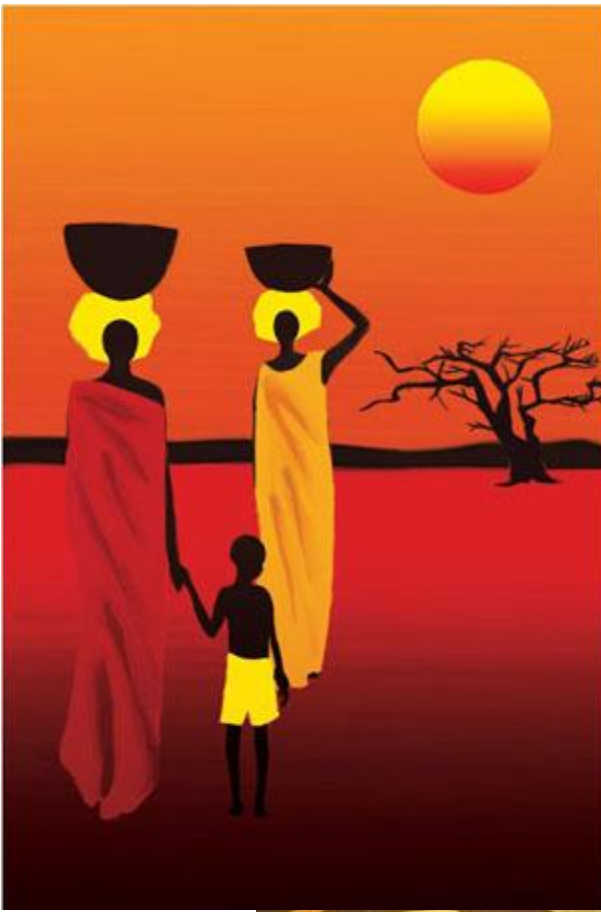


# Inquiry Project

Name: \_\_\_\_\_

Social studies and Science project plan.



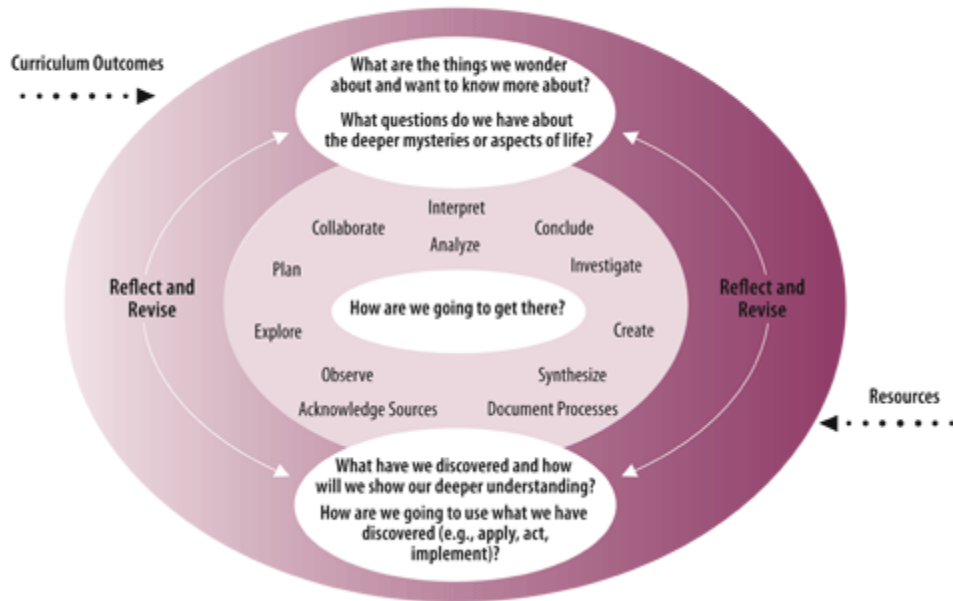
**General topics you might like to learn about:**

