

Investigating Early Societies through the AGA KHAN MUSEUM



These Curriculum-linked resources were created in partnership with the Aga Khan Museum, the Ministry of Education and the Ontario Elementary Social Studies Teachers Association and were inspired by the Museum's Permanent Collection. Object information and images courtesy of the Aga Khan Museum.

Investigating Early Societies through the AGA KHAN MUSEUM



Searching a computer image of a painted manuscript from the Aga Khan Museum for clues.

In Grade 4 social studies, students will develop their understanding of how we study the past, as they use various methods to examine, social organization, daily life and the relationship with the environment in different societies that existed to 1500 CE.... Students will build on what they have learned in earlier grades, using visual evidence, primary and secondary sources, and thematic maps to investigate a number of early societies from different regions and eras representing different cultures.

Revised (2018) Social Studies, History and Geography Curriculum

Big Ideas

- The environment had a major impact on daily life in early societies.

Guiding Questions

- How can museum artefacts help us learn about early societies?
- What is the interrelationship between the environment and life in early societies?
- What were some connections between the local environment and art, religion or spirituality?
- How did *where* people live impact *how* they lived?
- In what ways did the environment influence early societies?

Investigating Early Societies through the AGA KHAN MUSEUM

Overview:

In this unit, students engage in social studies inquiry to investigate the interrelationship between early societies and the environment. Through examination, interpretation and analysis of artefacts within the Aga Khan Museum, students draw conclusions about the interrelationship, then, design a project to communicate their findings.

By the end of the unit, students will have engaged in all steps of social studies inquiry, with many opportunities along the way to practice, develop and reflect on the individual inquiry processes and skills.

Lessons within the Unit:

Lesson 1: Making Observations & Formulating Questions

Lesson 2: Gathering & Organizing Information about Early Societies

Lesson 3: Evidence

Lesson 4: Evaluating Evidence & Drawing Conclusions

Lesson 5: Communicating the Results of an Inquiry

Curriculum Expectations covered within the Unit

***Social Studies – Strand A. Heritage and Identity:
Early Societies to 1500 CE***

A2 Use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies.

A2.1 Formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies.

- What role did religion or spiritual beliefs play in the daily life of early Islamic societies?
- In what ways were beliefs connected to the society's view of and relationship with the environment?
- What does artwork reveal about the spiritual beliefs and practices of a society?
- What might architecture tell you about society's relationship with the natural environment?

A2.2 Gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats.

A2.4 Interpret and analyse information relevant to their investigations, using a variety of tools.

A2.5 Evaluate evidence and draw conclusions about ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies.

A2.6 Communicate the results of their inquiries, using appropriate vocabulary and formats.

Prior Knowledge for each Lesson

Lesson 1

Students should have understanding of:

- primary sources;
- secondary sources;
- the Social Studies Thinking Concept, *Interrelationships*.

Lesson 2

Students should have understanding of:

- how to create jot notes.

Lesson 3

Students should have:

- some experience interpreting and analysing information as part of social studies inquiry;
- some understanding of what constitutes evidence;
- experience conducting internet searches;
- experience accessing trustworthy websites.

Lesson 4

Students should have an understanding of:

- how to use critical thinking to make a decision based on evidence.

Social Studies Thinking Concepts

These lessons focus on the Social Studies Thinking Concept *Interrelationships*. The thinking concepts act as a lens for students to question, and think critically about what they learn throughout social studies investigations.

Spatial Skills

Students should have opportunities to identify the locations of early Islamic societies on maps and globes and analyse maps related to early societies' relationship with the environment.

Lesson 1:

Making Observations & Formulating Questions

Minds On

Early Societies

Early societies are those societies which existed up to 1500 CE. While some early societies may have had common elements, not all early societies were the same. However, we can surely say that **the environment had a major impact on daily life in all early societies.** Consider then, what is the interrelationship between the environment and the ways of life in early societies?

Introducing the Aga Khan Museum!

