidence according to criteria such as validity and relevance. | The student **uses information** to **create**  judgements. | The student **evaluates** the validity and relevance of *obvious* source material.  The student **uses information** to **create**  *valid* judgements. | The student *critically* **evaluates** the validity and relevance of source material.  The student **uses information** to **create** *discerning* judgements of a *range* of source material. |

Unit Overview

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| **Sessions** | **GI Stage** | **Mode** | **Outline** | **Resources** | **Product/Assessment** |
| **1** | **Open** |  | **Gain attention, start thinking and stimulate curiosity**. |  |  |
|  |  | **- Individual** | **Mystery Object**: Students **participate** in a Mystery Object task to | Mystery Object Ppt. |  |
|  |  |  | introduce them to the concept of an inquiry process. This task also |  |  |
|  |  |  | introduces the topic and inquiry question and stimulates students’ |  |  |
|  |  |  | curiosity. |  |  |
|  |  | **- Inquiry** | **Brainstorm**: Students **brainstorm** the topic with the inquiry community. | Inquiry Journal | Inquiry Journal: Four |
|  |  | **community** | Students then **examine** the issue closer in a Four Corners activity with a | including Four | Corners. |
|  |  | **and small** | small group. This is recorded in their Inquiry Journal on OneNote. | Corners worksheet. |  |
|  |  | **groups** |  |  |  |
|  |  | **- Individual** | **Reflect**: Students **reflect** on the topic and their learning by completing the | Inquiry Journal | Inquiry Journal: |
|  |  |  | K W F columns of their Extended KWL Chart. This is recorded in their | including Extended | Extended KWL |
|  |  |  | Inquiry Journal on OneNote. | KWL Chart. | Chart. |
|  |  | **- Inquiry** | **Engage**: Students **watch** the mockumentary The Majestic Plastic Bag and | The Majestic Plastic |  |
|  |  | **community** | **discuss** the issues presented. | Bag (Heal the Bay, |  |
|  |  |  |  | 2010). |  |
|  |  | **- Small** | **Expert Jigsaw**: Students **find** information by **conducting** background | Inquiry Journal | Inquiry Journal: |
|  |  | **groups** | research on the broad topic of sustainability. Students then **share** their | including Expert | Inquiry Circle. |
|  |  |  | findings with other groups by completing an expert jigsaw activity. | Jigsaw. |  |

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| **Session** | **GI Stage** | **Mode** | **Outline** | **Resources** | **Product/Assessment** |
| **2** | **Immerse** |  | **Connect with content, and explore interests, questions and problems**. |  |  |
|  |  | **- Inquiry** | **Build Background Knowledge**: Students **watch** the animation by Steve | Man (Cutts, 2012). |  |
|  |  | **community** | Cutts titled *Man*. Students **discuss** the issues presented. |  |  |
|  |  | **- Inquiry** | **Immersion Adventure**: Students **explore** the school grounds including |  | Inquiry Journal. |
|  |  | **community** | the local waterway, Enoggera Creek, and identify issues of waste and |  |  |
|  |  |  | other unsustainable practices. These may include; pollution, recycling, use |  |  |
|  |  |  | of electricity, rubbish, health of the waterway, etc. Students **observe**, |  |  |
|  |  |  | **uncover** and **discover** a range of issues. This is an authentic experience |  |  |
|  |  |  | and students will lead the discoveries. Students **report** back to the class |  |  |
|  |  |  | and **discuss** the issues uncovered. Students record findings in their Inquiry |  |  |
|  |  |  | Journal. |  |  |
|  |  | **- Small** | **War on Waste**: Students **watch** one of three episodes from the ABC War | War on Waste |  |
|  |  | **groups** | on Waste series depending on their interest; either, Episode 1: Food | (Reucassel, 2017). |  |
|  |  |  | Waste, Episode 2: Plastic Waste, or Episode 3: Coffee Cups and Fast |  |  |
|  |  |  | Fashion and record their thoughts in their Inquiry Journal. Students also |  |  |
|  |  |  | record language choices used throughout the episode, which influence the |  |  |
|  |  |  | audience. Students then **share** their thoughts in an **Expert Jigsaw**. |  |  |

