



TOOL // Gr. 5 First Nations Inquiry Project

What is it used for?

The task provides the teacher with summative assessment data on student understanding of First Nations culture and contributions.

How do you use it?

The inquiry allows student to create a personal inquiry question to explore and choice in a way of showing their learning. The process requires ten 1-hour time slots which can include both writing and social studies times. The process is scaffolded through specific lessons that support student ability to complete the task: I Wonder graphic organizer, Narrow Your Question, My 3 Question Research Sheet, Web site QR codes. The process is outlined below.

Lesson 1

Learning Goal: I will investigate and ask questions about First Nations cultures

- students can cycle through the classroom to the different provocation centres – you can organize this so they move as a group or keep it really simple and let them move individually as they choose
- provocations – basket of Non-Fiction Information Books, iPads with websites to go through, iPads with movies to watch, basket of Fiction Books, legends/stories to read, maps/images, physical provocations
- as they go through the provocations they need to complete their I Wonder graphic organizer
- encourage students to pick some of the books to look at during independent reading all week

Lesson 2

Learning Goal: I will create an inquiry question on First Nations culture

- students will take out their I Wonder questions from yesterday – have each student share 1 of their question
- go through Narrow Your Question – Example with them – discuss each section as you go
- hand out each student a copy of the graphic organizer Narrow Your Question to create an inquiry question
- collect and mark

Lesson 3

Learning Goal: I will plan how I can answer my inquiry question and how I will share my learning

- go through Research Skills Smartboard File
- provide students descriptive feedback on their question – help students narrow or broaden their topic or pick an appropriate topic based on your feedback
- hand students Reference Source Lists – go over that they need to keep track of this information
- let students know they need to first decide what type of written product they are going to create – generate a list of ideas i.e. reader's theatre/play, narrative story, written report, poems about life as a First Nations person, series of tweets, persuasive piece about First Nations life, diary entries, Non-Fiction Book (by hand or book creator), pamphlet or brochure on First Nations life/culture, other students choices
- once they have decided what they are going to create – they need to generate some questions they need answered to be able to create their product to answer their inquiry question – remind them the product should math the question – ex. From yesterday – couldn't write a story on this but could create a Non-Fiction Book on Book Creator that would outline how different First Nations groups in different areas hunted based on their environment
- students can start to complete My 3 questions research page

Lesson 4

Learning Goal: I will use a variety of sources to collect information on my inquiry question

- students can complete their My 3 questions research sheet and start to work on Answering Questions Research sheet
- remind them to focus their information on what will answer their question and thinking about how they can use that to complete their written piece

Lesson 5/6

Learning Goal: I will use a variety of sources to collect information on my inquiry question and start organizing it to help me create a written product to share my learning - continue to gather information to answer their question

- students should start to highlight and pick out key information that they will use in their written piece
- they should start to organize the information to help them pre-plan their piece tomorrow
- if there are any last minute pieces of information they need they should find it today or for homework

Lesson 7

Learning Goal: I will plan and draft my writing piece to share my learning on my inquiry question

- students should a final plan of their written piece and start to draft it

Lesson 8 (organize information/create product)

Learning Goal: I will draft and revise and edit my writing piece to share my learning on my inquiry question

- students should finish their rough draft of their writing piece and start to revise and edit

Lesson 9

Learning Goal: I will revise and edit my writing piece to share my learning on my inquiry question and prepare to present the class

- students should finish revising and editing their written piece
- they should spend some time preparing to present their written piece to the class – reading aloud and in their head to ensure fluency

Lesson 10

Learning Goal: I will share my project with the class and reflect on what I have learned and questions I still have

- students will present their written piece to the class
- as students share their pieces, the class needs to complete survey on what they have learned through the process and questions they still have

Narrow Your Topic/Issue:

Main topic:

1. Narrow your main topic by adding a point of view

Can you focus your topic on a specific First Nations Group or on a specific area of First Nations life

Consider: Am I interested in learning about just 1 First Nations group; do I want to compare two groups way or life; do I want to focus on a specific aspect of First Nations life and look at similarities/differences between different groups (i.e. where/how they made their homes, hunters vs. gatherers, storytelling, artwork, organizational structure, etc.

Point of View:

Combine your Topic + your Point of View

2. How does this topic most impact First Nations lives? Circle one or two ways you might consider how this topic impacts your group of people being considered.

Economic	Education	Environment	Legal	Medical
Moral/Ethical	Political	Quality of Life	Social/Cultural	Physical

Combine Your Topic + Viewpoint + Impact

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3. Narrow your Focus

Time Period (Can you focus your topic on a specific time period)	Geographic Place (Can you focus your topic on a specific area or region)
Pre-Contact First Nations Cultures	Eastern Canadian region

4. Main Topic + Viewpoint + Impact + Focus

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My Inquiry Question:

Be sure to find information from different sources. Under the source column include information on your source, include website, book and page, Newspaper article/date, etc.

