### Inquiry Model (8 week unit)

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<th>Questioning Frameworks</th>
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<td>Longer period of time allocated to the knowledge &amp; understanding part of the process. In this adaption, students reflect upon the previous unit of work and summarise key concepts for the class. Creating and Applying elements of Bloom’s revised taxonomy have been incorporated earlier in the unit by encouraging students to draw on their knowledge from previous units and present this digitally to the class.</td>
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### Key knowledge, Understanding & Success Skills

**Week 1**

- Introduce students to unit and explore the concept of how agriculture transformed history and accelerated the pace of change.
- In small groups, students will summarise and demonstrate their prior understanding of key concepts explored in the previous unit. Each group will present a multimodal presentation outlining their summary of the following concepts which are concepts taught in the previous lesson.

  - The rise of agriculture
  - The first cities and states (Agrarian Civilisations)
  - Migration & Intensification

- **Generative questions**
- **Guided-teacher poses**
- **Generic & Situated**
- **Understanding**
- **Evaluating**
- **Remembering**
- **Creating**
- **Applying**
Students will complete the KQHLAQ questioning framework. The teacher may use this opportunity to highlight that the knowledge, skills, and questions from each unit previously undertaken contribute a new understanding as well as the development of more questions.

What do I really want to find out?
What is my purpose?
Why do I need to find this out?

Students are shown three videos. How it happened: The Terrible Pandemic of 1918 Spanish Flu, Tsunami Video, After Earth Movie Trailer. Pose the first question: “What conditions contributed to the disasters depicted in the videos?” Initiate class discussion reflecting upon the conditions that supported these disasters.

**Challenging Problem or Question (week 2)**

Students are introduced to the key overarching question

*How many people could Earth support now and 100 years from now? What conditions would be necessary to support these numbers?*

Students are informed that they will be keeping journals throughout this process and will be expected to

Greater time allocated for questioning frameworks including the KQHLAQ.

Key driving question is posed, and students begin the process of journaling their research and learning experiences through a digital medium.

More generative questioning frameworks have been incorporated here- students once again will consider some of the following questions.
document their research and learning process (Kuhlthau's model of the Information Search Process, 2004). They begin the process by reflecting on the question posed and by defining key words and writing down any initial questions they may have.

**Sustained Inquiry (week 3 & 4)**

In pairs, students will spend some time brainstorming and developing sub-questions based on the project question. They share these with the class. As a group, they will define “conditions” and come up with a list of categories that are necessary to support these conditions, e.g., water availability, human lifespan, food, agriculture, education, war and conflict, disease and medicine, natural disaster, social structures, family & lifestyle. Students will create a list of further questions that explore the topic- they will document these questions using a question wall- which will be added to throughout the unit.

**Authenticity (week 4 & 5)**

Greater time has been allocated for the sustained inquiry as I felt that this time needed to be lengthened to allow students to really develop their research skills and also be given the opportunity to develop sub-questions and explore different approaches to the inquiry. This is the time to play! I have also incorporated the use of a question wall to make the project a little more collaborative. In this adapted version of the unit, students need to document their search processes more thoroughly & more time is spent as a class developing appropriate questions to guide their inquiry as well as critique their sources.
In this part of the unit, students will be expected to apply their research considering real world perspectives. They will document how the key issues affect them directly as well as others within the world.

Students will:
- be expected to gather relevant information from multiple sources (including print and digital sources), use advanced searches effectively & assess the usefulness of each sources.
- be exposed to a variety of different sources, including data, books, articles, videos, podcasts, scientific journal articles, interviews and websites.
- initiate and participate effectively in a range of collaborative discussion, building on each other’s ideas and expressing their own ideas clearly and persuasively.
- collect resources from a variety of sources.
- use claim testers (logic, evidence, authority, intuition) as well as the CRAP test.
- document their findings, questions and reflect upon the process throughout the research component of the unit.
- students may also complete the KWHLAQ generic questioning framework again during this stage of the inquiry.
- evaluate the credibility and accuracy of each source and assess the usefulness of each sources in

This section of the unit lends itself to the transformative window of the GeSTE model. Students make links to the real work and are expected to consider their sources from a variety of different perspectives - this will documented through their learning journal. They will begin to work on developing a response to the question through a digital narrative task and infographics.
answering research question, integration of the information into the text and follow a standard format for citation.
• consider each of the sources and document two major insights that have come from the work.
• Uses information to create a clear and well-formulated argument
• Able to address and consider relevant and alternative and opposing viewpoints

Student Voice & Change
(week 5 & 6)
Students will integrate multiple sources of information in diverse media formats and will consider the solution to their problem from a wider social context- social agency & change. Their views and opinions should be reflected through their digistory and infographic.

Critique & Revision
Students will make use of peer review process (individual Peer Review) as well as writing rubric & feedback table. Feedback and response to feedback

Student voice & change is an opportunity for the students to reflect their views in a digital and real world medium. Their digistories (drama/dance/music) as well as infographics have the ability to reach a much wider audience.
will need to be collated and documented in learning journal. They are given time to respond to group and individual feedback before they submit their final findings to the class.

**Public Product**

Present information findings and supporting evidence clearly & concisely

Make use of digital media in presentations to show understanding of findings, reasoning and evidence

Present multimodal display to a public audience (Science Fair)

**Reflection**

This is an important part of the process where students will reflect upon the process, their findings, and their overall learning throughout the unit. As a class, students will discuss the overall research question and will present their learning journals. The teacher may choose to focus on Kuhlthau’s model of the information search process and lead a discussion around the affective, cognitive and physical tasks of the journey. Students will also complete the KWHLAQ (Ogle, 1986) generic questioning framework again to see if their initials questions have developed and have lead onto any new inquiry questions.

This was a well-developed section in the original unit, however, I have scaffolded the critique & peer review requirements in more detail. I would also like to see peer review incorporated at various stages throughout the unit and not just at the end.

Creating a digital response to the task allows students to showcase their work through various mediums as well as reach a much wider online audience.

The reflection component has also been lengthen and students are required to reflect not only on their learning process using Kuhlthau’s model of information search process- but also generic questioning frameworks- KWHLAQ (Ogle, 1986)