

Question - Research - Create - Present

Introduction:

Antarctica is unlike any other place on Earth. Its awesome landscape, intriguing wildlife and environmental significance is still as interesting today as it was to the first great Antarctic explorers.

What does it take to survive in Antarctica? (Survival)
How can we look after the Antarctic Environment? (Sustainability)

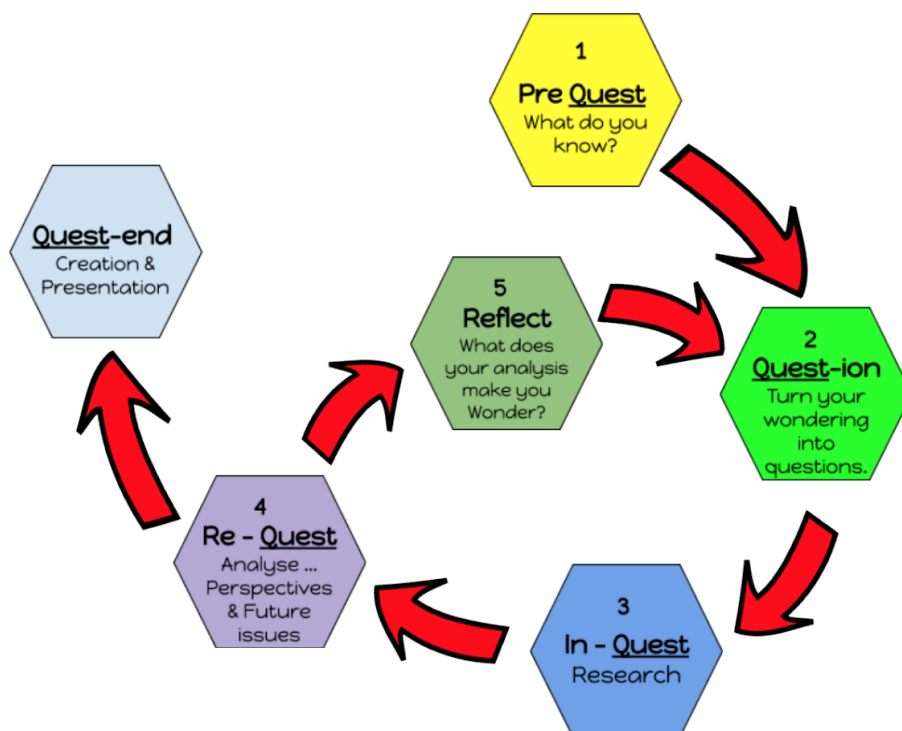
These are our “guiding” questions, however, YOU get to choose whatever aspect you want to investigate.

Check off each stage once you have completed it.

- | | |
|--------------------------------------|---|
| 1. Pre- <u>Quest</u> -ionnaire | <input type="checkbox"/> |
| 2. <u>Quest</u> -ion? | <input type="checkbox"/> <input type="checkbox"/> |
| 3. IN- <u>Quest</u> | <input type="checkbox"/> <input type="checkbox"/> |
| 4. Re- <u>Quest</u> | <input type="checkbox"/> <input type="checkbox"/> |
| 5. Reflect | <input type="checkbox"/> |
| 6. <u>Quest</u> -end | <input type="checkbox"/> |



Student Quest Model



1. Pre-Quest (Gathering Facts you already know)

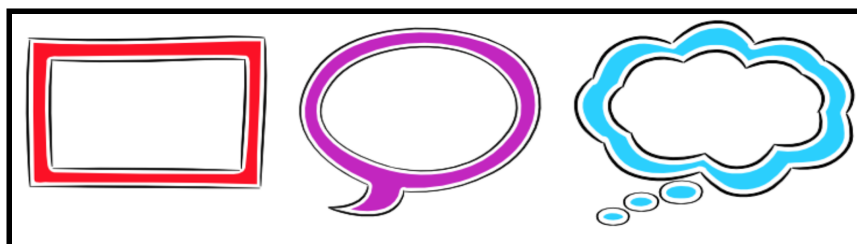





After our visit to The Antarctic Centre, choose two aspects of Antarctic that you are interested in.

