

Inquiry Design Framework

Part I - Make Learning Real

The Democratic Incubator: Social Participation Through Housing Inquiry

Grade 6 Social Studies — Jaiden Hourie

[Miro Board](#)

Big Idea(s)	In a democracy, all citizens have a say in decision-making; they can make change through active participation. In a democracy, there are rights and responsibilities for everyone. Governments play an active role in allowing for democratic processes.
Essential question(s):	Who am I as an active citizen? What is the government's role in democracy? What are the levers of change?
Curriculum: See table 3 on Miro board for a breakdown of full POS outcomes.	Social Studies: <i>6.1 Citizens Participating in Decision Making.</i> I want my students to understand not only the fundamentals of democracy, rights and responsibilities, and levels of government, but how they can participate to become an active citizen. It will be essential that students have a pragmatic understanding of how to become changemakers within the structures that exist. Students should also be able to recognize their roles in personal contexts, and ones beyond them. I would also like my students to engage in the curriculum through living it, not merely a topical understanding. A large portion of these outcomes will be achieved through understanding and demonstration of the different dimensions of thinking, primarily critical, decision making, and problem solving.
	English Language Arts: <i>General Outcomes 1-5.</i> Skills in ELA will be met through almost all of our activities. Students will be asked to work on discovering and exploring concepts, expressing ideas, and articulating preferences. Additionally, the ability to clarify and extend thoughts, consider diverse perspectives, and merge ideas should be developed. Proficiency in responding to various texts and creating original content is essential, encompassing idea generation and effective expression. Beyond individual growth, fostering respect for diversity and understanding the cultural context of texts and ideas we explore will be critical. Equally important is the ability to work collaboratively—cooperating, contributing, and thriving within a group setting. <i>Draft Curriculum</i> <i>Oral communication can be enhanced through use of protocols that support respectful relationships.</i>

	I know it is not the exact context of this assignment, but there are ideas present in the ELA draft curriculum which I find appealing to think about incorporating. Namely, communication processes and protocols within First Nations, Métis, and Inuit communities. These methods encompass ongoing conversations, sharing circles, acknowledging all voices with respect, waiting for turns, actively listening, focusing on ideas rather than contributors, and concluding with consensus. Information and Communication Technology: <i>Communicating, Inquiring, Decision Making and Problem Solving.</i> As my students explore online blogging, I would like for them to be able to utilize this tool effectively. They will be working on accessing, utilizing, and communicating information through diverse technologies. Critical assessment of information obtained via various technologies is another skill set to be honed. Additionally, students will be encouraged to employ organizational processes and tools for effective inquiry management. The collaborative aspect is not overlooked, as I hope my students will utilize technology for collaborative purposes during the inquiry process. Furthermore, the capability to employ technology for problem investigation and resolution is underscored. Lastly, students are encouraged to harness electronic research techniques to construct their personal knowledge and derive meaning from the information they access. Drama: <i>Develop the ability to make decisions in a group.</i> Students will participate in mock style activities throughout the inquiry. Students will be encouraged to foster a sense of belonging within a group, acknowledging themselves as integral parts of a collective entity. Central to this is the ability to actively listen to the ideas of others, while also contributing one's own thoughts. Awareness and acceptance of the group's purpose are fundamental, leading to the cooperative construction of a drama. Problem-solving skills will be encouraged, alongside the ability to recognize and utilize group space effectively. Furthermore, students will work on being attuned to tensions and conflicts within the group, using them constructively.
Pitch the inquiry:	Students will explore the democratic process as a catalyst for change in their communities. The focus will be on understanding how democratic principles shape the structure and functions of governments. The rationale behind this exploration lies in the intention to enhance comprehension of democracy in the Canadian context and cultivate an awareness of the impactful role that involved citizens can have. This exploration thus serves as a foundational step in empowering students to engage meaningfully with their communities and contribute to positive societal change through active citizenship. Exploring the phenomena of housing, particularly Indigenous housing, offers a relevant and topical context for understanding. Housing decisions impact communities on municipal, provincial, and federal levels, providing a comprehensive view of governance. Indigenous communities often face unique challenges and historical contexts that directly intersect with democratic processes. By studying Indigenous housing, students not only engage with contemporary issues but also gain insight into the historical implications of governmental decisions on different communities. Given the topical nature of housing issues, students are encouraged to explore real-world, current challenges.

