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| **GUIDED INQUIRY DESIGN IL PLAN – Year 9 History – World War I****Created by Amy Fulton, ETL401 201960** |
|  | **Learning Outcomes/Content descriptions: (Teachers)*** An overview of the causes of WWI and the Australian experience of the war, including the nature and significance of the war in world and Australian history [(ACDSEH021)](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/?year=12320&strand=Historical+Knowledge+and+Understanding&strand=Historical+Skills&capability=ignore&capability=Literacy&capability=Numeracy&capability=Information+and+Communication+Technology+%28ICT%29+Capability&capability=Critical+and+Creative+Thinking&capability=Personal+and+Social+Capability&capability=Ethical+Understanding&capability=Intercultural+Understanding&priority=ignore&priority=Aboriginal+and+Torres+Strait+Islander+Histories+and+Cultures&priority=Asia+and+Australia%E2%80%99s+Engagement+with+Asia&priority=Sustainability&elaborations=true&elaborations=false&scotterms=false&isFirstPageLoad=false)
* The impact of WWI, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) [(ACDSEH096)](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/?year=12320&strand=Historical+Knowledge+and+Understanding&strand=Historical+Skills&capability=ignore&capability=Literacy&capability=Numeracy&capability=Information+and+Communication+Technology+%28ICT%29+Capability&capability=Critical+and+Creative+Thinking&capability=Personal+and+Social+Capability&capability=Ethical+Understanding&capability=Intercultural+Understanding&priority=ignore&priority=Aboriginal+and+Torres+Strait+Islander+Histories+and+Cultures&priority=Asia+and+Australia%E2%80%99s+Engagement+with+Asia&priority=Sustainability&elaborations=true&elaborations=false&scotterms=false&isFirstPageLoad=false)

**Elements of the General Capabilities: (Teacher Librarian)*** Critical and Creative Thinking (CCT) - Inquiring
	+ - Pose questions ([ACHHS166; ACHHS167](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/?year=12320&strand=Historical+Knowledge+and+Understanding&strand=Historical+Skills&capability=ignore&capability=Literacy&capability=Numeracy&capability=Information+and+Communication+Technology+%28ICT%29+Capability&capability=Critical+and+Creative+Thinking&capability=Personal+and+Social+Capability&capability=Ethical+Understanding&capability=Intercultural+Understanding&priority=ignore&priority=Aboriginal+and+Torres+Strait+Islander+Histories+and+Cultures&priority=Asia+and+Australia%E2%80%99s+Engagement+with+Asia&priority=Sustainability&elaborations=true&elaborations=false&scotterms=false&isFirstPageLoad=false))
		- Identify and clarify information and ideas ([ACHHS168; ACHHS169; ACHHS170; ACHHS172; ACHHS173](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/?year=12320&strand=Historical+Knowledge+and+Understanding&strand=Historical+Skills&capability=ignore&capability=Literacy&capability=Numeracy&capability=Information+and+Communication+Technology+%28ICT%29+Capability&capability=Critical+and+Creative+Thinking&capability=Personal+and+Social+Capability&capability=Ethical+Understanding&capability=Intercultural+Understanding&priority=ignore&priority=Aboriginal+and+Torres+Strait+Islander+Histories+and+Cultures&priority=Asia+and+Australia%E2%80%99s+Engagement+with+Asia&priority=Sustainability&elaborations=true&elaborations=false&scotterms=false&isFirstPageLoad=false))
		- Organise and process information ([ACHHS164; ACHHS165; ACHHS171; ACHHS173; ACHHS174; ACHHS175](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/?year=12320&strand=Historical+Knowledge+and+Understanding&strand=Historical+Skills&capability=ignore&capability=Literacy&capability=Numeracy&capability=Information+and+Communication+Technology+%28ICT%29+Capability&capability=Critical+and+Creative+Thinking&capability=Personal+and+Social+Capability&capability=Ethical+Understanding&capability=Intercultural+Understanding&priority=ignore&priority=Aboriginal+and+Torres+Strait+Islander+Histories+and+Cultures&priority=Asia+and+Australia%E2%80%99s+Engagement+with+Asia&priority=Sustainability&elaborations=true&elaborations=false&scotterms=false&isFirstPageLoad=false))

