**Stage 1 Geography Inquiry Unit- Why Do People Visit Other Places?**

**Created by Amy-Lee Petereit, ETL401, 201960**

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| **Term** | **1** | **2** | **3** | **4** | **Week** | **1** | | **2** | | **3** | **4** | **5** | **6** | **7** | **8** | | **9** | **10** | **11** | |
| **Class:** 2R | | | | | | | **Teacher:** Classroom Teacher and Teacher Librarian | | | | | | | | | |  |  | | --- | --- | | **Cross-curriculum priorities** | | | Aboriginal and Torres Strait Islander histories and cultures | Aboriginal and Torres Strait Islander histories and cultures | | Asia and Australia's engagement with Asia | Asia and Australia's engagement with Asia | | Sustainability | Sustainability | | **General capabilities** | | | Critical and creative thinking | Critical and creative thinking | | Ethical understanding | Ethical understanding | | Information and communication technology capability | Information and communication technology capability | | Intercultural understanding | Intercultural understanding | | Literacy | Literacy\* | | Numeracy | Numeracy | | Personal and social capability | Personal and social capability | | **Other learning across the curriculum areas** | | | Civics and citizenship | Civics and citizenship | | Difference and diversity | Difference and diversity | | Work and enterprise | Work and enterprise | | | | |
| **Unit Overview:** Students will engage in their first experience with inquiry learning and explore people’s connections and access to places, whilst exploring the skills of information literacy. Students will examine the reasons behind why people travel and how different countries offer varying opportunities for travel. | | | | | | | | | | | | | | | |
| **Outcomes and Content Markers:**  GE1-1  GE1-3  - investigate Australia’s location in the world  - investigate people’s connections and access to places  - discussion of why people visit other places  **Integration across other KLAs:**  *KLA:* English  *Outcomes and Content Markers:*  EN1-2A  - create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose | | | | | | | | | **General Capabilities:**  Creative and Critical Thinking: Inquiring – identifying, exploring and organising information and ideas element  Students will be assessed against the three sub elements using Level 2 of the continuum as a guide:  - Pose questions: pose questions to identify and clarify issues, and compare information in their world  - Identify and clarify information and ideas: identify and explore information and ideas from source materials  - Organise and process information: organise information based on similar or relevant ideas from several sources | | | | | | |
| **Planned Assessment:**  *Formative assessment:*  - Ongoing throughout the unit through anecdotal notes and observation in tracking book grids noting student participation, group interactions, engagement etc.  - Exit slips  - Building Thinking Questions Scaffold and conference (General Capabilities sub - element 1 assessment)  - Note Taking and Bibliography Grid (General Capabilities sub - element 2 assessment)  *Summative Assessment:*   1. Poster rubric (A-E): CT review & Peer review 2. Brochure rubric (Continuum): TL review (General Capabilities sub - element 3 assessment) 3. Oral Presentation rubric (A-E): CT + TL review & Peer review | | | | | | | | | **Planned Feedback:**  *(Ongoing throughout the unit)*  - Discussions of Learning Intentions and how the Success Criteria have been achieved.  - Peer sharing opportunities and feedback: what did you like, what did you believe is one thing that could be improved?  - CT and TL conferences with pairs  - ‘Pause and Look’: peer explanations  - Verbal feedback | | | | | | |

**Introductory Lesson Plan**

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| **Guided Inquiry Stage** | **Teaching and Learning Activities** | |
| ***Initiate the research project and stimulate curiosity*** | **Learning Intention:** We are learning to identify and define the ‘Open’ stage of GID. | |
| **The Hook**  ***10 mins*** | - Hand out a badge to each student, including their name and the name and logo of the class travel agency. View a video put together of a collection of staff within the school revealing what destination they would most love to travel to. Pose the questions: Why do you think each person wants to travel to that country? Why do people travel? Ask students to complete a Think, Pair, Share, with the teacher scribing the initial thoughts about why people travel.  - Explain that 2R will be opening their own travel agency and holding a travel expo. In pairs, students will be revealing a brochure, poster and a short oral presentation to present to their peers, persuading the audience why they should travel to their chosen destination. |
| **Exploration**  ***40 mins*** | - Explore student background knowledge and discuss what is a travel agency? View the ‘Travel Agents Career Video’ and define the role statement of a travel agent.  - Draw attention to the video discussing how travel agents “sort through vast amounts of information.” Explain to students that they too will be learning how to find, sort, use and evaluate information using the Guided Inquiry Design Model. Provide students with cut outs of each symbol of GID. In table groups, ask students to place the symbols in the order, listening to student discussion and language use and noting down group behaviours and interactions.  - Upon completion, direct student attention to a bulletin board that will house all ideas and work for the unit. Guide students through the sequence of GID and place the symbols onto the bulletin board. Have we seen some of these words before? What do they mean? Explain that at each point of the inquiry, the class will be defining and exploring the meaning of each stage. Define the ‘Open’ stage and add to the wall.  - Provide students with copies of world maps, globes and atlases. Using the Choice Scaffold, provide time for students to explore the materials and write down five countries that they are interested in researching further, noting down any information that they already know. During this time students are free to discuss their ideas with other students and may wish to work individually or in groups. The CT, TL and SLSO are supporting students with note taking, use of atlases, reading, and generating prompts with students who need supporting.  - Students gather in a circle to share their five countries. Discuss if hearing about other countries made them view their list differently? Did they hear a country they did not think of, etc? Students may review their sheet and add any notes. Students add their sheet to their Inquiry Folder. |
| **Reflection**  ***10 mins*** | Students complete exit ticket:   * What are you excited about in this unit? * What makes you feel a bit nervous? |
| **Resources** | |
| - ABC staff destination video  - Travel Agents Career Video <https://www.youtube.com/watch?v=2GEPp0P4Yto>  - GID Symbol sort  - Choice Scaffold sheet  - Atlases, globes, world maps  - Inquiry folders  - Exit tickets | |
| **Registration & Evaluation** | |
| **What worked well?**  **Where to next?** | |