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| **Session** | **GI Stage** | **Mode** | **Outline** | **Resources** | **Product/Assessment** |
| **2** | **Immerse** | **- Small** | **Inquiry Circles**: Students **form** Inquiry Circles according to their interest | Assignment Help | Inquiry Journal: |
|  |  | **groups** | by taking on Inquiry Circle roles, or jobs, such as Word Hunter, | Page (LibGuides) | Inquiry Circle. |
|  |  |  | Evaluator, Messenger, Quiz Kid, Connector, Note Taker, Image Maker, | and databases. |  |
|  |  |  | Interpreter (Kuhlthau, 2007, p. 43). They can **access** LibGuides or |  |  |
|  |  |  | databases to **find** and **select** 1 persuasive text (e.g. newspaper article, | Persuasive language |  |
|  |  |  | speech or debate) and 1 visual source (e.g. cartoon or photograph) about | and modality word |  |
|  |  |  | the issue and **examine** the persuasive features. Students **identify** how text | wall. |  |
|  |  |  | structures vary according to medium and mode of communication. |  |  |
|  |  |  | Students also identify how effective language choices influence the |  |  |
|  |  |  | audience. Students **pose** questions such as *“What language features are* |  |  |
|  |  |  | *used to persuade? What is the author or creator’s point of view? What* |  |  |
|  |  |  | *does this reveal about the topic? How can I further explore the topic?* |  |  |
|  |  |  | *How can I use similar elements of persuasion in my presentation* Students |  |  |
|  |  |  | **record** their findings in their Inquiry Journal in OneNote and **share** their |  |  |
|  |  |  | findings with their Inquiry Circles. |  |  |
|  |  | **- Individual** | **Reflect**: Students **add** to the K W F columns of their Extended KWL | Inquiry Journal | Inquiry Journal: |
|  |  |  | Chart. | including Extended | Extended KWL |
|  |  |  |  | KWL Chart. | Chart. |

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| **Session** | **GI Stage** | **Mode** | **Outline** | **Resources** | **Product/Assessment** |
| **3** | **Explore** | **- Small** | **Browse sources and generate ideas**. |  |  |
|  |  | **groups** | **Inquiry Circles**: Students **form** their inquiry circles to **find** and **explore** a | Assignment Help | Inquiry Journal: |
|  |  |  | variety of sources and **generate** ideas about the topic according to their | Page (LibGuides) | Inquiry Circle. |
|  |  |  | interest. Each student examines a different source. Students assess the | and databases. |  |
|  |  |  | credibility, accuracy, reasonableness and support of each source in order | Inquiry Journal. |  |
|  |  |  | to evaluate the usefulness of sources. Students **record** their findings in |  |  |
|  |  |  | their Inquiry Journal in OneNote and **share** their findings with their |  |  |
|  |  |  | Inquiry Circles. |  |  |
|  |  |  | **Expert Jigsaw**: Students **share** their findings with other groups by | Inquiry Journal | Inquiry Journal: |
|  |  |  | completing an expert jigsaw activity. | including Expert | Expert Jigsaw. |
|  |  |  |  | Jigsaw. |  |
|  |  |  | **Perspectives**: In pairs, students **find** and **examine** written persuasive texts | Inquiry Journal | Inquiry Journal: |
|  |  |  | on the issue and **identify** the author’s point of view. Students then | including Venn | Venn diagram to |
|  |  |  | **compare** 2 different perspectives on the issue using a Venn diagram. | diagram. | compare |
|  |  |  | Students **record** the Venn diagram in their Inquiry Journal on OneNote |  | perspectives. |
| **4** | **Identify** | **- Individual** | **Reflect on information and generate inquiry question**.  Students **reflect** on the ideas gathered and **decide** on a specific issue related to the topic that they will investigate further. Students **reflect** on the background information gathered in their inquiry circles, then **create** their own inquiry questions to guide further research about their chosen issue. Students **record** their issue and individual inquiry questions in their  Inquiry Journal in OneNote. | Inquiry Journal. | Inquiry Journal: Inquiry questions. |

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| **Session** | **GI Stage** | **Mode** | **Outline** | **Resources** | **Product/Assessment** |
| **4** | **Gather** | **- Individual** | **Find relevant sources and note-take**: |  |  |
|  |  |  | Students **use** Survey Monkey, Microsoft Forms or other digital survey | How to Use Survey | Inquiry Journal: |
|  |  |  | platform to **develop** a survey in order to **gather** primary data about their | Monkey and | Survey Monkey. |
|  |  |  | chosen issue. Students **record** their results and notes in their Inquiry | Microsoft Forms |  |
|  |  |  | Journal in OneNote. | Ppt. |  |
|  |  |  | Students **access** LibGuides and databases to **find** and **gather** a range of | Assignment Help | Inquiry Journal: |
|  |  |  | visual and text-based sources to answer their inquiry questions. Students | Page (LibGuides), | Note-taking. |
|  |  |  | **locate** and **evaluate** the usefulness and validity of sources and **use** | databases and source |  |
|  |  |  | information to **answer** their inquiry questions. Students **narrow** their | deconstruction Ppt. |  |
|  |  |  | search and **record** their note-taking in their Inquiry Journal in OneNote. |  |  |
| **5** | **Create** | **- Individual** | **Organise material and generate multi-modal presentation**: | APA referencing | Inquiry Journal: |
|  |  |  | Students **construct** and **represent** their understanding by **organising** their | Ppt, persuasive | Planning |
|  |  |  | findings and creating their multi-modal presentation, which incorporates a | speech template, | presentation. |
|  |  |  | range of persuasive techniques and addresses the key Inquiry Question. | developing a |  |
|  |  |  | Students record the appropriate bibliographic information in their Inquiry | presentation Ppt. |  |
|  |  |  | Journals and use correct APA referencing conventions (including in-text |  |  |
|  |  |  | and reference list). |  |  |

