

# Case Study 2

You will be assigned one scenario in your small group. Between Monday and Friday, work together in your small group to identify where inquiry breaks down in the activity and propose one or more changes that would improve it using ideas from Anchored Instruction or the SKI framework.

By Friday, post your group's collaborative suggestion to the main forum. Your post should include:

- the key issue in the scenario
- at least one design change that would improve the inquiry
- a brief explanation of why this change would better support student thinking

After reading the class posts, respond to one group. In your comment, identify one idea you might take away from their revision, a personal connection you can make to their thinking, or one element you might adapt into your own final inquiry unit.

## Scenarios:

### Group A - Grade 2 - Social Studies/Language

A Grade 2 teacher launches a unit called "Celebrations in Our Community". Students are told to "find a tradition or celebration from your family or community and create something to teach the class about it." They may use books, websites, or family conversations. Students work mostly independently for several periods, then share posters or slides. The teacher is surprised when most of the work looks like it was done by parents.

### Group B - Grade 6 - Social Studies/Language

A Grade 6 teacher plans a unit called "Responding to a Global Issue". Students are given a teacher-selected issue, three preselected articles, a note-taking sheet with exact categories, a paragraph template, and a final script for a one-minute presentation. Students answer the same questions in the same order and submit the same final product.

### Group C - Grade 3 - Science

A Grade 3 teacher begins a unit called "Strong and Stable Structures." Students are asked to design a structure that can withstand wind and rain using classroom materials or anything from home. They are encouraged to "be creative" and test ideas. After building, students explain what they made and whether it worked. The teacher feels overwhelmed as a long line of students are requesting their assistance.

### Group D - Grade 7 - Geography/Math

A Grade 7 teacher plans a lesson called “Planning a New Community Park.” Students are shown a map of a neighbourhood and told that the city wants ideas for a new park. The teacher provides a package with exact dimensions, a list of required features, a sequence of calculations to complete, a sample layout, and a checklist for the final design. The teacher received nearly identical plans for the final submission.

#### Group E - Grade 5 - Science

A Grade 5 teacher introduces a unit called “Protecting Biodiversity.” Students are asked to research an endangered species in Canada and create an informational brochure. They are free to choose any species and any sources. Students gather facts and complete their brochures, but the teacher notices that many projects remain descriptive rather than investigative.