1. What is our purpose?

To inquire into the following:

- transdisciplinary theme

Where We Are in Place and Time

- An inquiry into the orientation in place and time; discoveries; the relationships between and the interconnectedness of individual and civilizations, from local and global perspectives.

- central idea

  *Interpreting artifacts provides insights into people's histories*

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?

**What?** Student will need to show their understanding of how artifacts give us information about a people’s history (VA). They will need to explain what the artifacts tell us about that history (reflection) and the responsibility to preserve the artifact.

**Why?** So students have an understanding how preserving artifacts is connected to preserving a culture.

**How?** They select a significant world artifact from a list or one of choice and will present research to demonstrate understanding of how the artifact was discovered, what has been understood because of its discovery and what insights it has given to historians - they will present their findings in a poster, and then place the poster on the timeline to show where it was in place and time.

Students will produce a bowl depicting their own personal history.

Assessment tool

- self/peer assessment rubric
- rubric and peer assessment

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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?

**Related Concepts:** artifacts, history, value(social studies/science), evidence

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

- How people analyse artifacts
- How artifacts contribute to our understanding of the past (VA)
- The value of preserving artifacts from the past

What teacher questions/provocations will drive these inquiries?

- What is historical evidence?
- How can artifacts help us understand the past?
- Why should evidence from the past be preserved?
- What can shapes and patterns tell us about history?

**Provocations:**

- Use a grid referenced map to find stickers placed around the school
- Picture search / viewing – What is it? Where did it come from? What evidence can you use to justify your answer?
- Video – Magic School Bus

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*Class/grade: Grade 3  Age group: 8 -9 years
School: VIS  School code: 7571
Title: Where we are in place and time
Teacher(s): Olwen Millgate, Angie Andreas, Lae V, Pui, Linda Kent
Date: August - September
Proposed duration: number of hours 6 weeks (12 weeks)*
### 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?**

- GO to record what students know about the past
- World map to show places of significance
- Puzzle piece the central idea – what might it be talking about? How do you know?
- Vocabulary brainstorm – definition search and word find
- Deconstruct the CI and LoI
- Student Predict & Record what they think the unit will be about and what they think they might learn

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

Students work in all forms

- Through a variety of assessments and engagements

Identify the lines of inquiry formally and students record relevant engagements as they connect to the line of inquiry

#### 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?**

**Tuning in – Inquiry as provocation/demonstrating curiosity, questioning**

- Viewing Magic School Bus Shows and Tells – focus on the concept of artifact – scientific skills of observation and discuss how artifacts give us clues about how people lived in the past
- Still photo viewing of artifacts predict origins – focus on the concept of artifact

**Finding Out – Video/Internet search**

- Students directed to Time Team videos (on server) to watch for understanding of archaeological work. Students will also then use the tizmos.com page to access archaeology websites to search for terms and to record interesting facts.

**Finding out/Sorting out**

- Construct a time line of significant events in history – interactive time line outside for both classes. Create a mandala that shows significant artifacts from different periods in time (no time...will possibly start with this next year (reflection))

**Going further/Taking Action**

- Guests speakers discussing artifacts and family histories / Peer teaching and sharing research (from homework grid).
- Defending a point of view – use the information they have gained from research to have a debate
- Writing expositions based on statement debated
- Making Connections - Choose an artifact that represents history explore the lines of inquiry - how artifacts contribute to our understanding of the past, how to analyse the artifact (reflection), value of preserving the artifact (responsibility)
- Taking Action - Present their findings in a poster, presentation, slide show or as decided through consultation with teacher

Find where their artifacts fit in History

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

**Research Skills** – Formulating questions and Presenting Research Findings (identifying first and second hand sources) collecting data, Observing

**Thinking Skills** – Acquisition of Knowledge

**Communication Skills** – Reading, writing, viewing, presenting

**Learner Profiles:**

- Knowledgeable
- Inquirer

**ATTITUDES:** commitment, curiosity, appreciation

**ICT skills:**

- Investigating (research skills)
- Collaborating (social skills)

**Network and system failures made this difficult (reflection)**

### 5. What resources need to be gathered?

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

- tizmos.com/VIS3 – Unit 1 tab WWAIPAT
- BBC – Lost Cities of the Ancients
- Magic School Bus – Shows and Tells
- Collection of still images
- PowerPoint presentation of selected artifacts to provide discussion points to help students focus on choices of shape, colour and pattern

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

- Outside timeline
- Possible connections: visits to Lao National Museum and Ms. Marianne Ravenscroft – archaeologist - 02077855861

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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.

Students found it challenging to recognize “bigger ideas” to represent from their histories, as opposed to simply “likes”.

