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| **YEAR 4 GUIDED INQUIRY DESIGN (GID) IL PLAN: *What is significant about James Cook’s First Voyage?***  **Created by Alyssa Kimball, ETL401 201960** | | |
| **Year level & learning area:** Year 4 HASS (History Sub-strand) | **Inquiry Duration:** Term 2 (10 weeks)   * 10 x 60min., weekly library lessons * 10 x 30min., in class /computer lab sessions for SLIM Survey Monkey, catch-up work and create/present stages (CT only) | **Teachers:** Classroom teacher (CT) – Assess HASS content descriptions & final product  Teacher Librarian (TL) – Assess CCT process  Teacher-Aide (TA) - Support diverse learners |
| **Content Descriptions** | | **Elements of the General Capabilities (TLs)** |
| Historical Knowledge and Understanding:  *The journey(s) of at least one world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHASSK084)*  Historical Inquiry and skills:  ***Researching*** *–* [*ACHASS1074*](https://www.australiancurriculum.edu.au/Search/?q=ACHASSI074) *;* [*ACHASS1076*](https://www.australiancurriculum.edu.au/Search/?q=ACHASSI076)  ***Evaluating and reflecting*** *–* [*ACHASS1079*](https://www.australiancurriculum.edu.au/Search/?q=ACHASSI079)  ***Questioning*** *–* [*ACHASS1073*](https://www.australiancurriculum.edu.au/Search/?q=ACHASSI073)  ***Communicating*** *–* [*ACHASS1082*](https://www.australiancurriculum.edu.au/Search/?q=ACHASSI082) | | Critical and creative thinking (CCT)   * *Inquiring - identifying, exploring and organising information and ideas* * *Reflecting on thinking and processes* |

**Introductory Lesson Plan: Year 4 GID PLAN (HASS)**

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| **Learning scenario:** Students investigate the overarching (big) inquiry question: *What is significant about James Cook’s First Voyage?*  Smaller inquiry circles will further investigate more specific, personally interesting topics, using written, digital and visual sources. Using an inquiry journal (IJ), students take notes and record an annotated bibliography of their search results. Inquiry circles split up and follow a jigsaw technique to share learning about their aspect of the topic. Students will then work independently to answer the big question, writing an Information Report which is then published and presented using a digital medium such as Prezi, PowerPoint, iMovie or iBook. | | |
| **Stage of GID process** | **Learning Intentions** | **Location & Time Team** |
|  | Students are learning to:   * Understand the GID process and model * Locate and sequence dates on a timeline * Pose questions to investigate people, events, places & issues * Inquire (CCT): *identify, explore and organise information & ideas* | Library, Term 1 week 1, 60mins.  Classroom teacher (CT) Teacher Librarian (TL) |
| **Success Criteria** | **Preparation** |
| Students can:   * Become engaged in the unit * Describe the steps to take in our Guided Inquiry * Take notes to build background knowledge | TL – GID posters, GID process silent card sort (SCS), Poll Everywhere Qs, airdrop *building background* scaffold to student iPads  CT – Time line scroll; mixed ability group arrangements for SCS |
| **Activities** | **Teaching Team (CT and TL) – Strategies & resources** | **Students - Tasks** |
| Introduction  (10mins) | * Whole class discussion. Unravel an enormous scroll to reveal a physical time line (5-7m) with 50-year increments 1600 – 2050 * Invite volunteers to locate significant, personal dates on timeline (eg. DOB, parents DOB, grandparents DOB) * Discuss how History involves time travel - moving back through time to investigate other places, people and perspectives * Introduce the task: Our inquiry community is going to work together to answer the “big” inquiry question: *What is significant about James Cook’s First Voyage?* * Facilitate Poll Everywhere questions | * Locate and mark significant dates from own lives on timeline * Understand the inquiry community task * Individually answer Poll Everywhere questions: * *Who do you think James Cook was?* * *Why is he significant in Australian history?* |
| Body  (40mins) | * Introduce GID with large posters to engage students in new process * Discuss & facilitate SCS and activity: large GID puzzle which matches the icon of the stage of the inquiry process with the sequence and activities to be completed * Explain that while we are investigating the “big” inquiry question, the GID process will also help us to investigate other interesting ideas, in smaller inquiry communities * Facilitate set up of initial pages in inquiry journal (IJ) using Book Creator app (cover, contents, learning log, timeline and my bibliography pages) * Focus student attention using the 4 headings/prompts from *building background\** for reflection; Present James Cook & Endeavour voyages video clips   British Library <https://www.youtube.com/watch?v=UqSREQY-7sE>  ABC Education  <http://education.abc.net.au/home#!/media/2335910/life-on-the-endeavour-> | * Play “Explorer SCS” of GID process: after initial silent sort of cards, each group selects one student to be the explorer who will ‘spy’ on one other group’s sort; explorer returns with new information & group is now able to discuss & decide whether they will sort their puzzle again * Set up pages in IJ using Book Creator app. Support peers * Access *building background* headings in notetaking page * View videos |
| Reflections  (10mins) | * Organise student pairings into similar ability; CT and TA to work with lower level students. TL to rove & monitor *building background* notetaking. Check & support for completion * Facilitate sharing of statements and questions * Stimulate student interest and recall of GID process by asking: Where do you think we’ll go next on our GID journey? | * Complete *building background* notetaking: In pairs students record 3 statements & 2-3 questions in individual IJ under headings:   I didn’t know that…  It’s interesting that…  I want to know more about…  Questions I have… |