The Aga Khan Museum is North America's first museum dedicated to Islamic art and cultures. The Museum has a collection of artefacts from a broad range of locations, dating back to the 8th century that can help us learn about some early societies. Take a look at this map (see below) to see some of the artefacts from the Museum's collection and their places of origin.

Lead the class in a discussion about the map. The following questions may be used to guide the discussion.

- What do you notice about the kinds of artefacts plotted on the map?
- What do you know about any of these artefacts?
- What do you notice about the various geographical locations identified on the map?
- What do you know about any of these geographical locations?
- What doesn't this map tell us?

Question: What do these artefacts and geographical locations have in common?

Answer: All of these artefacts come from various time periods and geographic areas where Muslim societies were predominant. And, all of these artefacts can be found at the Aga Khan Museum!

Learning Goal

- We are learning to examine museum artefacts and formulate questions based on our observations of the artefacts to help us discover interrelationships between ways of life and the environment in early societies.

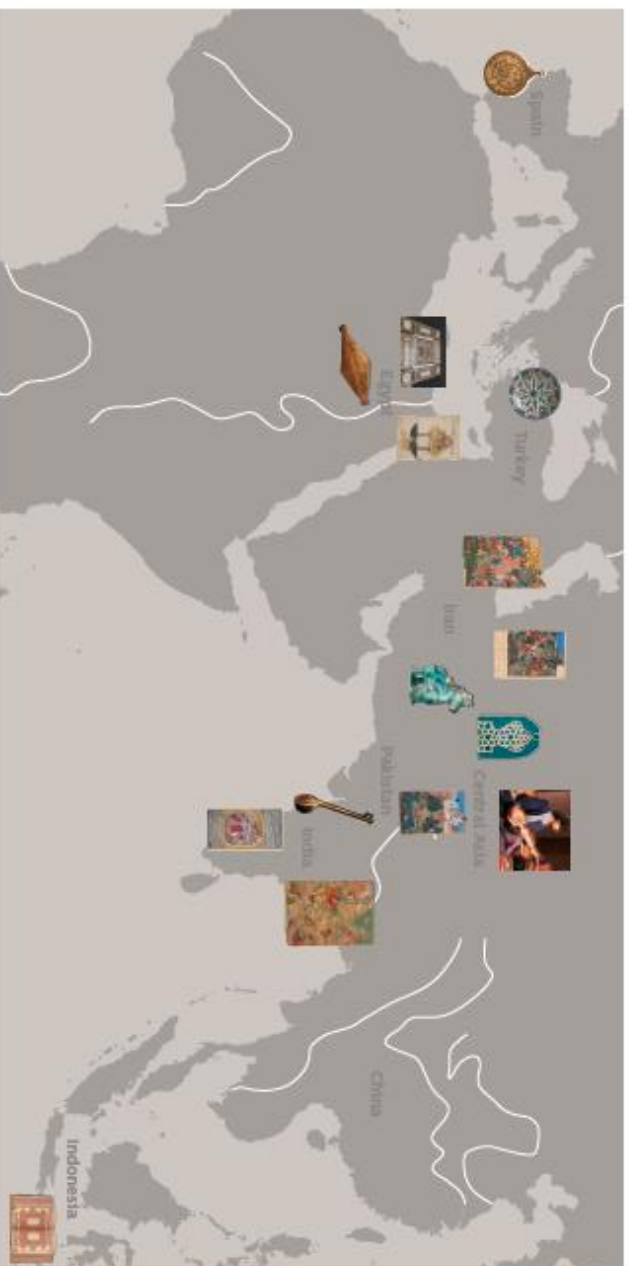
Suggested Success Criteria

I know I am successful when I can:

- make observations based on an artefact or image;
- generate wonderings about an artefact;
- turn my wonderings into questions that help to further my inquiry;
- apply the Social Studies Thinking Concept, *Interrelationships* when formulating my questions.

