FIRST WORLD WAR
Inquiry Support Guide

Acknowledgements

First World War Inquiry Support Guide: Years 1–8

INTRODUCTION

This First World War inquiry support guide is for use in conjunction with the eight First World War inquiry guides for students in years 1–4 and years 5–8. It provides additional information on each stage of the inquiry process and contains links to resources and examples that can be used with any of the inquiry guides. The inquiry support guide will be particularly helpful for teachers who are new to inquiry-based learning but can also be used by those who are more experienced in the inquiry-based approach.

Each school will have its own approach to inquiry. In some schools, the emphasis will be on carefully planned inquiries in which the teacher establishes an essential question that the class explores. In other schools, the emphasis is more on students identifying issues, concerns, or areas of personal interest and using these as the basis of inquiry. The material in the guides can be adapted to suit whichever approach a school community uses and is not intended to be prescriptive.

Each inquiry guide explores a different aspect of the First World War. The table below shows the guides and inquiry topics included in the series.

Inquiry Support Guide: Years 1–8	*Their Stories, Our Stories: Years 1–4*	*Conflict: Years 1–4*	*Identity Aotearoa: Years 1–4*	*Commemoration: Years 1–4*
	Their Stories, Our Stories: Years 5–8	*Conflict: Years 5–8*	*Identity Aotearoa: Years 5–8*	*Commemoration: Years 5–8*

The inquiry guides incorporate five themes that help to make the context of the First World War relevant for students:

• Heritage and identity: understanding how New Zealand's military history has shaped our identities

• Making connections: connecting teachers and students in New Zealand and overseas who are learning about the First World War

• Citizenship perspectives: exploring rights and responsibilities of New Zealand citizens in peacetime and during conflict

• New Zealand in the Pacific: examining how New Zealand's relationship with Samoa and other Pacific nations has been shaped by the First World War and subsequent events

• Peace and reconciliation: exploring how individuals, groups, and nations can reconcile differences and build safe and healthy communities (local, national, and global).

These themes are referred to with varying emphasis in each guide.

The inquiry guides can be used in any order and can be adapted to suit learner interest, a whole-school focus, or a specific event. Each guide provides links to useful First World War resources that teachers can use as they co-construct inquiries with their students.

The following principles underpin the inquiry guides:

• Learning becomes meaningful when students connect new learning with their own lives and find a way to apply what they have learned.

• Students access learning in different ways. Teachers who know their students can facilitate and guide their learning in the ways most appropriate for them.

• Teachers and students should collaborate to co-construct learning journeys. Providing students with opportunities for choice and negotiation increases their motivation and engagement.

Where possible, teachers should draw on resources within their local communities to help tell the stories of the First World War. The guides also suggest ways to use digital technologies to explore the First World War at a local, national, and global level. These connections can support the development of big picture understanding and foster respect for diversity.

Inquiry-based learning and the New Zealand Curriculum

A stated intent of *The New Zealand Curriculum* is to develop students who value innovation, inquiry, and curiosity through encouraging them to think critically, creatively, and reflectively (page 10). Inquiry-based learning aligns well with this intent because it fosters students' creativity, independence, and problem-solving skills. Throughout the inquiry process, students reflect both on their learning and on the process of inquiry itself.

> *The New Zealand Curriculum* gives schools the scope, flexibility, and authority they need to design and shape their curriculum so that teaching and learning is meaningful and beneficial to their particular communities of students. Inquiry-based learning is one way for teachers to respond to the particular needs, interests, and talents of individuals and groups of student in their classes.
>
> *Adapted from* The School Curriculum: Design and Review
> http://bit.ly/ISG-SchoolCurriculum

The New Zealand Curriculum recognises the importance of community engagement and of schools making connections with families, whānau, and other members of students' communities. Inquiry-based learning encourages students to move beyond the classroom in their learning and provides scope for them to tackle authentic (real-life) problems within their own communities. This makes their learning both relevant and meaningful.