The Climate - The Wildlife (choose one) - Explorers/Exploring - Ecosystems - Transport - Location - Food - Scientific Research - Whaling & Sealing - Tourism - Landscape -

See Class Brainstorm

Fill in the chart below



<p>What did you See? <i>Be as specific as you can.</i></p> 	<p>Why do you Think it is like that? <i>What do you think you know about this topic?</i></p> 	<p>What does it make you Wonder? <i>Write your questions below.</i></p> 

2. Question (Understanding the facts)

Consider which of the two topics from your 'Pre-Quest' would best fit with 'Survival' or 'Sustainability'.

Topic: _____

Time to write a Question to investigate:

- Questions need to be 'Open' (*not have a Yes/No answer*)
- You have to be interested
- You have to know a bit about it already
- The Question has to lend itself to 'smaller' questions
- Information is available and understandable.
- It is possible to investigate in the time given.



Look at the class wonderings to help you write your own Big Question.

Examples of Possible Questions:

- **How** do humans deal with and survive in extreme cold when living in Antarctica? (housing / food / clothing / transportation)
- **Why** Build a Wind-farm in Antarctica? How else could Scott Base be more sustainable?
- **Explain** why, or why not, dog teams are used in Antarctica?
- **What were** the survival skills of the early explorers in Antarctica? How do they compare these to explorers today.
- **How have** penguins adapted to their environment and what is threatening their survival?
- **What impact** are humans having on the survival of Antarctica? Should strict numbers be placed on the number of people who can go to Antarctica? Should tourists be allowed? Who will decide?
- **What impact** is Global warming having on Antarctica and what measures are being taken to prevent this?
- **What was** Antarcitca like when it was part of Gondwana and how has it changed?
- **How** are icebergs formed? What impact are humans having on icebergs and what impact do icebergs have on humans?

My Big Question? (Check class Brainstorm)

Sub Questions: (These might come later-Poster)

1.

2.

3.

4.

Teacher Check: _____

Sub Question Using SOLO

Identify your sub question: *How have planes changed from the 1850's to today?*
Answer your question using the stages of SOLO



Unistructural
Define: What are planes?



Multistructural
Describe: What were planes made of?



Relational
Explain: How do planes work?
Organise: Key information into a compare/contrast map about planes now and then
Compare/contrast: Using paragraphs describe the difference between 1850's planes to planes today
Analyse: How and why have these changes occurred?



Extended Abstract
Wonder: What does this new learning lead you to wonder?
Analyse: What impacts have these changes had on your community?
Predict: What might planes look like in the future?
Create: create an image to document your findings

3. In-Quest (Examining more closely - Research)

Now it's time to research your main question.

Reading - Quest

Choose a selection of books or websites for your Quest:

Quick look through the information

Understand by asking and answering questions

Enjoy the reading

Short written facts into own words

Think about how this information can help you



- Clearly Record your Notes
- Use Maps (SOLO) to help clarify your thinking.
- 'Give Credit'. How will you record the names of websites & books that you are using?
- Could you be recording words in a Glossary as you go?

Helpful Websites:

<https://kids.kiddle.co/Antarctica>



<https://www.coolantarctica.com/schools/project-fact-file.php>



<https://www.coolkidfacts.com/antarctica-facts/>



4. Re- Quest (Thinking with the heart)

Analyse what you have learnt....

Now that you have completed your own research - Think About & Be Able to Discuss (knowledgably) the following: *(Have your notes handy)*

- What new learning have you done?
- How does this compare to what you already knew?

Teacher Check: _____

Re-Quest? (Extended Abstract)

Record notes and/or complete some SOLO maps to help organise your thinking.