Curriculum Expectations

- A2, A2.1



Places of Origin

This map shows the places of origin of several paintings and objects in Learning at the Aga Khan Museum: A Curriculum Resource Guide for Teachers, Grades One to Eight.



AGA KHAN MUSEUM



Explore the Aga Khan Museum and its collection.

Welcome

The Aga Khan Museum houses a vast collection of art and artefacts spanning over one thousand years of history. Allow students to view images, read commentaries on the artefacts and learn about what the Aga Khan Museum has to offer.

*Consider a field trip if in or near the Toronto area.



Visiting the Aga Khan Museum

What is the Museum's Mission?

The Museum's mission is to help people understand and appreciate the many contributions made by Muslim civilizations.



The Aga Khan Museum

Vocabulary

- artefact
- predominant
- commentaries
- Islam
- Muslim
- Islamic art
- interrelationship
- primary sources
- secondary sources
- civilizations
- spiritual
- wonderings

Teacher Notes

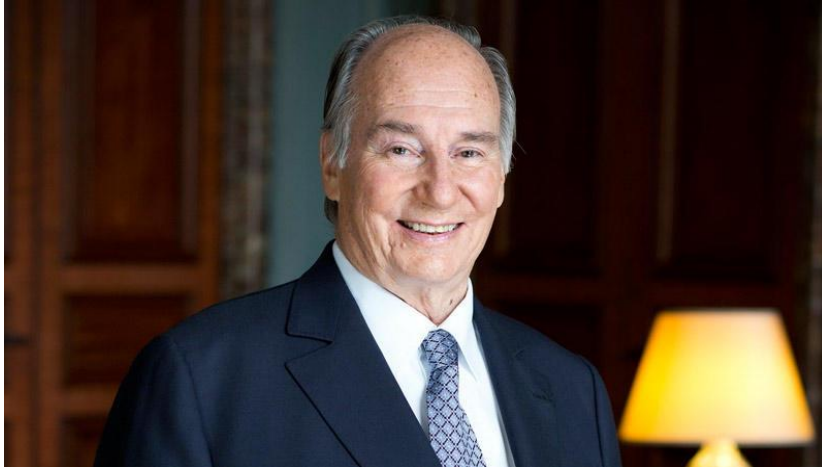
Minds On

Minds On should:

- clarify that artefacts are evidence of the way people lived, and it can be helpful to examine them throughout an inquiry;
- identify some of the processes that social scientists, like historians utilize in their work;
- introduce students to the collection of artefacts at the Aga Khan Museum.

Who is the Aga Khan?

The Aga Khan is the 49th spiritual leader of the Shia Ismaili Muslims, who number between 12 and 15 million people. He is the founder of the Aga Khan Museum. The artefacts in the Museum were collected by His Highness the Aga Khan and his family.



His Highness, Prince Shah Karim Al Hussaini, the Aga Khan.

What is Islam?

Islam, like Judaism and Christianity, is a religion. Its followers are called Muslims. The holy book of Islam is the Qur'an.



*Folio from a Qur'an Manuscript
Q2: 148 – 150
North Africa, ca. 9th-10th century
Ink, opaque watercolour, gold and silver on blue-dyed parchment
28.7 x 35.6 cm
The Aga Khan Museum, AKM248*

Teacher Notes

When discussing the question, *How did where people live impact how they lived?*, explicitly identify what is meant by *ways of life/how people lived* and the *environment* and how the two are related.

What is Islamic art?

Islamic art refers to visual arts that are created in lands where Islam is the main religion.



*Bahram Gur at the house of Mahyar the Jeweller
Folio from a manuscript of Shahnameh (Book of Kings),
by Firdausi (d. 1020)
Western Iran, late 13th or early 14th century
Opaque watercolour, ink, and gold on paper
24 x 19.2 cm
The Aga Khan Museum, AKM16*

Interrelationships between Life and the Environment

Each museum artefact holds clues that identify information about the ways of life and the environment in early societies. Suggest that students frequently ask questions while investigating the Museum (online or in person) that help reveal that where people lived had an impact on how they lived.

