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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 3-5  ST   * 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 6-9  ST   * 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 10-11  TL   * 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 12-17  TL   * 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 18-25  ST   * 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) | | |

**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:

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| **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:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_