Art Inquiry Unit Plan
EAE 201
Jules van den Berg

Inquiry Unit Outline:

Outcomes:
- ***CH5.1***: *Examine perspectives on contemporary life as expressed by artists in pop culture and mass media (e.g., representations of young people in ads, sitcoms, animations, and music videos).*
- ***CH5.3:*** *Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.*

PLANNING:

Show students the four different strands of art (dance, drama, music, visual art) and examples from each decade from the 1960's to 2000's. Discuss how contemporary life was expressed during each strand and decade.

Dance:
- 1960's
  - Examine the different types of dance during the 1960's that were popular (Swing dancing, Detroit Ballroom, Locking, and Popping, and Robot Dance)
    - I will explain what each dance is, how to identify it and when it was created, and what inspired each dance to the students during a presentation.
    - I will show the students examples of each dancing style in the 1960's.
  - As a class, watch this video and try the dances as presented in the video [Dance Styles of the 60s (youtube.com)](youtube.com)
  - Ask students in a class discussion: "Have you seen these dances before? How do these dances make you feel? Why? When do you think people did these dances? What was going on in time that inspired the creation and styles of these dances?

- 1970's
  - Look at different types of dancing in the 1970s [Best Dance Moves From the 1970s - HobbyLark](HobbyLark)
    - Line Dancing
    - The Hustle
    - The Bump
    - The YMCA

- Nutbush City Limits
- The Bus Stop
- The Hully Gully
- Chicago Stepping
- Salsa

  ○ Ask students in a class discussion: "Have you seen these dances before? How do these dances make you feel? Why? When do you think people did these dances? What was going on in time that inspired the creation and styles of these dances?"
  ○ Go to the gym and practice the different dances listed above
- 1980's
  ○ Look at different types of dancing in the 1980s using this resource: https://inthe1980s.com/80s-popular-dances/
    - The Moonwalk Michael Jackson - The First Moonwalk (1983) (youtube.com)
    - The Wop
    - The Cabbage Patch
    - The Sprinkler
    - The Thriller Move

  ○ Ask students in a class discussion: "Have you seen these dances before? How do these dances make you feel? Why? When do you think people did these dances? What was going on in time that inspired the creation and styles of these dances?"
  ○ Play an 80s music and allow students to have five minutes of doing 80s style dance moves
- 1990's
  ○ Try out different example of popular dance moves in the 1990s 90's Dance - The 90s Experience (experiencethe90s.com)
    - Vogue
    - Running Man
    - The Reebok
    - Macarena
    - Hammer
    - Carlton
  ○ Examine and ask the class how they think these dance moves became popular. If they do not know then tell them! For example, Vogue became popular from the Madonna song "Vogue" and comes from the music video of that song.

- ○ Take some time to play some music for the students to try the dances! [Move Projects Forward | Get Your Tone Just Right (youtube.com)](youtube.com)
- 2000's
  - ○ Ask students ideas of 2000s dance moves they have seen.
  - ○ Write a list of them on the board and get the students to demonstrate the dances they know from the 2000's
  - ○ Show example of 2000's dance moves as well as the ones we discussed as a class [The biggest dance trends of the 00s - Deezer The Backstage (thebackstage-deezer.com)](thebackstage-deezer.com)
  - ○ Practice each of the songs and dances listed below
    - Crank That : [Soulja Boy Tell'em - Crank That (Soulja Boy) (Official Music Video) (youtube.com)](youtube.com)
    - Single Ladies : [Beyoncé - Single Ladies (Put a Ring on It) (Video Version) (youtube.com)](youtube.com)
    - The Dougie : [Teach Me How to Dougie (youtube.com)](youtube.com)
    - Stanky Leg/Nae Nae : [Silentó - Watch Me (Whip/Nae Nae) (Official) (youtube.com)](youtube.com)

Drama:
- 1960's
  - ○ Examine what drama looked like during the 1960s in many different forms like television, films, and plays
  - ○ Explain what the film and television industry was like during the 1960s using this resource : [1960s: Film and Theater | Encyclopedia.com](Encyclopedia.com)
  - ○ Show example of 1960s films and television
    - 2001: A Space Odyssey
    - Psycho
    - Planet of the Apes
    - The Addams Family
    - The Dick Van Dyke Show
    - Star Trek
    - The Sound of Music