Action

Working with Artefacts

Artefacts are sources of information that can provide clues about the way early societies lived and interacted with their environment. When we use a variety of sources to make observations, generate wonders and turn our wonderings into questions, we are doing the work of social scientists, like historians. In our investigations of early societies through the Aga Khan Museum, we will be working with primary and secondary sources.

Beginning an Inquiry

Lead the class in a knowledge building discussion that addresses the question, How did where people live impact how they lived?

Making Observations using See–Say–Wonder

Distribute the *A1 Formulating Questions Organizer* to each student. Students examine the following artefact, an astrolabe, from the Museum’s collection.



Spain, 14th century
Bronze, engraved and inlaid with silver
Diameter: 13.5 cm
The Aga Khan Museum, AKM611

Teacher Notes

Action

Action should model:

- how to make observations that generate wonderings;
- how to use those wonderings to formulate questions according to the criteria on interrelationships.

It is important for the teacher to lead and model this section of the lesson.

It is also important to share with students that they are engaging in the work and disciplinary thinking of historians.

Review the See-Say-Wonder protocol with students, and model the protocol as needed. Allow appropriate time for student observations and partner sharing.

An astrolabe is an early form of astronomical computational device that was widely used in classic antiquity, the European Middle Ages and Renaissance, as well as the Islamic Golden Age. An astrolabe enabled the user to determine the positions of the sun, moon, planets and stars with respect to astrological houses. This astrolabe is of particular interest because of its inscriptions in Latin, Hebrew and Arabic, which indicates its many owners throughout history.

On the *A1 Formulating Questions Organizer*, students answer the following questions based on their observations:

- What do you see?
- What makes you say that?
- What does it make you wonder?

Students repeat the process for two additional observations and record on the *Organizer*, then, share their ideas with a partner.

Lead the whole class in a knowledge building circle on students' observations. On a piece of chart paper, record all student wonderings on chart paper. Group together similar wonderings.

Formulating Questions

Suggest that students turn their wonderings into questions. Demonstrate by using the following criteria to formulate questions based on student wonderings.

This criteria addresses the Social Studies Thinking Concept, *Interrelationships*:

- Does your question seek to reveal ways of life?
- Does your question seek to reveal information about the environment?
- Does your question seek to identify aspects of the interrelationship between ways of life and the environment?

Teacher Notes

Demonstrate how to turn a wondering about the artefact into a question that addresses either the environment, ways of life or the interrelationship between ways of life and the environment.

For example,

Wondering:
I wonder what this object is used for...

Question:
How did people use this object?

Wondering:
I wonder what materials were used to make this object...

Question:
What raw materials were used to make this object, and how were they gathered?

Wondering:
I wonder who might have owned this object...

Question:
Why would someone need this object at this time in history?

Consolidation

Students formulate three questions based on their own or others' wonderings. Questions are placed in the *A1 Organizer*, and shared with a partner. Partners should be encouraged to select questions that best relate to the criteria and provide feedback for improvement.

Students will revise the questions in their *A1 Organizers*, having applied the peer feedback.

Students may use a highlighter to identify their best question.

Assessment

Consolidation task feedback "look fors" are provided on the *A1 Formulating Questions Organizer*. Add or adjust the "look fors", as appropriate.

Teacher Notes

Consolidation

Provide students with support and feedback as they formulate their questions. Where needed, provide small group instruction to model formulating questions.

Select students to model the feedback process for using the criteria, before forming student partnerships.

Teachers may opt to collect students' *A1 Organizers* to provide additional feedback.

