Planning the inquiry

1. What is our purpose?

1a) 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**

Development and growth of cities depend on environmental resources, human interaction, and technological innovation.

1b) 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 groups will be tour guides of local neighborhood and become knowledgeable of the area and its history (who settled in the area originally and who lives there now) and notable current places (including landmarks, museums, stores, restaurants, etc.) so they can relay information to "visitors" about where to go and what to see. Knowing the history of the neighborhood is key. In addition, they need to know about notable current places (including museums, stores, restaurants, landmarks, parks, etc.). Groups have choice in presentation method.

- Students will individually choose a local history topic connected to the annual history fair theme, research the topic, write a thesis statement, and create a historical exhibit which supports the thesis.

Class/grade: 3 Age group: 8-9 yrs old.

School: Wildwood School code:

Title: Birth of a City

Teacher(s): Ms. Kim & Ms. Mack

Date: January 2016

Proposed duration: 50 hours over 8 weeks

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

**Key Concepts:** Causation: Students will be able to describe how innovations and inventions arise due to specific needs. Connection: Using historical events, students understand how the past influences our future. Form: Students analyze artifacts and its forms to understand how they were used.

**Related Concepts:**

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

- **Using artifacts to understand the past (form)**
- **Historical events that shaped our city (connection)**
- **Innovations and inventions (causation)**

What teacher questions/provocations will drive these inquiries?

- How do we learn about the past? How do artifacts (man-made objects, documents, and photographs) provide clues about life in the past?
- How do artifacts help us understand the past and influence our future?
- What features of an area make it a good place to settle? What were the factors that led to the growth of Chicago?
- What are some groundbreaking innovations showcased for the first time in Chicago during the World’s Columbian Exposition in 1893? Why was the fair so exciting? What about Chicago appeals to and excites people today?
- What features of Chicago make it similar to other major cities? How is it
Why is it important to learn the history of Chicago?

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?

Working in small groups, students have to determine the elements of a city. How do they know they live in a city? They should have at least 10 facts that determine why a city is a city and not a house.

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 show on a map all the different modes of transportation in/out of the city and within the city. (causation)
- Students will research and create a Chicago history inquiry project (connection)
- Students will build a model city which includes innovative ways to address the needs of an urban community (change).

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?

**Using artifacts to understand the past:**

Students investigate old photographs, paintings etc of Chicago, to determine specific changes to the city when compared to current photos of Chicago. They then express their ideas about what caused these changes by writing a short paragraph.

Formative assessment: Students will write a comparison paragraph and express their ideas about what caused these changes.

**Historical events that shaped our city:**

Chicago Flag: Students will identify the symbols of the Chicago flag and know what they represent.

Formative assessment: Students will draw the Chicago Flag and label and identify its symbols and tell why each event was significant in our history.

**Innovations and inventions:**

Students will investigate structures by stacking legos to see how high before it falls.

Formative assessment: create a plan/solution to make stack taller

**Other activities:**

Chicago Web Docent: Chicago History 1800-1900 through web tours of topics related to transportation.

Students will learn about Indian trails, Chicago River, I&M Canal, railroads system, Chicago “L” system, and city streets through navigated tours. They will answer questions in their journal during the tours.
Sister City: Toronto, Canada: Students will use Venn Diagram to compare and contrast Chicago to Canada’s largest city

Great Chicago Fire and the Web of Memory: greatchicagofire.org

Great Chicago Stories: *Trading Stories, The Best of the Fair,* and *Joseph’s Railroad Dreams*

Field Trip: Chicago History Museum

Engineering & technology challenge: Students build model skyscraper

Students will work with 6th graders on mini-history fair. National History Day 2015 Theme: Exploration, Encounter, Exchange in History

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

During the inquiry into Chicago history, students will focus on all RESEARCH skills (formulating questions, observing, planning, collecting, recording, analyzing, and interpreting data, presenting findings):

Students will closely observe and analyze primary source materials and artifacts to learn about Chicago history and how people lived in the past. Students will compare and contrast photographs and compare lives back then to their life now. Students will ask questions to help guide history topic choice and formulate thesis statement, create an outline of ideas to research and map out history fair exhibit, and gather/study information which supports thesis. Students will participate in a classroom history fair.

In the proposal and design of a city, students will focus on THINKING skills (acquisition of knowledge, comprehension, application, evaluation):

Students will learn about local neighborhoods, understand how groups of people with common backgrounds settle together and how neighborhoods change, and apply their knowledge by becoming tour guides. Students will evaluate self and peers on their ability to work collaboratively in groups.

Learner Profile Attributes: **Inquirers and Reflective**

Attitudes: **Commitment and Confidence**
5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?


