ÉCOLE PRIMAIRE CARLYLE ELEMENTARY SCHOOL
ÉCOLE DU MONDE • IB WORLD SCHOOL

Commission scolaire English-Montréal
English Montreal School Board

Select Grade

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HOW WE EXPRESS OURSELVES

An inquiry into the diversity of voice, perspectives, and expression through:
- inspiration, imagination, creativity;
- personal, social, and cultural notes and practices of communication;
- intentions, perceptions, interpretations, and responses

CENTRAL IDEA

Every culture has a story to tell.

LINES OF INQUIRY

Definition of a folktale

Connections formed through theme and/or moral

Expressing certain beliefs through the sharing of folktales

SPECIFIED CONCEPTS

>>>>> Form

>>>>> Connection

>>>>> Perspective

FORMATIVE ASSESSMENTS

Form

In small groups, students will dissect 2-3 folktales. Using a Venn diagram, they will compare and contrast.

Connection

Students will choose a folktale representative of their cultural background. They will then be asked to complete a "cultural ticket" where they will need to identify the theme or moral and make a connection. Students will present their findings through an oral presentation.

Perspective

Students will write a response based on the folktale they have selected. This folktale could be the same as their cultural choice.

SUMMATIVE ASSESSMENT

Task

Students will choose a folktale and put their own, modern twist on it. They must be sure to include the original theme or moral.

Evidence

Students will demonstrate their understanding of the central idea by:

1. Properly identifying the theme or moral
2. Reflecting on their own cultural background and how cultures can pass down their beliefs and traditions by sharing folktales
3. Being able to identify the different characteristics of each type of folktale

Tool

A teacher-created rubric will be used to assess their writing.