  - ○ Discuss different musicals in the 1960's, characteristics of them, genres, and themes [12 Best Musicals From The 1960s, Ranked (screenrant.com)](screenrant.com)
    - Hello, Dolly (1969)
    - Mary Poppins (1964)
    - Funny Girl (1968)
    - West Side Story (1961)
- 1970's

- ○ Discuss the impact and history of television in the 1970s using this resource [Television in the 1970s: The Era of Iconic Shows and Cultural Shifts - Brilliantio](#)
    - Color television
    - More television in family homes
    - Cable TV and Broad Cast Networks
    - Popular Television Dramas
    - Different Demographics

  - ○ Show examples of TV shows and films
    - [The 100 Best Films Of The 1970's - IMDb](#)
    - [The Best TV Shows of the 1970s - IMDb](#)
  - ○ Have students choose a type of drama production or characteristic that they are interested in and explain in a small group why.
  - ○ Have a class discussion asking questions like the following:
    - What was going on during this time that could have influenced drama productions in the 1970's?
    - What do you think were popular genres of drama and why?
    - Why did drama become so popular during the 1970's?
    - How do drama productions during this time reflect the popular culture, politics, and social norms during this decade?
- 1980's
  - ○ Discuss the history of drama production in the 1980s
  - ○ Have a list of different examples of children's movies from the 1980s
    - Goonies
    - Labyrinth
    - E.T the Extra Terrestrial
    - Back to the Future
    - Ghostbusters
    - The Princess Bride
    - Indiana Jones and the Raiders of the Lost Ark
    - Beetlejuice
  - ○ Have students form small groups and each group will choose one of the movies listed above and choose a short scene (max 5 minutes) to react to the class.
- 1990's
  - ○ Examine the history and pop culture changes during drama production in the 1990's using this resource [Film History of the 1990s (filmsite.org)](#)

- ○ Students will be read a scene from the following children book to movie adaptations that occurred in the 1990's. Then they will be shown the scene that was read and how it was adapted into the movie
  - [The 26 best children's books adapted into movies (ew.com)](#)
  - Matilda by Roald Dahl and the 1996 film adaptation
  - Little Women by Louisa May Alcott's and the 1994 film adaptation
  - James and the Giant Peach by Roald Dahl and the 1996 adaptation
  - Jumanji by Chris Van Allsburg and the 1995 film adaptation

- ○ Discuss as a class the following questions:
  - Did you enjoy the adaptations?
  - Is the adaptation how you picture it when it was being read to you?
  - What are some identifiable features of the 1990's film making that you noticed as we discussed previously?
  - Is there anything you would've changed or done differently if you made the film adaptation?
  - What adaptation did you enjoy best and why?
- 2000's
  - ○ We will discuss the major characteristic of drama production during the 2000's and what was going on during this time to influence this [Film History of the 2000s (filmsite.org)](#)
    - Advanced technology
    - Movie Stars
    - High budget films with high box office profits
    - 911 and the war in the Middle East
    - Major hollywood studios
    - Franchise films (Harry Potter, Twilight, Star Wars prequels, superhero movies
  - ○ I will display popular scenes and images from different 2000's movies in the classroom with descriptions beside them.
    - Harry Potter and the Sorcers Stone
    - Avatar
    - Shrek
    - Mean Girls
    - Twilight
    - Iron Man
    - Mamma Mia!
    - The Hurt Locker
    - Superbad
    - United 93

- Students will walk around the classroom and examine the different images
- We will have a classroom discussion of how the images from the movies capture pop culture, mass media, and how they convey information about the time and place in the 2000's.

Music:
- 1960's
  - Explain to the class why music had such a huge impact and revolution during this era as a result of many political, social, and economic factors.
    - [Rhythms of Revolution: Why Did Music Change in the 1960s? - Brilliantio](#)
    - Civil Rights Movements
    - British Boy Bands : The Rolling Stones and The Beatles
    - Genres like rock and roll, folk music, and psychedelic rock became popular
    - Vietnam War

  - Show the class many different examples of different music artist during the 1960's
    - The Beatles [The Beatles - Here Comes The Sun (2019 Mix) (youtube.com)](#)
    - The Rolling Stones [The Rolling Stones - Sympathy For The Devil (Official Lyric Video) (youtube.com)](#)
    - Bob Dylan [Bob Dylan - Like a Rolling Stone (Official Audio) (youtube.com)](#)
    - Elvis Presley [Elvis Presley - If I Can Dream ('68 Comeback Special) (youtube.com)](#)
    - Aretha Franklin [Aretha Franklin - Respect (Official Lyric Video) (youtube.com)](#)
  - After each song is played, discuss with the class the following:
    - What do the lyrics mean?
    - How does this song relate to what was happening during this time?
    - How did the song make you feel?
    - Did you enjoy this song and why or why not?
    - What is the theme of the song?
    - Does the song convey information about the time and place in which they were created? How?