Grade Five	Grade Six
<ul style="list-style-type: none"> <li>• Compare Canada’s immigration policy and practice now with what it was in the 19<sup>th</sup> century. What were the results of this policy?</li> <li>• Identify the goals of an ethnic or cultural organization in Canada (First Nation, Metis, Inuit, or an immigrant group)</li> <li>• Identify the historic origin of a place name in Canada. What was the reason for naming it?</li> <li>• Graphically display the country of origin of immigrants to Canada or a Canadian province in the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> Centuries. Account for the similarities and differences.</li> <li>• Look at the Canadian government’s treatment of various groups of immigrants to Canada (Chinese in the 1800s, Japanese in the 1930s and 1940’s. Eastern Europeans in the late 19<sup>th</sup> and early 20<sup>th</sup> Century, Arabic immigrants today)</li> <li>• Compare technologies used by a Canadian culture past and present, which represent use of simple machines.</li> <li>• Analyze the effects of forces from nature on the natural and constructed environment in Canada (earthquake, tornado, hurricane, and tsunami).</li> <li>• Suggest how the function of common simple mechanisms such as a crowbar, wheelbarrow, elbow joint, fork, rake, baseball bat, can opener, stapler, and scissors might be different if they had been based on a different class of lever.</li> <li>• Assess the impact of a machine on</li> </ul>	<ul style="list-style-type: none"> <li>• Research the use of inclined planes and other simple machines to construct structures in a country on the Atlantic Ocean (pyramids, Stonehenge, Easter Island moai, tipis, inukshuks, and totem poles)</li> <li>• Compare technologies used by a culture in a country on the Atlantic Ocean past and present, which represent use of simple machines.</li> <li>• Analyze the effects of forces from nature on the natural and constructed environment in a country on the Atlantic Ocean (earthquake, tornado, hurricane, and tsunami).</li> <li>• Suggest how the function of common simple mechanisms such as a crowbar, wheelbarrow, elbow joint, fork, rake, baseball bat, can opener, stapler, and scissors might be different if they had been based on a different class of lever.</li> <li>• Assess the impact of a machine on traditional lifestyles in a country on the Atlantic Ocean (compare past and present: carts, boats, airplanes, logging equipment, and tractors)</li> <li>• Compare and contrast family and community roles and responsibilities of young people in Canada with roles and responsibilities of young people in a country bordering the Atlantic Ocean.</li> <li>• Give examples of the art of a culture in Canada or in a country bordering the Atlantic Ocean. Draw conclusions about the beliefs and values of those people.</li> <li>• How is cultural diversity (multiculturalism)</li> </ul>

<p>traditional lifestyles in Canada (compare past and present: carts, boats, airplanes, logging equipment, and tractors)</p> <ul style="list-style-type: none"><li>• Look at the contributions of First Nations, Metis and Inuit people in Canada. What is their contribution to the community in areas such as politics, business, health, education, sport, music, literature, art, dance, and architecture?</li><li>• What has been the contribution to our local community by a cultural group?</li></ul>	<p>used in Canada and another country bordering the Atlantic Ocean? Consider segregation, assimilation, accommodation, and pluralism.</p> <ul style="list-style-type: none"><li>• Look at the contributions of First Nations, Metis and Inuit people in Canada and indigenous peoples in a country bordering the Atlantic Ocean. What is their contribution to the community in areas such as politics, business, health, education, sport, music, literature, art, dance, and architecture?</li><li>• Create a multimedia presentation showing the impact of immigration on the views of young people in Canada another country bordering the Atlantic Ocean.</li><li>• Describe the role of a key international agency in protecting young people's welfare. (United Nations, UNICEF, UNESCO, Amnesty International, Medecins sans frontiers, United Nations High Commission for Refugees, international indigenous organizations, faith-based international development organizations).</li><li>• Research the contribution of a Canadian individual or organization toward improving people's welfare in another country bordering the Atlantic Ocean.</li><li>• Research the technical problems that had to be overcome to develop devices that fly (balloons, kites, gliders, airplanes, helicopters, and rockets). Explain how different solutions resulted in flying devices with different designs.)</li><li>• Discuss historical and current contributions of people who have contributed to scientific understanding of flight.</li><li>• Describe examples of traditional and modern technologies developed by First</li></ul>
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	<p>Nations, Metis, and other cultures around the Atlantic Ocean that are based on principles of flight (atlatl, bow and arrow, slingshot, catapult, trebuchet).</p> <ul style="list-style-type: none"><li>• Explain how the principles of flight have changed the way people work, live, and interact with the environment locally, nationally, and globally (bush plnes in the north, scheduled airline travel, supply of cargo to remote communities and mine sites, and transoceanic air travel).</li><li>• Build and explain a prototype of a flying object.</li></ul>
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## Constructing Understanding Through Inquiry