Investigating Early Societies through the [AGA KHAN MUSEUM](#)

A1: Formulating Questions Organizer

What is the interrelationship between the environment and ways of life in early societies?
Artefact:
Observation 1: What do you see? What makes you say that? What does it make you wonder?
Observation 2: What do you see? What makes you say that? What does it make you wonder?
Observation 3: What do you see? What makes you say that? What does it make you wonder?
<p style="text-align: center;">Turning My Wonderings Into Questions</p> <ul style="list-style-type: none">• Does your question seek to reveal ways of life?• Does your question seek to reveal information about the environment?• Does your question seek to identify aspects of the interrelationship between ways of life and the environment? <p>Question 1:</p> <p>Question 2:</p> <p>Question 3:</p>

Investigating Early Societies through the [AGA KHAN MUSEUM](#)

Peer Feedback provided to _____

1. Where am I going?

- You have completed 3 observations.
- You have not completed 3 observations.
- You have turned all of your wonderings into questions.
- You have not turned all of your wonderings into questions.

2. How am I doing?

- All of your questions meet the criteria for interrelationships.
- Some of your questions meet the criteria for interrelationships.
- Your questions do not meet the criteria for interrelationships.

3. Where to next?

- Make additional observations to generate further wonderings and questions.
- Consult with a peer on his/her observations.
- Revise your questions to meet the criteria for interrelationships.
- Identify your best question.

Peer Feedback provided by _____

Lesson 2:

Gathering & Organizing Information about Early Societies

Minds On

In Lesson 1: Making Observations & Formulating Questions, students examined a specific artefact, selected by the teacher, from the collection at the Aga Khan Museum. In their examinations, students have been encouraged to consider and question the relationship between life and the environment in early societies.

Now students are given choice in selecting an artefact from the Aga Khan Museum's collection to assist them in answering their inquiry questions.

With over one thousand items to choose from, they might be wondering where to start.

Students begin by completing the **Before Reading** section of the *A2: Anticipation Guide* (below). The *Anticipation Guide* provides an opportunity for students to think about the types of artefacts they will be exploring through the Aga Khan Museum Collection.

When students are finished with this portion of the *Anticipation Guide*, they will visit the Aga Khan Museum website <https://www.agakhanmuseum.org/collection/collection-highlights>) to preview the collection.

At this time, students return to the *A2. Anticipation Guide* and complete the **After Reading** section as they preview the collection.

Ensure that students select an artefact from early societies within the time frame guidelines of the curriculum expectation (to 1500 CE).

Learning Goal

- We are learning to gather and organize information about artefacts at the Aga Khan Museum as we investigate the relationship between ways of life and the environment in early societies.

Suggested Success Criteria

I know I am successful when I can:

- locate information from primary and secondary sources;
- gather and record information in a variety of ways (making observations to formulate questions, transferring direct information, using jot notes);
- create an organizer to support my inquiry.

Curriculum Expectations

- A2, A2.1, A2.2

Some students may be overwhelmed with the number of artefacts available. Here are some suggestions for artefacts that are best suited to help students gather and organize information that will inform their inquiries:

Ceramics

Pharmacy Jars AKM567
Pilgrim Flask AKM540

Luxury Objects

Bead AKM618
Ivory Horn AKM809
Robe AKM677
Box AKM652

Painted Manuscripts

Bijan takes the reins to aid Gustaham AKM64
The combat of Furuhi and Zangula AKM84
Bahran Gur kills a rhino in India AKM54

Science and Learning

A Blood Measuring Device AKM11
The Canon of Medicine AKM510

Once students have previewed the collection, and identified three possible artefacts to explore, they choose one.

Encourage students to be mindful that the date of the artefact is not later than 1500 CE. Circulate and consult with students regarding their choices.

If possible, use a collaborative online platform, such as Google Docs or Google Classroom to allow students to post:

- the name of their artefacts, including the AKM number;
- a picture of the artefact; and,
- explain why they selected this artefact for their inquiry.

Encourage students to respond to the post of one of their peers. They can use the following sentence-starter, if helpful:

Thanks for sharing your selection, (insert name). I located your artefact on the Museum's website and also found it to be interesting because...

