**IMPLEMENTATION TEMPLATE for NATIONAL GEOGRAPHIC GEO-INQUIRY**

**PART 1: SETTING THE STAGE**

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| **Content Area:** | **Grade:** | **Names:** |
| **Core Standards Alignment:** | | |
| **Topic of Study:** | | |
| **What are some related local issues from which students could form a Geo-Inquiry question?** *(you might wish to use the Geographic Perspectives and Attitudes template and the NGS Learning Framework to help you think through this.)* | | |
| **Learning Goal:** What is the overarching learning goal at the end of this unit of study? | | |
| **How will you identify groups and their roles. For example, will each group work separately on the inquiry or will each group have different roles in investigating the different perspectives?** | | |

**Phase 1: ASK – Introducing the Concept (EG p. 7-12; SR 1-5, 27; 45-46)**

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|  | Think about the skills and knowledge students will need to know before beginning the Geo-Inquiry process. You might wish to refer to the Educator Guide and Student Resource Packet. | |
| **Skills/Knowledge Learning Activities** | **Resources and Materials** |
| **TIME FRAME:** | **How will you introduce the concept of Geo-Inquiry?** |  |
| **TIME FRAME:** | **How will you help students understand the difference between a Geo-Inquiry Question and other kinds of questions?** |  |
| **TIME FRAME:** | **How will you share the NGS Perspectives and Scale graphic with students to help them understand what it means for geography?** |  |

**PHASE 1: ASK – EXPLORING TOPICS & FORMULATING QUESTIONS (EG p. 7-12; SR 1-5, 27, 45-46)**

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|  | **Skills/Knowledge Learning Activities** | **Resources and Materials** |
| **TIME FRAME:** | **How will students explore the issues associate with the topic?** |  |
| **TIME FRAME:** | **How will students select their topic/issue?** |  |
| **TIME FRAME:** | **How will students develop questions around the topic/issue and formulate Geo-Inquiry questions?** |  |
| **TIME FRAME:** | **How will students refine their Geo-Inquiry questions?** |  |

**PHASE 2: COLLECT – GATHERING BACKGROUND INFORMATION (EG p. 13-21; SR 6-12, 28-35)**

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|  | **Skills/Knowledge Learning Activities** | **Resources and Materials** |
| **TIME FRAME:** | **How will students identify what they need to know?** |  |
| **TIME FRAME:** | **What kinds of resources or experts could students potentially refer to related to the topic?** |  |
| **TIME FRAME:** | **How might students collect data?** |  |

**PHASE 3: VISUALIZE – MAPS (EG p. 22-28; SR 13-15; 36-37)**

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|  | **Skills/Knowledge Learning Activities** | **Resources and Materials** |
| **TIME FRAME:** | **How will you help students understand different kinds of maps and the kinds of information they can tell us? (consider NGS Map Maker)** |  |
| **TIME FRAME:** | **How will students practice analyzing data before they analyze their data?** |  |
| **TIME FRAME:** | **How will students learn about the different ways of visually organizing data?** |  |

**PHASE 4: CREATE – (EG p. 29-35; SR 16-20, 32, 42)**

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|  | **Skills/Knowledge Learning Activities** | **Resources and Materials** |
| **TIME FRAME:** | **How will students learn about the elements of storytelling?** |  |
| **TIME FRAME:** | **How will you help students determine the method of storytelling? (i.e. presentation, documentary, website, etc.)** |  |
| **TIME FRAME:** | **How will you support students in creating their story? Think about things such as technology support, sentence frames, presentation tips, web design tips, etc.** |  |

**PHASE 5: ACT – (EG p. 36-41; SR 21-26, 40, 41, 43)**

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|  | **Skills/Knowledge Learning Activities** | **Resources and Materials** |
| **TIME FRAME:** | **How will you help students clarify the message they wish to communicate? Things to consider include the question or phenomena being investigated, sources and data, evidence, what students learned.** |  |
| **TIME FRAME:** | **How will you help students identify the action they will call for and who their target audience will be?** |  |
| **TIME FRAME:** | **How will you support students in communicating their call for action effectively, practicing their presentation, and getting feedback before their final presenation?** |  |

**LOGISTICS TO THINK ABOUT**

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|  | **Skills/Knowledge Learning Activities** | **Resources and Materials** |
| **TIME FRAME:** | **How will you support students in coordinating the time and place for their presentation?** |  |
| **TIME FRAME:** | **How will students share with others in the school community or larger community? What steps need to be taken?** |  |
| **TIME FRAME:** | **What other logistical things will you need to think through as their teacher such as permission slips, announcements, etc.?** |  |