

Inquiry Demonstration Plan

Lesson Title: Fables and Themes **Lesson #** 2 **Date:** _____
Name: Tyson McMillan **Subject(s):** English **Grade(s):** 8

Rationale & Overview

Why does this topic matter to students?

This topic gives students a creative outlet to communicate their points of view to others

How does this lesson fit within the larger inquiry project?

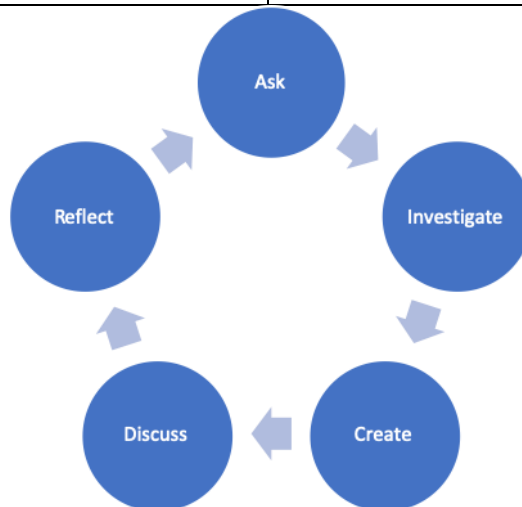
This gives students a simple template for how to convert their own points of view into the theme of a fictional story, a lesson they will hone and expand upon in the creation of their short story later in the unit

How does this project incorporate the inquiry cycle?

Students are continuing to revisit different ways in which storytelling can be a vehicle for expressing oneself

Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
What makes a person/character morally good? What impact can storytelling have on the world? Why do we root for some people/characters and not others?	What impact can storytelling have on the world?



Inquiry Approach and Rationale

This undertaking has many elements of a **discipline-based inquiry**. “Educators advocating for this approach argue that each discipline (e.g., science, mathematics, history) has its own particular ways of generating knowledge, verifying what counts as quality work, and communicating. The job of teachers thus becomes to apprentice young people into these practices” (Friesen 2015). Students are going through the writing process much in the way that an author would: they are clarifying the themes that they want to promote in their literature and making those come alive through the process of planning, organizing, drafting, editing, and crafting a final product.

Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	Honing in on a lesson they would like to express to others may be challenging, and this will be valuable for students to clarify their own worldviews.
Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and “alive” for the students and teachers?</i>	This inquiry is alive in its connection to the concept of a story as a vehicle to spread a message. This concept is present all around us, in literature, media, and everyday conversation, and overt connections will be made to modern storytelling.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?</i>	Learning is assessed on how well students are able to replicate the form of the fable and how well they recognize it as a vehicle to spread a message
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	Students are being connected with experts in the field by taking the work of classic fables and breaking them down into their elements. Overt connections can be made to nature while discussing the natural elements of fables, such as the use of animals as characters; the students can discuss why the authors may choose to use animals to spread their messages instead of people.
Core Principle 5: Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or collaborate with others?</i>	Like with any lesson or unit, it can be valuable to talk to other teachers in the same subject area (and especially those teaching the same grade level as you) to share ideas. Additionally, this could open a great opportunity to collaborate with other grade-level teachers; I could talk to, say, the Socials or Science teachers to see how asserting one’s moral philosophy can be applied to the material being covered in their classrooms.

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

<p>“Exploring stories and other texts helps us understand ourselves and make connections to others and to the world”</p> <p>“Texts are socially, culturally, and historically constructed”</p>
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BC Curriculum Learning Standards (STUDENTS DO)

(STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<p>“- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</p> <ul style="list-style-type: none"> - Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts - Recognize and identify the role of personal, social, and cultural contexts, values, and 	<p>“Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements”

<p>perspectives in texts</p> <ul style="list-style-type: none"> - Construct meaningful personal connections between self, text, and world - Recognize how literary elements, techniques, and devices enhance and shape meaning - Recognize an increasing range of text structures and how they contribute to meaning - Exchange ideas and viewpoints to build shared understanding and extend thinking - Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message - Transform ideas and information to create original texts. - Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation” 	
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BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning?

Overt connections will be made to First Peoples tradition of using storytelling to express themselves

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry?

Students will have the ability to choose a lesson that is meaningful to them and their own unique context and express it in a way that they choose.

Lesson Activities

Introduce the students to fables by reading a couple examples to the class. Lead a class discussion with the following prompts: What do these stories have in common? What do you think the purpose of a fable is? How do modern stories serve this purpose?

Students will be asked to read three fables from a list, breaking them down by writing down their message. They will also be asked to consider a book, movie, or show they have taken in recently and break that media down into a message presented by the author.

Students will be asked to write a fable promoting a lesson they would like to spread to others. After writing a draft, they will share these in small groups, critiquing one another on how well they follow the conventions of the genre, the clarity of their message, and spelling and grammar. The students will then write a final draft of their fable.

Materials and Resources

Pen
Paper
Chromebooks

Organizational Strategies

Students will be strategically organized into groups for sharing fable drafts with each other