Vocabulary

- artefact
- museum identification label
- museum commentary
- ceramics
- luxury objects
- painted manuscripts
- illuminated manuscripts

Teacher Notes

Minds On

Minds On should:

- demonstrate that artefacts are sources which can be examined throughout an inquiry;
- deepen students' knowledge and understanding of the collection of artefacts at the Aga Khan Museum.

Investigating Early Societies through the [AGA KHAN MUSEUM](#)

A2: Anticipation Guide

Before Reading:		After Reading:
Make some predictions about the kinds of objects you may find in each category of the Aga Khan Museum's collection. Why do you think that?		How accurate were your predictions? Did anything surprise you? Explain.
Architectural Decoration		
Calligraphy and Illumination		
Ceramics		
Luxury Objects		
Metalwork		
Painted Manuscripts		
Qur'ans		
Science and Learning		
<p>Select three artefacts that could best reflect the interrelationship between ways of life and the environment.</p> <p>1.</p> <p>2.</p> <p>3.</p>		

Action

Making Observations and Formulating Questions

In Lesson 1, students gathered information about the astrolabe by making some initial observations and wonderings. Then, they formulated questions from wonderings using the following criteria:

- Does the question seek to reveal ways of life?
- Does the question seek to reveal information about the environment?
- Does the question seek to know the interrelationship between ways of life and the environment?
-

Students repeat the process with their selected artefact.

Distribute the *A2 Formulating Questions Organizer* for students to record their work (see below).

When finished, have students pair up with a partner to share their questions. Students should discuss how questions best relate to the criteria for interrelationships and offer each other feedback for improvement.

Allow time for students to revise their questions according to peer feedback. Ensure that students submit their *A2 Formulating Questions Organizer* to the teacher.

Teacher Notes

Action

Action has two parts:

- Making observations to formulate questions;
- Gathering and organizing students' information.

Remind students to reflect on what they learned in Lesson 1 on making observations and generating questions, as needed.

Investigating Early Societies through the [AGA KHAN MUSEUM](#)

A2: Formulating Questions Organizer

What is the interrelationship between the environment and ways of life in early societies?
Artefact:
Observation 1: What do you see? What makes you say that? What does it make you wonder?
Observation 2: What do you see? What makes you say that? What does it make you wonder?
Observation 3: What do you see? What makes you say that? What does it make you wonder?
<p style="text-align: center;">Turning My Wonderings Into Questions</p> <ul style="list-style-type: none">• Does your question seek to reveal ways of life?• Does your question seek to reveal information about the environment?• Does your question seek to identify aspects of the interrelationship between ways of life and the environment? <p>Question 1:</p> <p>Question 2:</p> <p>Question 3:</p>

Investigating Early Societies through the [AGA KHAN MUSEUM](#)

Peer Feedback provided to _____

1. Where am I going?

- You have completed 3 observations.
- You have not completed 3 observations.
- You have turned all of your wonderings into questions.
- You have not turned all of your wonderings into questions.

2. How am I doing?

- All of your questions meet the criteria for interrelationships.
- Some of your questions meet the criteria for interrelationships.
- Your questions do not meet the criteria for interrelationships.

3. Where to next?

- Make additional observations to generate further wonderings and questions.
- Consult with a peer on his/her observations.
- Revise your questions to meet the criteria for interrelationships.
- Identify your best question.

Peer Feedback provided by _____

Gathering Information and Organizing Information

Show students the astrolabe artefact from Lesson 1.



Spain, 14th century
Bronze, engraved and inlaid with silver
Diameter: 13.5 cm
The Aga Khan Museum, AKM611

Suggest that the Aga Khan Museum website has additional information about this artefact. Share the following information with students:

Museum Identification Labels

Every artefact at the Aga Khan Museum has an identification label. The identification label provides basic information about the artefact. Museum staff members create the identification labels as soon as the artefacts arrive at the Museum. Each label helps the Museum staff identify the artefact and track its whereabouts, including if the artifact is on display, in storage, or on loan to another museum.



