



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> ● transdisciplinary theme <p>How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express, ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <ul style="list-style-type: none"> ● central idea <p>Through storytelling people entertain, record history, preserve culture, and explain the unknown.</p>	<p>Class/grade: 2nd Grade Age group: 7 – 8 yrs</p> <p>School: Willard School code: 7202</p> <p>Title: How We Express Ourselves (Storytelling)</p> <p>Teacher(s): Teran, Jaramillo, Grabis, Torres, Yee, Hughes, Tam</p> <p>Date: 8/14/17-9/22/17</p> <p>Proposed duration: 90 hours over 6 weeks</p>
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Students develop their own stories, demonstrating their understanding of the central idea by including the elements and structure of a particular chosen genre. Students may choose to change an ending to a story, change its setting or characters or write original stories in a particular genre. Stories should include a beginning, middle, and end. Stories can be done in various formats, ie (plays, comic strips, storybooks, personal narratives). The students will be able to identify genres and story elements, ie (character, setting, plot, solution) and explain how the story is related to history and culture. Students will critique and evaluate their own stories against a rubric. Students will also give feedback to their peers throughout the process of each oral or written project.</p> <ul style="list-style-type: none"> ● Through creating stories, the teacher will assess the students' ability to create a story with a character, setting, plot, beginning, middle, end, and solution that engages and maintains audience interest. ● Through written and oral assessment, students will be able to identify and define the components of a story and genres. ● Through class discussions, and oral/written assessments, students will be able to discuss how familiar stories relate to culture, history, and teach its audience. <p>Students may take action by:</p> <ul style="list-style-type: none"> - Choosing places to share their stories in order to benefit or entertain others. - Sharing their own books or oral stories with others - Taking a trip to one of the neighboring retirement homes and share their stories there. - Identifying genres of stories and exploring stories of different genres 	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key concepts: Change, Form, Reflection,</p> <p>Related concepts: Beliefs, values, communication</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> ● Storytelling, story genres and story elements ● How stories relate to culture and history ● Development of stories <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. How and why do people share stories? 2. How did people explain the unknown? 3. How is culture and history represented in stories? 4. How are story genres alike and different? 5. How did storytelling change from long ago to today? <p>Provocations</p> <ul style="list-style-type: none"> -Teacher brings items (such as pictographs, cave art images) for students to conduct an OTQ (Observer, Think, Question) -Read two different versions of same story and discuss differences and similarities - Showing students videos of people telling stories (telling, singing, dancing, sign language, shadow puppet stories)

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

- Survey students on types of stories that they have been exposed to (reading interest survey)
- Make a thinking map of a story they know.
- Initial story writing will be used to determine knowledge of components of a story (beginning, middle, end, plot, setting, etc.). Possible scaffolds (picture prompts, personal story, what you did over the summer, teacher model, draw a sequence of a story and have student dictate the story IF they can’t write it).

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Through activities and discussion, teacher will assess students’ ability to categorize stories into different genres.
- With the use of graphic organizers, story mapping and discussions, teacher will monitor students’ knowledge of the various components a story.
- Through research and story studies, students will be able to identify cultural elements (using picture clues, clothing, names of characters, etc.)
- By comparing different versions of the same story, students will be able to identify differences and reasons for those differences, whether it be historical or cultural, or other.
- As students create stories, teacher will monitor students’ ability to develop stories what story elements are included.
- By sharing family artifacts, teacher will assess the students’ ability to orally present a personal story with detail and how its importance to their personal history.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Teacher and students will explore, research and discuss a variety of stories and their histories.

1. Guest speaker/teacher will demonstrate the oral tradition of storytelling.
2. The teacher/students/guests will read/share stories of a particular style and students will analyze and look for the characteristics of that genre and be able to categorize them by their genre. (myth, legend, fairytale/fable, folktale, tall tales, realistic fiction, autobiographical, biography).
3. Students will research their own personal and family stories.
4. Students will gather family artifacts and create a “Me bag”. Each artifact will represent an important memory that students will develop into personal stories.
5. Students will share stories in small groups and receive peer feedback.
6. Students will list what makes a story/storyteller engaging.
7. Students will practice retelling stories in various way (plays, orally, singing, dancing, etc)
8. Students will compare and contrast stories from around the world and look for common story themes and explore alternative endings
9. Students will learn and identify story parts (plot, setting, characters, beginning, middle, end, solution, author’s purpose, etc.)
10. Students will create their own alternative endings for stories.
11. Students will research and analyze how stories share information about different cultures, history, and explain the unknown.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Communications Skills: Listen to, write, discuss, read, and present (orally and written) stories

Research Skills: Research the history of storytelling and culturally important stories; collect, record, and organize stories by genres

Social Skills: Listen respectfully to others; working collaboratively in peer review and class play.

Attitudes & Profiles: Students will demonstrate communication, risk-taking, confidence, and respect as they share
Students will demonstrate knowledge of genre, independence, and creativity as writers.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Wide variety of books and stories, stories and fairytales from around the world, storyteller tapes and videos from story telling, family pictures and realia to generate student and family stories

Currently teachers have: links to storynory.com, onlinecomix.com, Illustrator Charlie Piechart and the Case Of The Missing Pizza Slice, skits (Teran/ Jaramillo, Yee), shadow puppets, tour of the Lausaux caves, totem poles, native american shields, three little pigs science experiment, <http://ideas.ted.com/how-stories-are-told-around-the-world/>, see online bookmarks in note section

<https://storybird.com/books/whatever-will-i-be-today/>-creating e-books using a picture given

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Watch library video of Story Writing. Explore Brain Pop Jr. videos about stories.