Learning story arch:	Students will begin with a collective envisioning their communities, not only focusing on housing but expanding to encompass their broader vision. This phase sets the groundwork for a comprehensive exploration. Subsequently, students transition to an in-depth examination of democratic principles and civic responsibilities. This step serves as a foundational understanding that will inform their later actions. The following step includes students challenging biases and understanding (age appropriately) the nuance of taking action within a democracy; students will be encouraged to reflect on the reality of their goals and aspirations. Moving forward, students will actively identify challenges tied to both democratic processes and housing. The expression phase then takes a specific turn toward real-world housing issues, with a focus on Indigenous housing. However, this phase is also characterized by current event exploration on housing, which necessitates a certain level of flexibility in allowing students to also explore other housing issues that they may identify of which may excite them. Throughout the arc, students are collecting evidence on changemakers in history, and ways to take action. The subsequent step involves reflection on community needs. In the final exposition phase, students synthesize their insights, embarking on a collaborative journey to devise actionable solutions and plans through democratic decision-making. This portion is student directed and open ended.
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Part I Criteria

Description of Criteria	Yes	A Good Start	Not Yet	Comments
Essential/Inquiry Question (2) Is rich, deep, open, interesting, and meaningful (it meets almost all characteristics of powerful essential questions as outlined by http://inquiry.galileo.org)				
Curriculum (4) - Big Ideas are understood and connected directly and meaningfully with the Topic and Essential/Inquiry Question and essential question (1) - Curricular Competencies are understood and connected directly and meaningfully with the Topic and Essential/Inquiry Question (1) - Core Competencies are understood and connected directly and meaningfully with the Topic and Essential/Inquiry Question (1) - Content is understood and connected directly and meaningfully with the Topic and Essential/Inquiry Question (1)				
Learning Design Pitch and Story Arch (4) - The inquiry concept is engaging, important, and meaningful (2) - The learning story arch provides a logical road map for how students will inquire into the concept (2)				

Part II - Making Learning Visible

Please view table 1 on my miro board for answers to the below questions.

1. What will count as evidence of understanding (success criteria)? How will this criteria be communicated to or created with students? How might exemplars or student work be used to clarify and illustrate?
2. How will students demonstrate or perform their understanding? (i.e. performance task, exhibitions, reports, portfolios, presentations, etc)
3. What formative assessment strategies will you use to evaluate student learning and adjust your teaching? Where will students have the opportunity to share their understanding in order to receive feedback, revise and improve?
4. What opportunities have you designed for authentic assessment (explain)?
5. Create a table or other visual representation that shows the specific assessment evidence you will collect and what curriculum outcomes the evidence will provide evidence of.

Assessment Criteria – Part II

Description of Criteria	Yes	A Good Start	Not Yet	Comments
Assessment Tasks: • Will enable students to show what they know (related to assessment indicators) (1) • Are varied (observations, conversations, products) (1) • Are meaningful and an appropriate number for the length of the inquiry (2)				
Formative Assessment Opportunities: + Will provide the teacher will evidence to inform instruction (1) + Will support students to learn in a workshop culture (1). +Are varied (self, peer, teacher, expert) (1)				
Curriculum outcomes from the Cluster: • Are thoroughly unpacked (2) • Are observable and measurable (1)				

Part III- Make Learning for Everyone

1. ***In what ways have you designed for student voice and choice?***

Students will be active participants throughout the whole process, particularly towards the end of the inquiry as they are the leaders in deciding what avenues they want to take in their journey towards changemaking. Students will also have many opportunities to add voice to their learning as they collaborate on contributing ideas to the wonder walls, as well as on their personal blogs and through interactions with others. The U shaped discussions will also lend themselves to students expressing their learning, making meaning, and connecting with others. Finally, through the different assessment strategies, students have an opportunity to create rubrics, self assess, and peer assess.

2. ***How have you designed for Indigenous perspectives to be meaningfully included and contribute to student learning?***

In designing this learning experience, special attention has been given to integrating Indigenous perspectives, particularly in the context of housing. To ensure a meaningful contribution, Indigenous elders and community members are actively involved in the inquiry process. This approach aims to provide students with a more authentic and comprehensive understanding of Indigenous housing challenges, incorporating traditional knowledge and lived experiences into the inquiry. The goal is to promote cultural sensitivity, inclusivity, and a deeper appreciation of diverse perspectives.

