1. What is our purpose?
To inquire into the following:
transdisciplinary theme: **Who We Are: Connecting to fairytales**
central idea: Culture and tradition define folktale literature

**Summative assessment task(s):**
What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students will be able to take a fairytales of their choice and analyse the following:
What is the origin of the fairytale, what are traditions that the fairytale addresses from that culture. What are the gender roles that are given to the characters, discuss the different characters and describe their roles. How does this folktale compare with one of today’s society.

This will be presented through a poster presentation with these facts, the story cover book presented.

**Content:** Presentation with a checklist for identifying cultural contributions with a rubric identifying the lines of inquiry
**Process:** presentation, visual or verbal through a poster displayed in the classroom
**Product:** Student will create a poster through analyzing their fairytale of choice

2. What do we want to learn?
What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

1. How are we alike and different from other cultures? (connection)
   a. Students make connections by connecting their own lives to those of others from different backgrounds

2. How do cultures form the culture of a fairytale? (Form)
   a. A particular culture contributes to how the folktale takes form through backgrounds, traditions, practices, and customs

3. Why is it important to understand how other people live? (perspective)
   a. Understanding how a person’s culture can be different from your own creates perspectives that they are unfamiliar with.

What lines of inquiry will define the scope of the inquiry into the central idea?
How do fairytales reflect and connect to our personal and cultural identity?
How does understanding fairytales help us understand culture?
What are the roles of characters within fairytales and why?

What teacher questions/provocations will drive these inquiries?
**Accepting Responsibility - What would your role be in a given fairytale?**
**Respecting others - We enrich our lives as we listen to other people’s way of life. It gives us options to life. (acceptance)**
**Cooperating – How do fairytales made a difference in our lives?**
**Resolving Conflict- Conflicts within characters and the roles they play**
**Group Decision-Making-Small groups with alternating roles through-out the unit**
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?

Start with providing each group of students a different fairytale (Cinderella, Three Little Pigs, Anansi, Rumpelstiltskin, Rupunzel). Have students discuss what the roles of characters are, try to describe where the story came from, what the origin of the story comes from and how they can connect their own lives to the story. Then share with the class. Keep these up on the board throughout the unit.

Students will share their own backgrounds/cultures with the class and identify where they mostly see themselves/their culture on the stories that are shared up on the board.

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

How do fairytales reflect and connect to our personal and cultural identity?

Students will choose one fairytale and create a venn diagram to compare and contrast a character in their chosen fairytale to themselves. Evidence will be word choice: perspectives, cultural connections, gender roles

How does understanding fairytales help us understand culture?

Students will choose a culture to research. They will look at specific things such as lifestyle, history, and gender roles. Students will then take a fairytale and identify the characteristics in which connect to their research.

What are the roles of characters within fairytales and why?

Take one specific fairytale as a class. Look at multiple variations of this fairytale. Have students analyze the different ways in which the main character changes throughout the different versions. Students will compare and contrast through a written paper stating how character roles have or haven’t changed throughout history and supporting their statement with the evidence from their fairytales.

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?

Make a timeline showing how the roles of men and women have changed. Include when females began to have rights, include when the fairytales were made up to recent fairytales with Frozen, Brave, etc.

Create a list of different countries heritage and add these to our class timeline.

Investigate the art within the fairytales to define its origin.

Compare fairytales (graphic organizer)

Students summarize various versions of fairytales through-out the world.

Recreate the illustrations for a fairytale based off the cultural identities they have found through artwork and verbiage of that culture.

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

Thinking/analyze: students will have to create connections between the different cultural aspects within fairytales

Social/respecting others: Students will interact with each other by listening to how their peer’s cultures are demonstrated throughout fairytales and accepting the similarities and differences of their own.