The New Zealand Curriculum identifies five key competencies that people use in order to live, learn, work, and contribute as active members of their communities: thinking; using language, symbols, and text; managing self; relating to others; and participating and contributing. Inquiry-based learning supports the development of each of these competencies. For example:

- By making decisions about the focus of their inquiry and deciding on an outcome that reflects their learning, students develop the key competency of thinking.
- By conducting research and exploring a range of stories, students develop the key competency of using language, symbols, and text.
- By establishing inquiry goals, making plans, and managing projects, students develop the key competency of managing self.
- By recognising points of view, negotiating, and sharing ideas, students develop the key competency of relating to others.
- By sharing their learning with their communities or developing an outcome that can have an impact on their communities, students develop the key competency of participating and contributing.

The New Zealand Curriculum specifies eight learning areas, each with its own valued outcomes. The intention is that learning should reflect the natural connections that exist between these learning areas. The Educational Review Office (ERO) report *Accelerating the Progress of Priority Learners in Primary Schools* (May 2013) identifies that highly effective teachers ensure their students can apply their learning in different contexts across the curriculum. Inquiry-based learning is a useful way to capitalise on connections between learning areas. For example, a student exploring the impact that available technologies had on the diet of soldiers in the First World War can use this context to explore aspects of technology, health, and mathematics.

Acknowledging perspectives and diverse experiences

Tackling challenging topics

Exploring the First World War will introduce students to a range of perspectives on war itself. Students and teachers will each bring their own experiences and opinions to the mix. Teachers need to model how to respectfully acknowledge different perspectives and should be sensitive to the way wars may have impacted on the lives of their students, family, whānau or community.

Students learn best when they are emotionally engaged with their learning. This engagement is fostered through interacting with "real people, real places, and real objects" (Murdoch, 2004). Although it can be challenging to explore potentially emotional subjects by interacting with others, it is important not to shy away from this process. Complex or provocative topics create opportunities

for students to explore and develop their own values and to empathise with or understand the values of others. Talking about war provides students with an opportunity to develop the key competency of relating to others as they practise the art of active listening, recognise other points of view, and negotiate and share ideas.

The Historical Association in the United Kingdom has published a report on the challenges and opportunities for teaching emotive and controversial history. A summary of the report, prepared by Martyn Davison (Pakuranga College), is available here: http://bit.ly/ISG-TchgHistory

Co-constructing learning

Ako

One of the key strengths of inquiry-based learning is that its starting point involves identifying areas of student interest and prior knowledge. The Educational Review Office (ERO) report *Accelerating the Progress of Priority Learners in Primary Schools* (May 2013) identifies the importance of teachers knowing the strengths and interests of their students and of providing relevant contexts for learning.

The process of inquiry is adaptive, and shared decision making fosters deeper, more authentic learning opportunities. This approach contributes to the development of ako, a teaching and learning relationship in which the teacher and the learner learn from each other. In a reciprocal learning relationship, teachers are not expected to know everything; as the inquiry process unfolds, teachers are taken on a journey of discovery along with their students.

> The challenge is to move past seeing learning in terms of being "student-centred" or "teacher-driven", and instead to think about how learners and teachers would work together in a "knowledge-building" learning environment. This is not about teachers ceding all the power and responsibility to students, or students and teachers being "equal" as learners. Rather, it is about structuring roles and relationships in ways that draw on the strengths and knowledge of each in order to best support learning.

> *Bolstad and Gilbert, 2012*

Inquiry-based learning should be relevant to the students' immediate community. This allows the community itself to become a valuable source of expertise, knowledge, and access to learning opportunities. This does not mean that the scope of investigation should be limited to the students' known realities. Rather, it should help them to make meaning of the wider national or global communities of which they are also a part. Their inquiry pathways help them to make connections that can help them to better understand themselves and their local communities. In this way, they can contribute and participate in their communities with greater awareness.