## Outcomes of Your Inquiry

### Comprehend and Respond

Independently view, listen to, read, comprehend, and respond to a variety of media with some specialized language (e.g. oral explanations, visual, multimedia, books, reports and articles from internet, magazines and journals, reference materials, and written instructions).

Select and use appropriate strategies to construct meaning before inquiry (e.g., considering what they know and need to know about topic).

### Compose and Create

Select and use the appropriate strategies to communicate meaning during inquiry (e.g., jot notes and acknowledging sources).

Use oral language to interact appropriately with others (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience (e.g. oral report, illustrations, diagrams, posters, displays, and cartoons).

### Assess and Reflect on Language Abilities

Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation. Appraise for clarity and set goals for improvement.

## Inquiry Rubric

Criteria	Excellent	Proficient	Adequate	Limited
<b>Content/Message</b>	A rich and detailed message	<b>A specific message</b>	A simplistic message	An undeveloped message
	In-depth ideas and information	<b>Sufficient ideas and information</b>	Partially correct ideas and information	Incomplete ideas and information
	Express and explain findings in an innovative format	<b>Express and explain findings in an effective format</b>	Express and explain findings in a workable format	Express and explain findings in an ineffective format
	Integrate an in-depth variety of representations including illustrations, graphs, maps, charts and graphics.	<b>Integrate a sufficient variety of representations including illustrations, graphs, maps, charts and graphics.</b>	Integrate a partial variety of representations including illustrations, graphs, maps, charts and graphics.	Integrate an incomplete variety of representations including illustrations, graphs, maps, charts and graphics.
	Content is skilful for audience	<b>Content is effective for audience</b>	Content is appropriate for audience	Content is inappropriate for audience
<b>Organization</b>	Purposeful graphic organizer which extensively clarifies and shapes understanding	<b>Logical graphic organizer which substantially clarifies and shapes understanding</b>	Simplistic graphic organizers which partially clarify and connect ideas	Haphazard graphic organizers with sketchy ideas.
<b>Conventions</b>	Skilful use of language and tone for the intended purpose and audience.	<b>Effective use of language and tone for the intended purpose and audience.</b>	Appropriate use of language and tone for the intended purpose and audience.	Inappropriate use of language and tone for the intended purpose and audience.
	Innovative use of text features to communicate ideas in a precise manner.	<b>Effective use of text features to communicate ideas in a relevant manner.</b>	Workable use of text features to communicate ideas in a basic manner.	Ineffective use of text features to communicate ideas in an irrelevant manner.
	Uses intriguing simple, compound, and complex sentences. Consistently uses subject-verb and noun-pronoun agreement correctly.	<b>Uses interesting simple, compound, and complex sentences. Frequently uses subject-verb and noun-pronoun agreement correctly.</b>	Uses predictable simple, compound, and complex sentences. Occasionally uses subject-verb and noun-pronoun agreement correctly.	Uses ineffective simple, compound, and complex sentences. Rarely uses subject-verb and noun-pronoun agreement correctly.
	Uses vivid words to create specific effects.	<b>Uses interesting words to create specific effects.</b>	Uses simplistic words to create specific effects.	Uses words which lack appeal to create specific effects.
	Consistently uses specialized terms appropriately from different subject areas.	<b>Frequently uses specialized terms appropriately from different subject areas.</b>	Occasionally uses specialized terms appropriately from different subject areas.	Rarely uses specialized terms appropriately from different subject areas.
<b>Strategies</b>	Extensive before, during, and after strategies used.	<b>Sufficient before, during, and after strategies used.</b>	Partial before, during, and after strategies used.	Minimal before, during, and after strategies used.