- 1970's
  - I will bring my record player to class to play songs off of the record player.

- ○ Explain how vinyl records were made, how they work, and more. Use this resource [The History of the Record Player and Turntables - Sound Matters (yoursoundmatters.com)](#)
- ○ I will play popular songs from the 1970's on the record player to the class so they can see how the record player works and compare it to how they listen to music now.
- ○ - Fleetwood Mac - The Chain
- ○ - Queen - Bohemian Rhapsody
- ○ - ABBA - Dancing Queen
- ○ - Fleetwood Mac - Dreams
- ○ - Queen - Another One Bites the Dust
- ○

- **1980's**
  - ○ Discuss the history and impact of music during the 80's using this resource [Tune In to the '80s: What Genres of Music Captured the Era? - Brilliantio](#)
  - ○ I will play different genres of music during this time.
    - Guns and Roses [Guns N' Roses - Sweet Child O' Mine (Official Music Video) (youtube.com)](#)
    - George Michael [George Michael - Careless Whisper (Official Video) (youtube.com)](#)
    - Michael Jackson [Michael Jackson - Billie Jean (Official Video) (youtube.com)](#)
    - ABBA [ABBA - Lay All Your Love On Me (Official Lyric Video) (youtube.com)](#)
    - Madonna [Like a Virgin (youtube.com)](#)
    - AC/DC [AC/DC - Back In Black (Official Video) (youtube.com)](#)
    - Journey [Journey - Don't Stop Believin' (Official Audio) (youtube.com)](#)
  - ○ Ask the following questions afterwards:
    - Have you heard any of these singers' names before?
    - Where have you heard them from, if you have?
    - Would you listen to this era of music on your own time?
    - What is the underlying theme, message, or meaning of each song?
    - What types of genres were played?
    - Can you relate some of these songs to dances we have learned in this era? (Example The Moonwalk Michael Jackson)

- **1990's**

- ○ I will bring my CD player to class to play songs off of.
- ○ Explain how CD player were made, how they work, and more. Use this resource [History of the CD: 40 years of the compact disc - BBC Newsround](#)
- ○ I will play popular songs from the 1990's on the CD player to the class so they can see how the CD player works and compare it to how they listen to music now.
- ○ Listen to the following songs:
    - Spice Girls - Wannabe
    - Destiny's Child - Say My Name
    - Nirvana - Smells Like Teen Spirit
    - Los Del Rio - Macarena
    - Whitney Huston - I Will Always Love You
    - Madonna - Vogue
    - 2PAC - California Love
- ○ Have a class discussion:
    - Have you heard any of these singers' names before?
    - Where have you heard them from, if you have?
    - Would you listen to this era of music on your own time?
    - What is the underlying theme, message, or meaning of each song?
    - What types of genres were played?
    - Can you relate some of these songs to dances we have learned in this era? (Example Vogue or Macarena)
- **2000's**
    - ○ Play examples of songs from different genres in the 2000's
        - Britney Spears [Britney Spears - Toxic (Lyrics) (youtube.com)](#)
        - Beyonce [Beyoncé - Single Ladies (Put a Ring on It) (Video Version) (youtube.com)](#)
        - Lady Gaga [Lady Gaga - Bad Romance (Audio) (youtube.com)](#)
        - Taylor Swift [Taylor Swift - You Belong With Me (youtube.com)](#)
        - Eminem [Eminem - Lose Yourself (youtube.com)](#)
        - Rihanna [Umbrella - Rihanna (Lyrics) 🎵 (youtube.com)](#)
        - Black Eyed Peas [The Black Eyed Peas - Pump It (Official Music Video) (youtube.com)](#)
        - Shakira [Shakira - Hips Don't Lie (Official 4K Video) ft. Wyclef Jean (youtube.com)](#)
    - ○ After each song is played, discuss with the class the following:
        - What do the lyrics mean?
        - How does this song relate to what was happening during this time?
        - How did the song make you feel?

- Did you enjoy this song and why or why not?
- What is the theme of the song?
- Does the song convey information about the time and place in which they were created? How?