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| **GUIDED INQUIRY DESIGN IL PLAN: YEAR 4 HASS (History sub-strand) *What is significant about James Cook’s First Voyage?*** | |
| **Guided Inquiry Stage** | **What students are doing (INCLUDING WHAT STUDENTS WILL BE ASKED TO PRODUCE)** |
| ***1 Open*Open: Week 1** | See Introductory lesson plan |
| **Open Resources:** GID posters, SCS puzzle, *building background\** template, student iPads + apps - Book Creator, Poll Everywhere  Videos: British Library <https://www.youtube.com/watch?v=UqSREQY-7sE> ABC Education <http://education.abc.net.au/home#!/media/2335910/life-on-the-endeavour-> | |
| **Immerse: Week 2 and 3**  ***2 Immerse*** | * Build background knowledge – In pairs read print and digital resources about Cook’s First Voyage (can read on further about his other voyages if time permits or in class literacy groups) eg Britannica Kids, ABC Education’s digibooks(stay away from Google!) * Building note-taking skills – using key words and phrases for dot points * Note-taking using Popplet app for mind map: Big question in centre Popplet; import mind map to Book Creator IJ * Add significant dates about First Voyage to timeline in Book Creator IJ * **Complete Survey Monkey reflection task 1 (SLIM student survey 1) during class time (formative assessment)** |
| **Immerse Resources:** GID posters, student iPads + apps: Book creator, Popplet, **SLIM student survey 1 (Survey Monkey reflection task)**  Print: Macmillan History - *Year 4: Biography Topic Book - Captain James Cook*; *Go facts Australia: Cook's diary by Lisa Nicol*, other selected non-fiction from library  Digital: Britannica Kids <https://kids.britannica.com/> ABC Education <http://education.abc.net.au/home#!/digibook/2992083/hmb-endeavours-voyage-of-exploration> <http://education.abc.net.au/home#!/media/2405861/captain-cook-and-the-transit-of-venus> | |
| **Explore: Week 4 and 5**  *3 Explore* | * Inquiry community break-up the jigsaw of James Cook’s First Voyage and each student chooses an inquiry circle to explore interesting ideas: What topic are you interested in?   Cook’s voyage and:   1. observations of plants and animals 2. contact with Indigenous Australians 3. the mapping of the east coast of Australia 4. life on board the HMS Endeavour  * Understand how to analyse and organise information: recording notes and bibliographic details * View YouTube - Citation for Beginners: discuss/reflect (Think Pair Share) * Individually or with a partner from your inquiry circle (approx. 5-6 students per circle), browse and scan a variety of resources (print, digital & audio): explore ideas you think are interesting in relation to the big question * Record sources, ideas and questions on your area of interest using KWLH chart and *evaluating information\** scaffolds * Complete KWLH chart in Book Creator IJ (notetaking page week 3) * Complete *evaluating information*\* scaffold in Book Creator IJ (notetaking page week 4) * Begin My bibliography page in Book Creator IJ; include 2 sources + annotation using *my bibliography\** scaffold (may complete during class/literacy group time) |
| **Explore Resources:** GID posters, Jigsaw image (projection) of James Cook’s First Voyage, student iPads + apps: Book creator; KWLH chart, *evaluating information\** and *my bibliography*\* scaffolds  Print: Selected non-fiction; Digital: YouTube <https://www.youtube.com/watch?v=CDGdqoCyAtw>  National Museum Australia <https://www.nma.gov.au/learn/kspace/endeavour-river-1770/kids>  Britannica Kids <https://kids.britannica.com/>ABC Education <http://education.abc.net.au/home#!/digibook/1594262/mapping-the-australian-coast>  <http://education.abc.net.au/home#!/media/1454382/> audio 1: Newcomers explore an ancient land (total of 6 audio recordings to access on website) | |
| **Identify Week 6**  ***4 Identify*** | * Share what you/your partnership has learnt in your inquiry circle * As a small group, your inquiry circle works together to develop an inquiry question for your circle’s topic: Create a mind map using Popplet app (following *question focus formulation\** scaffold) to formulate research focus question * Select and record 3 top questions (Prioritise Questions) in Popplet bubbles; are they interesting and important in the context of the big question? * Group conference with TL or CT to ensure final question is relevant and complex: record final focus question in Popplet mind map; import Popplet into Book Creator IJ * As a small group discuss and decide how to find the answers to your inquiry question |
| **Identify Resources:** GID posters, student iPad + apps: Book creator, Popplet; *question focus formulation*\* scaffold | |
