

# PLANNING A GUIDED INQUIRY UNIT - TEMPLATE

## Integrating Guided Inquiry and Web 2.0 into the Australian Curriculum

**Year level: 10**

### Learning areas:

History – Core Study – Depth Study 4 – Rights and Freedoms 1945 to the present. (N.B. content focuses on aspects relevant to Aboriginal and Torres Islanders rights and freedoms)

<http://syllabus.bostes.nsw.edu.au/hsie/history-k10/content/835/>

**Inquiry focus:** (essential question) Why have Aboriginal and Torres Strait Island (ABTSI) peoples struggled to achieve their rights and freedoms in the post war period?

**Summary of task:** Students will be engaged in a Guided Inquiry focussing on the following: On every measure ABTSI peoples are at a disadvantage compared to White Australia. What are the contributing factors to the inequalities/inequities reflected in this social and economic disadvantage in the post war period until the present?

### Keywords:

- activism, nationalism, , assimilation, protection, integration, self-determination, reconciliation, psychological impact

### Learning approach:

- The Guided Inquiry process will require students to explore a topic, identify an area of personal interest, ask broad and deeper questions, uncover connections through research of relevant information, and develop deeper understanding about the inquiry focus question.
- During different stages of the Guided Inquiry process students will collaborate in small inquiry groups and work independently.
- More information about Guided Inquiry at <https://guidedinquiryoz.edublogs.org/practice-2/>

### Learning area skills:

Refer to Inquiry skills from learning area 'content descriptions' to be addressed <http://syllabus.bostes.nsw.edu.au/hsie/history-k10/content/835/>

### Cross curriculum priorities:



- Aboriginal and Torres Strait Islander histories and culture



## **General capabilities:**




- Ethical understanding
- Critical and creative thinking
- Intercultural understanding
- Information & Communication technology
- Personal and Social capability
- Civics & Citizenship
- Difference & Diversity


## **Assessment:**

- Formative assessment – online tools such as wikis, google docs or google sites etc that allow for comments and feedback are ideal for collaborative peer learning and formative assessment.
- Self-assessment – opportunities for regular reflection are key.

Stage	Description	Scaffolds/Strategies	Resources	Responsibility TL / Teacher
	<p>Get the students excited about the inquiry topic</p> <ul style="list-style-type: none"> <li>• Invitation to inquiry</li> <li>• Open minds</li> <li>• Stimulate curiosity</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy activity to open minds to our attitudes and expectations around rights and freedoms</li> <li>• Video to stimulate curiosity eg Freedom ride anniversary?</li> <li>•</li> </ul>	<p>See outline provided in resources link e.g. What are my rights and freedoms?</p> <ul style="list-style-type: none"> <li>• Scaffolds: <a href="https://guidedinquiryoz.edu.au/dublogs.org/guided-inquiry-process/open/">https://guidedinquiryoz.edu.au/dublogs.org/guided-inquiry-process/open/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative Teacher librarian and teacher, to establish inquiry framework</li> </ul>
	<p>Students get the BIG picture about the theme to be studied, and select a topic</p> <ul style="list-style-type: none"> <li>• Build background knowledge</li> <li>• Connect to content</li> <li>• Discover interesting ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Key ideas: Government policy; Activism and civil rights. Why?</li> <li>• Visible Thinking Routines to make connections and build knowledge – Individual and pairs</li> <li>• Individual concept mapping, shared and developed with inquiry group to build knowledge and make connections</li> </ul>	<ul style="list-style-type: none"> <li>• Resources: Abo call, Aboriginal rights, UN Declarations – human rights/rights of child, case study of Charles Perkins <a href="http://www.visiblethinkingpz.org/">http://www.visiblethinkingpz.org/</a></li> <li>• Digital concept mapping tools eg bubbl.us</li> <li>• Scaffolds: <a href="https://guidedinquiryoz.edu.au/dublogs.org/guided-inquiry-process/immerse/">https://guidedinquiryoz.edu.au/dublogs.org/guided-inquiry-process/immerse/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Librarian – concept mapping, visible thinking routines</li> <li>• Teacher – key historical ideas and collaborative teaching with TL</li> </ul>