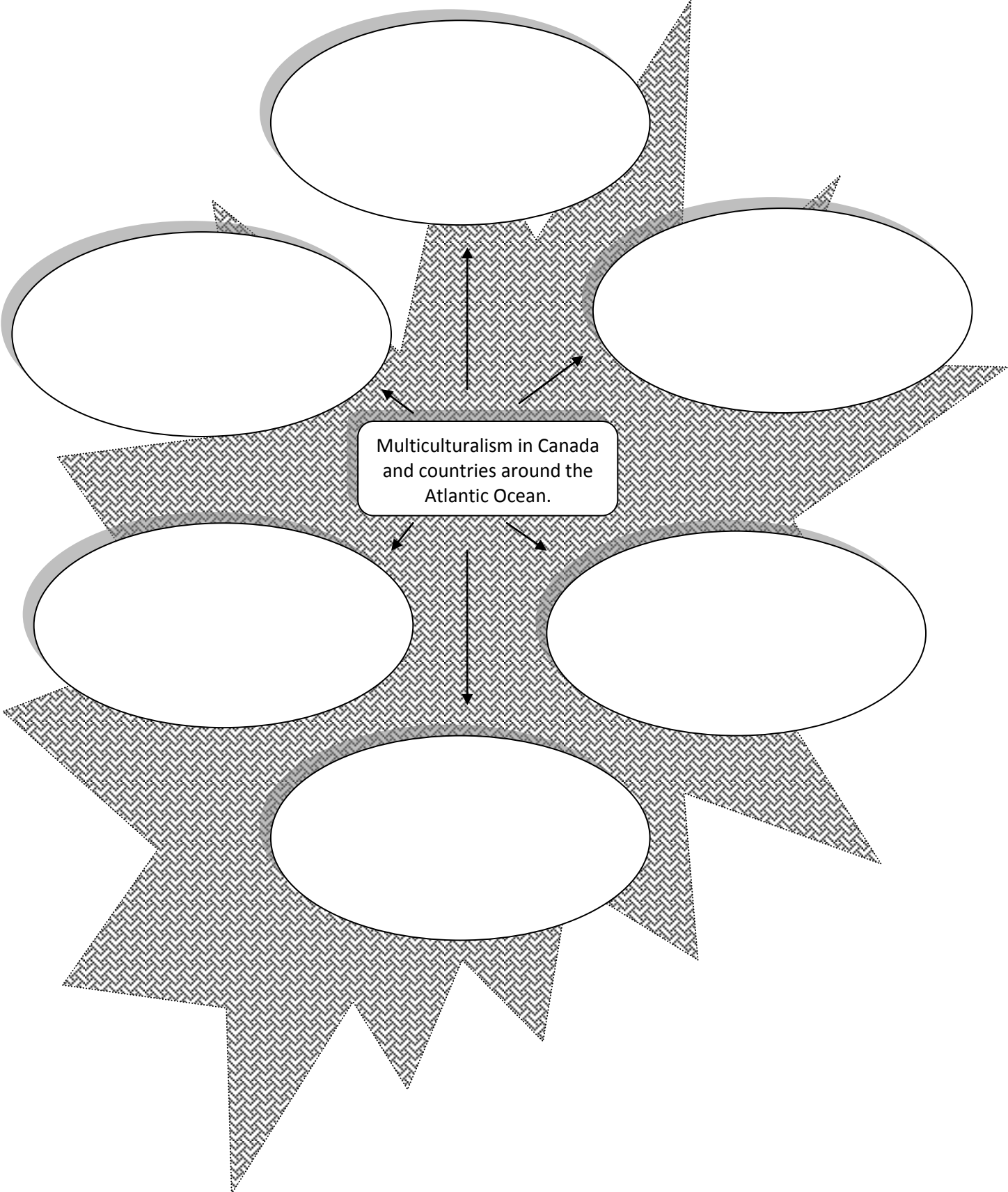
**Schedule:**

Each period, begin by listing what you plan to finish. Check off each thing when you finish it. At the end of the period, take a few minutes to list your next step and the things you will need to complete this step.

<b>Day One:</b> <i>My goal</i>	<b>Date:</b> <i>Now I need to</i>
<b>Day Two:</b> <i>My goal</i>	<b>Date:</b> <i>Now I need to</i>
<b>Day Three:</b> <i>My goal</i>	<b>Date:</b> <i>Now I need to</i>
<b>Day Four:</b> <i>My goal</i>	<b>Date:</b> <i>Now I need to</i>
<b>Day Five:</b> <i>My goal</i>	<b>Date:</b> <i>Now I need to</i>

<b>Day six:</b> <i>My goal</i>	<b>Date:</b> <i>Now I need to</i>
<b>Day Seven:</b> <i>My goal</i>	<b>Date:</b> <i>Now I need to</i>
<b>Day Eight:</b> <i>My goal</i>	<b>Date:</b> <i>Now I need to</i>
<b>Day Nine:</b> <i>My goal</i>	<b>Date:</b> <i>Now I need to</i>
<b>Day Ten:</b> <i>My goal</i>	<b>Date:</b> <i>Now I need to</i>

Before



Topic

**KWS Chart**

**What I know about this topic**

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**What I want to learn about this topic**

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**Possible sources for this topic:**

