

1. *What is our purpose?*

To inquire into the following:

Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Central Idea:

Civilizations are shaped by people's daily lives throughout time.

Summative Assessment:

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Each group of students will choose a civilization discussed in class. They will research different aspects of the civilization, and how it helped to shape our lives today. Each student is responsible for an aspect of the research. Each group will put together a presentation educating their classmates about how the daily lives of their civilization were meaningful to the makeup of the specific civilization, and to our current daily life.

Class/grade: 2nd grade

Age group: 7-8

School: Global Academy-Melissa Storbakken

School code: 921910

Proposed duration: 2-3 weeks



PYP planner

2. *What do we want to learn?*

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Connection, Change, Causation

Related Concepts: Relationships, Adaptation, Impact

What lines of inquiry will define the scope of the inquiry into the central idea?

- 1. Similarities and differences across cultures and civilizations.**
- 2. Factors that influence a civilization to change over time.**

What teacher questions/provocations will drive these inquiries?

- **Where would we be today without advances of the past?**
- **What is a civilization?**
- **How have ancient civilizations influenced the way we live today?**
- **What does it mean to be "civilized"?**
- **Are modern civilizations more 'civilized' than ancient ones?**
- **What makes a civilization?**
- **What makes a great civilization?**
- **Can an entire civilization die out? How?**
- **How have civilizations evolved?**
- **How has daily life changed over time?**
- **How could daily life influence a civilization?**
- **How did people live in ancient civilizations compared to modern civilizations?**

3. *How might we know what we have learned?*

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

- Students will use graphic organizers to list and categorize prior knowledge of “what is a civilization?” After initial brainstorm, they will be given an example of a civilization and asked to record more ideas.
- Group discussion
- KWL Charts
- Writing *What We Wonder* questions and teacher provocation questions.

Teacher will look for accuracy of prior knowledge of the civilization. Teacher will also look at student questions to drive future inquiries.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Group discussion and sharing
Completions of wonder activities

Students are able to make connections with their prior learning.

4. *How best might we learn?*

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Teacher will explain what makes a civilization a civilization. Students will read a variety of books and watch a variety of videos about ancient civilizations. Special emphasis will be put on the daily life that took place in these ancient civilizations. The focus of daily life for the students will be centered on the location of the ancient civilization, the leadership, the schooling, family structure, housing, architecture, and food. Student will brainstorm ideas on how a civilization would thrive and evolve or die out. Case study on Ancient China will allow the students to focus on a specific ancient civilization and follow this group of people through specific ancient time periods.

Students will complete inquiry activities around ancient China with comparisons of how the daily life of the child in the ancient civilization compares to their daily life.

Students will visit the art museum to look for characteristics of ancient civilizations.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

- Reflecting on the “why” and “how” items from long ago were used, comparing and contrasting current family life with the daily life of the ancient civilization, investigating maps to compare locations.
- Inquiring and Risk-Taking when interviewing family members and guests about life long ago.
- Observing cultural and historical artifacts being shared, planning what and whom to interview, collecting and recording data during the interview process.

5. *What resources need to be gathered?*

What people, places, audio-visual materials, related literature, music, art, computer software, etc., will be available?

- Kids Discover App on China. Focusing on ancient to modern day
- Discovery Education videos: variety of ancient civilizations to get the idea of the characteristics of a civilization.

[Ancient Civilizations Starter Collection: China](#)

- Brain Pop videos (Ancient Cultures, Great Wall of China)
- Minneapolis Institute of Art
- A host of books related to the topics studied

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the Central Idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

This section needs to be completed after the summative assessment is done. How well did the students understand the Central Idea? Could they tell, in their own words, how daily lives help to shape a civilization?

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the Central Idea.

After reviewing the summative assessment the teacher will reflect on how the planner could be adapted in future years so the students can better understand the Central Idea.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in “What do we want to learn?”
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

8. *What student-initiated inquiries arose from the learning?*

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

To be completed as the planner progresses. This will drive the teacher provocation questions the next time the planner is taught.

At this point teachers should go back to box 2, “What do we want to learn?”, and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

This is where the students were able to make independent connections between what was taught in the classroom and something outside the classroom. This could be a book from the local library, a newspaper article, a story on the evening news...anything where the student shows that a transfer of learning has taken place.

9. **Teacher notes**

