



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> ● transdisciplinary theme <p>Where we are in place and time</p> <p>Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <ul style="list-style-type: none"> ● central idea <p>The need for acquisition drives exploration.</p>	<p>Class/grade: 5th grade Age group: 10-11</p> <p>School: Poe Elementary School code: 49497</p> <p>Title: Where we are in Place and Time</p> <p>Teacher(s): Mayces, Stout, Baber, Hubbard, Williams</p> <p>Date: October 19 - November 20</p> <p>Proposed duration: 40 number of hours over 4 number of weeks</p>
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Students will pick a city from the world and create a brochure, advertisement, persuasive essay, debate or mobile to convince others to come to their city.</p> <ul style="list-style-type: none"> -import, exports -natural resources -government -Religion -Geographic factors -Climate -Important leaders 	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Causation, Change, Perspective</p> <p>Related Concepts: patterns, conflict, interdependence</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> ● .Influences of basic needs ● Modifications of the environment ● Consequences of change <p>What teacher questions/provocations will drive these inquiries?</p> <p><u>What are the differences between settlement and migration?</u> How does settlement affect population growth? How do basic needs affect settlement? <u>What drives modification?</u> <u>How do resources affect movement?</u></p>

Planning the inquiry

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”
What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

Sign of the Beaver – Book Bits, Crossword Pre-Vocabulary, Chapter comprehension question

Science – 5 Question Pre-Assessment for specific skills in StemScopes Curriculum

Social Studies- Class discussion on Native American Tribes and reasons for European Colonization. Students should draw parallels between early colonization and the continued movement of groups in various times and places.

Social Studies –pre assessment over European Exploration, create a KWL chart over class discussion on Native American Tribes and reasons for European Colonization. The KWL chart should be revisited continually during discovery process of global movement.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Students will develop a table that demonstrates where and why groups colonize and settle.

Students will investigate the challenges past and present created as a result of human activity and create a cause and effect graphic organizer.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

What are the differences between settlement and migration?

Students will use a Frayer Model to dissect the words settlement and migration.

How does settlement affect population growth?

Devise a population chart comparing colony populations from 1700-1770 and represent the data in a graph

How is settlement driven by needs?

Students will select a place to colonize and defend their decision to select that site.

What drives modification?

Students will brainstorm reasons for modification.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Construct a terrarium to observe non-living and living organisms interacting. Construct and explain the interactions within a food web, including removing producers and consumers to evaluate consequences of human settlement. Construct a triangle foldable to explain major components of the carbon-dioxide cycle.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Research skills-gather information from primary and secondary resources, describe and record data, effectively present research data

Self-management skills- planning and carrying out activities effectively

Communication skills- giving an oral report to your peers

Thinking skills-gain specific facts, ideas, and vocabulary, communicating and interpreting learning

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

-Sign of Beaver Novel Class Sets by Elizabeth George Speare, Colonial Experience: Hand Weaving-Celia Rehm, Calligraphy-Dottie Cook, Beth Harper(Houston Calligraphy Guild), Quilting Bettye Moore, Basket Weaving-Linda Ormand, Games-Joey Milillo - Program Director at Bayou Bend, Carol Turk - Docent for Bayou Bend, Crafts-Paige Fajkus, Greg Fajkus, Angela Reamer, Merideth Melville
- Clip from Movie (Opening of The New World)

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

-Culture, food, clothing ,music, dance, teachers paying teachers resources (book bits, depth/comp), Colonial Experience: Hand Weaving-Celia Rehm, Calligraphy-Dottie Cook, Beth Harper(Houston Calligraphy Guild), Quilting-Bettye Moore, Basket Weaving-Linda Ormand, Games-Joey Milillo - Program Director at Bayou Bend, Carol Turk - Docent for Bayou Bend, Crafts-Paige Fajkus, Greg Fajkus, Angela Reamer, Merideth Melville -Library resources- book about Native American tribes, European explorers, 13 colonies, Computer lab-research skills

The computer lab and library were utilized to research migration and colonization of various time periods and places.

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Reflecting on the inquiry

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

Our students enjoyed learning of the various countries. We feel intertwining the elements of their research would help the student get a better grasp of organisms exploring and acquiring to meet needs. For the future, it will be necessary to have a rubric that is more specific and requires historical information of the settlement of the country and/or city. We would like the students to understand the reason countries were original settled and progression of changes that occur over time.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Students developed research skills when collecting primary and secondary sources. The students had to decipher the information that was collected and analyze the information for relevance to the information needed to be included. Students had to develop a plan for completing their assignment. They were given a due date when the project was assigned. Students had to manage their schedules to allow for time to work on their research. Once completed the students presented their findings and information. Most projects were engaging to their peers and instructors.

As students did their final presentations it was clear that they were more aware now that individuals were shaped based on their ancestral and cultural background. Students commented on the reasons their ancestors had to move. They found out that people moved to different areas of the United States because of the different needs the people had. Students made connections on how different areas of a state or city have a certain population because that area attends to their cultural needs.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?" Students participated in class discussions to develop understanding of reasons people currently move

from one location to another. As a group students used current reasons to develop reasons North

America was explored as settled

- demonstrate the learning and application of particular transdisciplinary skills? Students presented their project orally to their peers. The student's communication of ideas to their peers expressed their interest and excitement of the knowledge gained.

- develop particular attributes of the learner profile and/or attitudes? Students developed thinking skills as well as research skills through the research of their topic. As they researched their topics, students developed skills for interpreting information as well as relating the information to their classmates.

In each case, explain your selection.

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Students took the opportunity to not only do in depth research of various cities but also teach their peers the knowledge gained on the topic. A majority of students used the assignment to gain greater knowledge of their own culture and helps their peers have a glimpse into their upbringing. As students were making presentations, their classmates were asking higher level questions to inquire about the various cultures.

Students inquired about why our student populations was the make-up it is. This led into discussion of reasons our families migrate from place to place and how our country, city, and school have changed. The students developed ideas of past change based on the changes they currently observe.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act..

Students used this opportunity to explore reasons for change. They sought out information on what drives modification and how modification impacts populations and resources. They enjoyed being able to blast to the past to observe the changes that have occurred of hundreds of years.

9. Teacher notes