Visual Art:
- 1960's
  - I will have art from the 1960s displayed around the classroom with small descriptions of the art, the title, and the artist's name.
  - Some example would be paintings, sculptures, advertisements, posters, graphic designs, drawings, and more
  - I will ask questions to the class afterwards to allow further learning
    - Do these pictures represent the 1960's visually? How?
    - Is there something you don't like or would change about some of the visual art presented? What would it be?
    - Why do you think the artists chose to present their art the way they did?
    - Did the art successfully achieve their message, theme, or meaning? Why or why not?
    - What do these works of visual art tell us about the 1960's?

- 1970's
  - For the 1970's I will create small posters with a form of visual art from the 1970's with a small description of the art, the title, and the artist's name. Every student will be given one poster.
  - The students will be given time to read the description and examine it as well thinking of some questions like:
    - Does your visual art represent the 1970's visually? How?
    - Is there something you don't like or would change about the visual art piece you were given? What would it be?
    - Why do you think your artist chose to present their art the way they did?
    - Did the visual art successfully achieve the message, theme, or meaning? Why or why not?
    - What do these works of visual art tell us about the 1970's?
  - After each student has had time to analyze their visual art piece, they will walk around the classroom and show their peers each other's visual art pieces.
  - Students should be engaging in conversions and comparing each other's art pieces.
- 1980's

- ○ Discuss what factors were happening in the 1980's that could influence visual art. Use this resource [Behind the Artistic Boom: What Contributed to a Resurgence of the Arts in the 1980s? - Brilliantio](#)
  - ○ I will have a slideshow of multiple different forms of visual art from during the 1980's. I will present the piece of art and give a small description about the art work, the title, and the artist's name.
  - ○ The students will get together in small groups and share their thoughts on each piece of art and whether they think it represents pop culture, mass media, and if it conveys information about the time and place in which they were created.
- ● 1990's
  - ○ For this decade, I will have 1990's displayed around the classroom with small descriptions of the art, the title, and the artist's name.
  - ○ Some examples would be paintings, sculptures, advertisements, posters, graphic designs, drawings, and more.
  - ○ However, they will be organized based on the theme, message, or meaning of the visual art. After walking around and viewing the visual art, the class and I will work together to brainstorm themes for each area of visual art.
  - ○ During this brainstorming I will ask questions like the following to the class:
    - Why do you think the artists chose to present their art the way they did?
    - Did the art successfully achieve their message, theme, or meaning? Why or why not?
    - What do these works of visual art tell us about the 1990's?
- ● 2000s
  - ○ I will have art from the 2000's displayed around the classroom with small descriptions of the art, the title, and the artist's name.
  - ○ Some example would be paintings, sculptures, advertisements, posters, graphic designs, drawings, and more
  - ○ I will ask questions to the class afterwards to allow further learning
    - Do these pictures represent the 2000's visually? How?
    - Is there something you don't like or would change about some of the visual art presented? What would it be?
    - Why do you think the artists chose to present their art the way they did?
    - Did the art successfully achieve their message, theme, or meaning? Why or why not?
    - What do these works of visual art tell us about the 2000's?

- How does this compare to all of the other forms of art we have looked at in other decades?
- Can you see how it has become more modern?
- Do you enjoy the more modern era of art compared to older art styles as seen in other decades?

RETRIEVING:

- After the planning process is complete, students will be given a booklet. This booklet is a very valuable resource for the students as it will organize the student's thoughts and inquiry process from start to finish. It also will allow the students to follow step by step how to complete their inquiry project.
- I will invite the librarian from the school to discuss how to find proper sources from the library. I will make sure to prepare the librarian about what we are discussing in class so they can properly present good examples of source material.
  - The librarian will discuss how to skim a book to see if it is a good source with reliable and unbiased information.
  - The librarian will discuss how to navigate the table of contents.
- In another lesson, I will book out a laptop cart or computer lab for the students to learn how to find quality online resources.
  - Teach students how to find quality and reliable resources regarding the information they need for their inquiry project.
  - I will also teach the students how to navigate the internet by using keywords and phrases to help find the information they need.
  - I will teach students how to determine if the information given is truthful or if it is false. For example by using the idea that the student must find two different resources that state the same facts.
- I will also teach students on expert professional sources. This will include the following:
  - How to find a professional in your community
  - How to contact a professional through (ex email)
  - How to interview an expert
  - How to present the information in the interview in their inquiry projects.
- Another important lesson to teach to the students is how to cite the resources they find. This includes the following:
  - How to make a bibliography
  - How to incorporate sources into your writing
  - How to paraphrase
  - How to properly quote

- There will be a lesson on how to write notes on the information they learned from their sources.
  - I will teach them how to properly take notes from the sources using keywords, facts, interesting quotes, and more.
  - This will include various different note taking methods.
  - I will also teach students how to identify which notes are worth including in their inquiry project. Not all notes are good quality notes! If the students are aware of what information is actually valuable and useful to include then they can filter out the irrelevant notes.
  - There will be a section in the students Inquiry Booklet for students to take notes.