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| **Session** | **GI Stage** | **Mode** | **Outline** | **Resources** | **Product/Assessment** |
| **6** | **Share** | **- Inquiry community** | **Present findings:**  Students **present** their persuasive multi-modal presentation to the class. Students **conduct** peer reviews to gather evidence, which is to be used to **evaluate** and **reflect** on their final product. As a class, students **develop** suitability criteria in order to comment on the overall effectiveness of the persuasive techniques used, the information gathered; including, use of a variety of sources and presentation techniques. Students **collate** feedback in their Inquiry Journals in OneNote. | As required by students’ presentation needs; including, projector, speakers, etc. | Persuasive multi- modal presentation |
| **Evaluate** | **- Individual** | **Use metacognition to reflect on learning, process and product:** Students **use** metacognitive processes to **reflect** on their learning, process and product. Students also **use** data gather from peer reviews to **evaluate** their product. Students **reflect** by completing their Extended KWL Chart and **recording** their full reflection and evaluation in their Inquiry Journals  in OneNote. | Inquiry Journal including Extended KWL Chart | Inquiry Journal: Extended KWL Chart and Reflection |

## Lesson Plan: Lesson 1 Open Stage

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| **Subject**  English | **Unit**  How can we reduce our ecological footprint? Exploring sustainability through Guided Inquiry. | **Year**  8 | **Duration**  60 minutes | **Week & Lesson**  Week 1  Lesson 1 | **Location**  Library |
| **Overview and learning goals:**  This first session of the Open phase will introduce the issue of sustainability and will set the tone for the inquiry. In this session students will participate in activities to develop their awareness of the Guide Inquiry Design process and will be introduced to the issue of sustainability. Students will begin to explore the issue by examining their prior knowledge and stance on the issue.  **Outcomes:**  **Pose questions:** pose questions to probe assumptions and investigate complex issues.  **GI Stage:** 1. Open  **Team:**  Teacher and Teacher Librarian | | | | | |
| **Prior Knowledge:** Students are familiar with the Assignment Help Page (LibGuides) service offered by the Library, they have a basic understanding of APA referencing conventions, and students are familiar with elements of persuasive language techniques; including persuasive purpose, modality, and emotive language choices. | | | | | |
| **Teacher Librarian Preparation:**  **Resources:** Projector, the Great Pacific Garbage Patch Images (close-up and full image), Inquiry Journals x 28, Whiteboard and pens, Four Corners worksheets x 7, Post-its x 112 (4 per student), pens, Extended KWL Charts x 28. | | | | | |

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| **Phase** | | **GI Stage** | **Time**  **[mins]** | **Teacher activity** | **Student activity** | **Differentiated**  **learning experiences** | **Resources** |
|  |  | Open | 3 | **Greet and Lesson Overview** | **Organise:** Students sit in groups of |  |  |
|  |  |  |  |  | four. |  |  |
|  |  |  |  | **Anticipatory set is used to introduce** |  |  |  |
|  |  |  |  | **the concept of inquiry process:** |  |  |  |
|  |  |  |  | **Pose:** Mystery Object task – Project a |  | Visual. | Projector |
|  |  |  |  | close-up picture of the Great Pacific |  |  | Mystery |
|  |  |  |  | Garbage Patch on projector. |  |  | Object picture |
|  |  |  | 3 | **Question:** *What is this?* | **Think:** Individually, students think, |  | – close-up |
|  |  |  |  |  | question, and determine. |  |  |
| **tion** | **er** |  | 3 | **Facilitate:** ask a selection of students | **Report:** A selection of students | Auditory. |  |
| **rienta** | **tart** |  |  | to report their answer to the class. | provide their answers to the class. |  |  |
| **O** |  |  | 3 | **Question:** *How did you get to that* | **Report:** Students highlight their |  |  |
|  |  |  |  | *stage? What steps did you take to* | process. |  |  |
|  |  |  |  | *come to your conclusion?* |  |  |  |
|  |  |  |  | Reveal correct answer. |  |  |  |
|  |  |  | 3 | **Question:** *Did you know this existed?* | **Report:** Share thoughts about the |  | Projector |
|  |  |  |  | *Where do you think it came from? Why* | Great Pacific Garbage Patch. |  | Mystery |
|  |  |  |  | *do you think it’s there? I wonder what* |  |  | Object picture |
|  |  |  |  | *the implications of this would be?* |  |  | – full image |

