### Planning the inquiry

<table>
<thead>
<tr>
<th>1. What is our purpose?</th>
<th>Class/grade: 4th Grade</th>
<th>Age group: 9-10 yr olds</th>
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<tr>
<td>1a) To inquire into the following:</td>
<td>School: Kramer Elem IB World School</td>
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<td>● transdisciplinary theme</td>
<td>School code: 051613</td>
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<tr>
<td><strong>How We Express Ourselves</strong></td>
<td>Teacher(s): Martinez, Oliva, Sims, Saroni</td>
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<td>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</td>
<td>Date: Nov 5-Dec 19, 2018</td>
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<td>● central idea</td>
<td>Proposed duration: 5 Weeks</td>
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<td>People who find their voice and use it positively empower themselves and influence others.</td>
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**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?

**Summative:**

Select an influential individual of your choice and research their life. How did they use their voice to influence others? How did they empower themselves to make a difference in the world around them?

Given the same circumstances, would you do the same thing? What would you say to those around you? How would you be empowered? How would you influence the people around you positively?

Goal-Analyze how an influential person uses their voice (connected to the central idea)

**Role:** Researcher, Investigator, Annotating/Writer, Illustrators

**Audience:** Classmates, Teacher

**Situation:** Writing about an influential individual and the way they use their voice

**Product/Performance:** Product

**Standards:** Research, Writing/Voice, Theme/Positive Messages, Important Leaders/Scientists/Mathematicians/Writers, Investigating contribution of scientists

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<th>2. What do we want to learn?</th>
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<td>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, and reflection) to be emphasized within this inquiry?</td>
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<td>Perspective-How does having a voice or hearing someone else’s voice enlighten you about what others think or feel? How is your voice different from others?</td>
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<td>Connection-How do our voices connect us to each other? How is your voice connected to empowerment?</td>
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<td>Responsibility-What happens when you don’t voice your thoughts or opinions in a respectful manner?</td>
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**Related Concept:** Voice and Transformation

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

- The sum of the parts! Your voice is part of a community and system
- How government can represent the voice of individuals
- Explore the voices of famous artists, scientists, mathematicians and authors
- How your unique voice enhances your writing

What teacher questions/provocations will drive these inquiries?

- How do you express yourselves?
- What is your voice? What makes up your voice?
- What are your preferred ways of expressing your voice?
- How do you influence others with your voice?
- How do you empower yourself with your voice?
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<th>Provocations:</th>
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<td>Begin the PROBE notebooks. Give them magazine, newspapers, or pictures to design and decorate their PROBE notebooks.</td>
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<tr>
<td>For the first hour of school, don’t use your voice. Communicate in writing or non-verbally and see how students respond.</td>
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<td>Lead a conversation about what they are interested in and what they may be doing to change their community or world.</td>
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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?

- Show a piece of art or share a piece of music. What do you think the artist or music is trying to say? Discuss during morning meeting.
- Barbara Jordan or Cesar Chavez, Diego Rivera, Malala-How did this person use their voice to influence others? Why have these people been so influential over time? Discussion or journal entry.
- Share an image of people from different cultures. How was the clothing used a form of expression?
- Allow students to share their writing with others. Validate and share all student voices and perspectives.
- Morning Meetings- Allow students to share and celebrate each other’s perspectives. Even if you do not agree with someone else, their voice is valuable. How can your voice empower others?
- Shoutout or recognition board for students to empower others and notice the positive things their classmates are doing. Use spotted tickets to recognize students using their voices positively.

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

Reflect on their own writing. Journaling. Peer conferencing. Give feedback to each other and their writing. What influence does this writing have on you?

Analyzing the biography (timeline, order of events). What was the most important event in their life? How did they use their voice to impact others or create their legacy?

Express yourself after hearing a story (do not show the pictures). Design the cover of a book based on what you heard. What does the main character look like?

Writing Prompt: Write about a person that has used their voice to influence you or people in your life.

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?

- PROBE Notebook will be created and used throughout the unit.
- Sum of the Parts-fractions in math, each part of the whole has a value
- Find the voice of a scientist or mathematician through research or reading a biography
- Expository Writing- how does a writer develop their voice or tone in an expository composition?
- Feedback through writing conferences and peer editing
- Exploration of government in Dallas, Texas, United States, in Austin, and other countries
- Journaling opportunities everyday with class share out
- Science fair projects- Use your voice to prove a point or to reinforce a scientific finding.