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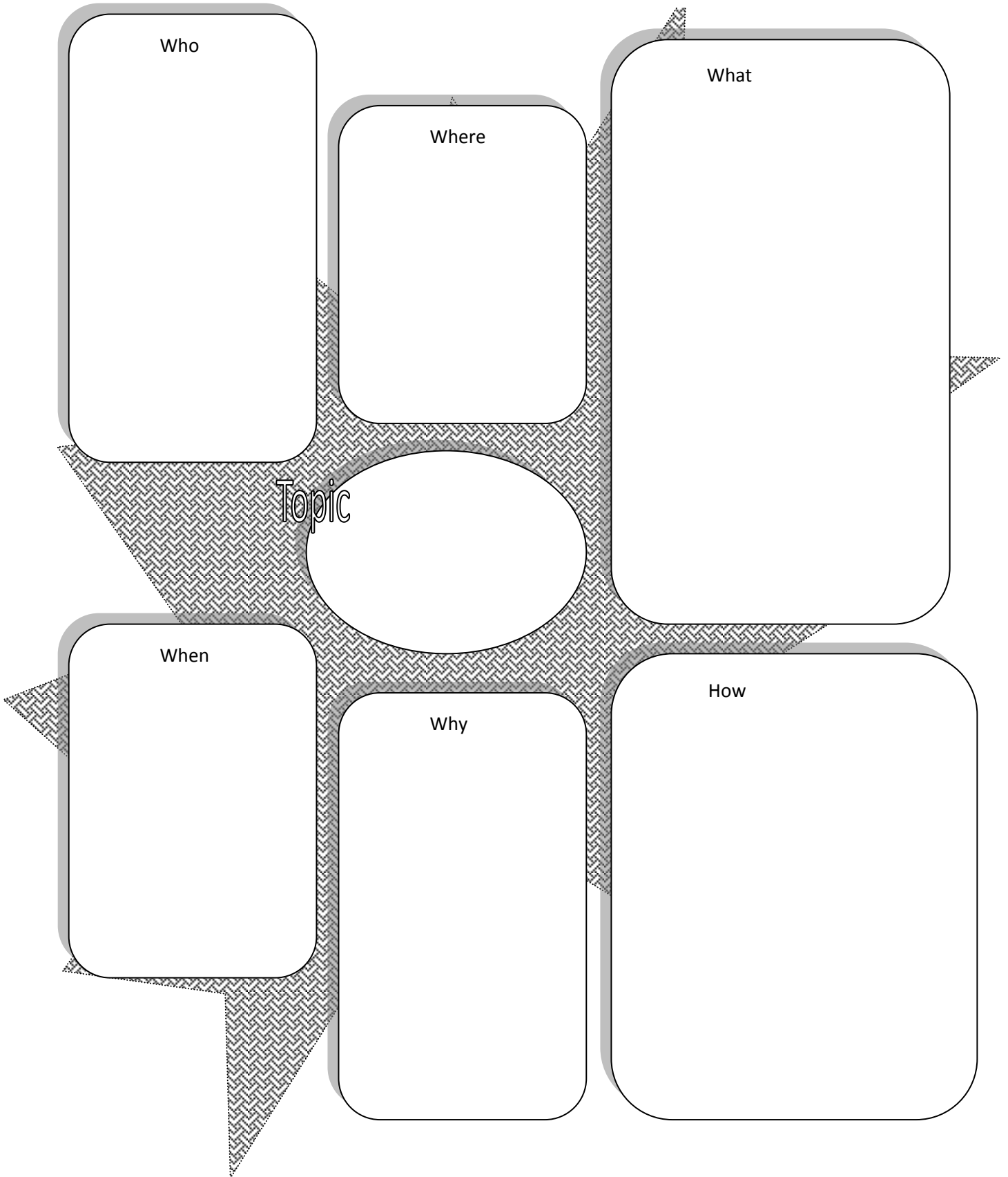
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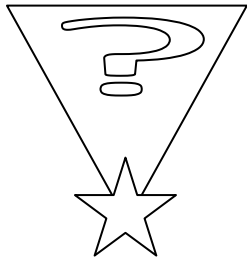
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**Read about your topic**

Go to the encyclopaedia and web. Find out about your topic. It will be easier to narrow your topic if you have some basic facts.