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| **Phase** | | **GI Stage** | **Time**  **[mins]** | **Teacher activity** | **Student activity** | **Differentiated**  **learning experiences** | **Resources** |
|  |  | Open | 10 | **Question**: *Were your conclusions* | **Think-pair-share:** Students | Group work. |  |
|  |  |  |  | *about the image right? What could* | suggest strategies they might use to | Auditory and |  |
|  |  |  |  | *you do to improve the accuracy of* | improve their accuracy. | kinaesthetic |  |
|  |  |  |  | *your answer? What would you do* |  |  |  |
|  |  |  |  | *differently next time?* |  |  |  |
|  |  |  |  | **Prompts**: *Would it be helpful to talk to* |  |  |  |
|  |  |  |  | *others? Conduct research? Ask more* |  |  |  |
|  |  |  |  | *questions?* |  |  |  |
| **ncing** | **time** |  | 10 | **Distribute**: distribute the Inquiry |  | Visual and Auditory. | Inquiry Journal |
| **nha** | **ork** |  |  | Journal through OneNote Class |  |  |  |
| **E** | **W** |  |  | Notebook and explain elements. Link |  |  |  |
|  |  |  |  | to process and strategies students used |  |  |  |
|  |  |  |  | in Mystery Object task. Highlight the |  |  |  |
|  |  |  |  | importance of having a full inquiry |  |  |  |
|  |  |  |  | process. |  |  |  |
|  |  |  | 5 | **Brainstorm:** the meaning of the key | **Brainstorm:** As a class, brainstorm | Visual, auditory, | Whiteboard |
|  |  |  |  | terms within the inquiry question. | the meaning of key terms. | kinaesthetic. | and pens |
|  |  |  |  | *How can we reduce our ecological* |  |  | Inquiry Journal |
|  |  |  |  | *footprint?* |  |  |  |

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| **Phase** | | **GI Stage** | **Time**  **[mins]** | **Teacher activity** | **Student activity** | **Differentiated**  **learning experiences** | **Resources** |
| **Enhancing** | **Worktime** | Open | 15 | **Instruct and facilitate:** Form groups of four to conduct a Four Corners brainstorming exercise. *I wonder what the current issues of sustainability are and why are they important to us?* | **Four Corners:** in groups of four, brainstorm issues of sustainability. | Visual, kinaesthetic. | Four corners worksheet Post-its Pens |
| **Synthesising** | **Reflection** | Open | 5 |  | **Reflect:** Students reflect on their  learning so far by completing the K, W and F columns of their Extended KWL Chart. They base their response on the issue of sustainability. From this Extended KWL Chart, students will begin to determine an issue that they are most interested in. They will use this issue for their inquiry circle in the Immerse stage. | Visual, kinaesthetic. | Extended  KWL charts |
| **Where to next?** In upcoming lessons students will take on the “let’s find out” mode and begin to conduct their inquiry about the topic of sustainability. Students will work toward narrowing down the topic by listening and responding to their frustrations and interests. Students should reflect on their learning throughout the inquiry and adapt to their needs. Teachers will assist students in dealing with the range of feelings that develop as part of the inquiry process. | | | | | | | |

Four Corners Cooperative Learning

**Task:** Individually, record as many issues of sustainability as you can in the time allocated. Record one idea per post-it note.

1. Place your notes in the quadrant of the placemat closest to you.
2. After the allocated time, discuss your contributions with your group.
3. Compare, sort and select three ideas to move to the centre.
4. Be prepared to share your choices and reasons when called.

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Adapted from R. Gillies, M. Rafter & T. Seary, personal communication, October 15, 2016.

Extended KWL Chart



What do I

know?

K

•



What do I want to know?

W

•



How do I

find out?

F

•



What did I

learn?

L

•



How do I use what I learnt?

U

•



What will I do next time?

N

•