PROCESSING:

- In this process, students will finally be allowed to start researching their inquiry project!
- In the Inquiry Booklet I have provided the students there will be many different graphic organizers for note taking.
  - However, if students do not think the provided graphic organizers or note taking methods will work for them that is okay! Students can choose their own way of taking notes and graphic organizing as long as it can be shown to the teacher afterwards and represent that they are processing the information.
- Students will also be provided in the Inquiry Booklet an area to record all of the resources they have collected.
  - There will be a reflection in this section to make sure the students are double checking that the information is a good quality source.
  - Students will also have to record which sources they believe are the most valuable in their Inquiry Booklet.
- Before the students begin the next stage of the inquiry process, I will make students come check in with me to ensure they are gathering the information they are learning and properly recording their notes.
  - They can do this by showing me their Inquiry Booklet I have provided for them, or the other form of graphic organizing and note taking they have chosen to do.

CREATING:

- Students will finally be able to consider and decide how they want to present the information for their topic.
- Students will be shown multiple different ways to present their project through many different forms which will be given in a list in their Inquiry Booklets.
    - PowerPoint
    - Poster
    - Tri Fold Poster Board
    - Dance Presentation
    - Drama Presentation
    - Visual Art Piece (ex painting)
    - Musical Presentation (ex: a song)
    - Speech
    - Poem
    - TedTalk
    - YouTube Video
    - Magazine
    - Creating a Newspaper Article
- In the Inquiry Booklet, there will be a section afterwards where students have to state how they choose to present their inquiry project.
- Then, students will fill out more details like the following:
    - Who will your audience be? (Examples: Teacher, the class, small group, assembly)
    - How will you present your topic?
    - Which information in the notes section will you include?
- TEACHER CHECK IN!! The students will check in with their teacher after they have completed the above information. They will explain how they choose to present their project and who their audience will be. This will allow the teacher to prepare for different forms of presentations and who they will be to. For example, if a large portion of the class wants to present their inquiry project to the class the teacher can make sure to reserve a class for presentation.
- The class will have a discussion on how they choose to be evaluated. The teacher could provide examples:
    - What will our rubric look like?
    - What type of criteria are we looking for in this assignment?
    - What would we look for in a good project?
- The teacher will then take the discussion and ideas present by the students and create a rubric. They will explain the rubric to the class so they are all aware of what the teacher is expecting (and themselves since they helped create the criteria).

- The teacher will create a list based on people who have chosen similar ways to present their projects. Students will be given an opportunity to interact with their peers, share ideas, and discuss what is important in the way they present their inquiry project.
- Students will then be given time to work on a rough draft of their project.
- Students will find a partner or small group. They will revise each other's drafts and give each other advice. Students will also be given opportunities to confine in the teacher for advice, recommendations, and revision as well.
- Students will work on their final draft of their project and make any adjustments or edits which were recommended by the teacher or their peers in the revising process.

SHARING:
- Students will begin the sharing process. They will share their inquiry projects to the audience they decided on (ex: teacher, class, assembly).
- Students will share to their audience what information they have learned but also what the process was like and the experience on their inquiry project.
- The teacher will ask question during the presentation regarding the experience like the following:
    - Did you enjoy the process of inquiry?
    - What do you take the most pride in?
    - Was there anything you would do differently? If yes, what and why?
    - How did this inquiry project make you feel?
- Depending on how different students present their inquiry project, make sure there is a way to display their projects. For example, if some students created visual pieces, reserve a piece in the classroom or school to display their art.
- In addition, if a presentation was done very well or interesting the teacher should document it to reference it for the future. Of course, the teacher must ask permission from the student.

EVALUATE:
- Students will be evaluated by the teacher based on the criteria and rubric created in the class discussion about how the students believe they should be evaluated.
- Students will also complete a self evaluation form. They will add any information regarding their inquiry and presentation about the whole unit inquiry process which they did not include in their presentation.There will questions like the following:
    - On a given scale, how much effort do you believe you put into this inquiry? Why?
    - Are you satisfied with your finished inquiry project? Why or why not?