**Narrow your topic**



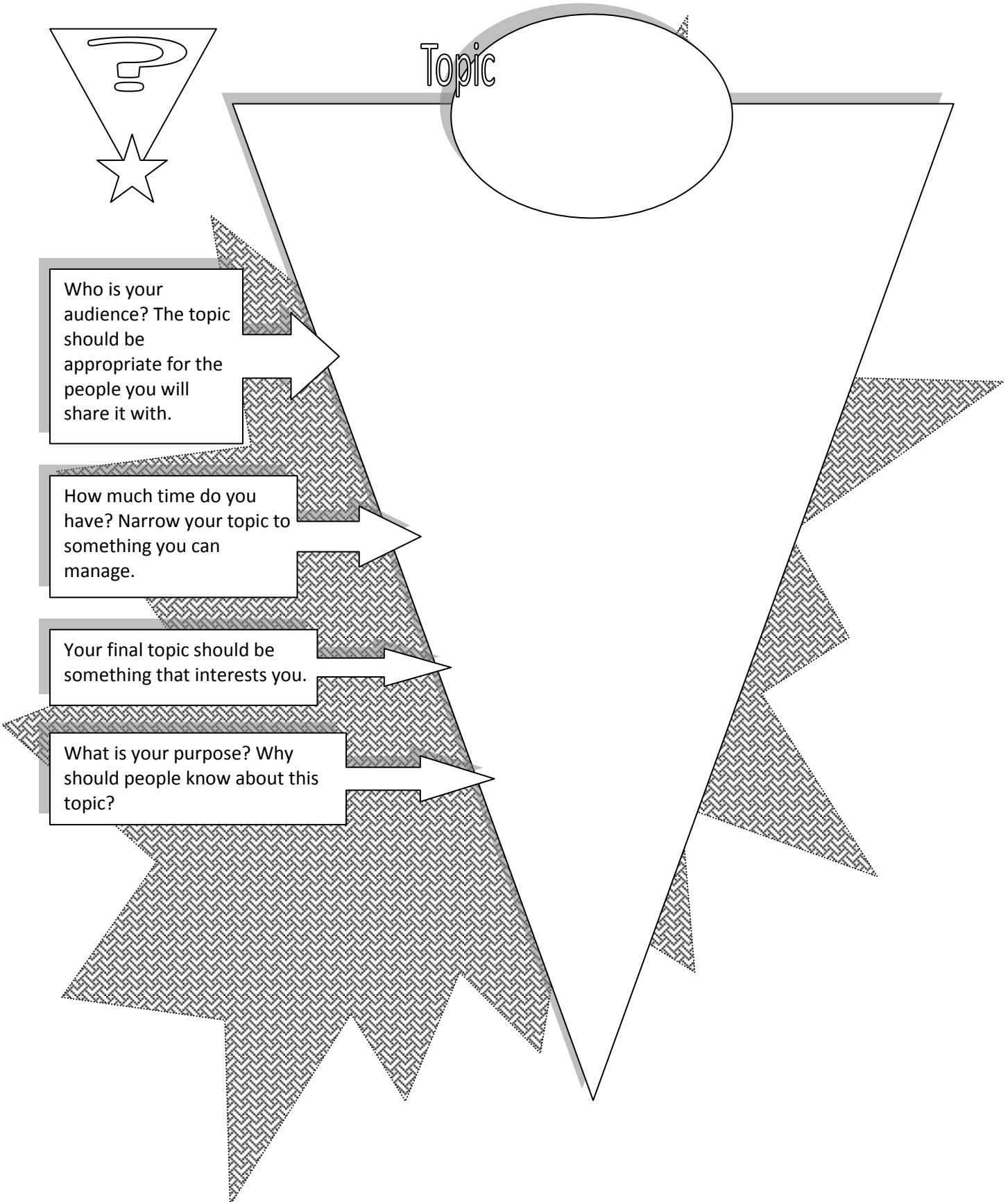
Topic

Who is your audience? The topic should be appropriate for the people you will share it with.

