UbD Template 2.0

Folktales and Culture

6th Grade English

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This unit will address the conceptual problem of here versus there by having the students learn that cultures share certain common values despite cultural differences. This unit will address this point from a cosmopolitan point of view to help the students become cognizant of core human values, understand how they are shared across cultures, and gain the ability to see themselves as global citizens.

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  Based on HISD Curriculum and Texas Essential Knowledge and Skills  G1. Reading   * Establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension. * Ask literal, interpretive, evaluative, and universal questions of text. * Make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.   G2. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:   * infer the implicit theme of a work of fiction, distinguishing theme from the topic; * analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and * compare and contrast the historical and cultural settings of two literary works.   G3. Writing   * Create multimedia presentations to convey information about a topic that present effective introductions and conclusions. * Create multimedia presentations to convey information about a topic that guide and inform the reader’s understanding of key ideas and evidence. * Create multimedia presentations to convey information about a topic that include specific facts, details, and examples in an appropriately organized structure.   G4. Listening and Speaking   * Follow and give oral instructions that include multiple action steps. * Listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective. * Participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  T1. Respect and value diversity among various cultures  T2. Make connections between different cultures  T3. Note cultural similarities  T4. Produce powerful presentations. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1. Diverse cultures have similar human experiences.  U2. Global perspectives help us gain understanding and empathy for others.  U3. Folk tales often carried a message about life. | ESSENTIAL QUESTIONS  E1. What are the elements of folk tales?  E2. How do they help us explore culture?  E3. How can our interpretation of the world change through reflection about folk tales? |
| ***Acquisition*** | |
| *Students will know…*  K1. The importance of inter-cultural competencies and how they affect our relationships with others.  K2. How to recognize and respect differing perspectives.  K3. How folk tales vary across the globe.  K4. The process of investigating the world by exploring ideas presented in folk tales.  K5. Understanding that despite social and cultural differences, we have similar responses which are reflected in folk tales. | *Students will be skilled at…*  S1. Identifying the characteristics of folk tales.  S2. Interpreting the message in folk tales.  S3. Comparing folk tales from different cultures.  S4. Communicating their ideas through images, text, and sound. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Provides insightful comparisons displaying higher level thinking, demonstrates thorough analysis of topic.  2. Provide textual evidence, demonstrates thorough analysis, shows thoughtful, detailed, informative connections and comparisons  3. Provides a well-developed multimedia presentation that is relevant, compelling, and engaging.  4. Feedback is consistent, relative, accurate, and fair.  5. Reflection is honest and compelling. It shows an understanding of literary concepts and global perspectives. | PERFORMANCE TASKS:  Folk Tale Analysis Chart and Paragraph - In a small group, read a folk tale from another culture. Use what you learned in the lesson on folk tale characteristics to complete the chart. To help you review paragraph structure, you will use the information you have gathered to write an expository paragraph.  Paired and Shared Reading – Cinderella – After the lesson on Cinderella Archetypes, read a version of Cinderella from another culture. Complete the Cinderella Comparison chart. Write at least three things you think the new version of Cinderella tells you about the culture. We will discuss these in class.  Presentation: Prepare a well-developed multimedia presentation to share with your classmates. Your presentation should compare and contrast two folk tales with a similar story line from two different cultures.Use this presentation to highlight both cultures in a respectful manner.  Presentation Analysis: After each presentation, give your fellow students feedback. Be respectful but analytical. You will be given a rubric for this assignment.  Presentation Reflection: After your own presentation and analysis, write a reflection which centers on your emotions before, during, and after the project. What did you learn about your values versus the values we discussed in the folk tales? What does this say about humans in general? How does this help you understand your position as a global citizen? | |
| Shows good use of time, understanding of  concepts to the larger picture, understanding  of global perspectives, connecting their role as global citizens. | OTHER EVIDENCE:  Observation of class during lessons on folk tale characteristics and archetypes.  Observation of groups during paired reading of texts.  Observation of groups during collaboration/work time.  Contributions during presentation reflection time. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  Lesson Grabber – Students will watch a video of the Disney version of the Cinderella story. The hour long video can be purchased for classroom use, or you can have the students read the book. In a class discussion, students will review elements of fiction by pointing out the protagonists(s), antagonists(s), discuss elements of plot, setting, conflict, and climax.  (G1, G4, U3)  Folk Tale Characteristics – Students will be given a list of folk tale characteristics. As a class we will discuss how, when, and where these characteristics show up in the movie/book. We will list them on chart paper which will be posted in the room for the duration of the unit.  In another lesson grabber, students will be given a folk tale from another culture which will be read in class by all students. (E1, G4,  U3, S1, S2)  Cinderella Archetypes – Write the definition of archetype on the board. Give the students a handout listing types of archetypes. In small groups have them create a list of archetypes in Cinderella based on what they saw/read. Write their suggestions on chart paper and keep it posted throughout the unit. (G1, G2, G4)  I will use two exercises to make the children think about the idea of culture and differences. The first exercise is Walk Apart/Walk Together: Two students stand back-to-back in front of the class. The others say what is different about the two. The two students walk apart as their classmates say what is different. This exercise lasts for five minutes. The two students will then face each other, and the other students will state what is similar about the students. The chosen students walk toward one another as the similarities are stated. We will then discuss what type of traits we used to classify the students. Then we will watch the video. Culture Video – Students will watch a 1:17 video containing quotes and images exploring culture. <http://www.youtube.com/watch?v=57KW6RO8Rcs> (U1, T1, T2, T3)    Paired and Shared Reading – Cinderella – After the lesson on Cinderella Archetypes, assign each small group a version of Cinderella from another culture. Each group will complete the Cinderella Comparison chart and write at least three things they think the new version of Cinderella tells them about the culture. (G1, G2, G3, G4, U1, U2, U3, E1, E2, E3, S1, S2, S3,  Folk Tale Analysis Chart and Paragraph - Assign each small group a folk tale from another culture. Have them complete the folk tale analysis chart and write an expository paragraph about their findings. (G1, G2, G3, G4, U1, U2, U3, E1, E2, E3, S1, S2, S3,  Presentation Skills – Give students scripts to act out demonstrating good and bad presentation skills. Have students demonstrate and discuss in class. (G3, T4, S4)  Presentation: Assign each small group two similar folk tales from two different cultures. Have them read and analyze each tale, then prepare a well-developed multimedia presentation to share with their classmates. The presentation should explore the fiction elements and folk tales characteristics, then explore what they believe they have learned about each culture from the folk tales. (G1, G2, G3, T1, T2, T3, T4, U1, U2, U3, S1, S2, S3, S4)  Presentation Analysis: After each presentation, have students provide feedback for their peers. Use a rubric which includes all the presentation skills explored in presentation skills class. (T1, T2, T3, T4, U1, U2, U3, S4)  Presentation Reflection: After your own presentation and analysis, write a reflection which centers on your emotions before, during, and after the project. What did you learn about your values versus the values we discussed in the folk tales? What does this say about humans in general? How does this help you understand your position as a global citizen? (T1, T2, T3, U1, U2, U3, E3, S1, S2, S3, K1, K2, K3, K4) | | |