As indicated in the diagram below, through the inquiry learning process, students move beyond their own experiences and knowledge as they explore communities at a local, national, and global level. What they have learned, they then apply within the contexts of their more immediate communities or within their own lives.
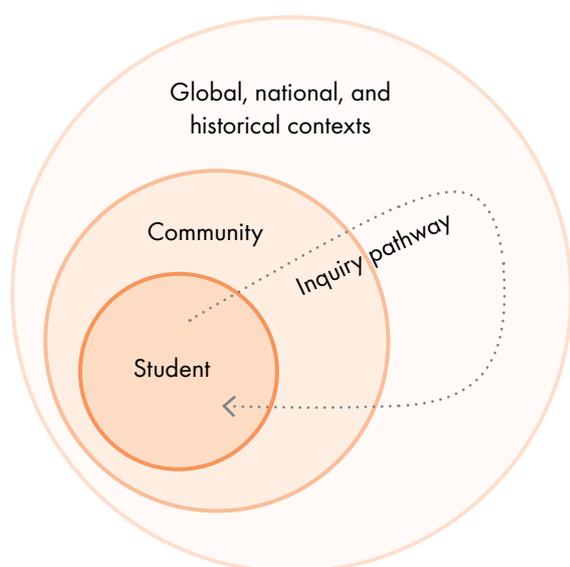
THE PROCESS OF INQUIRY

The eight inquiry guides are structured around five key stages based on several established inquiry frameworks. The names used for each stage are not intended to replace the names your school gives to different stages of the inquiry process; they simply reflect the names used by the trial schools.

As indicated in the diagram below, the five stages are neither static nor linear; students will move between stages throughout the inquiry process as they reflect on their learning, develop their understanding of the context, and make connections with their communities.
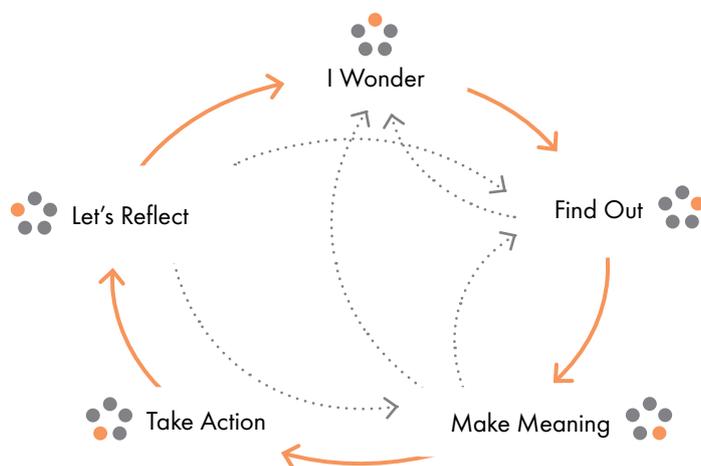
For example, during the I Wonder stage, students are presented with a hook (or hooks) intended to arouse their curiosity. The intended outcome of this stage is a range of I Wonder statements that can form the basis of an initial investigation into a topic. As students move into the Find Out stage, they may discover new areas of interest and wonder that can create a new direction of investigation.

I Wonder

Purpose: For teachers and students to use resources to spark student interest

In the I Wonder stage, students are presented with an interesting hook such as an image, a historical document, a film clip, a diary entry, or some prose. The purpose is to stimulate discussion and evoke curiosity. The I Wonder stage forms the basis of the preliminary investigations used at the start of the Find Out stage.

Each inquiry guide provides six suggested hooks that relate to the focus of the guide. Each hook comes with background information that can be used to place it within its broader context. It is up to you whether you want to share some or all of this information with your class.

Use your knowledge of your students to select hooks that you think will have the greatest appeal and interest. You may prefer to source a hook of your own or to use a combination of them. Another option is to find an interesting artefact to show to the class or to invite a member of the community to share a story with them.

Students are often highly attuned to the degree of interest a teacher shows in a topic. Before introducing a new inquiry process, spend some time exploring a range of possible options. This will help you to identify your own areas of interest and curiosity.

Consider ways to make connections with your wider school community and, if possible, with local iwi or hapū, as in this story: http://bit.ly/ISG-WairakeiSchool. You can find iwi contact details here: http://bit.ly/ISG-IwiMap.

Your role in the I Wonder stage is to ask questions that help students share their initial responses, encouraging them to make connections to their prior knowledge and experiences.

During the I Wonder stage, the most important goal is student engagement. Although you may intend to pursue a particular overarching theme within the inquiry, you should still value and welcome good ideas not specifically related to the theme. Students could well introduce unanticipated points of interest that could form the basis of an alternative theme of inquiry.