- If you could do something differently, what would it be?
- What is something you learned about yourself as a learner by doing this inquiry project?
- What will you take away for future projects as a learner from this inquiry project?

BELLOW IS MY EXAMPLE OF THE INQUIRY BOOKLET

_____'s

INQUIRY

BOOKLET

Inquiry Outcomes:
- **CH5.1**: *Examine perspectives on contemporary life as expressed by artists in pop culture and mass media (e.g., representations of young people in ads, sitcoms, animations, and music videos).*
- **CH5.3**: *Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created.*

_____

This booklet is your guideline for your Inquiry Project! It will take you step by step on how to complete your inquiry. After you have received this, you will have been taught about the four strands of art (dance, drama, music, and visual art) in the 1960's all the way to the 2000's in many different ways! We have examine what different perspectives of life looked like in each decade through these four art strands. We have also discussed and analyzed as a class how art and pop culture gave information about the decade we were analyzing. Taking all of the information you have learned, you will now do an inquiry project!

_____

In the given space below please fill out your name and describe what your topic will be for your inquiry project. **Remember, it has to be relevant to what we have learned over the past couple weeks!**

Name:_____

Description:

_____
_____
_____
_____
_____
_____
_____
_____
_____

RESEARCHING:

We have discussed the many different methods you can retrieve information for research for your inquiry project (Examples: online, library, and interviewing experts). We have also discussed what proper, truthful, and good quality resources look like. Now you will use these research methods to find the information for your chosen inquiry project topic!

On the next page is a table to help keep all of your resources organized! Remember that you must know where your information came from because you have to turn in a bibliography with your finished project!

Different types of sources: online, contacting an expert, books, magazine, newspaper, etc. In the table below, make sure to list where each source is from! If you found it online, I recommend copying the URL so you can easily access it again!
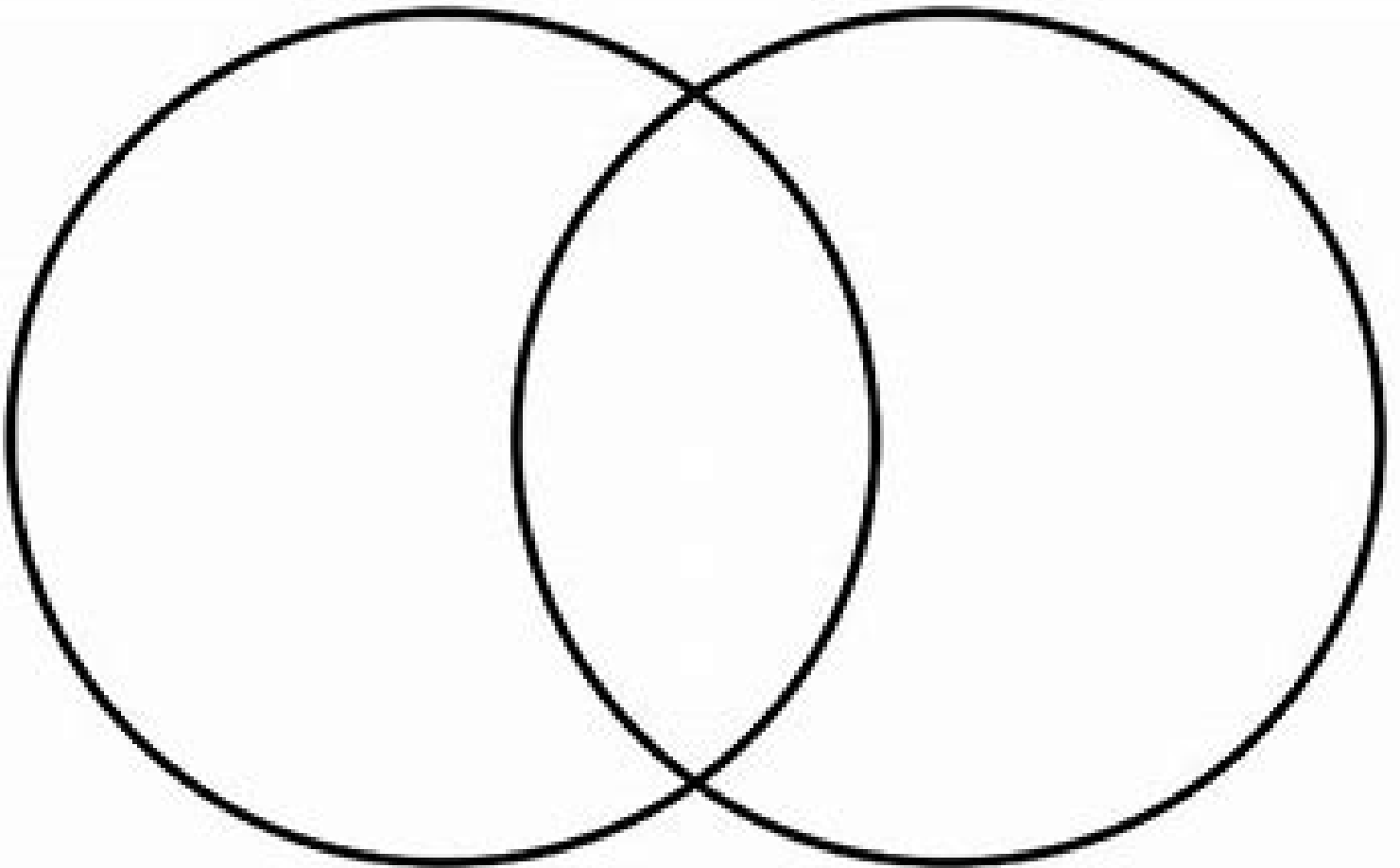
After you find different good quality sources, you will have to take notes of key words, phrases, quotes, facts, etc. Taking notes will make it easier for you to create your rough draft of your project! Once you finish taking your notes you can highlight or make note of which notes are the most important and valuable compared to ones that may not be as important. Only do this after you are done taking notes from your sources.