Research/presenting research findings: students will research a specific culture and create connections to what they find in their research with specific fairytales. They will then present this finding within their summative assessment on their poster and presentations.
5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?
Students will use multiple staff members to enhance their stories from Tanner, Balen, Mroz, Navarro and Daresh.
Students will also use IPADS, various library books from the classroom, school and public library
Students will utilize their own families to interview and find information that is personal and will enhance their stories and cultural perspectives

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?
We will create a castle in a portion of the room for students to add to, and work with throughout their different explorations. We will utilize this to identify gender roles and how they have or could change.

Students will view videos and photographs that show different aspects of fairytales. (art, dance, music, homes, environment in a country, etc.)
We will arrange a field trip to a local theatre production of a fairytale. Students will learn about dance, music and art that goes with cultures.
6. To what extent did we achieve our purpose?
Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Students really enjoyed identifying the roles of characters within fairytales. They then took that information and were able to rearrange the fairytale into their own and understand fractured fairytales. Once they understood that, we took the culture portion into this and students felt pride in their own culture when they identified fairytales within their own culture. They were able to dissect the story and identify the roles of the characters and then take a personal identity to a character due to their role and their cultural background. I loved seeing this happen as some students don’t understand the pride in their culture without making these personal connections.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.

I used several rubrics for student written work, as well as checklists for student discussion and listening/speaking components. However, this unit it was very hard to assess science into this unit as well as math. I was very much able to get good assessment of reading, writing and social studies. I would love to improve on the assessment aspect that will be more individualized on their own development and not only on the projects that they have as final assessments.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Students made connections when they started identifying the roles of characters in stories other than ones that were presented to the class as fairytales. Students were able to make connections with the stories not just by their physical features being similar or different, they were able to make connections with the foods, clothing, and backgrounds of what they were seeing in the stories as cultural connections. Students also made connections by being more excited to find fairytales from their personal culture. This showed me that students had ownership to their cultures as well.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in “What do we want to learn?”

  Students successfully understood the roles of characters in fairytales by understanding a villain, hero, person in need, and magic. Students then were able to take the progression of the unit and understand how the roles have changed over time to discontinue stereotypes of roles in these fairytales. They are then given the opportunity to understand cultures, both personal and that of others. After students understand these concepts separately I created the opportunity to inquire how these concepts came together to create the culture of the fairytales and how fairytales differ per each culture.

- demonstrate the learning and application of particular transdisciplinary skills?

  Students demonstrated communication skills by showing their listening and speaking skills in conversations, discussions and our newly added fishbowl conversations. Students did “what if” type situations and discussed. Students also demonstrated research skills by collecting research on their cultures from food, clothing, traditions and fairytales to share with each other. Students also really demonstrated social skills by really respecting others as they listened and tried to understand different cultures that they were not familiar with.

- develop particular attributes of the learner profile and/or attitudes?

  Students really developed themselves in two major attributes. First of those being that students showed themselves to be balanced. They understood how the different parts of fairytales and cultures separately came together to create the whole picture of these fairytales. This created a feel and presentation of how being balanced can create a positive tone. The next of the attributes that was covered was that students became higher leveled thinkers. Most of the information that we discussed was not just out there to see the answer to. Students had to think about connections, roles, cultural attributes to really get a grasp of how fairytales are Who We Are.

In each case, explain your selection.
8. **What student-initiated inquiries arose from the learning?**

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Why are fairytales so girly?

When we started this unit, boys really struggled with opening up to this suggestion of fairytales. However as we found the different roles, and cultures changed, all students really opened up to this unit.

All fairytales are from the US.

When students researched their own cultures, they came back with a variety of information. I then came with several different fairytales that came from all over the world. Students quickly realized that they, their own cultures could be seen in fairytales that they love.

Fairytales are all about princesses.

We quickly found a variety of fairytales that had nothing to do with princesses!

Do all fairytales have magic?

Students inquired about what is “magic” and found out magic is many different things, and yes, you can say they all have magic.

---

9. **Teacher notes**

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

**What student-initiated actions arose from the learning?**

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students have created their own fairytales adding themselves as the different roles of characters. Students have brought in Brave and Frozen to show how the “person in need of saving” doesn’t have to be in a fairytale, or don’t have to always need a man to save them.