N.B. The CCT General Capabilities marry up with many of the Australian Curriculum Historical Skills - noted in brackets beside each CCT above.  |
| **Topic statement:***World War I had a significant impact on Australia.* |
| **Guided Inquiry Stage** | **Teaching Strategies** | **What students are doing** |
| **Open*****1 Open*****Refer to introductory lesson for this stage at end of document.** | Lessons 1-2 |  |
| **Resources:** All scaffolds are modified to the needs of St Andrew’s (STACC) Year 9 History.Every lesson:* Laptop
* AndIE
* Blog
 |
| **Immerse*****2 Immerse*** | Lessons 3-5ST* Background on how Australia became involved in WWI – *ClickView movie*

TL* Introduce & explain *Read View Listen Connect* scaffold

ST* Short and long term causes of WWI.
	+ 5 Expert groups using NSW Government [*100 years of ANZAC*](https://schoolsequella.det.nsw.edu.au/file/26f8ba69-75dc-4fcb-b322-a3a9e3b9e6e2/1/off_to_war/index.htm) and [*History on the net*](https://www.historyonthenet.com/world-war-one-causes-2) websites, *RVL Connect* & *Oxford Big Ideas 9* text.

TL* Revise *Mindomo* steps to create a concept map.
* Blog entry #2
 | * Watch [ClickView: *Causes of World War I*](https://online.clickview.com.au/libraries/videos/3ae84cc6-ba90-3484-0a1c-accb4ae743ae/causes-of-world-war-1-what-caused-the-great-war)(22:43)
* Expert groups – *RVL Connect* scaffold one per topic:
	+ Nationalism
	+ Imperialism
	+ Militarism
	+ Triple Alliance
	+ Allies: Triple Entente
* Group adds notes to collab. doc on AndIE. 1 student to present group’s information to whole class.
* Design a concept map depicting the short and long term causes of WWI using *Mindomo*. (Formative).

 * Complete *blog entry #2* – Why did Australia join WWI? Name one thing you did not already know?
 |
| **Additional Resources:*** ClickView – *Causes of WWI.* (Classroom Video, 1999)
* RVL Connect scaffold (Loertscher et al., 2005)
* [100 Years of ANZAC](https://schoolsequella.det.nsw.edu.au/file/26f8ba69-75dc-4fcb-b322-a3a9e3b9e6e2/1/off_to_war/index.htm)
* [History on the Net](https://www.historyonthenet.com/world-war-one-causes-2)
* Oxford Big Ideas 9 text (REFERENCE)
* Mindomo
 |
| **Explore*****3 Explore*** | Lessons 6-9ST* Introduce topics: propaganda, warfare (tactics; trench), Gallipoli Campaign, Western Front, Homefront (role of women), conscription. Students do a broad search on each topic and complete the *KWLH* scaffold.
* Assist students

TL* Review searching on *Oliver* and *AndIE Library* page with Research link
* Provide students with an example primary source electronically & model *Evaluating Information* scaffold (refer to CRAP test infographic). Particularly emphasise reliability & bias.
* Revise SLASA (online referencing tool -AndIE Library page). Complete example using previous primary source.
 | * Complete *KWLH* scaffold
* Complete *Evaluating Information* scaffold for 1 primary & 1 secondary source. Use 1 print & 1 electronic.
* Complete SLASA steps with TL
* Complete *blog entry #3* – Which source is more reliable and why? Who is in your group? Which topic are you thinking of researching and why?
* Differentiation – 1 secondary source only
 |
| **Additional Resources:*** KWLH scaffold (Fitzgerald & Sheerman, n.d.)
* *Oliver*
* 1 primary source
* Evaluating Information scaffold (Researching Together: engaging minds, n.d.)
* SLASA online referencing tool
* CRAP test infographic (Rieger, 2016).
* Frozen loan of print resources.
 |
| **Identify*****4 Identify*** | Lessons 10-11TL* Teach rules for developing inquiry questions using *Developing a big question for your research* scaffold
* Support students locating sources for inquiry