There are a variety of different graphic organizers to take notes in in the next couple of pages. You can choose whichever one you think will work best for you! If there is a different note taking method you do not see in this booklet you are more than welcome to use that. If you choose to do this, please explain to me first which other method you chose to do so I can make sure it is acceptable.
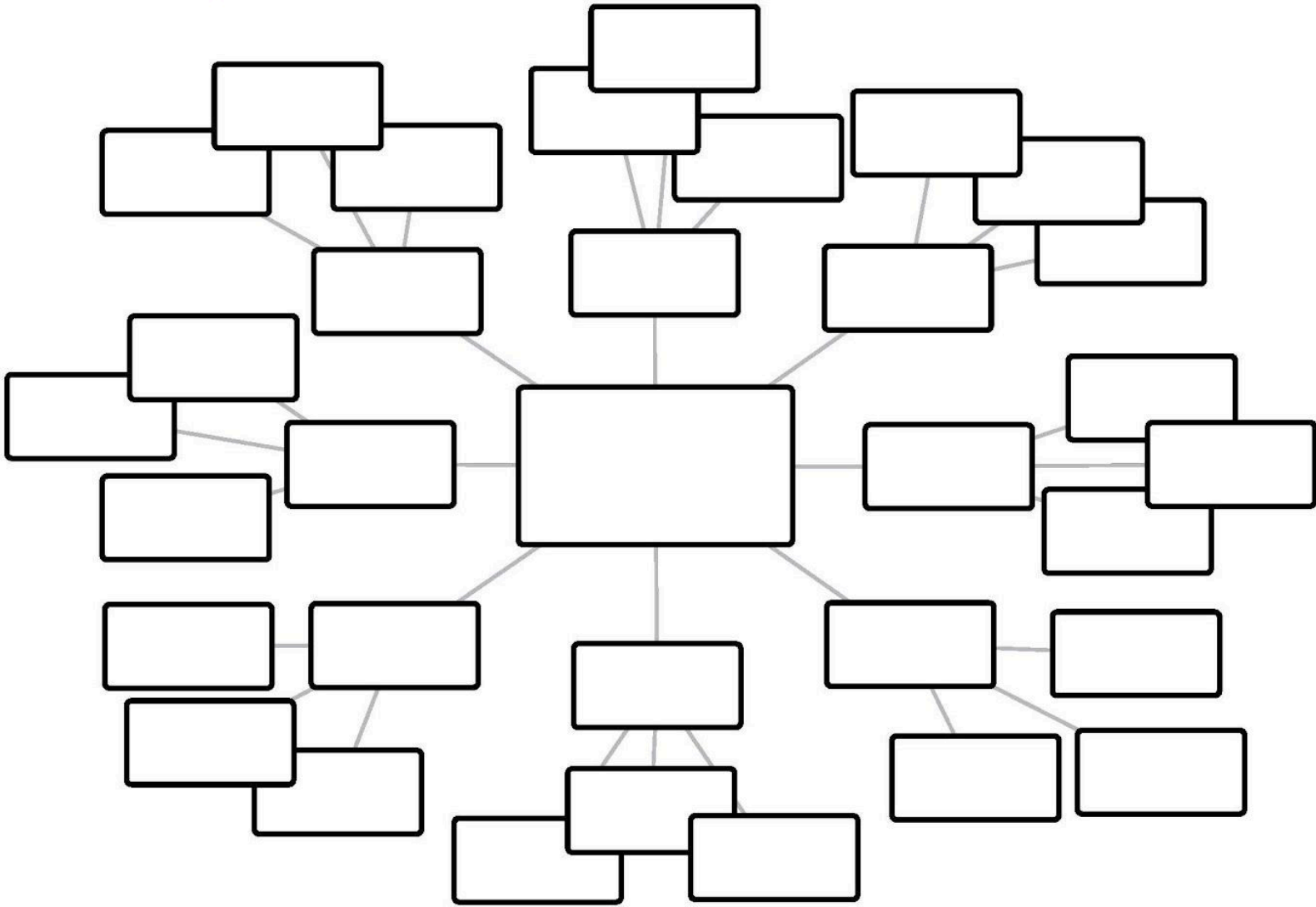
ONCE YOU ARE DONE THIS STAGE, YOU MUST COME CHECK IN WITH ME BEFORE MOVING ON