3. ***In what ways have you designed for learning to be made accessible for all students to succeed?***

I've crafted this inquiry to be inclusive for every student, employing a diverse range of learning experiences (which will encompass differentiated instruction), different methods of resourcing and information gathering, and culturally responsive pedagogy. In addition, the multitude of performance tasks, core routines, and demonstrations of learning will ensure there are multiple ways for students to approach the learning. For more information, please see table 2 outlining the UDL outcomes on my Miro board.

4. ***How will the learning process be documented and valued?***

Investigative blogging will empower students to take on an active and action-oriented role, using a public platform to chronicle their reflections, discoveries, and insights. U-shaped discussions will play a pivotal role in the documentation process by fostering collaborative knowledge building. Structured to encourage active participation, these discussions facilitate the construction of meaning collectively, ensuring that the learning journey is thoroughly captured through dynamic exchanges of ideas. Visual representations, exemplified by Wonder Walls, will serve as constant reminders of the learning process. These walls will visually showcase key questions, discoveries, and insights, creating an immersive environment that celebrates and reinforces ongoing learning. Additionally, the use of KWL charts and Venn diagrams will provide students with structured tools to track and reflect on their evolving understanding of the subject matter. Finally, as students begin to choose their action of choice, they will see the value in their knowledge and become autonomous pioneers in taking action.

5. ***How have you scaffolded for the development of literacy, numeracy, and/or disciplinary skills from multiple disciplines/programs of study?***

Scaffolding for the development of literacy skills is integral to the entire unit of study. Within the literacy framework, emphasizing comprehension, effective writing, and proficient communication. These skills are interwoven throughout the unit, ensuring students engage with diverse texts and ideas and express their understanding through various written and oral forms. Furthermore, technology is integrated, promoting digital literacy skills. Incorporating drama elements adds another dimension to skill development. Through dramatic activities, students not only enhance their expressive communication skills but also cultivate creativity and collaboration.

6. ***What thinking routines or strategies will help students develop disciplinary ways of thinking?***

To foster disciplinary ways of thinking, several thinking routines and strategies are embedded in the learning experience. Investigative blogging serves as a valuable thinking routine, encouraging students to actively reflect on and communicate their insights, thereby developing critical thinking and analytical skills. U-shaped discussions facilitate collaborative knowledge building, enabling students to engage in exchanges of ideas, promoting disciplinary thinking through shared perspectives. Visual tools such as Wonder Walls, KWL charts, and Venn diagrams contribute to structured thinking and reflection. Moreover, the integration of drama elements encourages creative and expressive thinking.

7. ***How will you design opportunities for students to reflect on their learning?***

Investigative blogging serves as a primary avenue for reflection, prompting students to document and articulate their thoughts, discoveries, and insights throughout the learning journey. This active writing and documenting process not only reinforces their understanding but also allows for continuous self and peer assessment. Structured U-shaped discussions create spaces for students to collectively reflect on the evolving knowledge within the group. These discussions provide a platform for students to share and synthesize their individual perspectives, fostering a deeper understanding through collaborative reflection. Wonder Walls visually showcase key questions and insights, serving as a constant reminder of the learning process. KWL charts help students track what they know, what they want to know, and what they've learned, facilitating structured reflection. Venn diagrams, through comparisons, encourage critical thinking and analysis. Students will also be asked to summatively reflect on their learning when they are asked to choose an avenue of action.

Inquiry Overview Assessment Criteria Part III

Inquiry Overview		Comments
Opportunities for student voice and choice. To what extent: • is a hook/questions used to engage students with the topic • is student voice/choice included in shaping the inquiry • is student voice/choice incorporated into presenting the results of their inquiry. Indigenous Perspectives To what extent: • are Indigenous Perspectives integrated to enrich student learning • is an ethical space created to include Indigenous Perspectives Learning is made accessible for all students. To what extent: • are strategies such as formative assessment, UDL, learning supports and/or varied resources incorporated Documenting and valuing the learning process To what extent: • do the lessons/inquiry address the inquiry question/big idea in a meaningful manner? • do the lessons flow in a meaningful manner drawing on an archetype of learning?	/3 /3 /3 /3	

Supporting student learning/inquiry To what extent: • are thinking routines or strategies taught to help student develop understanding ? • are students encouraged to uncover and make visible their thinking? • is the inquiry process visible in the spirit of the unit? Integration What opportunities and scaffolding is there for developing: • literacy, numeracy and content/skills from other subject areas? Opportunities for reflection on their learning To what extent: • are metacognition and reflection planned for and supported throughout the study? • is exhibition, student led conferencing, or portfolios employed?	/3 /3 /2	
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