Decorative plate being uncrated from a box by a staff member at the Aga Khan Museum.

Sometimes, museums call the identification labels *tombstone labels*. Ask: Why do you suppose the labels are called that name?

This is the museum identification label for the astrolabe that we have been exploring:

Planispheric Astrolabe

Accession Number: AKM611

Date: 1300s

Place: Spain (Historic al-Andalus)

Lead the class in a discussion about how the museum identification label works, and how to gather its information.

Suggested questions and answers:

Q: What is its name?

A: Planispheric Astrolabe

Q: How does the Museum keep track of it?

A: AKM611 (uses a numbering system)

Q: When was it made?

A: 1300s

Q: Where is it from?

A: Spain (Historic al-Andalus)

The second piece of information about this artefact that can be found on the Museum's website is the **museum commentary**.

Museum Commentary

A museum commentary is a piece of text composed by a museum writer to help the audience learn more about an artefact.

The museum commentary for the astrolabe can be found here: <https://www.agakhanmuseum.org/collection/artifact/planisphere-c-astrolabe>

Lead a class discussion about the museum commentary of the astrolabe, including some of the similarities and differences of identification labels and commentaries (in museum commentaries, the writer gets to choose what (s)he would like to share about the artefact).

Allow time for students to create jot notes on their artefacts. Encourage students to use the criteria on *interrelationships*:

- aspects of ways of life
- information about the environment
- aspects of the interrelationship between ways of life and the environment

Gathering and Organizing Information for an Inquiry

Students are ready to begin to gather and organize information on their artefacts to assist them in answering their inquiries.

Co-create an anchor chart for gathering and organizing information. Potential sources include:

- observations about the artefact (including the wonderings and questions from their *Organizers*);
- Museum Identification Labels;
- jot notes from Museum Commentaries.

Students can use *A2 Gathering and Organizing Information* to create an organizer for their information. Suggest that students may complete their organizers electronically or in writing.

When finished, students should share completed organizers with a classmate and provide each other with feedback.

Students submit their organizers to the teacher after they have revised their work according to peer feedback.

Teacher Notes

Model how to create jot notes if necessary.

Jot Notes should:

- help to reveal ways of life;
- help to reveal information about the environment;
- help me to understand the interrelationship between ways of life and the environment.

Provide students with opportunities to practice gathering information from the museum identification label, and from the museum commentary.

Model using the co-constructed organizer and guide students as they work towards independence.

Criteria for the organizer should be made into an anchor chart that is posted in the classroom for reference.

Criteria for the organizer should also consider whether questions been formulated according to the criteria for interrelationships.

Sample *A2 Gathering and Organizing Information* organizer is provided, below.

Investigating Early Societies through the [AGA KHAN MUSEUM](#)

A2: Gathering and Organizing Information

What is the interrelationship between life and the environment in early societies?
Artefact:
Observation 1: What do you see? What makes you say that? What does it make you wonder?
Observation 2: What do you see? What makes you say that? What does it make you wonder?
Observation 3: What do you see? What makes you say that? What does it make you wonder?
Questions Consider...Does your question seek to reveal ways of life; information about the environment and/or aspects of the interrelationship between ways of life and the environment? Question 1: Question 2: Question 3:
Museum Identification Label
Museum Commentary
Additional information/questions

Consolidation

Exit Card

Students answer the following questions in writing as a Consolidation Task.

1. How did using the Anticipation Guide help you think about and select an artefact from the Aga Khan Museum Collection for your inquiry?
2. Why is it important to establish criteria for gathering and organizing your information?
3. How did the criteria for establishing and organizing information help you to provide and receive feedback with a peer?

Collect Exit Cards when completed.

Lesson 3:

Evidence

Minds On

Students have gathered and organized some information about an artefact they have chosen from the Aga Khan Museum's collection. In this lesson, students will **interpret and analyse** their information to help answer the question:

What is the interrelationship between life and the environment in early societies?

