

## Inquiry Demonstration Plan

### Lesson

**Title:** The Oral Storytelling Tradition **Lesson #** 3 **Date:** \_\_\_\_\_

**Name:** Tyson McMillan **Subject(s):** English **Grade(s):** 8

### Rationale & Overview

Why does this topic matter to students?

Oral storytelling is one of the primary ways people have evolved to communicate with each other. Honing these techniques both connects students with this rich history and improves their skills for everyday oral communication.

How does this lesson fit within the larger inquiry project?

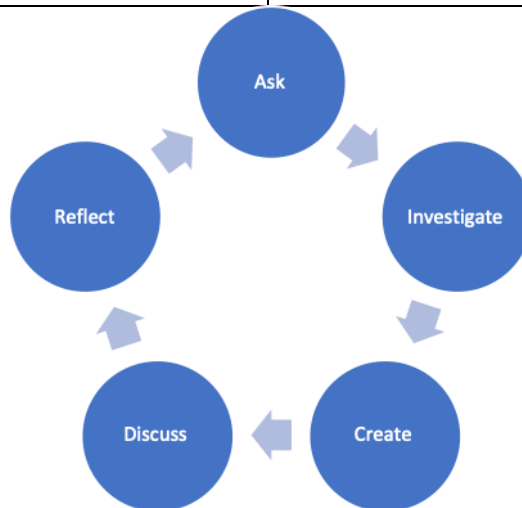
Students are learning effective and engaging techniques for clarifying and communicating their worldviews to others.

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 oral storytelling process much in the way that a storyteller might, as well as structuring their stories as though they were an author. Throughout the process, there will be opportunities for peer and

teacher feedback as well as self-reflection.

### Core Principles of Effective Teaching (Sharon Friesen)

<b>Core Principle 1:</b> 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>	Presenting one's stories into the typical narrative construct may prove difficult for some students, as will public speaking, but this may be a great way to improve oral communication skills and confidence.
<b>Core Principle 2:</b> 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>	Connecting the student stories in the classroom to a rich tradition of storytelling and helping lead them to the revelation that storytelling is not just for literature and media, but rather an everyday means of communication, helps students realize how prevalent storytelling is in their lives.
<b>Core Principle 3:</b> 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>	Students play a key role in creating the criteria for oral storytelling. Additionally, the students hone their stories in small groups with peer feedback before presenting to the class. Students will be assessed both on the public speaking criteria created together and on the adherence to structure.
<b>Core Principle 4:</b> 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>	Working in small groups to hone stories helps to foster a community of learning. Additionally, the students are connecting their storytelling to the rich tradition of oral storytelling
<b>Core Principle 5:</b> 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, overt connections to Social Studies and Science can be made when discussing the convergence between First Nations oral stories and the uncovering of our land's history

### BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

"Exploring stories and other texts helps us understand ourselves and make connections to others and to the world"

### BC Curriculum Learning Standards (STUDENTS DO)

### (STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</li> <li>- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>- Exchange ideas and viewpoints to build shared understanding and extend thinking</li> <li>- Use and experiment with oral storytelling</li> </ul>	<ul style="list-style-type: none"> <li>- "forms, functions, and genres of text</li> <li>- oral language strategies</li> <li>- features of oral language"</li> </ul>

processes”	
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### **BC Curriculum Indigenous Connections/ First Peoples Principles of Learning**

*How will I incorporate Indigenous knowledge and principles of learning?*

First Peoples will be frequently mentioned as societies with rich histories of passing down information orally. Students will be given an example video of a First Nations oral story to prompt a discussion on the role of storytelling and story structure. If possible, a First Nations storyteller can be brought in to class to share a story and discuss the tradition.

### **Respectful Relations**

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

**Students will have a wide variety of choice in what type of story they would like to tell and how they would like to express themselves depending on their background, interests, and skills.**

### **Lesson Activities**

The teacher will engage students in a discussion of the history of oral storytelling. First Nations history will be emphasized. Students will be presented with an article about the convergence of science and storytelling history in piecing together the history of our lands, and will be shown a video example of a First Nations oral story.

Students will be told that they will be telling a story to the class. Together, they will make criteria regarding what makes for effective storytelling, including both structure and delivery.

Students will be asked to craft a 2-3 minute story to tell to the class. This story can be based on their own experiences or, if they are not comfortable with that, can be a retelling of a fictional story that they know. They cannot read off of a script, as they are engaging with the in-the-moment nature and flexibility of the oral storytelling tradition.

Students will begin by brainstorming ideas and practicing in small groups. They will give each other feedback based on the criteria created in the previous class discussion.

Students will present a final telling of their story to the entire class.

Finally, students will engage in reflection regarding the strengths and areas of growth in their storytelling.

### **Materials and Resources**

**Projector (to share article with students)**

### **Organizational Strategies**

**Desks will be arranged in a way that is conducive with respectful listening to a presenter**

### **Proactive, Positive Classroom Learning Environment Strategies**

**Respectful and mindful listening will be a crucial part of the classroom environment**