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

**Learner Profile-**

**Communicator-** We express ourselves through our verbal and written communication. My words can make a change and empower others.

**Open Minded-** I can be open-minded to others’ ideas and perspectives. My voice might be different than my classmates, but everyone’s voices are valuable.

**Reflective-** I can be reflective on my personal writing experiences and expository compositions about the voice/tone I use in my writing.

**Approaches to Learning Skills-**

**Communication Skills-** Can we listen to, hear, and respect others’ voices? Can we express ourselves in constructive ways?

**Social Skills-** I can accept responsibility for my words and actions. My choices can help or empower others.
5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Social Studies/ Language - Historical figures from Texas/Mexico, Your language is part of your voice

Garden, Music, Art - Forms of expression, Ways people creatively express themselves and use their voice. Parts of a community can empower the whole community.

Library - Bluebonnet books that deal with unique individuals or authors with a unique voice, biographies

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

Austin field trip - The representatives of our state work there, artwork and artifacts of people in Texas and their voices
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?

Students’ Understanding of Central Idea

- Struggle, but it’s getting there. Spoke about it a lot during the election.
- Connections are there but not consistent.
- Application part is still missing. Need more concrete examples.
- Good central idea, but the timing is difficult with ACP
- They know that it is important to recognize what you are saying… impacts people positively or negatively.
- Students notice that people in biographies had an important message in the community.
- Classes are applying it in the room as they review. We are all at different levels. Students struggled at the beginning of the year, but now they are cultivating and encouraging positivity.
- Very applicable with behavior; your words have meaning. Your words have an impact.
- Students talking about the cemetery in Austin. They were honored in death because of the impact they had on the world.

Improve the Assessment

- Creation piece/Biographies-Create a person from recycled materials and make a quote to go with it. Use strong vocabulary in the quote.
- Exposure to quotation marks in reading/language arts.
- Summarization could align with this as well.
- PROBE notebooks have been established and started. Choices have been made about who they will research. They have more background knowledge about famous historians since returning from the field trip (4A/B).

Connection from Central Idea to the Theme

- Strong connection, alignment. Use of voice is a way of expression.

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.

Lines of Inquiry

- Last two lines of inquiry was strong.
- First two did not use as much. May need to revise.
- Use of quotes or hyphens in English and Spanish.
- Need more connection to biographies (match quote to person). They didn’t know the famous people in the examples (Steve Jobs, Cesar Chavez as examples). Some stories in the blue Journeys books.
- Make it more relatable to people they know. Make observations, note the keywords or strong words.

Learner Profile

- Communicator, Open Minded, Reflective-Keep these since they are aligned.

Transdisciplinary Skills

- Communication Skills, Social Skills-Keep these since they are aligned.
- Could add Research Skills or Thinking Skills for the summative assessment.
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.

- They want to know more about certain famous people, inquired about their background.
- Do people always use their voices for good?
- Why do people use their voice to harm others?

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.

- Voting in class, took ownership of the activity
- Internalized their voice and used it for encouraging themselves and others
- Connections to someone in their family, reached out to their families, quoting the advice they would give

9. Teacher notes

Start with the definition of voice. It has more than one meaning. Which meaning makes the most sense?

Look at the timing of the unit. Move to a different time of the year or shorten it somewhat if it is still around ACP times. This might be better for the second six weeks since we teach biographies during this six weeks.

2017-18

Government connection in social studies, three branches, leaders, was eye opening for students. Use again next year. Discussions about voting connecting to voice.

Express your voice in writing when writing with details (speaking, listening, writing, general communication skills).

Lots of research with the science fair project so be more purposeful with it. Tie that into the unit. Connect student voice to science. You are a scientist. Your board is your voice. It has to speak for you. As a scientist, your research can impact others. It is connected to the scientific community.

2018-19

Start the unit sooner. Make more connections before Austin.

Set up the PROBE notebooks before the trip. Add the research tools to the inside of the cover of the journal. Teach them how to give credit to the websites while you are researching.

Connections to the previous unit and connections to the structures of biographies.

Have a written guideline or scavenger hunt for the Austin Field Trip. Give the students a bit of a focus. Give them things to look for.