Distribute the graphic organizer *A3 My Evidence* to each student.

Model how to interpret and analyse information using the information that students generated during the discussion on the Planispheric Astrolabe (AKM611) in Lesson 2: Gathering and Organizing Information about Early Societies.

Students can follow along by referring to their organizer to see how to use the criteria on *interrelationships* when interpreting and analyzing information.

Action

Suggest that students interpret and analyse the information they have gathered about their artefacts with an elbow partner or peer.

Get volunteers to share some examples of their analyses following the partner work. Class discussion on interpretation and analysis should focus on the following questions:

- How does your information reveal ways of life?
- How does your information reveal something about the environment?
- How does your information reveal the interrelationship between ways of life and the environment?

Reinforce to students that when their interpretation and analysis of information meets the criteria, the information can become evidence.

Teacher Notes

Minds On

The purpose of Minds On is to prepare students for their interpretation and analysis.

Modeling the use of the *A3 My Evidence* organizer using information on the Planispheric Astrolabe can be done through direct instruction or through a think-aloud, with opportunities for students to ask questions. Also, demonstrate how information, when aligned with the criteria, becomes evidence.

Action

When sharing with a partner, students should be able to recall the following information for interpretation and analysis:

- their observations;
- their wonderings;
- their inferences;
- the questions they formulated;
- the museum identification label information;
- the museum commentary information.

Investigating Early Societies through the [AGA KHAN MUSEUM](#)

A3: My Evidence

Artefact:		
Criteria for <i>Interrelationships</i>	What is the evidence?	Questions I Still Have...
The artefact reveals ways of life		
The artefact reveals information about the environment.		
The artefact reveals information about the interrelationship between ways of life and the environment		
Where will I look for additional info?		

Investigating Early Societies through the [AGA KHAN MUSEUM](#)

Peer Feedback provided to _____

1. Where am I going?

- You have listed evidence for each criterion.
- You have stated questions you still have.
- You have listed additional opportunities to look for further information.

2. How am I doing?

- Your evidence meets the criterion.
- Your evidence does not meet the criterion.
- Your questions show interest in learning more.
- Your ideas for locating additional information are detailed.

3. Where to next?

- Revisit the information that you have gathered and organized to find further evidence.
- Make sure your evidence matches the criterion.
- Revise your questions to help find further evidence.
- Add more details to your additional information section.
- Ask your teacher or a peer about how and where to locate additional information.

Peer Feedback provided by _____

Co-construct choices about where to look for additional evidence to support students' inquiry. Create and post an anchor chart of these choices for students to reference.

Responses may include:

- Conduct additional research from the Aga Khan Museum website.
- Consult the research from the work of my peers (including the Planispheric Astrolabe).
- Consult other sources (books, websites, etc.).

Allow students time to complete the *A3 My Evidence* graphic organizer and receive peer feedback.

Once students have incorporated the feedback, add additional information where needed, they should submit their organizers for review.

Consolidation

Class Discussion

Discuss the following points with the whole class.

1. Why is it important to use criteria for interpreting and analysing information?
2. How does the criteria established for *interrelationships* help you to determine evidence when interpreting and analysing?
3. What is becoming clearer to you based on your interpretation and analysis of the ways of life in early societies and the environment? In what area(s) would you like to find out more information?

* Optional: Consider establishing a bulletin board that captures student learning throughout the social studies inquiry process.

Teacher Notes

When looking for additional information, students will need explicit instruction on how to conduct an effective internet search. Providing students with tips on how to use the right wording to generate the information they need from internet searches, caution about trustworthy websites, and search engines other than just Google will be beneficial. See: <http://mediasmarts.ca/tipsheet/how-search-internet-effectively>

Provide students with pre-approved websites, library databases, or search engines that cater to children. Model a search for students. The following search engines may prove useful and were designed for children: www.kidrex.org www.ipl.com