1. What is our purpose?

To inquire into the following:

Transdisciplinary Theme (Who We Are): An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Central idea:
Culture and identities change over time impacting diversity.

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

Task: Students will read a tale from their country of origin and update it to reflect their culture today.

Evidence: Students will be able to:
- Explain elements of their culture and identity in a reflection
- Identify changes in culture, identity, and diversity within a tale over time
- Justify what elements of culture/identities are maintained
- Participate in a dramatic reading of their tales in costume

Assessment Tool: Teacher developed rubric and attribute chart that students will use to self-assess and peer assess.

Student initiated actions – We hope that students will be more aware of how culture develops over time and its effect on traditional literature. They will have a heightened awareness of maintaining their own culture and will continue traditions that are most important to them.

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?

Key Concepts: perspective, change, responsibility
Related Concepts: culture, identity, diversity,

What lines of inquiry will define the scope of the inquiry into the central idea?
- Various perspectives on culture, identities, and diversity
- Changes in culture, identity, and diversity over time
- Maintaining culture, identity, and diversity

Adjust questions below …
What teacher questions/provocations will drive these inquiries?
- How do the various perspectives on culture, identities, and diversity differ?
- How do culture, identity, and diversity change over time?
- How do people choose what to maintain in their culture?

Hook/Provocation – Surprising German fairy tale. (Der Struwwelpeter, Slovenly Peter) Chart reasons why this fairy tale was written in this culture during this time period.
Planning the inquiry

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?
- Survey for students on tales and culture

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

**Weeks 1-2** - Assessments / Evidence – Genre Sorts, charts of perspectives, matching of tales to perspectives

**Weeks 3-4** – Literature Around the World Passport

**Weeks 5-6** – Evaluate 2 tales - modern/traditional and explain what was maintained in the culture

**Week 7** – Summative Assessment

4. How est might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries (exploring, wondering, questioning) and address the driving questions?

**Common Core Integration – Story Elements, genre, compare/contrast, point of view/perspective, voice, fantasy writing, summarization, math problem solving**

**Weeks 1-2**
- Pre-assess and hooks
- Genre study – compare/contrast, sorting
- What is traditional literature? Why does it exist?
- Read earliest tales and identify the various author perspectives (cultural lens) on culture, identity, and diversity
- Chart perspectives
- Parent sharing of favorite cultural tale
- Mapping of stories (continue in following weeks as well)

**Weeks 3-4**
- Read tales and identify the changes in culture over time
- Chart changes over time by reading tales in various cultures
- Create Literature Around The World Passport to record changes in culture/identity over time
- Visit the Anythink Library for literature and story telling

**Weeks 5-6**
- Read modern (Disney and fractured) tales
- Identify what was maintained/discarded from cultures as tales change over time

**Week 7**
- Summative assessment
- Cultural sharing with different foods

What opportunities will occur for trans-disciplinary skills development and for the development of the attributes of the learner profile?

**Trans D. Skills (Approaches to Learning): Thinking Skills** (acquisition of knowledge, comprehend, apply, analyze, synthesize, evaluate, dialectical thought and metacognition). **CommunicationSkills** (listening, speaking, reading, writing, viewing, presenting, non-verbal communication).

**Learner Profile: Communicator** (they work effectively and willingly in collaboration with others), **Open-Minded** (they understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities) and **Principled** (they act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities)

**Attitudes:** **Tolerance** (being sensitive about differences and diversity in the world and being responsive to the needs of others), **Appreciation** (Appreciating the wonder and beauty of the world and its people) and **Respect** (respecting themselves, others and the world around them)

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available (even community)?
- The true ending of Disney tales
- Different versions of tales in various cultures (Red Riding Hood, Lone Po Po) (Cinderella, Cendrillon, Rough Faced Girl, Tattercoat)

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?
- Parents and community will attend the dramatic readings by students
- Parents will prepare food for cultural celebrations
- Visit Brighton Anythink Library for literature and story reading
- Parents and family members will visit to read their favorite cultural tale

© International Baccalaureate Organization 2007
Reflecting on the inquiry

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.

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.

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

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?”
• demonstrate the learning and application of particular transdisciplinary skills?
• develop particular attributes of the learner profile and/or attitudes?
In each case, explain your selection.
Reflecting on the inquiry

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.

   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.

9. Teacher notes

   We are no longer using this unit.