A suggested starting point for next year could be to reinforce the concept that artifacts represent a civilization, or people, and use the grade’s Essential Agreements for the students to portray in an artifact.

This unit was extremely successful. Students at all levels of language acquisition demonstrated understanding of the CI and the concepts. This can be evidenced by:

- Personal research
- Presentations
- Artifacts from home
- Explanations given to the teachers
- Understand and shared opinions in debate and expositions
- Connections made between current events and past histories

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

Students were able to make connections between the histories of civilizations and the interconnectedness of people through time such as:

- The Normans and Vikings
- The Romans and the Anglo-Saxons

Through the inquiry into their personal timelines, they were able to make connections to the timeline of a mosquito’s life (local perspective) and to the world history timeline dating back to 5000 BC (global perspective).

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- demonstrate the learning and application of particular transdisciplinary skills?

ICT skills:

- Investigating (research skills): researching the websites given to find out about past civilizations and artifacts developed by these people
- Organizing (research skills): creating and organizing their information
- Becoming responsible digital citizens - students are still developing their understanding of sourcing from the internet and printed media.

Social studies skills:

- Formulate and ask questions about the past, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Assess the accuracy, validity and possible bias of sources

Science skills:

- Observe carefully in order to interpret data
- Identify or generate a question or problem to be explored
- Interpret and evaluate data gathered in order to draw conclusions
- develop particular attributes of the learner profile and/or attitudes?

Transdisciplinary skills

Communication

- Presenting Artifacts
- Writing Exposition
- Viewing Clips
- Reading Class Novels

Research

- Information literacy-Fact vs Fiction
- Inquiry into structure of Nonfiction texts

Thinking

- Mnemonic devices
### Reflecting on the inquiry

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.

- How do archaeologists know the name of things?
- What is the difference between a civil war and a revolutionary war?
- What do Romans do for fun?
- What did Romans do in their daily lives?
- What did they do with the Rosetta Stone?
- How have people used money over history?
- Why do archaeologists dig in squares?
- How do we analyze artifacts?
- When was plastic made?
- When was God born?
- Where does God go on the timeline?

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?

Questions were all appropriate and useful

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

- The homework grid inspired, extended and engaged students during this unit.
  - Students brought in artifacts to share
  - Penned Mnemonics
  - Wrote poetry
  - Created posters
  - Used ICT skills to create Wordles
  - Wrote essays
  - Used graphic organizers such as the Venn Diagram to display ideas and understandings
  - Organized guest speakers

9. Teacher notes

#### TRANSDISCIPLINARY ELEMENTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Listen attentively and speaks appropriately in small and large group interactions. Listen for a specific purpose in a variety of situations.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Understand that spoken language varies according to the purpose and audience - use appropriate tone and voice while speaking. Think about the perspective of our audience to help communicate more effectively and appropriately. Argue persuasively to defend a point of view. Ask questions to gain information and respond to inquiries directed to themselves or to the class.</td>
</tr>
<tr>
<td><strong>Writing - Exposition</strong></td>
<td>Used to argue a case for or against a particular point of view. Identify and understand the structures of different types of texts include identifiable features. Proofread their own writing and make some corrections and improvements. Use graphic organizers to plan writing. Write legibly and in a consistent style. Use feedback from teachers and other students to improve their writing - revises to enhance ideas by adding description and detail. Use a dictionary, a thesaurus and word banks to extend their use of language.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Identify the main ideas in the text to help understand what is important. Apply a range of strategies to read and understand new texts. Recognize and use different parts of a book for example, title page, contents, index.</td>
</tr>
<tr>
<td><strong>Viewing</strong></td>
<td>Enhance learning by being efficient and constructive users of the internet.</td>
</tr>
<tr>
<td><strong>Presenting</strong></td>
<td>With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful.</td>
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#### Maths Understandings:

- Compare and describe rotations: whole turn, half turn, quarter turn, north, south, east and west on compass.
- Locate and label features on a grid using coordinates.

#### Science Understandings: Materials and matter—observing various artifacts from the past and what materials they were made of, thinking about how those materials stay preserved over thousands of years, what materials were used to make tools from the past.

#### Social studies strand(s): Continuity and change through time, Social organization and culture.

- Identify the different ways we can learn about past civilizations.
- Explain how artifacts give us clues about how people lived in the past.
- Explain human responsibility towards preserving artifacts from the past.
- Ask questions to extend their understanding of how others have constructed or represented the past.
- Draw information from and respond to evidence of the past.
- Access a broad range of first and second hand sources of information, e.g. people, books, museums, places of historical significance.