

World Studies: Inquiry IV Overview

What a lovely 'official' end to our inquiry three model we have had. There is still so much we want to get done, but it is time to transition. The beautiful aspect to this course is we were able to have moments in the fall that catered to content and plan on providing more opportunity in the spring. This unit is fluid as IEFA never leaves our room, but to have a chance to take a deep dive and time frame that allowed students to focus on our indigenous nations, especially the sovereign nations that exist within Montana, has been done well. Stay tuned for more opportunity we have such as guest speakers, experts in the field of past content, and even, possible field trip to our First People's Buffalo Jump, as well as enacting the skill of sewing and creating students own buffalo dolls to keep with them.

I wanted to take a moment and introduce our newest inquiry model. Inquiry four will allow us to explore the continent of Africa, using Malawi as our MAIN case study. In order to do this, our unit revolves around the compelling question: 'What Makes a Region Rich?' Students will expand their knowledge by reading the true story, 'The Boy Who Harnessed the Wind' by William Kamkwamba and Bryan Mealer. Students will be introduced to the continent of Africa as a whole and embrace cultural, civic, economic, and historical aspects regarding different countries within, of course. However, in order to best answer the compelling question driving our inquiry model for this unit and narrow our scope with this vast continent, read-alouds, connections, and activities will revolve around what we will learn through the lens, of Mr. Kamkwamba.

Students will continue to use a variety of sources beyond our novel, ranging in planned usage of; *National Geographic, TCI, TCR, PBS, Britanica, Khan Academy, Newsela; mini video clips [including advocated in educational resources like TedEd's], reputable news sources and additional documents, as well as power points, art work, photography, discussions, debates, and opportunity to enhance both critical thinking skills and enact a growth mindset. Beyond the book and resources mentioned, our culmination to the unit will be to watch the Netflix film of the same name, rated PG. We have a guest speaker planned toward the end but will keep you up to date when that becomes solidified.*

In closing, please don't forget I post to your teens TEAMS page daily for assistance. A link to the audible version of the book will be supplied there as well, for days students miss in-class reads. This support is for revisiting our class on a daily basis when needed and/or to cater to absences so all can forge ahead at a manageable pace. Not everything of course can be replicated in a post, but this opportunity is a great place to start when absences occur to keep up.