ST* Conference with student groups regarding chosen topics providing guidance and clarification
 | * Complete *Developing a big question for your research* scaffold based on overarching statement: *World War I had a significant impact on Australia.*

Think-pair-share in chosen groups & decide on 1 question. * Conferencing with ST in groups & start information seeking.
* Complete *Reflection #2* & upload to AndIE.
* complete *blog entry #4* – your inquiry question and note major points
* Differentiation – provide more scaffolding for students with identified learning needs
 |
| **Additional Resources:*** Developing a big question scaffold (Fitzgerald & Sheerman, n.d.)
* Frozen loan of print resources.
* Reflection #2 (Todd et al., 2005).
 |
| **Gather*****5 Gather*** | Lessons 12-17TL* Introduce *Google Keep* for storing resources
* Instruct group leaders to create & group share a Google Doc for recording references (Include ST & TL). Remember SLASA.
* Note taking using *Cornell Note Taking* System

ST* Provide links to chosen topics
* Continue conferencing
 | * Add *Google Keep* to Google Drive and add electronic sources found
* Keep list of sources in APA format in shared Google Doc – minimum 6 sources – (minimum 2 primary). Remember CRAP & SLASA.
* Use *Cornell Note Taking* scaffold from AndIE -1 per source either electronically or handwritten
* Inquiry circles – share sources of information, how to find them, are they reliable & why? Share inquiry hot tips with peers.
* Complete *blog entry #5* – how are you feeling? Are you making progress? Do you feel confident about your learning?
* Differentiation – vary the number of sources according to ability
 |
| **Additional Resources:*** Google Keep
* Cornell Note Taking scaffold *(*The Cornell Note-taking System, 2001)
* SLASA
* Frozen loan of print resources.
* Google Docs
 |
| **PRESENTATION – Create / Share*****6 Create7 Share*** | Lessons 18-25ST* Review PEEL paragraph structure using guide.

TL* *In-text citations – ‘how to’*, examples & sentence starters for scripts/ presentations
* Suggest presentation modes: google slides, PowToon, gameshow, interview, news report
* Reminder to include primary sources in presentation
 | * use evidence and notes from research to create multi-modal presentation 3-5 minutes (400-600 words). Include in-text citations in your script, bibliography, at least 2 primary sources. Can be pre-recorded.

Lessons 22-25* present multi-modal presentation to the class. Can be pre-recorded and submit script through AndIE
* complete *Review of peers’ final presentations* scaffold during presentations.
 |
| **Additional Resources:*** PEEL paragraph scaffold
* Modified Peer Review slip
* In-text citations ‘How to’ scaffold
* Review of peers’ final presentations scaffold (Fitzgerald & Sheerman, n.d.).
 |
| **Assessment – Evaluate*****8 Evaluate*** | Lessons 26-30* ST & TL to complete *Assessment Rubric*:
	+ ST – Knowledge & Understanding
	+ TL – CCTs
	+ ST & TL MM presentation & blog

