# Overview of the inquiry unit of work and lesson plan

**Stage 3 Geography – A diverse and connected world**

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## Learning outcomes/General Capabilities

For the teacher:

* NSW Geography K-10 Syllabus: GE3-1, GE3-2, GE3-4

For the Teacher Librarian:

* Critical and Creative Thinking: Inquiring – identifying, exploring and organising information and ideas
* ICT Capability: Applying social and ethical protocols and practices when using ICT

## Learning scenario

The Prime Minister is concerned about difficulties faced by the populace of our neighbouring countries and has allocated $1 million to be granted to a Non-Government Organisation to help fund a humanitarian project. You, assistant to the Minister for Foreign Affairs and Trade, have been asked to recommend which Organisation should receive the grant and for which project.

## Introductory lesson plan

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| Phase | Time - 80 Minutes | What the teaching team is doing | What the students are doing | Resources |
| ***1 Open*** Stimulate interest and attention. Make connections with their wider world and previous experience. | 10 mins | Focus question: What connections do students have to other countries?  Play a pairing icebreaker game:  Find someone who:   * Was born in the same country * Has visited the same foreign country * Who’s favourite author comes from the same country * Likes the same cuisine * Who’s favourite TV show comes from the same country | Play ice breaker game. |  |
| 5 mins | Show video clip about people’s international connections: <https://www.youtube.com/watch?v=VJCHG5YEF38> | Compare film with their own experiences. | Smartboard |
| 15 mins | Observe group dynamics. Prompt as appropriate to encourage deeper thinking. | Use Chalk Talk (Ritchhart, 2011) to construct a mind-map showing international connections. Groups share their mind-maps. | Observation notes proforma |
| 15 mins | Explain the Guided Inquiry Design process.   * Find information about given questions, * Collect that information, organise it and analyse it, * Use it for the culminating activity.   Explain that the GID process involves 8 stages.  Guide negotiations as necessary but allow students’ voices to be strongest. | Listen attentively.  Place the cards in predicted order of stages. Match them with the explanation cards.  Share ideas; negotiate as a class to find an agreed order. | Two sets of cards per group icons for each stage  explanations of stages |
| 5 mins | Explain:   * initially, questions are given but as we go on students can create and modify questions for themselves * students should pay attention to types of questions and methods presented. * Students will reflect in the form of journal entries. | Listen attentively. |  |
| 15 mins | Demonstrate setting up a folder in their Google Drive to keep their work organised. | Set up Google Drive folder. Create a Doc called “Reflective Journal”. Make note of the activity from this lesson and what they hope to learn. Students record two strengths and something to improve. |  |
|  | 15 mins | Assist with book recommendations, inquires, checking in and out books as required. | Browsing and borrowing time. |  |