PBS Geoffrey Baer Chicago timeline

Chicago History Museum classroom resources http://chicagohs.org/education/resources

CHM historical fiction stories http://greatchicagostories.com/

CHM My Chicago http://chicagohistory.org/mychicago/

Burnham Plan Centennial learning resources http://burnhamplan100.lib.uchicago.edu/learning/

Chicago: Choices & Changes http://burnhamplan100.lib.uchicago.edu/learning/classroom_resources/curricula_lesson_plans/third_grade/

CPS/University of Chicago Internet Project http://web.cuip.net/

Future City interactive map of Columbian Exposition fairgrounds http://ecuip.lib.uchicago.edu/diglib/social/worldsfair_1893/interactives/worldsfair_map.html

Chicago Web Docent http://cwd.uchicago.edu/

Chicago Postcard Museum http://chicagopostcardmuseum.org/default.htm

guide/assess non-fiction learning social studies http://teacher.depaul.edu/

Online Encyclopedia of Chicago http://encyclopedia.chicagohistory.org/

Reading Quest strategies for social studies http://readingquest.org/home.html

Building Big interactive labs (skyscrapers) http://pbs.org/wgbh/buildingbig/index.html

Chicago Metro History Education Center http://chicagohistoryfair.org/

Chicago: City of the Century http://pbs.org/teachers/connect/resources/996/preview/

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

Chicago history tradebooks, interactive bulletin board, field trips to local museum, internet sources readily available for research.
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.

Mack: The field trip to the Historical Museum, museum resources and artifacts really helped students to understand the Central Idea. Our case study of Chicago has been rich with examples of environmental resources, the way humans interacted to things like the Great Chicago Fire and how they used innovation to rebuild our city.

Kim: After working in groups on an inquiry into Chicago neighborhoods, students continued to explore Chicago’s history by participating in a history fair. This year, the National History Theme was Exploration, Encounter, Exchange. Many students understood how to put together a thesis statement and use the board or Powerpoint presentation to support their thesis. Some students’ understanding was limited to providing facts only. Regardless, both group and independent projects were evidence that students understood that many factors are involved in what makes up a city. Due to this year’s history theme, students’ understanding of human interactions was the strongest.

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.

I would like to expand our assessment and inquiry into understanding of other major cities around the world.

A more accurate picture of students’ understanding would come from a task which involved students creating their own city and showing how the factors came into play. What was the evidence that connections were made between the central idea and the transdisciplinary theme? Learning about the development of ethnic neighborhoods and how people depend on each other to thrive through the sharing of resources and how innovations were created to meet human needs connected the CI and theme very well.

Because this unit relies heavily on content (history), it is a natural connection to Where We are in Time and Place. Students understood how birth of their city was closely tied to a time when the country was opening up for expansion and railroads and other transportation innovations were factors in creating a boom town. Many of the activities involved how to inquire about the past by comparing how it was “then” and how it is now.

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?”
- 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.

Mack: Our case study of Chicago was a perfect example of causation when students understood the results of the Chicago Fire and what happened in the aftermath to rebuild our city. Students made many connections to the historical Chicago and our current city. For example: they enjoyed learning about the first Ferris wheel and our current renovation to our famous Ferris Wheel at Navy Pier. They learned about the reverse of the Chicago River and what an engineering feat that was. Students reflections indicated an appreciation for those who have gone before us and the mark they made on our city.

Skills: research

Students had the opportunity to observe and analyze primary source materials and artifacts to learn about Chicago history and how people lived in the past. They compared and contrasted photos to understand how the lives of the past and their own are similar and different. Students made outlines analyzed sources and created thesis statements for their history fair topic on Chicago.

Thinking: Students engaged in learning about local neighborhoods, understand how groups of people with common backgrounds settle together and how neighborhoods change. They applied their knowledge and understanding of their own neighborhoods traced how the diversity of the cities has changed. They applied their knowledge by becoming tour guides.

Learner Profile: Inquirers and Reflective Students had the opportunity to inquire during the Inquiry Fair and History Fair during this unit. They created many questions, involved parents, conducted interviews and added to their knowledge base significantly. They reflected on their own collaborative abilities as well as their team mates. They also were able to reflectively think about the legacy of individuals and see their contributions were both positive and at times negative.

Attitudes: Students grew in their ability to commit to each other, to finding quality resources and to growing in enthusiasm about their topics. They helped one another as we did powerpoints, and cheered on another during presentations which resulted in a classroom climate of trust and confidence in their own unique abilities.

Kim: Students learned how to be historians by looking at artifacts, photographs and documents from the past and analyze them. In this process,
students needed to reflect about what they already know to be able to infer about the past. Students understood causation as they learned about historical events and what led to those events as well as the outcomes. Students were also able to make connections between the past and their own lives and reflect on how these shared experiences may be universal throughout other communities.

Students developed their research skills in both group inquiries into Chicago neighborhoods by visiting the neighborhoods as well as researching secondary sources. As tour guides, they were able to show their acquired knowledge in an original, interesting way. They also honed their research and thinking skills in their history fair projects.
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.

- If Mrs. O'Leary didn't start the Chicago Fire, what did?
- How did the fire jump the river?
- How many buildings were made out of steel?
- How did people help each other after the fire?
- How did architecture change?

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.

*Students conducted interviews* "Our class participated in a collection for the homeless spearheaded by one of my students sisters. We were able to have a discussion about various causes of homelessness then and now*