Culmination conversation (teaching team)ST and TL to evaluate:* Strategies:
	+ effective vs ineffective
	+ improvements/remove
* possible future GI activities
* overall effectiveness of GI unit for individual students and whole class e.g. student engagement, knowledge learnt, achievement outcomes.
 | * Complete *Reflection #3* (Todd et al., 2005) & upload to AndIE.
* Complete *self-evaluation survey* on AndIE
* round-table class culmination conversation using Talk Tickets to ensure all students are heard
* complete *blog entry #6* – Do you believe you have achieved a good level of understanding of WWI? Could you teach someone else about your chosen topic? What did you enjoy most throughout the GI process?
 |
| **Additional Resources:*** Reflection #3 (Todd et al., 2005).
* PQP peer review scaffold (Fitzgerald & Sheerman, n.d.).
* Self-evaluation survey (AndIE).
* Talk Tickets
* Assessment Rubric
 |
| **Evidence of achievement of Knowledge & General Capabilities:*** inquiry blog entries (Formative)
* observation of participation/engagement in class activities: think-pair-share x 2; expert groups; inquiry circles; general group work; culmination conversation (Formative)
* Presentation Rubric (Summative)
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**Introductory lesson plan Year 9 History WWI**

**Guided Inquiry Phase:** OPEN

**Learning intentions:**

Students will:

* have increased background knowledge and understanding of WWI
* understand the Guided Inquiry process

**Success Criteria:**

Students will:

* identify the who, when, where, why, what and how of WWI
* explain the steps involved in GID and describe how this will relate to our topic.

**Location:** Senior Library Glass Classroom

**Team:** Subject Teacher (ST) and Teacher Librarian (TL)

**Lesson Length:** 2 x 40 minutes (double)

**Resources:** Scaffold sheets adapted for St Andrew’s (STACC) Year 9 History. All located on AndIE Class page.

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| **Activities** | **What the teaching team is doing – TL, Teachers & Students** | **Resources** |
| **Starter**Time: 10 min | ST:* Introduce topic and learning outcomes
* Refer students to AndIE class page where all resources will be located
* Distribute Assessment task (digital & print) – In groups of 2-3 you are to research, create and present a multi-modal presentation on a subtopic of your choice proving or disproving the overarching statement: *World War I had a significant impact on Australia.*
 | * laptops
* AndIE class page
* Assessment task sheet
 |
| **Worktime**Time: 20 min | ST:* Think-Pair-Share using *Building Background* scaffold - what do students already know about WWI? Class discussion - ST note-take on whiteboard & students add to scaffold
* Background information on WWI: 5Ws+H PowerPoint. Students download (AndIE) and complete 5Ws+H scaffold
 | * *Building Background scaffold* (Loertscher et al., 2005)
* *5Ws+H scaffold*
* *5Ws+H PowerPoint*
* Laptops

  |
| **Worktime**Time: 30 min | TL:* *What is inquiry-based learning?* (YouTube)
* What is GID? Use the *Research River PowerPoint* adapted from Fitzgerald (2017) to explain GID. Students use Lucidchart to design a flow chart of the GID (Formative)
* game of Heads & Tails Questioning on the GID process. (Formative)
 | * [What is inquiry-based learning?](https://www.youtube.com/watch?v=QlwkerwaV2E) (Spencer, 2017) (4:37)
* *Research River PowerPoint*
* laptops
* Lucidchart
* lollipops for prizes
* Head & Tails questions
 |
| **Reflection**Time: 10 min + 10 min | TL & Students:* Download and complete *Reflection Sheet #1* (SLIM Toolkit). Upload to AndIE when finished.

ST:* Set up blog spaces and discuss journaling expectations (headings, 1st person etc). Explain - ongoing process throughout the unit and will contribute to formative & summative assessment.

Students:* Complete *blog entry #1* – What are your feelings/thoughts regarding this unit of work? Did you learn anything new today? Do you think the GID process will make learning the content easier?