## Inquiry unit overview

**NB**: it is assumed that students have access to an internet connected computer for each lesson.

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| Phase | Outline of teaching and learning activities | Resources | Assessment |
| ***2 Immerse***  Build background knowledge. Select a topic for investigation. | **Session 2 – Single period** Focus question: Who are Australia’s neighbours?   * Discuss features of political maps. * On a political map of Asia, students write country names and colour code to show the regions. Atlases may be used. * Students reflect on their knowledge, recording three types of information that can be found in an atlas and their level of confidence finding it.   **Session 3 – Double period.**  Focus question: What trade links does Australia have with neighbours?   * Brainstorm possessions students have and where they are manufactured. Classify them as imports or domestic trade. * Students predict Australia’s biggest exports/imports and trading partners. * Introduce the Observatory of Economic Complexity website (Simoes n.d.). Discuss features and reliability. Annotate using the mark up feature in Microsoft Edge. * “What trade links does Australia have with neighbours?” Inquiry circles investigate imports/exports. Identify Australia’s top 10 exports or imports and to create a virtual poster about where those goods go to/come from. Demonstrate how to record references in text. * Students reflect on the methods they used to make their information visual.   **Session 4 – Double period**  Focus question: How can we use evidence to support our arguments?   * Reassemble map that has been cut into jigsaw pieces. Activate prior knowledge. Students colour any country that has been visited by a member of the group. Invite members to describe their experiences to their colleagues. * Ask students, “Does everyone across the world live in the same type of house?” Invite students to think, pair share, identifying possible evidence. Discuss, eliciting several forms of evidence, e.g. images, books, descriptions from explorers, personal accounts etc. * Students spend 10 minutes finding their evidence and contribute it to a shared Google Jamboard. Record the title of any print resources selected. * Explore and discuss the Jamboard together. Note whether any groups have recorded their sources as they were contributing. Discuss how and why to attribute credit to information producers. * Jointly make another page on the Jamboard and label it “Bibliography”. Students return to their evidence and record references both in text and on the bibliography page. * Invite students to reflect on the necessity and process of recording the source of information and evidence. | Unlabelled political map of the Asian region  Atlases  Blank index cards  Smartboard  Mice (optional)  For each group: a political map of the Asia Pacific Region cut into jigsaw pieces  Prepared Google Jamboard | Can students locate specific information?  Can students categorise data?  Can students determine the reliability of a source?  Can students organise information visually?  Can students explain their design choices?  Can students identify possible sources of information?  Can students employ appropriate netiquette?  Are students aware of the need to attribute credit?  Can students appropriately record the source of information? |
| ***3 Explore*** Explore the interesting ideas and concepts by browsing and dipping into a variety of resources. | **Session 5 – Double period**  Focus question: What significant challenges are faced by the populace of Australia’s neighbours?   * Introduce the [CIA World factbook](https://www.cia.gov/library/publications/resources/the-world-factbook/) website. Discuss features and reliability. Discuss inferences that might be made based on some statistics present. Introduce note taking scaffold (Cornell Notes, n.d.). * Students form jigsaw groups based on a country of interest. Students select the topic to investigate from the list below. Students then form inquiry circles to investigate similar topics. * Topics for investigation:   + basic needs and human rights   + country statistics   + economy   + significant cultural   + brief history * Jigsaw groups reform and record findings using a shared Google Slide. * Ensure students have a copy of their group’s work in their Google Drive folder. Invite students to reflect on the process they undertook to find and record information and how their confidence is developing.   **Session 6 – Single period** Focus question: What significant challenges are faced by people living in the country you investigated?   * Groups discuss and seek clarification on details they recorded earlier. Students list key pieces of supportive evidence using an evidence guide graphic organiser. Remind students to attribute credit. * Invite students to reflect on the necessity of selecting some key pieces of evidence rather than trying to include everything.   **Session 7 – Single period** Focus question: What aid is already available in the area?   * Review information students have discovered so far. Introduce the notion of a Non-Government Organisation. Explain their role and invite students to share any experiences they have with NGOs. * What aid is available in the Asian region? Brainstorm some key words and types of information they expect to find and search strategies to employ. * Allow students time to seek information about NGOs that operate in the region. * Groups report back to the class. Model how to record information in table in a shared Google Doc. * Students reflect using a graffiti table session regarding the ways they broke down the question. Add to their reflection document.   **Session 8 – Double period** Focus question: What aid is already given by the Australian Government?   * Review NGOs investigated previously. Discuss: The Government provides financial assistance to specific programs. Show students DFAT website: <https://dfat.gov.au/aid/where-we-give-aid/pages/where-we-give-aid.aspx> * Students join an inquiry circle based on a country of interest. Use the annotation feature in Microsoft Edge and a notetaking scaffold to note significant information as they come across it. eg [this example](https://mrsgodfreysclass.weebly.com/uploads/1/3/3/4/13345021/column_note_taking.jpg) (Cornell Notes retrieved from <https://mrsgodfreysclass.weebly.com/student-success.html>). * Share findings and identify themes. On a shared Jamboard, jointly create enough pages that each can be labelled with one theme. Circles add relevant information. * Students reflect on their confidence using a mind-map and potential benefits. | Smartboard  [Note taking scaffold](https://mrsgodfreysclass.weebly.com/uploads/1/3/3/4/13345021/column_note_taking.jpg)  Prepared Google Slides  Graphic organiser such as those in Scherber (n.d.)  Large pieces of roll paper, markers  Smartboard  Note taking scaffold | Can students evaluate the reliability of a website?  To what extent can students determine important information for recording?  Can students use organise their files efficiently?  Can students identify key information and record its source?  Are students aware of search techniques?  Can students select key words for a search?  Can students operate independently and as part of an inquiry circle?  Can students identify themes in data? |
| ***4 Identify*** Identify and articulate an authentic, engaging inquiry question. | **Session 9 – Double period** Focus question: What makes a good inquiry question?   * Students record the names of 15 [countries in our Region](http://worldpopulationreview.com/countries/apac-countries/) on small cards. Arrange cards to show relative power. Discuss the subjective nature of the question and how we could refine it. * Review shared documents and information. Remind students of the [learning scenario](#_Learning_scenario). Brainstorm further information needed. * Students develop an inquiry question. Record it on a virtual post-it note. Students review the questions. Inquiry circles may be formed. * Discuss identification of possible sources and access to them. Remind students about recording sources. * Conference individually regarding clarification of their question and the strategies. * Invite students to reflect by offering some tips for others wishing to pose inquiry questions. | Small blank index cards (at least 15 per group)  Prepared Jamboard  Path finder | What sorting strategies do students use?  Can students pose suitably specific inquiry questions?  Can students identify sources? |
| ***5 Gather*** Gather, examine and analyse information from a variety of sources. | **Session 10 – Multiple periods.** Focus Question: What additional information is available?   * Students join an inquiry circle to find and record information to answer their question. Students record their information and sources on a notetaking scaffold ([resources.chuh.org](https://images.template.net/wp-content/uploads/2015/11/13182322/Cornell-Note-Taking-Template-Blank-Excel-Download.xls)) * Share results, ensure Google Drive folder is organised efficiently and reflect on the information seeking process. | Note taking scaffold | Can students employ the skills and strategies covered to date? |
| ***6 Create*** ***7 Share***Synthesise the information and ideas gathered. Create and share a product of learning. | **Session 11 – To be completed in writing lessons.**   * Students respond, by way of a persuasive essay, to the [learning scenario](#_Learning_scenario). * Review requirements of a persuasive essay. Encourage students to use specific evidence and references in their work. * Encourage students to seek feedback from peers. * Conference with each student and offer specific feedback. * Encourage students to edit and redraft their work. | Visual persuasive writing resources  Student writing workbook or computer as desired  [Feedback guide](https://www.worksheetplace.com/mf_pdf/Effective-feedback-1.pdf) | To what extent can students retrieve, synthesise and reference information? |
| ***8 Evaluate*** Evaluate and reflect on the content learning and inquiry process. | **Session 12 – Single period**  Focus Question: How did it go?   * Students complete a reflection questionnaire * Consider: * What have we learned? * What went well/could be improved? * What factors influenced your ability to work collaboratively? * How has your confidence in your research ability changed? * How did the organisation of your Google Drive influence the outcome? * Was the GID process more or less engaging than traditional lessons? Why? * What further questions arose? | Reflection questionnaire | Do students have a realistic view of their research abilities?  Can students articulate their learning - both subject knowledge and information skills? |

## Assessment of General Capabilities

The TL should use the formative assessment prompts listed above and examination of student reflections to guide observations and keep anecdotal records to identify common areas of need and indicate topics for targeted interventions. Students should share their Google Drive folder with the TL so that they can monitor organisational strategies. Student reflections could be submitted via Google Classroom to assist with monitoring and ensure they are as contemporaneous as possible.