New Learning	How does it answer my inquiry question?	SOURCE

Inquiry Question Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Question was - very simple/hard to understand - too narrow or not focused on a topic	Question was: - simple - somewhat understandable - on a topic	Question was generally: - clear - easy to understand - focused on a topic	Question was: - clear - easy to understand - focused on a topic
Thinking	Question was: -on an unrelated or unmanageable topic - narrow - thin	Question was somewhat: -on a manageable/ researchable topic - open-ended - thick	Question was generally: -on a manageable/ researchable topic - open-ended to promote inquiry - thick	Question was: -on a manageable/ researchable topic - open-ended to promote inquiry - thick
Communication	-question used few words from the question matrix	-question sometimes used appropriate words from the question matrix	-question generally used appropriate words from the question matrix	-question used appropriate words from the question matrix
Application	Question rarely effectively applied topic, viewpoint, impact and focus	Question sometimes effectively applied topic, viewpoint, impact and focus	Question effectively applied topic, viewpoint, impact and focus	Question highly effectively applied topic, viewpoint, impact and focus

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First Nations Inquiry Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	<ul style="list-style-type: none"> - creates a very simple inquiry question - gathers and organizes some very simple data on inquiry topic into a very simple writing form - creates a simple product that shares some basic learning on topic -sentence organization is inappropriate or inconsistent -sentence organization is inappropriate or inconsistent - selects few important ideas or information 	<ul style="list-style-type: none"> - somewhat accurately creates and develops an inquiry question - gathers and organizes some appropriate data on inquiry topic into simple writing form - creates a product that simply shares learning on topic sometimes: <ul style="list-style-type: none"> - uses properly structured sentences -organized in basic sentences with some relevant information 	<ul style="list-style-type: none"> - generally creates, develops and modifies (as needed) an inquiry question - gathers and organizes appropriate data on inquiry topic into writing form - creates a product that shares learning on topic Usually: <ul style="list-style-type: none"> - uses well-structured sentences - organizes information in sentences of varying lengths 	<ul style="list-style-type: none"> - creates, develops and modifies (as needed) an excellent inquiry question - accurately gathers and organizes appropriate data on inquiry topic into chosen writing form - creates a writing product that fully shares learning Always: <ul style="list-style-type: none"> - uses well-structured sentences - organizes all information in sentences of varying lengths
Thinking	<ul style="list-style-type: none"> -very simply uses technology and print resources to find information - picks very simple information on inquiry, some irrelevant - uses very simple planning and thinking processes to apply data to inquiry - writing very simply/inappropriately answers inquiry question - organizes ideas/ information in a random way 	<ul style="list-style-type: none"> -somewhat appropriately uses technology and print resources to find information - picks some relevant information on inquiry - uses simple planning and thinking processes to apply data to inquiry - writing somewhat answers inquiry question - information is somewhat organized (mechanically/list like) 	<ul style="list-style-type: none"> -generally appropriately uses technology and print resources to find information - picks mostly relevant, valuable information on inquiry - uses good planning and thinking processes to analyze the data and apply it to the topic - writing generally answers inquiry question - organizes information around writing form chosen 	<ul style="list-style-type: none"> -appropriately uses technology and print resources to find valuable information - picks relevant, valuable information on inquiry - uses excellent planning and thinking processes to analyze the data and apply it to topic - writing fully and thoughtfully answers inquiry question - purposefully organizes information around writing form chosen
Communication	<ul style="list-style-type: none"> - uses few transitions to link ideas/information - limited use of formal and objective style/voice -uses very simplistic vocabulary - rarely correctly applies the conventions of spelling, grammar and punctuation (several major errors or omissions) 	<ul style="list-style-type: none"> - uses some basic transitions to link ideas/information - inconsistently uses formal and objective style/voice - uses basic vocabulary - somewhat correctly applies the conventions of spelling, grammar and punctuation (several minor errors or omissions) 	<ul style="list-style-type: none"> - uses a variety of transitions to link ideas/information - usually writes using a formal and objective style/voice - generally uses effective vocabulary <ul style="list-style-type: none"> - generally correctly applies the conventions of spelling, grammar and punctuation (with few minor errors or omissions) 	<ul style="list-style-type: none"> - uses a wide variety of transitions to coherently link ideas/information - consistently writes using appropriate voice - uses effective vocabulary - always correctly applies the conventions of spelling, grammar and punctuation (rarely any errors or omissions)
Application	<ul style="list-style-type: none"> - collects evidence and draws some 	<ul style="list-style-type: none"> - considers evidence and draws some simple 	<ul style="list-style-type: none"> - evaluates evidence and draws 	<ul style="list-style-type: none"> - evaluates evidence and draws sophisticated

Anishinaabe

<http://www.thealgonquinway.ca/> Presents cultural information about the Algonquin.



<http://www.tanakiwin.com/algonquins-of-ontario/our-proud-history/> and

Gives cultural and historical information about the Algonquin of the Ottawa River drainage basin.



Haudenosaunee

<http://www.haudenosauneeconfederacy.com/> Gives information about the constitutional arrangement of the Haudenosaunee/Iroquois Confederacy – go to Culture and About Us



<http://www.ohwejagehka.com/> Contains information about Iroquois songs and dances.



Other

<http://www.fourdirectionsteachings.com>



http://firstpeoplesofcanada.com/fp_groups/fp_groups_overview.html



<http://www.historymuseum.ca/cmce/exhibitions/aborig/fp/fpindexe.shtml>



<http://firstpeoplesofcanada.com/index.html>



http://www.historymuseum.ca/cmce/exhibitions/tresors/ethno/index_e.shtml