ST set Homework:* Finish blog entry #1 and reflect on today’s lesson.
 | * *Reflection Sheet #1* (Todd et al., 2005).
* AndIE/blog
* laptops
 |
| **Notes** | ST and TL discuss lesson positives/negatives, students’ engagement levels and consider adjustments for future lessons. | Record discussion notes. |

**Assessment Rubric** Student Name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **A** | **B** | **C** | **D** | **E** |
| **Knowledge and Understanding**[(ACDSEH021)](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/?year=12320&strand=Historical+Knowledge+and+Understanding&strand=Historical+Skills&capability=ignore&capability=Literacy&capability=Numeracy&capability=Information+and+Communication+Technology+%28ICT%29+Capability&capability=Critical+and+Creative+Thinking&capability=Personal+and+Social+Capability&capability=Ethical+Understanding&capability=Intercultural+Understanding&priority=ignore&priority=Aboriginal+and+Torres+Strait+Islander+Histories+and+Cultures&priority=Asia+and+Australia%E2%80%99s+Engagement+with+Asia&priority=Sustainability&elaborations=true&elaborations=false&scotterms=false&isFirstPageLoad=false)[(ACDSEH096)](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/?year=12320&strand=Historical+Knowledge+and+Understanding&strand=Historical+Skills&capability=ignore&capability=Literacy&capability=Numeracy&capability=Information+and+Communication+Technology+%28ICT%29+Capability&capability=Critical+and+Creative+Thinking&capability=Personal+and+Social+Capability&capability=Ethical+Understanding&capability=Intercultural+Understanding&priority=ignore&priority=Aboriginal+and+Torres+Strait+Islander+Histories+and+Cultures&priority=Asia+and+Australia%E2%80%99s+Engagement+with+Asia&priority=Sustainability&elaborations=true&elaborations=false&scotterms=false&isFirstPageLoad=false) | [**analys**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse)**is** of the causes and effects of events and developments and make **discerning** judgments about their importance.  | **analysis** of the causes and effects of events and developments and make **informed** judgments about their importance.  | **analysis** of the causes and effects of events and developments and make judgments about their importance.  | **e**[**xplanation**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) of the causes and effects of and description of why they are important. | **statements about** the causes and effects of events and developments.  |
| **comprehensive** explanation of the impact of WWI, with emphasis on Australia in the chosen topic. | **detailed** explanation of the impact of WWI, with emphasis on Australia in the chosen topic. | **explanation** of the impact of WWI, with emphasis on Australia in the chosen topic. | **description** of the impact of WWI, with some emphasis on Australia in the chosen topic. | **statements about** the impact of WWI, with little or no emphasis on Australia in the chosen topic. |
| **Critical and Creative Thinking - Inquiring** | **Pose questions** | pose questions to **critically analyse** complex issues and abstract ideas. | pose questions to **analyse** complex issues and abstract ideas. | pose questions to **illustrate** issues and ideas. | pose questions to **explain** issues and ideas. | pose questions to **identify** issues and ideas. |
| **Identify and clarify information and ideas** | **clarify** complex information and ideas drawn from a range of primary and secondary sources. | **justify** information and ideas drawn from primary and secondary sources. | **discuss** information and ideas drawn from some primary and mostly secondary sources. | **summarise** information drawn from mostly secondary sources. | **identify** information from secondary sources. |
| **Organise and process information** | **critically** analyse independently sourced information to determine bias and reliability. | **analyse** independently sourced information to determine bias and reliability. | **analyse** mostly independently sourced information to determine bias and reliability. | **explain** collaboratively sourced information to determine bias and reliability. | **identify** collaboratively sourced information with assistance to determine bias and reliability. |
| **Multi-modal presentation** | **Communication** | **purposeful** organisation and presentation of justified conclusions. | **effective** organisation and presentation of informed conclusions. | **organisation** and presentation of conclusions. | **partial** organisation and presentation of **partial** conclusions. | **fragmented** presentation of **partial** conclusions. |
| **Referencing** | **accurate** acknowledgement of sources using **appropriate conventions.** | **acknowledgement** of sources using **appropriate conventions.** | **acknowledgement** of sources. | **partial** acknowledgement of sources. | **lists** of sources. |
| **Journaling Blog** | development of **discerning** understanding of WWI and GID. | development of **informed** understanding of WWI and GID. | development of **understanding** of WWI and GID. | development of **aspects** of understanding of WWI and GID. | **statements** about WWI and GID. |

**Comments:** ­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Subject Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Teacher Librarian:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_