**Sustainability/Liveability Inquiry Model Exemplar**

History, Geography, Anthropology, Sociology, and Psychology all follow a process of inquiry (an investigation that follows a formal procedure). This process can lead to answers for questions about people and the world around us.

There are five steps to the **Inquiry Model**:

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| **Formulate Questions**  Formulate questions related to the applicable overall expectation in order to identify the  focus of their inquiry. |
| **Gather and Organize**  Collect and organize relevant data, evidence, and/or information from primary and secondary sources and/or field studies |
| **Interpret and Analyse**  Analyse the data, evidence, and information, using graphic organizers as appropriate |
| **Evaluate and**  **Draw Conclusions**  Synthesize data, evidence, and/or information, and make informed, critical judgements based on  that data, evidence, and/or information |
| **Communicate**  Communicate judgements, decisions, conclusions, predictions, and/or plans of action clearly and logically |

**Example:** Canada’s natural resources

**Formulate Question** - Use the framing questions as a starting point.

Which resources and industries would you consider to be most valuable to Canada?

**Gather and Organize** - students will actively pursue specific information that will be

used to answer the framing question.

Canadian industries <http://www.ic.gc.ca/eic/site/icgc.nsf/eng/h_07063.html>

Canada’s Natural Resources <http://www.nrcan.gc.ca/mining-materials/statistics/8848>

**Interpret and Analyse** - measure, compare, graph, etc…. students use a variety of graphic organizers to narrow down the information they find interesting and useful

10 Key Facts about Canada’s natural resources

<https://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/files/pdf/10_key_facts_nrcan_2016_e.pdf>

**Evaluate and Draw Conclusions** - this is where students make critical judgements about the topic (framing question)

Canada has an abundance of natural resources, including minerals, rare earth elements, wildlife, coal and hydropower. Minerals and elements mined in the country are iron ore, silver, copper, nickel and gold. Other natural resources include fish, molybdenum, diamonds and potash.

**Communicate** - How will the students present their findings?

Canada’s Natural Resources Summary Presentation <https://prezi.com/3kaxwpav2x16/canadas-natural-resources/>

**Student Planning Sheet**

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| Hunch/problem/trigger (What is an outcome in my classroom that I want to work on?) | Evidence (How do I know? Data may be quantitative or qualitative) |
| What do I already know that could be useful? |  |
| What new knowledge and/or capability do I need? | Where can I go or who can I ask to help? |
| What are some possible strategies I could use? |  |
| How will I know it’s made a difference? How will I measure any change? |  |