Here are some useful questions that you can use to encourage student responses:

- What can you see?
- What do you think is happening?
- Is there anything in this image that you don't understand?
- How does this image make you feel?
- Does this remind you of anything?
- What do you think this person can hear, smell, or see?
- Who do you think made this video? Why do you think they made it?
- Does this image tell you anything about a person's opinion or ideas?
- Do you think everybody would view this image in the same way? Why or why not?

You can also give students sentence starters to complete, for example:

- "I think this image is interesting because ..."
- "When I look at this object, the questions I have are ..."
- "One of the first things I noticed was ... When I looked at it more closely, I noticed ..."
- "This video clip makes me feel ..."

Spend time exploring the finer details of images, documents, or prose. Many of the images within the guides are available in high-definition formats. To access these, use the link provided in the inquiry guide. Here is an example: http://bit.ly/ISG-Mascot. Use the buttons in the top right of the screen to zoom in closer.

Look for interesting details that you can zoom in on: a person in the background, a symbol, an animal. You can use the Zoom-In Inquiry http://bit.ly/ISG-ZoomIn technique to uncover a small part of an image at a time. For example, you could start with an extreme close-up on one section and then uncover the image in stages as the ensuing discussion progresses.

As a class, choose a way to record and display student responses. Displaying student responses exposes students to a range of ideas; documenting them means that they can be used as a point of comparison when students reflect on their learning at the end of the inquiry process. Try to capture the "voice" of the students by including a range of questions and I Wonder statements along with some known or assumed facts or ideas.

The following techniques can be used to ensure that all your students have an opportunity to share their ideas and have them recorded:

- think-alouds: http://bit.ly/ISG-ThinkAlouds
- think, pair, share: http://bit.ly/ISG-TPS
- bus stop activities
- videos created by students to share their first impressions or initial understandings of a topic, using digital tools such as YouTube, Fotofriend, and Movenote
- an image brainstorm by groups or individuals using ThingLink
- KWL charts: http://bit.ly/ISG-KWL
- alphabet brainstorming as an individual, group, or class: http://bit.ly/ISG-ABC
- "sticky note" brainstorm on the whiteboard. Whole-class brainstorms on sticky notes can be reorganised, colour-coded and then re-sorted: http://bit.ly/ISG-Brainstorm
- using this template as a starting point for interviewing a classmate to gather prior knowledge: http://bit.ly/ISG-Interviews
- brainstorming in Padlet
- debates
- true/false statements using Google Forms or SurveyMonkey

- five senses brainstorm to prompt discussion about what we see, hear, feel, smell, and taste: http://bit.ly/ISG-5Senses
- graphic organisers such as Y-charts: http://bit.ly/ISG-YCharts
- hot-seating: http://bit.ly/ISG-Hotseat

Checkpoint

By the end of this stage, students should have begun to make connections with a First World War related topic. Their thoughts, observations, and relevant prior knowledge have been recorded and displayed so that they can be referred to in the Find Out stage that follows and used as part of the Let's Reflect stage towards the end of the inquiry.

At this point, it's important for you to ascertain how engaged the students are with the topic. If the hook(s) you have used haven't really sparked interesting ideas or questions, consider beginning the I Wonder stage again using a different hook.

Ask the students to give you feedback on whether they think there might be enough interest to establish a line of inquiry. Doing this helps to position the students as co-constructers of their own learning.

Find Out

Purpose: For students to construct rich questions to guide their inquiries

In the Find Out stage, students use their observations and inklings from the I Wonder stage to begin to develop questions. They begin to seek and share information that helps them make sense of the context they are exploring. This can often generate further questions.

Each inquiry guide suggests sources of information that relate to possible avenues of inquiry. These sources have been selected for the reliability of the information they provide and, if possible, for their age appropriateness.

Your role as a teacher is to provide a range of individual, pair, and group activities that help students to extend their understanding. These activities can help to generate further questions.

An essential goal in this stage is forming a rich question that will guide their inquiry. A rich question is an open question that requires students to go beyond mere fact-finding to develop an answer.

Students are likely to need support constructing questions of enough depth and complexity. Take your time working with them to ensure they have a worthwhile question; the quality of their rich question will determine the quality of their entire inquiry process. (see, http://bit.ly/ISG-Questions for practical ideas about developing questioning skills with students; and for further discussion, http://bit.ly/ISG-EssentialQuestions.)

Rich questions often need to be broken down into subsidiary parts to be answered. The goal is to move students from facts, through concepts based on values or issues, to transferable generalisations for application. Values-based questions ask: "What is important?" Issues-based questions ask: "What do we want to change?" For more information see bit.ly/ISG-NZCER.

For example, a student interested in the role animals played in the First World War could use an inquiry question, such as "Is it appropriate to use animals in ways that might harm them if the end result benefits humans?" The student can begin their investigation by exploring the way animals were used in the First World War. Next, they can extend their investigation to consider the ethics of using animals in this way; they might then apply their learning by relating it to a way that animals are currently harmed in the pursuit of human goals.

In a whole-class inquiry, students can work in groups to explore different components of the question. For example, if the class inquiry is on the use of animals during wartime, one group could look at how horses were used, another group dogs, and a third group pigeons. These same groups can then explore how these animals are used in human endeavours today. It is good to limit the size of each group to seven to ensure that everyone contributes.

After students have constructed rich questions and broken them down into parts, the next step for the teacher is to work with students to determine how they can gather information to answer their

questions. For example, are there people in the community they can talk to? What information should they look for online? What stories might be helpful? You can introduce a reading programme tailored to provide relevant information. Select texts for guided, shared, and independent reading. Consider ways to make connections to a range of different learning areas.

If possible (and relevant), invite a member of the community in to describe how the First World War impacted on their family. Organisations such as the Royal New Zealand Returned and Services' Association (RSA) and Heritage New Zealand can help you to find people to bring into the class.

The Find Out stage should be a dynamic part of the process in which students share ideas, record facts and ideas, ask each other questions, and challenge each other's assumptions. Useful activities for this stage include:

- brainstorming
- making video diaries
- creating a list of new vocabulary
- talking to their whānau
- annotating images using tools such as ThingLink, Popplet, and Padlet
- using graphic organisers such as KWL charts
- using a Google document to record and share information.

Keep track of student progress by conferencing with groups of students.

Key questions

- What questions do we need to ask?
- What questions do we want to ask?
- Where can we find information that will help us to answer our questions?
- How can we check the reliability of our sources? (In the context of the First World War, it would be good to explore ideas of bias and the use of propaganda.)
- Re-question: What questions have come out of these answers?
- What are the most important questions to ask?
- How do my questions and answers relate to others' questions?

Useful resources

- Learning how to search for relevant and reliable information online is an important component of digital literacy. Two useful sites include:
  - DigitalNZ: This site provides access to digital content held by New Zealand organisations such as museums, libraries, galleries and newspapers. It is a good place to find historical and contemporary images, video clips, articles, and documents. http://bit.ly/DigitalNZ
  - Google for Education, which provides lesson plans and ideas for teaching advanced searching skills using Google. http://bit.ly/ISG-SearchEd
- Use this note-taking template for students to keep track of their information searches and the sources they have used: http://bit.ly/ISG-NoteTaking
- Provide a print- and information-rich classroom. Consider ordering book and other resources from the National Library. http://bit.ly/ISG-NLResources
- To get a range of perspectives and increased engagement in the topic, offer whānau, iwi, and the wider community opportunities for involvement in the inquiry. You could use the school website or newsletter or an online survey to invite members of the community to contribute their stories or expertise. This is a story of one school's success in working with local iwi or hapū: http://bit.ly/ISG-WairakeiSchool. You can find iwi contact details here: http://bit.ly/ISG-IwiMap.
- This template can be used to plan an interview and assess interview skills: http://bit.ly/ISG-Interviews.
- This link provides suggestions for how to connect with local researchers or a museum: http://bit.ly/ISG-Museums.
- Primary sources, which are the firsthand accounts of people who were involved with an event, are invaluable in learning about the past. The National Library of New Zealand provides First

World War primary source galleries and a guide to using these resources: http://bit.ly/ISG-PrimarySources.

- Netsafe have advice and resources for addressing digital citizenship as students become more active in online spaces: http://bit.ly/ISG-Netsafe.
- If your focus is more on the content than the research process, use a tool like Pearltrees or LiveBinder to organise the links students will need.
- This word chart will help students to extend their vocabulary while they research: http://bit.ly/ISG-WordChart.
- Posters of the language of inquiry are located on www.firstworldwar.tki.org.nz. These posters can be used as a display to track progress, as a way to show evidence of learning at each stage of the inquiry, or as keyword prompts for students.
- School Journals and related teaching support materials are available online: http://bit.ly/SchoolJournals.

Checkpoint

At the end of the inquiry's Find Out stage, students will have established the focus questions that will determine the course of their inquiries. They will have gathered a wide range of information to use in the Make Meaning stage. Whānau members and people in the wider community will be informed about the inquiry focus and invited to contribute. Teachers and students can reflect on their learning at this stage by evaluating whether they have sufficient information to begin to draw some conclusions. The class can discuss challenges they faced in accessing useful and reliable information.

Make Meaning

Purpose: For students to make meaningful connections between the First World War and their own lives and develop conclusions

In the Make Meaning stage of the inquiry process, students sort, prioritise, discard, shelve, collate, analyse, evaluate, and/or synthesise the information they gathered in the Find Out stage. They verify and extend their findings by comparing them with the findings of their peers. The goal of this stage is to draw conclusions that can contribute to the whole class's understanding. Remember that the inquiry process is not linear. Students may need to gather more information as their inquiries unfold.

Your role as a teacher during the Make Meaning stage is to spend time conferencing with groups of students. You should discuss with them how they can use their findings to answer their inquiry questions. Students should also discuss their inquiries with those of their classmates. Encourage them to look for meaningful links between inquiries.

An important part of the Make Meaning stage is to help students make connections between their learning and their own lives. You may find that most of the information the students gather is related to national or global events rather than to local stories. But even though many First World War events are far away from us in time, and were distant from New Zealand in location, the First World War has shaped many aspects of New Zealand society, including the roles women play, the technologies we use, and New Zealand's stance on global conflict. Supporting students to recognise these influences will help them to understand why it is valuable to learn about the First World War.

You can support students to make personal connections with their learning by helping them to make links between the past and present explicit. One way to do this is to focus on the personal components of First World War stories. All students know what it is like to feel fear or to need to be brave in challenging circumstances. Reading diary extracts of soldiers at Gallipoli can help the war to seem much more real.

During the Make Meaning stage, students can begin to consider ways to share their new learning with their school or wider community. They should record these ideas in case they want to develop them

further in the Take Action stage of the inquiry process.

Key questions

- How far have we got in answering our inquiry question(s)? Is there anything else we need to explore?
- How useful are the resources we have gathered in terms of our inquiry questions?
- Are all our ideas heading in the same direction, or do some of them seem to contradict each other?
- Is there a clear connection between our learning and the focus of our inquiries?
- Is anything confusing or unclear?
- How can you relate what you are learning about to your own life?
- What actions could we take in response to what we have learned? (or to show what we have learned?)

Useful resources

- Here is an example of how Popplet can be used to sort and collate information on tablets: http://bit.ly/ISG-PoppletEg
- Students can use the mind-mapping tool MindMeister on any device to collaborate and share ideas.
- Padlet is another great tool for sharing ideas digitally.
- Glogster can be used to create a multimedia poster gathering together a variety of content types.
- This Venn diagram tool, http://bit.ly/ISG-VennDiagram, can help students to compare similarities and differences, or you can use this similarities and differences template: http://bit.ly/ISG-SandD.

Checkpoint

At the end of this stage of the inquiry, students have developed responses to their inquiry question(s). They have shared these ideas with their peers and can explain how their findings relate to the focus of their inquiries. The students can identify how the new learning relates to their own lives and have some ideas about how to act on it or demonstrate it. With support, some students will be able to identify generalisations from their new learning that can be applied to a different context.

Take Action

> **Purpose: For you and your students to undertake a purposeful, community-focused action designed to influence people's ideas or behaviour**
>
> In the Take Action stage of the inquiry process, students find a way to share what they have learned with their communities. This stage should involve a high degree of student agency.

Turning ideas into actions helps students to recognise the value of what they have been learning. It will also help to strengthen the connections they have made between the First World War and their own lives. Encourage students to generate a wide range of ideas before narrowing down to some preferred options. Some students may want to stage an event; others may want to create an artwork or object that tells a powerful story. There may be a way to participate in some First World War initiatives organised outside of the school, for example, a competition or a commemorative event.

Good planning is an essential component of this stage. The action needs to have a clear link to the focus of student learning; it also needs to be manageable. Students need to convince their peers that the vision and action they are proposing is relevant and worthy of effort. Allow plenty of opportunities for them to exercise choice and negotiation. As part of the process, students should develop a detailed action plan that outlines who is responsible for each task and when it needs to be completed by. Conference with students throughout the process to check that responsibilities are being distributed evenly.

Key questions

- What key aspects of our learning do we want to show?
- Who is our intended audience?
- What will we need in order to achieve our goal(s)?
- Who is going to do what and when?
- Is there anyone we need to consult about our intended action?

Useful resources

- Plan for Action template to help the planning process: http://bit.ly/ISG-ActionPlan
- Action Plan template to map out specific actions: http://bit.ly/ISG-Actions
- Example of a stakeholder survey to be given to members of the community at the end of the action to gauge the success of the action: http://bit.ly/ISG-InquirySurvey
- Here's how to use a Google form as a stakeholder survey: http://bit.ly/ISG-UsingGoogleForms

Checkpoint

At the end of this stage, students will have carried out an action designed to influence the way people in their communities think or act.

Let's Reflect

Purpose: For students to reflect on what they have learned and evaluate their own inquiry processes

In the Let's Reflect stage of the inquiry, students reflect, revise, and evaluate. Reflection should take place at each stage of the inquiry process; but at the end of the inquiry, students should spend time reflecting on the process itself: what went well, what they could have done differently, and how well their action or outcome showed what they learned. These can take the form of self-, peer-, or whole-class reflections.

During the Let's Reflect stage, it's useful to re-examine the ideas documented in the I Wonder stage. This gives students a reference point to see how far they have travelled in their learning journeys. They may also be able to identify some misconceptions or flawed assumptions that they held at the start of the inquiry.

Students may like to share their reflections with members of the community who were involved in the inquiry or via a school blog. They can also share them with the wider community of learners, national and global, who are also exploring the First World War at this time. The students' reflections and actions might inspire other schools to try something similar or to build on their ideas.

Reflecting on the inquiry process involves metacognition (thinking about thinking). By identifying strengths and weaknesses of their approach, students will be able to tackle their next inquiry with more self-awareness and agency.

If the inquiry learning process is still relatively new for your class, use the Let's Reflect stage to co-construct ways to adapt the process to better suit your class. You could also discuss ways to incorporate elements of the process into ongoing learning.

Key questions

- What were some of the different roles you played in each stage of the inquiry process, for example, in the Take Action stage?
- What went well and what did not? (Seek constructive criticism from others to help you answer this question.)
- What would we do differently next time?
- Is there anything from within the inquiry that you would like to explore further?
- How might we measure how successful our inquiry process has been?

Useful resources

- Inquiry and Assessment: http://bit.ly/ISG-Assessment
- Blank assessment rubric: http://bit.ly/ISG-BlankRubric
- Inquiry Self-reflection sheet
    - in stages: http://bit.ly/ISG-PNS
    - and overall: http://bit.ly/ISG-Reflection
    - for groups: http://bit.ly/ISG-GroupLearning
- Six Thinking Hats: http://bit.ly/ISG-SixHats
- PMI chart: http://bit.ly/ISG-PMI

Checkpoint

At the end of this stage, students can explain the process they used in their inquiries and can provide examples of what they did in each stage of the process. They can explain how their action demonstrated their new learning. The students can identify strengths and weaknesses of their inquiry process and comment on the extent to which their final product or action impacted on its audience. The students may be able to identify other areas they would like to explore to deepen or extend their understanding.

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