**Overview of the Inquiry Unit**

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| **Guided Inquiry Stage** | **Teaching and Learning Activities** |
|  | - Review bulletin board. Define the ‘Immerse’ stage and add new learning and key words to the unit wall.  - Discuss possible reasons why people travel? Students create questions surrounding the topic to form a survey. CT and TL create survey on Google forms. Students take iPad with survey to range of school staff. View and discuss results and add to wall.  - Students with common selected countries form small groups to review texts selected by the TL from the school library on the country and record 1-2 interesting facts on their Choice Scaffold sheet. Once complete, students number their countries 1-5. Students repeat for all their countries. Pictures and facts continue to be added to the unit wall.  - Students share their choices and why. Students find a partner with the same choice. Some students may use their second or third choice. Student groupings will be chosen by students but also assisted if needed by both the CT and TL based on student learning needs and social structures.  - Once pairs and topics are decided, brainstorm and define the role statement for group members for all students to understand expectations. |
|  | - Review bulletin board. Define the ‘Explore’ stage and add new learning and key words to the wall.  - CT and TL to model notetaking and how to use keywords and dot points to record information.  - Discuss the importance of noting down the author and book title for each fact to be used in a bibliography. View bibliographies. Define bibliography and add information to the wall.  - Students view a range of travel brochures and poster advertisements. Compare and contrast and discuss the key features. What do students notice about how each country is marketed? Does it depend on the main reason why people travel to that country?  - Pose the question if you could ask a travel agent questions, what would they be? Note down questions for Skype session with travel agent in the following days. Complete Skype session with travel agent with teachers scribing information and notes on large butcher’s paper. Reflect on session and discuss the new information learnt and what was interesting. Add to the unit wall.  - Pairs review previously selected texts from the ‘Immerse’ phase and build on initial 1-2 interesting facts. Is a key focus for the pair standing out from the general information that has been gathered? |
|  | - Review bulletin board. Define the ‘Identify’ stage and add new learning and key words to the unit wall.  - Discuss the terms open ended and closed questions. What verbs are used? Students complete question sort with another pair. Create an anchor chart about open and closed questions and add to the unit wall.  - Using the Building Thinking Questions scaffold, students complete questions for their focus. Pairs conference with the CT and TL to provide feedback and assist in finalising their draft questions.  - Students select their inquiry question and share with the class. |
|  | - Review bulletin board. Define the ‘Gather’ stage and add new learning and key words to the unit wall.  - Via the ABC school Weebly, view the websites selected by the CT and TL. Discuss why these websites were chosen and the difference between using online sources and books. Play fact vs opinion.  - Using the Source Evaluation sheet, each pair reviews one of the chosen websites. Does it meet the criteria? Why?  - Review previous notetaking lessons. Discuss plagiarism and the ramifications. Review bibliographies and the importance of noting down authors and the names of sites where information was obtained.  - Pairs continue to take notes using the available sources. Pairs complete conferences with CT and TL to ensure information is concentrated around their focus and inquiry question.  - Discuss how do you know when you have secured enough information? |
|  | - Review bulletin board. Define the ‘Create and Share’ stage and add new learning and key words to the wall.  - Students review posters and brochure examples and determine layout, colour, sizing. What language is used on the poster, throughout the brochure? Discuss with students the idea of using powerful, persuasive language and the effects of layout, colour and sizing. Brainstorm as a class the types of high modality words that can be used to persuade the reader or the audience.  - View and discuss the marking rubric. What elements does your poster and brochure require to achieve the learning outcomes? Pairs begin to use their notes and information to draft their brochure and poster. Students conference with CT and TL to overview editing after initial edit by students. Students publish their poster and brochure.  - View Persuasive Writing for Kids: <https://www.youtube.com/watch?v=hD9arWXIddM>. Review previous work on speeches and presentations that were completed in class. View and discuss the marking rubric. What elements does your presentation require to achieve the learning outcomes? Pairs plan and practise how they will present their poster and brochure to the class at the travel expo.  - Students set up table around the classroom with their posters and brochures set out, with time for each student to walk around the travel expo and peruse each table. After students have had an opportunity to view each other’s work each pair present their poster, brochure and sales pitch to the class as their audience. |
|  | - Review bulletin board. Define the ‘Evaluate’ stage and add new learning and key words to the wall.  - Explain to students that they need to listen and look carefully at the travel expo because at the end of the presentations they will be completing a peer review of each’s other presentation. Remind students that it isn’t about voting for friends but viewing the work in relation to the marking rubric and that it is important to be fair.  - Conference with pairs to share teacher and peer feedback and self-reflections and celebrate everyone’s efforts.  - Exit ticket: What did I enjoy about the inquiry process? What did I find difficult? What could I improve on next time? |