1. **Analyse** Is there another perspective you can view this information from and **suggest alternatives or solutions** e.g.

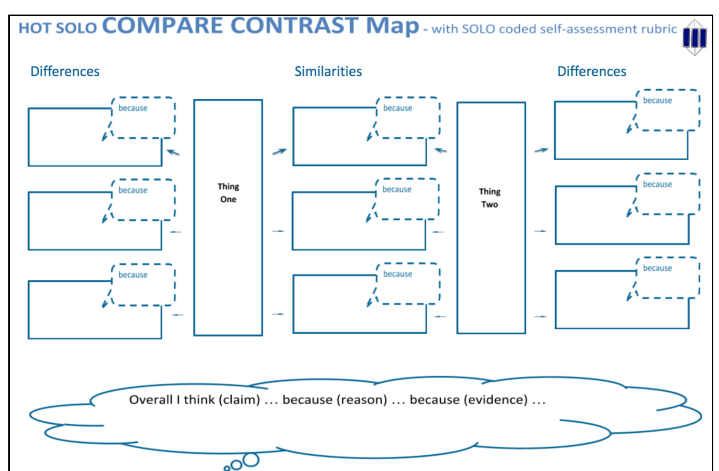
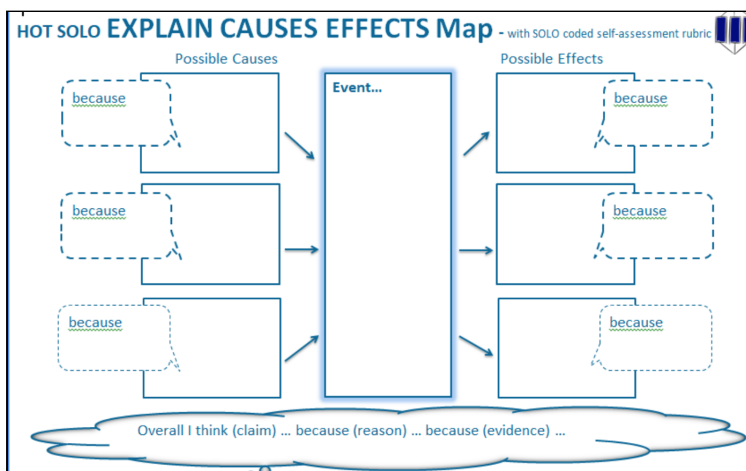
- Tourists perspective
- Scientists perspective
- Explorers perspective
- Environmentalists perspective
- An animal's perspective
- Commercial companies perspective (eg fishing, mining)
- The Antarctic Treaty perspective

OR

2. **Predict.....** Think about the Future - Impacts - positive and negative

- Possible future proofing
 - Solutions to new possible problems
 - Solutions to existing problems
- Future ideas to attain Sustainability.

Possible SOLO maps: Compare & Contrast map, Cause & Effect map,



Teacher Check: _____

5. Reflection (Re-examine - New Wonderings)



After analysing your new learning and looking from a different perspective or towards the future, what are your new wonderings?

- Record your new questions, then complete a new In-Quest (Step 3 - Research)
- See you teacher for help if you can't think of any new questions.

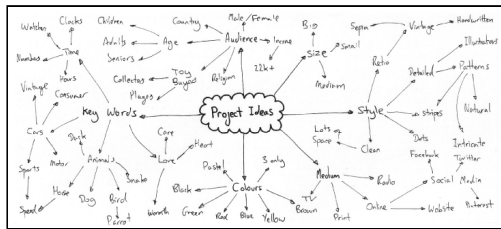
Teacher Check: _____



6. Quest - End (My Creation & Presentation) - Term 4

Brainstorm as you go some **creative ideas** for presentation, BUT, **do not start creating anything** until 1, 2, 3, 4, 5, 3, 4,.... 6. are completed.