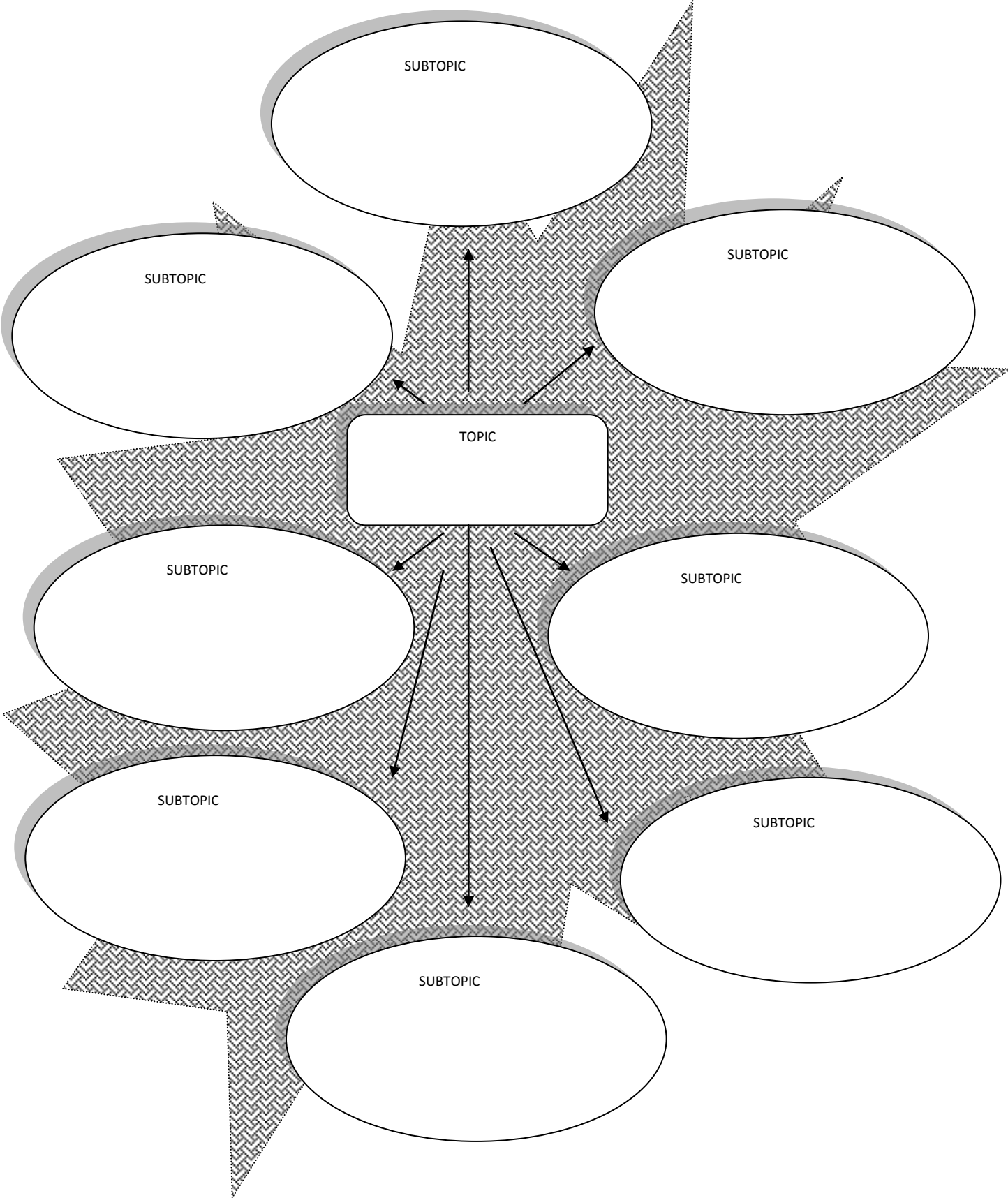
How much time do you have? Narrow your topic to something you can manage.

Your final topic should be something that interests you.

What is your purpose? Why should people know about this topic?



**Topic Outline**



## Conference Sheet

My Topic: \_\_\_\_\_

Before strategies checklist:

- Chooses a relevant topic
- Evidence of prior knowledge/experiences
- Identify purpose and audience
- Brainstorm ideas and information
- Gathering relevant information
- Create an outline

Comments:

**Ticktacktoe:**

Write Notes in each section:

Subtopic: \_\_\_\_\_


Source: \_\_\_\_\_

## During Conference Sheet

My Topic: \_\_\_\_\_

### During Strategies Checklist:

- Creates a draft
- Explore possible products
- Construct a message
- Conferences
- Reflects on work

Comments:

## After Conference Sheet

My Topic: \_\_\_\_\_

### After Strategies Checklist:

- Checks for content and meaning
- Checks for organization
- Checks for sentence structure and flow
- Checks for word choice, spelling, and usage
- Checks for mechanics and appearance
- Conferences
- Polishes and practices
- Shares product
- Self-reflects and considers feedback

Comments: