

An Immigration and Refugees Inquiry



A Resource for Grade 5

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Kit 3

BIG IDEAS

Canada's policies for and treatment of minority peoples have negative and positive legacies.

Natural resources continue to shape the economy and identity of different regions of Canada.

Immigration and multiculturalism continue to shape Canadian society and identity.

Canadian institutions and government reflect the challenge of our regional diversity.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
- **Develop a plan of action to address a selected problem or issue**
- **Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)**
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- **Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)**
- Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)
- **Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)**
- **Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)**

Content

Students are expected to know the following:

- the development and evolution of Canadian identity over time
- **the changing nature of Canadian immigration over time**
- **past discriminatory government policies and actions, such as the Chinese Head Tax, the Komagata Maru incident, residential schools, and internments**
- **human rights and responses to discrimination in Canadian society**
- **levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding**
- **participation and representation in Canada's system of government**
- **resources and economic development in different regions of Canada**
- **First Peoples land ownership and use**

Grade 5 Social Studies



◆ the changing nature of Canadian immigration over time

- Sample topics:
 - Changing government policies about the origin of immigrants and the number allowed to come to Canada
 - immigration to BC, including East and South Asian immigration to BC
 - the contributions of immigrants to Canada's development (e.g., Chinese railway workers, Sikh loggers, Eastern European farmers, British investors)
 - push and pull factors
 - settlement pattern
 - growth of cities, provinces, and territories as a result of immigration
- Key questions:
 - Why did East and South Asians come to BC and Canada, and what challenges did they face?
 - How has Canada's identity been shaped by the immigration of individuals from a wide range of ethnic and cultural backgrounds?

Identity

Significance

► Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)

- Sample activities:
 - Identify and assess the significance of individuals who have contributed to the development of Canada's identity in various areas (e.g., the arts, literature, science and medicine, government, military, exploration, law and order, public service)
 - Assess the roles of the fur trade, the Canadian Pacific Railway, and the gold rushes in the development of Canada
- Key questions:
 - Which people contributed most to Canada becoming an independent country?
 - What is the most significant event in Canadian history?

Perspective-Taking

► Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

- Sample activities:
 - Through role-play, simulations, or letters, present personal perspectives on the challenges faced by immigrants (e.g., climate, language, tolerance for their religion, employment)
 - Examine sources to determine the motivation for historical wrongs against East and South Asian immigrants.

Ethical Judgment

- ▶ Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

- ◆ past discriminatory government policies and actions, such as the Head Tax, the Komagata Maru incident, residential schools, and internments

- Key questions:
 - What types of discrimination have immigrants to Canada faced? (e.g., cases of systemic discrimination by local, provincial, and federal levels of government)
 - How might Canadian society be different today if exclusionary policies toward immigrants from East and South Asia had not been developed during certain periods of history?

BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Texts can be understood from different perspectives.

Using language in creative and playful ways helps us understand how language works.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information and ideas from a variety of sources and from prior knowledge to build understanding • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text • Synthesize ideas from a variety of sources to build understanding • Consider different purposes, audiences, and perspectives in exploring texts • Apply a variety of thinking skills to gain meaning from texts • Identify how differences in context, perspectives, and voice influence meaning in texts • Explain the role of language in personal, social, and cultural identity • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world • Respond to text in personal and creative ways • Recognize how literary elements, techniques, and devices enhance meaning in texts • Show an increasing understanding of the role of organization in meaning • Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts • Identify how story in First Peoples cultures connects people to land 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • perspective/point of view <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraphing • sentence structure and grammar • conventions

Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences • Use language in creative and playful ways to develop style • Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation • Develop and apply expanding word knowledge • Use oral storytelling processes • Transform ideas and information to create original texts 	

Comprehension Strategies

Comprehend and connect (reading, listening, viewing)

- ▶ Access information and ideas from a variety of sources and from prior knowledge to build understanding
- ▶ Use a variety of comprehension strategies

may include activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues.

before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text

Thinking Skills

- ▶ Apply a variety of thinking skills

may include exploring new ideas; determining the relative importance of ideas and information; considering alternative viewpoints; developing explanations; making and explaining connections; summarizing, analyzing, and synthesizing

to gain meaning from texts

Creativity

- ▶ Respond to text in personal and creative ways

beginning to question the author's viewpoint and intent; stating opinions with supporting reasons and explanations; using a variety of methods to respond (e.g., in writing, orally, and through drama)



COMMUNICATION CORE COMPETENCY

The Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

1. Connect and engage with others (to share and develop ideas)

Sample "I" Statements

- I ask and respond to simple, direct questions.
- I am an active listener; I support and encourage the person speaking.
- I recognize that there are different points-of-view and I can disagree respectfully.

2. Acquire, interpret, and present information (includes inquiries)

Sample "I" Statements

- I can understand and share information about a topic that is important to me.
- I present information clearly and in an organized way.
- I can present information and ideas to an audience I may not know.

3. Collaborate to plan, carry out, and review constructions and activities

Sample "I" Statements

- I ask and respond to simple, direct questions.
- I am an active listener; I support and encourage the person speaking.
- I recognize that there are different points-of-view and I can disagree respectfully.

4. Explain/recount and reflect on experiences and accomplishments

Sample "I" Statements

- I give, receive, and act on feedback.
- I can recount simple experiences and activities and tell something I learned.
- I can represent my learning, and tell how it connects to my experiences and efforts.

Connect and engage with others (to share and develop ideas)

I recognize that there are different points of view and I can disagree respectfully.

The profiles emphasize the concept of growing and expanding. They are progressive and additive.



POSITIVE PERSONAL & CULTURAL IDENTITY CORE COMPETENCY

is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.

Relationships and cultural contexts

I understand that identity is made up of many interconnected aspects (such as life experiences, family history, heritage).

1. Relationships and cultural contexts

Sample "I" Statements

- I can describe my family and community.
- I am able to identify the different groups that I belong to.
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).
- I understand that learning is continuous and my concept of self and identity will continue to evolve.

2. Personal values and choice.

Sample "I" Statements

- I can tell what is important to me.
- I can explain what my values are and how they affect choices I make.
- I can tell how some important aspects of my life have influenced my values.
- I understand how my values shape my choices.

3. Personal strengths and abilities.

Sample "I" Statements

- I can identify my individual characteristics.
- I can describe/express my attributes, characteristics, and skills.
- I can reflect on my strengths and identify my potential as a leader in my community.
- I understand I will continue to develop new abilities and strengths to help me meet new challenges.

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They are progressive and additive.**



SOCIAL RESPONSIBILITY CORE COMPETENCY

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

1. Contributing to community and caring for the environment

Sample "I" Statements

- With some support, I can be part of a group.
- I can participate in classroom and group activities to improve the classroom, school community, or natural world.
- I contribute to group activities that make my classroom, school, community, or natural world a better place.
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.

Valuing diversity

I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community.

2. Solving problems in peaceful ways

Sample "I" Statements

- I can solve some problems myself and can identify when to ask for help.
- I can identify problems and compare potential problem-solving strategies.
- I can identify problems, consider alternatives, and evaluate strategies.
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

3. Valuing diversity

Sample "I" Statements

- With some direction, I can demonstrate respectful and inclusive behaviour.
- I can explain when something is unfair.
- I can advocate for others.
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

4. Building relationships

Sample "I" Statements

- With some support, I can be part of a group.
- I can kind to others, can work or play cooperatively, and can build relationships with people of my choosing.
- I can identify when others need support and provide it.
- I am aware of how others may feel and take steps to help them feel included.
- I build and sustain positive relationships with diverse people, including people from different generation.

The profiles emphasize the concept of growing and expanding. They are progressive and additive.

A framework for Inquiry

Significant Content: A focus on important knowledge and concepts derived from standards. Students should find the content to be significant in terms of their own lives and interests.

A need to Know: Activate learner curiosity. Engage student interest and initiate questioning with an entry event: this could be a story, a video clip, a photograph...

A Driving Question: A question that captures the heart of the inquiry in clear, compelling language, giving students a sense of purpose and challenge.

Authentic Purpose: Establishing an authentic purpose for the tasks we invite our learners to explore, enriches learning opportunities.

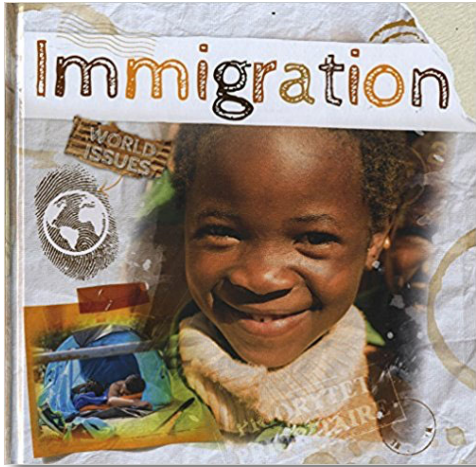
Revision and reflection: Learners go through a process of seeking feedback from their peers to think in-depth about their inquiry. Students learn that revision and reflection are frequent features of real-world work.



Voice and Choice: Guided by the teacher, learners have voice and choice in terms of design, what resources they will use and how they structure their time.

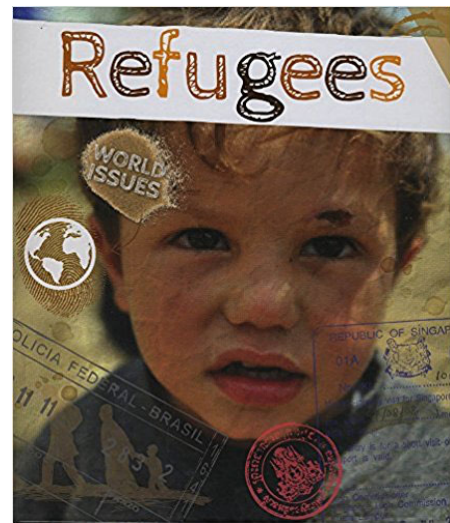
Core Competencies: Collaboration, communication, creativity, critical thinking, problem solving and social responsibility.

Exploring Immigration and Refugees through Story

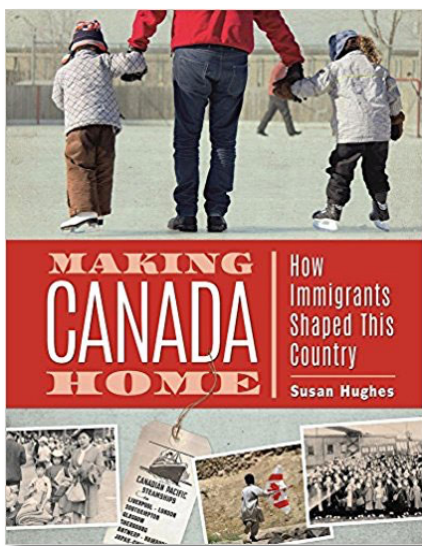


What does it mean to be an immigrant? Why and how do people move to a new home? How does it feel to live in a new country? Includes a timeline of events that have caused large amounts of people to move to a new place, from the Irish Potato Famine to the war in Syria, and a case study of Iraq.

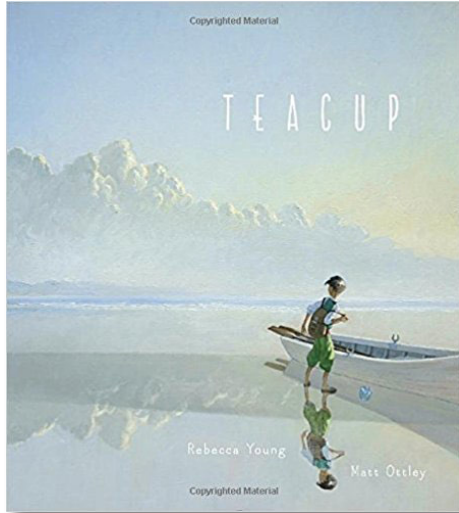
What is a refugee? Why do people become refugees, and how do they migrate? What is it like to migrate on foot, by boat, or by vehicle? What are refugee camps? How does it feel to be a refugee? Includes a case study of Syrian refugees.



Making Canada Home chronicles the country's major waves of immigration, from welcoming early European arrivals to becoming a modern-day safe haven for refugees. The book also acknowledges times when Canada has not been especially welcoming. It explores how each period of immigration has shaped the laws, values, and face of Canada on the way to today's multicultural society.



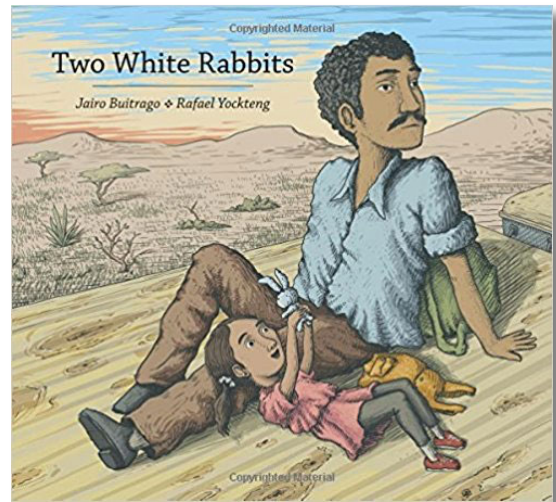
Exploring Immigration and Refugees through Story



A boy must leave his home and find another. He brings with him a teacup full of earth from the place where he grew up, and sets off to sea. Some days, the journey is peaceful, and the skies are cloudless and bright. Some days, storms threaten to overturn his boat. And some days, the smallest amount of hope grows into something glorious. At last, the boy finds land, but it doesn't feel complete . . . until another traveler joins him, bearing the seed to build a new home.

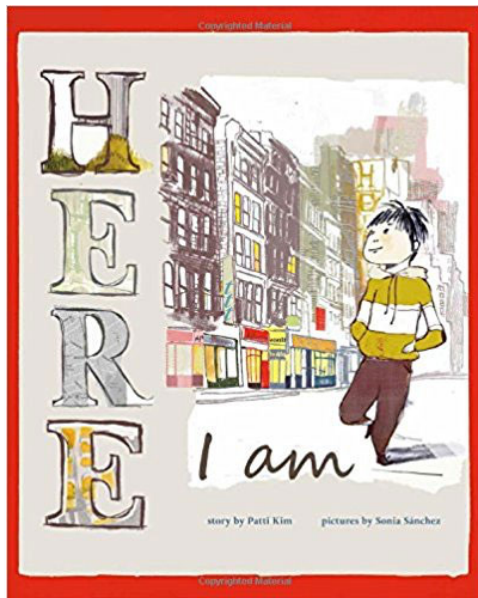
In this moving story, a young child describes what it is like to be a migrant as she and her father travel north toward the US border.

They travel mostly on the roof of a train known as The Beast, but the little girl doesn't know where they are going. She counts the animals by the road, the clouds in the sky, the stars. Sometimes she sees soldiers. She sleeps, dreaming that she is always on the move, although sometimes they are forced to stop and her father has to earn more money before they can continue their journey.



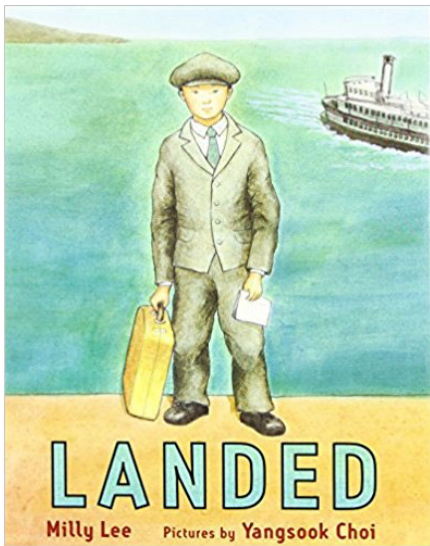
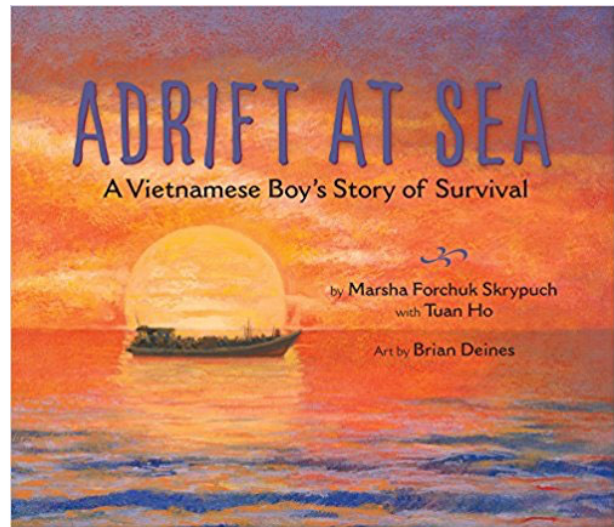
Newly arrived from their faraway homeland, a boy and his family enter into the lights, noise, and traffic of a busy American city. The language is unfamiliar. Food, habits, games, and gestures are puzzling.

They boy clings tightly to his special keepsake from home and wonders how he will find his way. How will he once again become the happy, confident kid he used to be? Walk in his shoes as he takes the first tentative steps toward discovering joy in his new world.



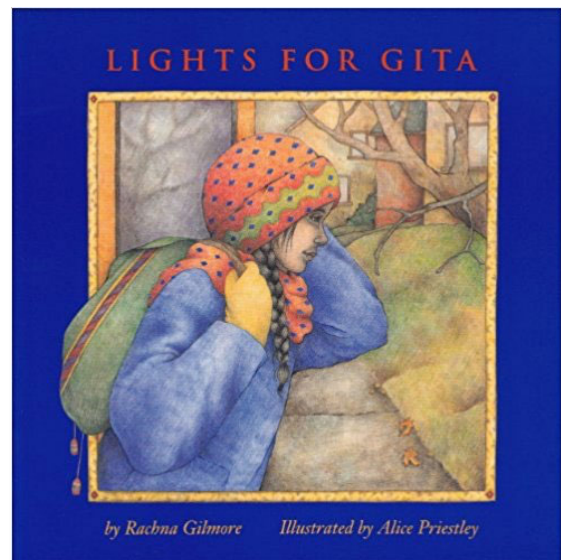
Exploring Immigration and Refugees through Story

It is 1981. In the middle of the Pacific Ocean, a fishing boat overloaded with 60 Vietnamese refugees drifts. The motor has failed; the hull is leaking; the drinking water is nearly gone. This is the dramatic true story recounted by Tuan Ho, who was six years old when he, his mother, and two sisters dodged the bullets of Vietnam's military police for the perilous chance of boarding that boat.



Immigrating to America from China is not easy for 12-year-old Sun and his father because of the 1882 Chinese Exclusion Act. This book recounts a troubling period of Chinese American history.

Gita recently immigrated from India and is excited to celebrate Divali, her favourite holiday. But Divali is just not the same in Canada and she longs to be back in India.

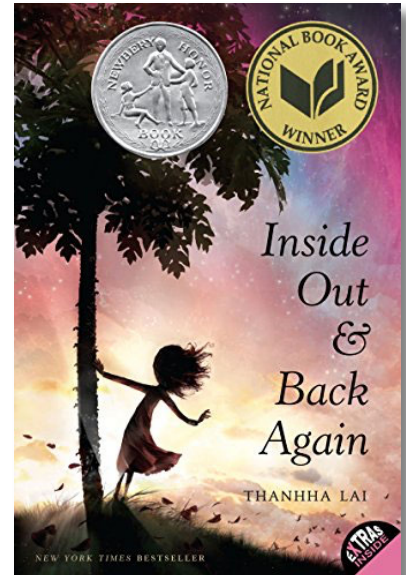


Exploring Immigration and Refugees through Story

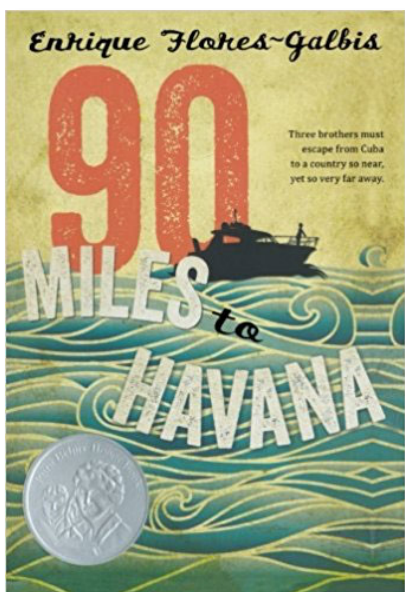


From the diverse cultures of Pakistan, Sri Lanka, Vietnam, Guyana, Somalia, and others, immigrant children share stories of leaving their homes, the excitement and challenge of moving to another world and forging a new sense of self in a new land.

Hà has only ever known Saigon: the thrills of its markets, the joy of its traditions, and the warmth of her friends close by. But now the Vietnam War has reached her home. Hà and her family are forced to flee as Saigon falls, and they board a ship headed toward hope—toward America.



When Julian's parents make the heartbreaking decision to send him and his two brothers away from Cuba to Miami via the Pedro Pan operation, the boys are thrust into a new world where bullies run rampant and it's not always clear how best to protect themselves.



*How to Use Books to Foster
Heart-Mind Well-being*



Books, and the stories within them, offer safe and engaging teachable moments for children to explore emotions, understand common life challenges and apply social and emotional skills.

Bibliotherapy is the technical term for using books to help children, youth and adults work through tough issues that they face in their everyday social worlds. Many books are written explicitly about feelings or problems. But many more are more subtle in their approach - offering characters and events that children and youth can relate to which broaden perspectives and offer opportunities to develop empathy and practice critical thinking.

Research shows that by identifying with characters and events in books, young people may feel less isolated, can be relieved of emotional pressure and gain insight into their own behaviours and self-concept. Stories also provide a problem-solving playground where students recognize that there is more than one way to approach problems. Using a book as a safe scenario, children are able to discuss problems more freely and can actually practice generating solutions or planning a course of action.

To be clear, a book on its own does not offer the same depth of learning compared to when adults provide guidance and help children to think, understand and engage with the story and with each other in prosocial ways.

One framework for adults to structure bibliotherapy suggests four steps:

1. Pre-reading

- Choose well written, age-appropriate books whose stories use familiar language.
- Activate the child's background knowledge. This can be done by holding up the book and asking for predictions about the story or offering a general statement about the book and asking if they have ever experienced the topic.

2. Reading

- Read aloud. Talk about the story as it unfolds. Invite children to make connections, visualize, ask questions, and make inferences.

3. Post Reading Discussion

- Have children re-tell the plot, describe and evaluate the characters' feelings and/or comment on events that occurred.
- Ask probing questions to help children think about their own feelings and better identify with the characters and events in the story

4. Use Reinforcing Activities

- Apply problem solving strategies to expand on the book's resolution of a situation.
- Practice and apply social and emotional learning using activities such as journals, role plays, debates, art activities or interaction with parents.
- Consider reading the same book for several days (with younger children) as an additional strategy to support children's social emotional development. Children learn the story, they can re-tell the story, and it becomes their story! They feel successful, confident and competent!



Reading and Representing My Thinking

1. Find a way to **show that you know** what this story is about (you can make a web, a chart, or drawings with labels). Represent the **topic** and **main ideas**.

adapted with permission of Faye Brownlie, from EPRA and DART by the Island Literacy Network, August 2017.

2. How does what you just read **remind you of** something you already know?

This reminds me of

3. What else do you **wonder** about this topic?

I wonder

4. Readers often add their own thinking to text. Think of something **you believe to be true in this story, but was not directly revealed by the author and/or illustrator**. Share your thinking below. (evidence + my thinking = inference)

Perhaps

5. Write new or interesting **words** that you discovered in the story.

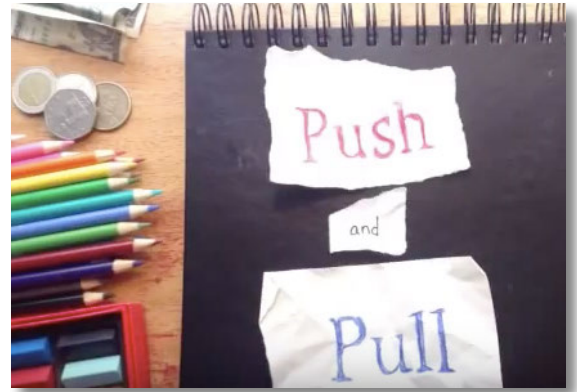
6. In what way has your **thinking changed** after reading this story?

I have learned

Exploring Immigration and Refugees through Video

Push and Pull Factors in Immigration (2:21)

<https://www.youtube.com/watch?v=nai-Rjg7QF4>



What does it mean to be a refugee? (5:42)

<https://www.youtube.com/watch?v=25bwiSikRsI>

Air Canada Reunites Families : Meet one of Canada's newest families (2:56)

<https://www.youtube.com/watch?v=NuwDZD9tVTM>

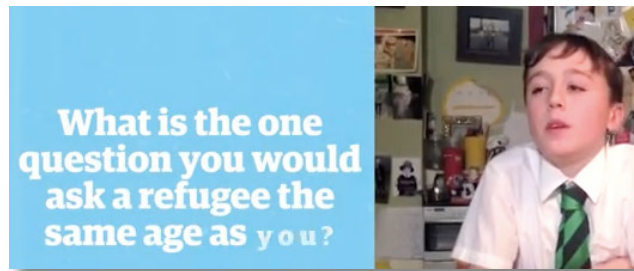


Real Stories Of Child Refugees (3:29)

<https://www.youtube.com/watch?v=REJp4FMIE6s>

Kids, refugees, questions (3:11)

<https://www.youtube.com/watch?v=ctCaKH-2Wm8>



What life is like once refugees reach Canada (2:27)

<https://www.youtube.com/watch?v=Gkn5O6MSWuU>

I AM A REFUGEE: Global refugees bust myths (2:48)

<https://www.youtube.com/watch?v=LR06swBPNWc>



Refugee family's first days in Canada (4:56)

<https://www.youtube.com/watch?v=avdKPt7AI3w>

Hi. I'm a refugee. (2:50)

<https://www.youtube.com/watch?v=fdj7XVQLehU>



Syrian refugees in Canada (2:29)

<https://www.youtube.com/watch?v=q18lCsZxtfg>

To Be a Refugee (8:06)

<https://www.youtube.com/watch?v=LpwqK3B2ac8>



Top 30 Magical Photos Of Children Playing Around The World (1:58)

<https://www.youtube.com/watch?v=cVqFRz9b8VY>

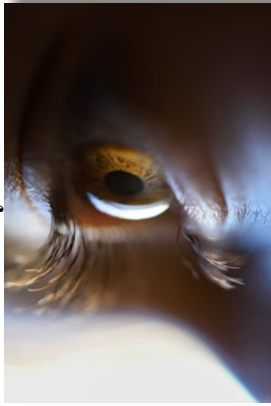
From refugees to entrepreneurs (1:58)

<https://www.youtube.com/watch?v=oeuapiZFUfM>



After viewing the short clip:

What did you notice?



What do you think?



What do you wonder?



An Immigration and Refugees Inquiry: links to supporting materials



Exploring Young Immigrant Stories *This lesson helps students appreciate diversity among their peers and the diversity of immigrants all over the world. Through hands-on exercises, students will discover similarities and differences they share with other children.*

<https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-young-immigrant-stories>

Who is an Immigrant? *In this lesson, students examine themselves within various contexts—including family, culture and community—as a means to better understand who they are as individuals and who they are in relation to people around them.*

<https://www.tolerance.org/classroom-resources/tolerance-lessons/who-is-an-immigrant>



Looking Closely at Ourselves *In this lesson, students explore race and self-identity by creating self-portraits. The lesson aims to help students develop detailed observational skills and use these skills in relation to themselves and others. It also begins constructing a vocabulary that is crucial in helping build community and discuss some of the more challenging aspects of race and racial identity formation.*

<https://www.tolerance.org/classroom-resources/tolerance-lessons/looking-closely-at-ourselves>

Understanding my Family's History *After exposure to relevant literature in class, students are invited to research their family history by interviewing their parents. They will use this information along with visual props to tell their story to classmates.*

<https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-my-familys-history>

Grade 5 Immigration, Government, Natural Resources

UNIT ONE: IMMIGRATION

Big Idea: Canada's policies and treatment of minority peoples have negative and positive legacies. Big Idea: Immigration and multiculturalism continue to shape Canadian society and identity.

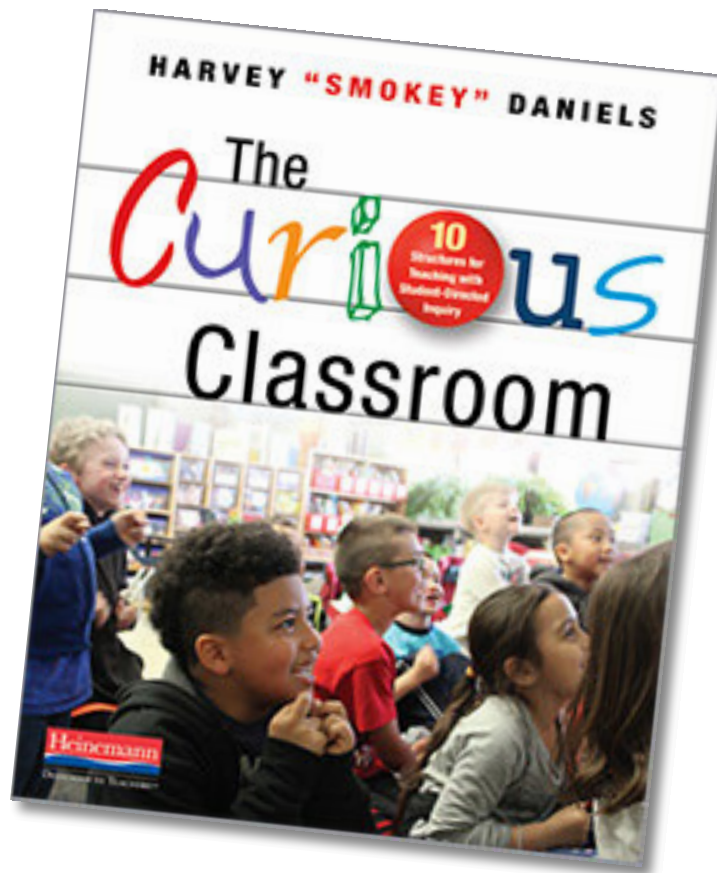
https://www.donnaward.net/atk/uploads/PDF/Gr5_BC-Immigration,_Government,_Natural_Resources.pdf

Refugees: A Canadian Perspective *This teacher's guide contains basic facts, stories, and activity ideas to assist you in introducing the topic of refugees into your classroom, whether in social studies, inquiry or other lessons. It explains who refugees are, the concepts of asylum and international protection, what Canada is doing for refugees and, lastly, how students can take action to raise awareness and help refugees in their communities.*

http://unac.org/wp-content/uploads/2012/10/Refugees_Canadian_Teachers.pdf

Chinese Immigration Quest to BC *Students explore the causes of immigration and compare them to the consequences Chinese immigrants encountered in Canada during 1853–1923 and 1947–1960.*

http://www.openschool.bc.ca/bambooshoots/teacher/gr5/lessons/Gr5_Lesson_3_Plan.pdf



*Just getting started with inquiry? Looking for your own next step in student-driven inquiry? Or do you just want new teaching ideas to try? **Read The Curious Classroom.** "By the end of this book," writes Smokey Daniels, "I hope you will say two things: I never knew my kids were capable of working at this level; and this is the most fun I have ever had in my teaching life."*

You can find this book on Destiny and borrow it from the LRC Professional Library...

Ever wonder how to get students genuinely engaged in your curriculum? Or wish you could let them explore the amazing questions they ask? If so, Smokey provides research-based suggestions that help explore the curriculum by connecting what kids wonder about, to the wonders you must teach them.

<https://www.youtube.com/watch?v=xXfRj1mZmNI>

3

Capture and Honor Kids' Questions



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why

If we are going to build our instruction out of kids' questions—whether these arise from a required curriculum or emerge from children's free-range curiosity—we need a system. To create a culture of questioning and investigation, we need to solicit and record topics kids wonder about, make time for them, pursue them, and keep track of kids' efforts along the way.

"What are some topics that you are curious about? Let's all make lists of some things we would like to learn more about—inside or outside of school. You can keep a list of your own questions, and we can also list them here on a chart for everyone to see."

what

We Might Say to Kids

how

Long It Might Take

Students post their questions and wonders every day, either in their own notebook or on a public chart. This can take from one to five minutes. Then, at another designated time of the week, some minutes are set aside for kids to pursue questions from the wall or from their personal notes.

SET UP AND MAINTAIN A WONDER WALL

When we wonder about something, we need to know more.

Kari Ridolfi, kindergarten teacher at Burley School

Kindergarten teacher Kari Ridolfi uses a wonder wall in her classroom to provide her students a way to ask questions, seek answers, and validate their curiosity (see Figure 3.4). The wonder wall is located in the students' writing center, where they have access to writing tools and a variety of sticky notes. Throughout the week, students add their wonders to the wall. Wonders may come from questions that pop up during independent reading or from lingering questions at the conclusion of a lesson. Thursdays and Fridays, the students visit the wonder wall as a whole group to seek answers to their questions.

While the teacher does do some preparation for the wonder research, the students take full ownership during the wonder workshop to read articles and images, interact with artifacts, and record their new learning to share with classmates.



Figure 3.4 Wonder wall in Kari Ridolfi's kindergarten at Burley School

Monday, Tuesday, and Wednesday children fill the wonder wall with things that they are curious about. Just recently, these were some of the kids' burning questions:

- If I swallow a seed, will it grow in my stomach?
- How did the first person on Earth get here?
- What is the most famous book ever written?
- How far can a spider monkey jump?
- How many links would it take to measure our classroom?
- How are dinosaur fossils created?
- Were dragons real or make-believe?
- Do tornadoes come to Chicago?
- Are super powers real?
- How does a praying mantis eat?

As students add wonders, Kari groups similar topics together. For example, if there are several questions about dinosaurs, she'll move them to a shared space on the wonder wall. This helps to keep the wonder wall organized and track similar student curiosities.

On Thursdays, students visit the wonder wall as a group. They read aloud wonders that are on the wall, recognize similarities, and decide which wonders they are most curious about as a class. After narrowing the choices down to five or six, Kari will write each chosen wonder at the top of a fresh piece of chart paper. Students then have an opportunity to sign up on the chart for which wonder they'd like to investigate, thus forming groups.

Notice how Kari devotes a piece of each day of the week to supporting the wonder wall: three days of generating questions and two days of finding answers to selected questions.



While this structure helps Kari place kids into small teams, it also sets up *individual inquiries* very well. Kids can work solo if they wish on any question from the week-long wonder wall extravaganza.

What is Inquiry-based learning?

Inquiry-based learning is a dynamic and emergent process that builds on students' natural curiosity about the world in which they live. Inquiry places ideas at the centre of the learning experience. Teachers using an inquiry-based approach encourage students to ask and genuinely investigate their own questions about the world. Teachers further facilitate students' learning by providing a variety of tools, resources, and experiences that enable learners to investigate, analyze, reflect, and rigorously discuss potential solutions to their own questions about a topic the class is studying. (An excerpt from www.naturalcuriosity.ca)

Types of Inquiry-based learning

Structured inquiry

- the teacher determines the big idea, and what the students will come to understand by the end of the inquiry
- the teacher provides the guiding questions
- the students will help create the plan and guide the inquiry with their questions, interests, ideas, analysis, reflections and understandings



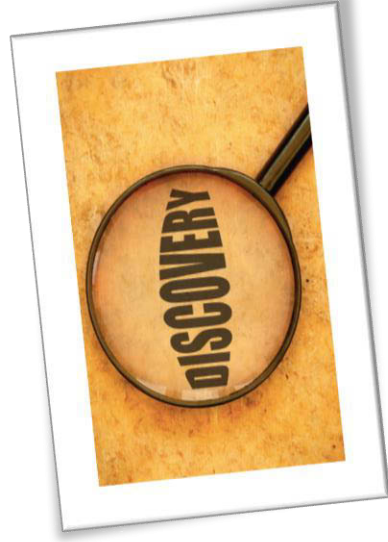
Guided inquiry

- the teacher determines the big idea or topic and the students and/or the teacher come up with the questions
- the students are responsible for designing and following their own procedures to test the question and then communicate their results and findings

Open inquiry

- the students determine the purpose and formulate the questions
- the students design the procedures, gather the materials and communicate their findings
- the teacher facilitates, supports, asks questions and redirects the investigation

Adapted from Michelle Hikida, mhikida@sd38.bc.ca ~ Super Conference, October, 2017



STUDENT-DRIVEN INQUIRY



ENGAGE & QUESTION

Teachers 'tune in' to what the students know, gather prior knowledge, and lay the foundation for the inquiry. Students formulate wonder questions.

Students are guided by these questions:

- What do I know about the topic?
- What ideas am I interested in?
- What wonder questions do you need to ask?
- Why does this matter?





INVESTIGATE

Students develop a plan and gather information.

Students are guided by these questions:

- How will you go about answering your wonder question?
- How will you find suitable, relevant and reliable information?
- Did you check information using more than one source?