BRAINSTORM:



Slideshow

Model

Poster

iMovie- documentary

Report

Now that you have thought about your learning & gone through the Reflection to In-**Quest** stage (at least once), it is time to present all your wonderful new knowledge.

What will you create to present your new learning?

- ?
- ?
- ?

How will you do this?

- ?
- ?
- ?

What resources will you need?

- ?
- ?
- ?



Teacher Check: _____

QUEST - ASSESSMENT CRITERIA

Question - Research - Create - Present

Name: _____

Teacher (PC) _____

	Multi-Structural	Relational	Extended Abstract
Question	<ul style="list-style-type: none"> I can come up with a big question that can be investigated I came up with some sub questions, but I needed a little help to make sure they were relevant. 	<ul style="list-style-type: none"> I can come up with a big question I identified several relevant sub-questions that required significant investigation 	<ul style="list-style-type: none"> My question is relevant to Antarctica and included the theme of Survival or Sustainability. I can explain why it would be a useful investigation I wrote extra questions after reflection
In-Quest: Collection & Recording	<ul style="list-style-type: none"> I can complete a simple investigation independently I used one or two internet sites for my information I needed some help getting started with the recording of my notes I am working on making my notes more precise & logical 	<ul style="list-style-type: none"> I can complete an investigation independently. I included at least 2 different information sources My notes are clearly recorded but could be more precise and logical I thought about using a SOLO map. 	<ul style="list-style-type: none"> I completed a thorough investigation independently I included at least 3 different information sources. My notes are clearly recorded, precise and logical. I have used a SOLO map to help organise my thinking.
Analysing Info & Data	<ul style="list-style-type: none"> I was able to talk about my notes but I didn't always understand them. I could answer some questions I kind of knew what to do next. 	<ul style="list-style-type: none"> I was able to discuss my learning and showed I understood my research. I was able to answer questions with some detail. I knew what I needed to do next but like to keep checking 	<ul style="list-style-type: none"> I was able to discuss my learning with others in detail and showed a strong understanding on my research. I was able to answer questions and gave extra details. I knew exactly what to do next.
Re-Quest: Creating New Knowledge	<ul style="list-style-type: none"> With help, I was able to think about my question from a different perspective. I recorded one alternative or solution. <p>OR</p> <ul style="list-style-type: none"> With help, I was able to predict future impacts. I recorded one solution or alternative 	<ul style="list-style-type: none"> I was able to analyse my thinking from a different perspective. I suggested two alternatives or solutions that supported a different perspective. <p>OR</p> <ul style="list-style-type: none"> I was able to predict future impacts I was able to suggest two possible solutions or alternatives <ul style="list-style-type: none"> I thought about using a SOLO map. 	<ul style="list-style-type: none"> I was able to independently analyse my thinking from a different perspective. I suggested several alternatives or solutions that supported a different perspective. <p>OR</p> <ul style="list-style-type: none"> I was able to independently predict future impacts I was able to suggest several possible solutions or alternatives <ul style="list-style-type: none"> I used SOLO maps to help record my thinking
Reflect IN-Quest	<ul style="list-style-type: none"> I had one new wondering that I wanted to investigate. I did some reading about it. 	<ul style="list-style-type: none"> I had two new wonderings that I wanted to investigate. I followed these up and added it into my investigate. 	<ul style="list-style-type: none"> I had lots of new wonderings that I wanted to investigate. I followed these up and investigated them thoroughly.
Quest-End: Presentation	<ul style="list-style-type: none"> My presentation relates to my key question It touches on some of my sub-questions. It is a little bit creative 	<ul style="list-style-type: none"> My presentation addresses my key questions and most of my sub- questions. It included one new wondering It is creative and interesting to others. I have 'Given Credit' to some of my information sources 	<ul style="list-style-type: none"> My presentation clearly addresses my key question and sub-questions. It includes my new wonderings It is very creative and interesting to others. I have 'Given Credit' to all of my information sources.
Two Stars & A Wish	