| **Gather Week 7 and 8**  ***5 Gather*** | * Individually or with a partner from your inquiry circle, collect detailed information from a variety of information sources that answer your inquiry circle’s question * Search databases, online encyclopedias (e.g. World Book Kids, EBSCO Primary, other library database subscriptions), non-fiction books, and return to earlier sources for this focused inquiry (e.g. Britannica Kids, ABC Education digibooks and audio recordings, Macmillan History - Year 4: Biography Topic Book - Captain James Cook) * Conference with TL or CT regarding notetaking: are you interpreting and connecting facts to your question? * Gather at least one primary source (e.g. art work, diary, map), record notes in My bibliography page in Book Creator IJ (using *my bibliography\** scaffold): include annotation (what does the source tell you about your inquiry question?) * **Complete Survey Monkey reflection task 2 (SLIM student survey 2) during computer lab time (formative assessment)** |
| **Gather Resources:** GID posters, student iPads + apps: Book creator; *my bibliography\** scaffold  See print & digital resources/links from Immerse & Explore stage; **Survey Monkey reflection task 2 (SLIM student survey 2)** | |
| **PRESENTATION – Create / Share: Week 9 and 10**  ***6 Create7 Share***  **(including extra class/ computer lab lessons)** | * Share with your inquiry circle; Mind map using Popplet app * Working together, create an answer to your inquiry circle’s question: record in Popplet mind map; import to Book Creator IJ * Share your “expert” knowledge: inquiry circles split up to create new jigsaw group – each new circle has a representative/pair from a different topic focus * Take notes in Book Creator IJ about what you’ve learned from other circles; share bibliography details (include at least one primary source from each circle) * Individually, create an answer to the big inquiry question: plan your response using the Information Report planning sheet and TEEL structure (topic sentence, example, elaborate, link) * Conference with TL or CT: have you incorporated all the information from each inquiry circle to answer the big question? * Understand final productive task: individually publish your Information Report using a digital medium (e.g. Prezi, PowerPoint, iMovie or iBook) which answers the big inquiry question and includes 3 visual primary sources, a timeline and a bibliography using APA format (our modified Primary school version) * Import final presentation into Book Creator IJ |
| **Create/Share Resources:** GID posters, student iPads + apps: Book creator, Popplet; *my bibliography\** scaffold, Info Report planning sheet (CT) | |
| **Assessment – Evaluate**  ***8 Evaluate*In class week 10** | * Answer the same Poll Everywhere questions asked at the start of the inquiry – make comparisons and reflect! * **Complete Survey Monkey reflection task 3 (SLIM survey 3) during computer lab time (formative assessment)** |
| **Evidence of achievement of CCT General Capabilities:**   * Inquiring - identifying, exploring and organising information and ideas * Reflecting on thinking and processes   Assessment of the two elements from the CCT General Capabilities will occur throughout the GID unit by the TL. Continual, authentic assessment and evaluation are integrated throughout the inquiry, as learning tools and as formative assessment. Each student’s Book Creator inquiry journal (IJ) is evidence of achievement. Mind maps of question formulation and the scaffolds recorded in their IJ (e.g. *building background, KWLH chart, evaluating information and my bibliography),* including the recording of primary sources in a bibliography, will assess students’ ability to *identify, explore and organise information and ideas* *(Inquiring).* The 3 Survey Monkey SLIM surveys which are completed individually at the Immerse, Gather and Evaluate stages will assess students’ ability to *reflect on thinking and processes.* TL and CTobservations and records from group and individual conferences which occur at the Identify, Gather and Create stages will provide further evidence of students’ developing ability in both assessable elements of CCT. | |

Inquiry unit overview adapted from **Sample GID IL Planner** retrieved from <https://interact2.csu.edu.au/webapps/blackboard/content/listContent.jsp?course_id=_42381_1&content_id=_2899424_1> and Loreto Kirribilli’s Year 7 History and Geography GI units (as cited in Fitzgerald, 2019, p.87-90).

GID Process images credited to: Guided Inquiry Design(Kuhlthau, Maniotes, & Caspari, 2012)

\*Scaffolds retrieved from Guided Inquiry in Australia Edublog (2019) <http://guidedinquiryoz.edublogs.org>