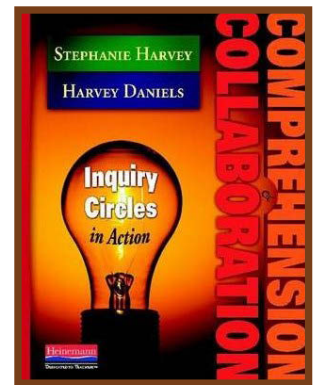
 <p>CONSTRUCT AND CREATE In this stage, students sort out what they have learned. Students are guided by these questions:</p> <ul style="list-style-type: none"> • How can you sort the information you have found? • Is your information, complete, accurate and fair? • How will you organize your findings in a logical way? 	 <p>COMMUNICATE In this stage, students communicate their findings. Students are guided by the following questions:</p> <ul style="list-style-type: none"> • How will you share your information to interest the audience? • Is your communication appropriate for your audience and purpose? • Are your ideas clearly communicated?
<p>Assessment for Learning</p>	<p>Formative Assessment: What formative assessment strategies will you use to assess student learning? How will assessment criteria be communicated to or constructed with, students?</p>
<p>Assessment as Learning</p>	<p>Reflection/Self-Assessment: What opportunities will there be for students to reflect on their thinking as part of their learning? (e.g., self/peer assessments, partner talk, goal setting, journaling, etc.)</p>

Adapted with permission from Linda O'Reilly, loreilly2@gmail.com

<p>Assessment of Learning</p>	<p>Summative Assessment: How will students demonstrate their understanding (performance task, project, portfolio, test, etc.)? Balanced Assessment: gather evidence of learning through observations, conversations, and process, not just products.</p>	
<p style="text-align: center;">DIFFERENTIATED INSTRUCTION</p> <p style="text-align: center;"><i>How will learning be made accessible for ALL students to succeed?</i></p>		
<p style="text-align: center;">TRANSFER/EXTENSION</p> <p style="text-align: center;"><i>How will student learning be extended into the real world?</i></p>		

‘What learners can do during inquiry time’

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- ♦ **Read to themselves** ~ nothing correlates more highly with reading achievement than reading volume. Reading provides the most direct route to finding information and answering questions. So just plain, independent reading is one of the most important things kids can do during inquiry circle time.
- ♦ **Read to each other** ~ reading together with an inquiry circle partner or the entire inquiry circle can spur conversation and lead kids to discoveries they might not make when reading alone.
- ♦ **Conduct research online** ~ choosing sources which are accurate and authoritative. Is the source up to date? Consider EBSCO and other Destiny based links.
- ♦ **Respond in writing and/or drawing** ~ jotting and drawing thinking is especially useful when reading to find information and answer questions. Keeping track of thoughts and questions helps students clarify their understanding and synthesize information. Students are encouraged to write and/or draw about their research, whether in books, online, watching a video, or scrutinizing an artifact .
- ♦ **Respond by talking** ~ talking with groups or partners goes a long way toward learning and understanding. Explicitly set and co-construct criteria for ‘quiet conversation’.
- ♦ **Develop interview questions and conduct practice interviews** ~ students come up with some interview questions and practice interviewing with an inquiry partner.
- ♦ **Contact specialists and experts** ~ Students work with partners to come up with a list of people they might want to contact to get more information.
- ♦ **Maintain a research notebook** ~ We remind students to sort through their written and drawn responses and write up important findings in their notebooks so they don’t lose track of them. Often these discoveries lead to more questions.
- ♦ **Plan to actively use knowledge and take action** ~ Students can discuss how they plan to actively use the knowledge which they have acquired. They might decide to simply share it with the class or they may be moved to take a more public advocacy position. They can talk with each other and then make a collaborative plan.

Self-Reflection Mat

How is someone a refugee? How is a refugee different than an immigrant?

If you had to permanently leave Canada for another country, what would you miss most?



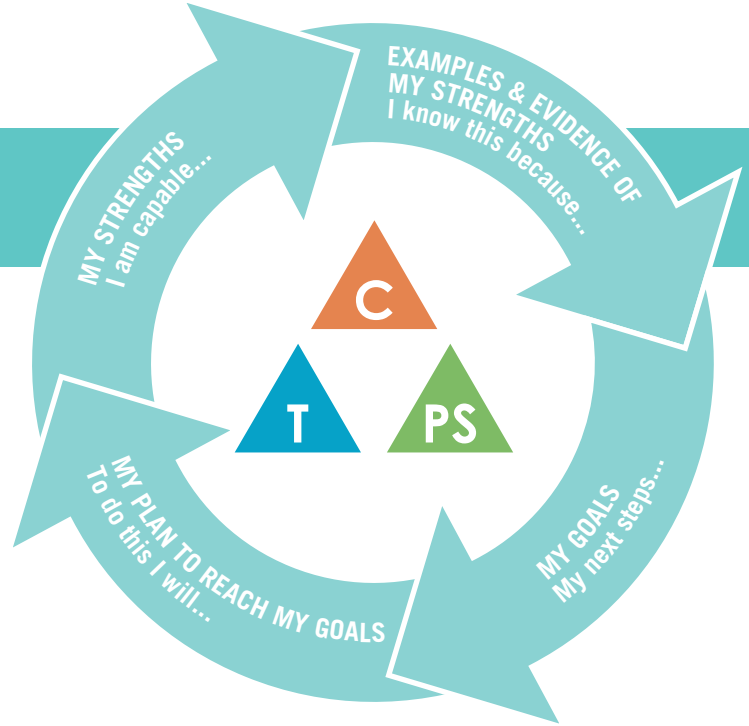
*What is something you learned or something that surprised you about immigration?
How has your thinking changed?*

What do you still wonder about immigration and refugees?

CORE COMPETENCIES SELF-ASSESSMENT

Name: _____ Date: _____

I can reflect on my learning and describe or draw how I have demonstrated or developed my competencies.



Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.