

AS 2.1 Carry out a planned inquiry of an historical event, or place, of significance to New Zealanders

Teaching Ideas	Key Competencies Development Opportunities Teacher actions could include:
<p>A planned inquiry of an historical event or place is a process.</p> <p>At level 1, topic areas for an inquiry are more than likely chosen by the teacher and focusing questions provided. By level 2, students should be given some element of choice and the capacity to develop their own topic with guidance.</p> <p><i>Carry out a planned inquiry</i> means the student must:</p> <ul style="list-style-type: none"> • carry out preliminary reading and specify potentially useful sources • develop focusing questions with guidance • create a plan that identifies activities to be carried out • identify sufficient useful and relevant evidence to provide balanced coverage of the inquiry and enable the focusing questions to be answered with comprehensive breadth and depth • write on the selected evidence annotated comments which describe the links between the evidence and focusing questions • organise this evidence 	<p>Thinking</p> <p>Discuss with students what makes a good topic:</p> <ul style="list-style-type: none"> • relevance • appropriateness • accessibility • manageability. <p>Guide students to topics that can be successfully researched. Part of the initial reading and literature search has to be an assessment of the viability of the topic. Students may need assistance in making this decision.</p> <p>Having established a topic area, students could use their initial reading and search of the literature to establish the aspect(s) they will research, and develop initial focusing questions.</p> <p>Discuss with students the key elements of the research process, their likely sequence, and how this can be realistically timed and managed, eg, how this task fits in with all their other commitments. Students use the information and insights gained to prepare their personal research plan.</p> <p>Encourage students to examine how sources interrelate and to investigate the range of opinion on their event – at the time and since. They might consider:</p> <ul style="list-style-type: none"> • Do the sources support or contradict each other? • How useful are the sources? • How reliable are the sources? • How do you assess their reliability? • What do the sources tell you and what do they not tell you? <p>Assist students to explore a variety of research strategies:</p> <ul style="list-style-type: none"> • How will they gather the evidence? • Where will they find it? • Will they select, analyse, and annotate evidence as

appropriately

- record the details of the sources of selected evidence
- evaluate the inquiry.

Detailed planned inquiry means the student has: completed requirements for Achievement level and:

- written on the selected evidence annotated comments which describe links between the evidence and the focusing questions. This could include making other comments, which identify the particular usefulness of a piece of evidence or need for caution in using evidence
- evaluated the inquiry in-depth.

Comprehensive planned inquiry means the student has completed requirements for Merit level, and:

- written on the selected evidence annotated comments clarifying links between the evidence and the focusing questions being investigated and may include other comments which identify particular usefulness of a piece of evidence, the need for caution in using the evidence, assessing the comparative usefulness of sources, prioritising the selected evidence and weighing evidence

they collect it?

- What will their research folder contain? Will it include notetaking, annotation of copies, interviews?

Encourage students to be flexible in their approach and solve problems as they emerge, eg:

- How do you explore alternative interpretations?
- Do you need to modify your focusing questions and research definition in the light of the evidence you are finding?

Using Language, Symbols, and Texts

Students must use a variety of sources, eg, primary and secondary sources, oral, visual, print, books, CD-ROMs, people, libraries, museums, newspapers, artefacts, historical sites, videos, websites, graphs, cartoons, films, DVDs, blogs, podcasts.

Provide introductory tasks and exercises to refresh students' skills in document analysis, eg: remind them of the different types of information available in resources such as:

- letters, diaries, photographs, official documents and reports, newspaper articles.

Assist students with strategies for reading to understand and infer from documents and other resources, particularly interpreting diagrammatic and visual material. Strategies could include:

- pair reading with Q and A sessions
- reading around difficult phrases to infer meaning
- using an historical dictionary, for example, *The Shorter Oxford Dictionary*
- word maps
- listing of unfamiliar words and phrases.

Support use of ICT programmes for research and presentation where available, eg, OneNote, Scribe.

Managing Self

Set up milestone conferences to support students to meet stages of the research process such as discussing the aspect to be researched. Notes produced during these conferences could be included in the research folder.

Assist students to critically reflect on and evaluate their research process, eg:

- What is working successfully?

<p>sources contain</p> <ul style="list-style-type: none"> evaluated the inquiry comprehensively. <p>Evaluate the inquiry means the student:</p> <ul style="list-style-type: none"> explains the successes and difficulties in conducting the inquiry explains how useful the selected evidence was in answering the focusing questions explains how the line of inquiry may have changed as evidence was accumulated assesses the reliability of evidence used identifies the issues to consider for future inquiries. <p>Source refers to where the evidence can be found. Sources may include books, CD-ROMs, people, libraries, museums, newspapers, artefacts, historical sites, videos, websites, graphs, cartoons, films, tape-recorded radio programmes, DVDs, blogs, etc. Sources may include primary and secondary sources.</p> <p>Record the details of sources means recording author, title, publisher, city of publication, date of publication, website address etc. A full reference list/bibliography is not required for this achievement standard.</p>	<ul style="list-style-type: none"> Are you encountering difficulties? What adjustments have to be made to your original research process/topic/focusing questions? Have you identified gaps in your evidence? How do you propose to address those gaps? <p>Meet deadlines set for conferences and completion.</p> <p>Relating to Others</p> <p>Encourage students to consult peers/older siblings/parents/family members/kaumatua for feedback or feed-forward.</p> <p>Approaches for assistance should be genuine, relevant and realistic. Emailing an academic, or another teacher, for guidance and assistance is not appropriate.</p> <p>Participating and Contributing</p> <p>Strategies to encourage students to participate and contribute could include:</p> <ul style="list-style-type: none"> student-led informal feedback whole-class feedback sessions formal, teacher-structured group tasks group discussion of individual progress. <p>Group work, eg, students could take turns in presenting a source to other members of the group. Group members provide feedback.</p> <ul style="list-style-type: none"> Support the process by providing focusing questions for presentation: What is your source? How does it relate to your focussing questions? What has it told you so far? What other leads or research directions has it suggested? Provide focusing questions to encourage effective feedback: Do you notice anything else about the source? Can you suggest additional directions for research prompted by the source? Have you seen other sources that complement, contradict, or add to the source? What other questions does the source raise? <p>Encourage students to take notes about the feedback they receive.</p>
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