Planning the inquiry

1. What is our purpose?

To inquire into the following:

- transdisciplinary theme

How We Organize Ourselves: An inquiry into the interconnectedness of human-made systems and communities, the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

- central idea

Transportation systems directly impact the needs of the community.

Summative assessment task(s):

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students will create a diorama of landforms of a city of their choice and explain, show and demonstrate the best ways to move goods and people in and out of the community.

http://www.scholastic.com/teachers/top_teaching/2010/03/region-tour

2. What do we want to learn?

What are the key concepts (Function, Causation and Connection) to be emphasized within this inquiry?

Function: Transportation functions as a system to move goods and people.

Causation: Communities develop transportation systems to serve the needs of the community.

Connection: How does transportation connect people and places and goods around the world.

What lines of inquiry will define the scope of the inquiry into the central idea?

- How does transportation make it possible to meet human needs?
- How do landforms effect transportation systems
- Countries and maps
- How number systems, maps, symbols used transportation?

What teacher questions/provocations will drive these inquiries?

- Why is transportation important?
- How do people’s needs and wants effect transportation?
- How do landforms effect transportation and needs and wants?
- How does transportation effect everyday life?
- How do maps help us transport people and things around the world?
- What type of systems do we need to transport people, places and goods.
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?

KWL chart- Focused on what we know and what do we wonder about transportation?

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

1. Identify different transportation systems and explain why we choose different ones based on needs of communities.
2. Choose one method of transportation. Students write stories or create posters pretending they are in charge of getting a product from one place to another (within US or global). Where would they go? What would they carry? How would they carry goods?
3. Students will identify the importance of landforms in determining the mode of transportation for specific goods. (fish vs. corn) (coal vs. timber)

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?

Discuss transportation. Explain that it is a system of carrying things, people, or goods from one place to another. Brainstorm different modes of transportation and why they are used.

Why do we need to move people and goods around the world?

How do we move people and goods around the world?

Do different landforms determine the modes of transport?

What systems do you think connect people around the world?

Students responses are posted on chart paper.

Show students a world map or a globe.

Identify the different continents and countries.

Identify landforms (oceans, rivers, mountains, arctic, deserts, volcanoes, islands, etc.).

Look at a US or world map. Find Chicago. Find Illinois. Find other states and their landforms on the map and map symbols.

Read Lizzie’s Morning (national geographic story). Students point out places mentioned in the story and as a class identify them on a world map (ExpeditionsAtlas) and mark them.

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

Transdisciplinary Skills: Students will demonstrate their research skills through their landform research presentations to the class. Students will also demonstrate their knowledge by applying what they have learned to their land forms.

Learner Profile Attribute: Students will be guided to discuss the attribute of being knowledgeable in the context of transportation. The attitude being addressed will be that of creativity in the context of the students’ landform displays.

5. What resources need to be gathered?

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

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? The classroom will have display or transportation artifacts such as copies of plane and train tickets, train travel schedules, dioramas of landforms

We All Go Traveling By Hop aboard
Cars and Trucks and Things That Go by Richard Scarry
What Do People Do All Day by Richard Scarry
Locomotive by Brian Floca
Busy, Busy World by Richard Scarry
Sail Away by Donald Crews
Forms of Transportation by Bruce Larkin
**Do Something in Your Community.** Amanda Rondeau.

Simple text describes ways people of all ages can contribute to their local, national and world communities.
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.

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

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 used the maps to learn how to navigate travel around the world.
- Students learned the importance of landforms and its impact on the type of transportation in each community.
- Students understood that transportation of specific goods requires specific modes of transport.
- Students demonstrated that transportation is directly linked to landforms.
- Students demonstrated the need for a number system, symbol system
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

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.

At this point teachers should go back to box 2 “What do we want to learn?” and
highlight the teacher questions/provocations that were most effective in driving the
inquiries.

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.

9. Teacher notes

Planning in the inquiry

5. What resources need to be gathered?
Language Arts:

Guided Reading: Incorporate books on transportation, communities, countries, flags, languages, landforms, neighborhoods, economy fisherman, mining, farming, craft and industrial workers, urban rural neighborhoods

- Graphic Organizers for Writing and Reading – Discuss how we use these to organize our thoughts for reading and writing

Writing:
Reflections about unit

Writing Center

- Pencils with plastic cars glued to their tops
- Blank books with vehicles on the covers
- Sentence strip reading: I like to ride in a __.
- Labeled picture cards of vehicles
- Examples of street signs: stop sign, traffic light, etc.

Math

- Pattern block mats with shapes of different modes of transportation (http://www.prekinders.com/transportation-pattern-block-mats/)
- Graphing to organize information by collecting data

Social Studies:

  a. Use a compass to locate cardinal directions.
  b. Identify the equator and north and south poles.
  c. Identify Illinois and Chicago on a variety of maps and on a globe.
  d. Identify the United States on a variety of maps and on a globe.
  e. Explain how goods and services meet people's needs.
  f. Knows and understand maps, globes and how geography relates to transportation. Use maps to find different continents and regions of the world.
  g.