SOURCE NAME	AUTHOR	TYPE OF SOURCE (EX: ONLINE OR BOOK)	WHERE CAN I FIND IT? (INSERT URL OR LIBRARY CODE)	EXTRA NOTES
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Venn Diagram:

_____
_____
_____
_____
_____
_____
_____
_____

Mind Map:

_____

_____

_____

_____

_____

_____

Brainstorming

Questions:	Notes:

Summary:

STOP!! CHECK IN WITH TEACHER BEFORE YOU PROCEED!!!!!!

_____

CREATE:

You will finally be able to think about what you want to create and how you want to present your inquiry project. Listed below are some examples, however you do not have to choose one of these! You can choose whatever you'd like on how to represent your inquiry project.

Examples:

- PowerPoint
- Poster
- Tri Fold Poster Board
- Dance Presentation
- Drama Presentation
- Visual Art Piece (ex painting)
- Musical Presentation (ex: a song)
- Speech
- Poem
- TedTalk
- YouTube Video
- Magazine
- Creating a Newspaper Article

Fill in the below:

I am going to

_____

_____ for my inquiry project. My audience will

be _____.

CHECK IN WITH TEACHER AGAIN

STUDENTS BEGIN WORKING ON ROUGH DRAFT OF PROJECT!!!

_____

The teacher will have created a list of groups based on people who have chosen similar ways to present their projects. Students will be given an opportunity to **interact with their peers, share ideas, and discuss** what is important in the way they present their inquiry project.

_____

CONTINUE WORKING ON ROUGH DRAFT UNTIL YOU HAVE COMPLETED YOUR FIRST DRAFT. YOU WILL BE GIVEN CLASS TIME FOR THIS.

_____

PEER REVISION: Students will find a partner or small group. They will revise each other's drafts and give each other advice. Students will also be given opportunities to confine in the teacher for advice, recommendations, and revision as well.

_____

Students will work on their **final draft** of their project and make any adjustments or edits which were recommended by the teacher or their peers in the revising process.

_____

SHARING: Students should prepare to present their project to their audience. Questions asked during or after the presentation may include:

- ○ Did you enjoy the process of inquiry?
- ○ What do you take the most pride in?
- ○ Was there anything you would do differently? If yes, what and why?
- ○ How did this inquiry project make you feel?

EVALUATION:

Name:_____   Date:_____

You will be evaluated during the presentation with the rubric and criteria discussed and approved during the class discussion. In addition, you must fill out the self evaluation form below.

1. On a given scale, how much effort do you believe you put into this inquiry? Why?

2. Are you satisfied with your finished inquiry project? Why or why not?

3. If you could do something differently, what would it be?

4. What is something you learned about yourself as a learner by doing this inquiry project?

5. What will you take away for future projects as a learner from this inquiry project?