	<p>Students build background knowledge of their topic</p> <ul style="list-style-type: none"> <li>• Explore interesting ideas</li> <li>• Look around</li> <li>• Dip in</li> </ul>	<ul style="list-style-type: none"> <li>• Students select a broad topic that they are personally interested in exploring further</li> <li>• Students complete the question framework: Who? What? When? Where? How? Why? So what (why is it important to develop a deeper understanding of this topic/issue)?</li> <li>• Option to explore two topics is recommended so that students can dip in before deciding direction.</li> <li>• Source evaluation-availability of relevant and accurate information.</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffolds: <a href="https://guided inquiryoz.edublogs.org/guided-inquiry-process/explore/">https://guided inquiryoz.edublogs.org/guided-inquiry-process/explore/</a></li> <li>• Texts to support exploration include: Sally Morgan, <i>Sister Heart</i> Sue Lawson, <i>Freedom Ride</i> Jane Harrison, <i>Becoming Kirralee Lewis</i> Trina Saffioti, <i>Stolen girl</i> (Picture book)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher librarian – broad research strategies</li> <li>• Teacher – connecting research to content and essential question</li> </ul>
	<p>Students choose a research question and focus for their research</p> <ul style="list-style-type: none"> <li>• Pause and ponder</li> <li>• Identify inquiry question</li> <li>• Decide direction</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop a research question, including sub-questions that they will use to focus research. Connections to essential question important.</li> <li>• Time to reflect is critical, and collaborative discussion within an inquiry circle supports student decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Scaffolds: <a href="https://guided inquiryoz.edublogs.org/guided-inquiry-process/identify/">https://guided inquiryoz.edublogs.org/guided-inquiry-process/identify/</a></li> </ul>	<ul style="list-style-type: none"> <li>• At this stage all students will need guiding interventions from Teacher librarians and teachers</li> </ul>

 <p><b>Gather</b></p>	<p>Students collect detailed information from a variety of sources</p> <ul style="list-style-type: none"> <li>● Gather important information</li> <li>● Go broad</li> <li>● Go deep</li> </ul>	<ul style="list-style-type: none"> <li>● Focus on research - variety of sources</li> <li>● Focus on note-making skills – summaries, paraphrasing, connecting to question, referencing</li> <li>● Focus on evaluating historical sources, primary/secondary sources</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Scaffolds: <a href="https://guidedinquiryoz.edublogs.org/guided-inquiry-process/gather/">https://guidedinquiryoz.edublogs.org/guided-inquiry-process/gather/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Teacher librarian – research and notemaking skills including interventions for skills as required</li> <li>● History teacher – historical sources</li> </ul>
 <p><b>Create</b></p>	<p>Student put all of their ideas together to create their product</p> <ul style="list-style-type: none"> <li>● Reflect on learning</li> <li>● Go beyond facts to make meaning</li> <li>● Create to communicate</li> </ul>	<ul style="list-style-type: none"> <li>● Personalised response to the question they have asked in the identify stage, and researched in the gather stage.</li> <li>● Product suggestion – website</li> <li>● Reflect on learning – knowledge, understanding as well as skill development</li> </ul>	<ul style="list-style-type: none"> <li>● Scaffolds: <a href="https://guidedinquiryoz.edublogs.org/guided-inquiry-process/create-share/">https://guidedinquiryoz.edublogs.org/guided-inquiry-process/create-share/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Teacher librarian and teacher</li> </ul>
 <p><b>Share</b></p>	<p>Students present their ideas to others, and communicate what they have learned to others</p> <ul style="list-style-type: none"> <li>● Learn from each other</li> <li>● Share learning</li> <li>● Tell your story</li> </ul>	<ul style="list-style-type: none"> <li>● Student presentation of learning can be small or large group, the opportunity to tell their learning story key.</li> </ul>	<ul style="list-style-type: none"> <li>● Scaffolds: <a href="https://guidedinquiryoz.edublogs.org/guided-inquiry-process/create-share/">https://guidedinquiryoz.edublogs.org/guided-inquiry-process/create-share/</a></li> </ul>	

	<p>Students reflect on their learning</p> <ul style="list-style-type: none"> <li>• Evaluate achievement of learning goals</li> <li>• Reflect on content</li> <li>• Reflect on process</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-assessment through reflection.</li> <li>• Peer (inquiry group) review of presentation</li> <li>• Teacher evaluation of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics, reflections and peer review:  <a href="http://guidedinquiryoz.edu/blogs.org/guided-inquiry-process/evaluate/">http://guidedinquiryoz.edu/blogs.org/guided-inquiry-process/evaluate/</a> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher librarian and teacher involved in formative and summative assessment of learning</li> </ul>
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Developed by Ross Todd and Lyn Hay for SybaSigns Seminar - The National Curriculum: Developing a Guided Inquiry & Web 2.0 Approach – 21 June 2013  
 Based on Kuhlthau, C.C., Maniotes, L.K., & Caspari, A.K. (2012).