**Process Page for Inquiry Project**

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| **Small-Group Inquiry Model For Inquiry Project** |
| **Stage** | **Teacher Role** | **Student Role** |
| **Immerse**Invite curiosity, build background, surround with materials, modeling, thinking-aloud  | * Read aloud Buffalo Bird Girl written by S.D. Nelson © 2012 to invite curiosity and engage students
* Review how to use the Collaborative Viewing and Listening Guide with students
* Distribute a copy of the Collaborative Viewing and Listening Guide for students to use while watching the short video from National Geographic kids *History: Native Americans*
* Silent Picture Walk: provide images of Native Americans or Native American Artifacts from each region mounted to a large piece of chart paper (be sure to leave plenty of space for kids to record thinking)
* Review primary and secondary sources while looking at the images
* Model for students how to write observation for the pictures using words only by recording thinking on the chart paper
* Lead class discussion on observations students made from the picture walk
* Create a book basket for each region for students to explore and inquire as they begin the process of choosing a region to explore more in depth
* Introduce task: Creating a museum exhibit for the Grand Rapids Public Museum for each of the four Native American Regions (on Weebly)
* Model how to use the I See I Wonder I Know strategy using the first section *The Plains People*  from the Level Texts: Early America series (linked to Weebly)
* Model how to converse about research with peers
* Divide class into 4 groups (one for each region) and provide time for each group to investigate each region’s book box
* After student inquiry create groups based on student interest
* Teach mini lesson and model groups expectations
* Develop a group contract with students to establish expectations
 | * Watch the video *History: Native Americans* by National Geographic Kids and fill out the Collaborative Viewing and Listening Guide
* Picture Walk: students will make observations and record questions without orally talking
* Discuss observations made during picture walk with peers
* Inquire about four Native American regions by viewing materials in book boxes
* While inquiring students will fill out I See I Wonder I Know strategy sheet
* Choose one region to further investigate for project
* Develop a group contract clarifying group expectations
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| **Investigate**Develop questions, search for information, discover answers, modeling strategies, guide discussions, conferring | * At the beginning of each class period display a saying from the book *Enduring Wisdom: Sayings From Native Americans* selections by Virginia Driving Hawk Sneve *© 2003* to expose students to Native American culture
* Model for students how to access and use the Weebly
* Model how to use an I-chart to record information and questions students discover while investigating each region (teacher will provide all but one box on the I-Chart)
* Provide mini lesson on how to research: search and scan, how to highlight, identifying key information, how to use text features and how to cite sources
* Provide text resources for student in book boxes for easy access as well as computers for online text and Discovery Education videos
* Review how to use the I-Chart for recording information as student begin investigating their region
* Monitor groups’ progress by walking around room during work sessions (formative assessment)
* Provide mini lessons focusing on: Natural Resources, Geographical Features, Adapting
* Set up a weekly meeting with students to gain a better understanding of progress and teamwork (social studies will be taught 2-3 times per week project is estimated to last 3-4 weeks)
 | * Research using resources linked to Weebly and text provided by teacher
* Complete I-Chart
* Begin an online file of images that could be used in museum display as well as citing the source it was found
* Cite sources used to complete research
* Schedule a weekly conference with the teacher to review groups progress and address any questions
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| **Stage** | **Teacher Role** | **Student Role** |
| **Coalesce**Intensify research, synthesize information, modeling organization and evaluating sources, identify key ideas, conferring | * Create a 10 Important Word list based on research with class and graph results
* Show several examples of current Native American museum displays using video clips from Youtube (linked to Weebly)
* If available have an expert from a local museum or college come in to class and share the process a museum goes through when creating an exhibit
* Create and distribute a checklist based on requirements for final project that students will be able to use as a guideline while completing the final project
* Set up a time for technology expert from district to review how to use resources available
* Provide resources for students to present their research (i.e. computer, poster boards, Flip video camera, digital camera, construction paper, etc.)
 | * Working in groups students will develop a list of 10 Important Words based on research
* Working in groups students will create a museum exhibit based on their research of their region
* Complete the requirement checklist
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| **Go Public**Share learning, demonstrate learning in a variety of ways, understand, reflect, create new questions | * Contact a panel of experts for students to present museum displays to (this could be local museum volunteers, principal, librarian, and parent volunteers)
* Provide mini lessons on presentation expectations and audiences expectations
* Create a peer response form that both the panel of experts and students will fill out during presentations
* Model how to fill out the peer feedback form for students focusing on what meaningful feedback would look like
 | * Present museum display to a panel of experts and peers
* Fill out peer feedback while viewing presentations
* Complete peer evaluation on group work
* Self evaluate individual understanding of learning targets and participation

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