

BE THE CHANGE

Grade: 5 - 6		Topic: Freedom of Expression	
Curriculum Area: Language Arts		Title: The Stories We Tell	
U.N. Rights of the Child Article(s): <ul style="list-style-type: none"> Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters. (Article 14) Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not. (Article 30) 		Teaching Strategies <p>All cultures have a folktale, fairy tale tradition. In many parts of the world, the oral story telling tradition is the main way the culture imparts its collective wisdom, establishes its norms and instructs its young. The resources listed here are just some of the incredible tales available to use in this lesson.</p> <p>Session 1 - 3 From the book <i>A Pride of African Tales</i> read the following excerpts: The Boy Who Wanted the Moon, A Pourquoi Tale from the Congo; Shansa Mutongo Shima, A Cautionary Tale from the Democratic Republic of the Congo; The Wedding Basket, A Taboo Story from Nigeria. Discuss the differences in focus between a pourquoi, cautionary and taboo tale. What purpose do they serve? What do they provide the listener? The teller? Can the students find elements of truth and information in the tales? Why are these tales told? Build a list of criteria for each type of tale. You can use other resources as well (<i>The Pot of Wisdom</i> and <i>Ananse's Feast</i>) to illustrate types of folktales.</p> <p>Session 4 Provide a selection of folktales (preferably from many different cultures from around the world) for the students to read independently. Each student is to decide what type of folktale it is, what is the purpose of the tale (entertainment is a valid purpose) and if they feel it has an element of truth. Once the tales are read and considered, pair the students up to share what they have read and think. Once that is done, move into groups of four and continue to share, this time with each partner introducing what the other partner read. As a class, discuss what are the commonalities of the folktales, what have we learned from reading them? Ask, what is universal about story telling? How can it influence others? How can it create change? How can we ensure that each cultural experience is respected?</p> <p>Session 5 – finish Brainstorm things in the world that the students would like to see changed. Create categories for change with the information the students provide (e.g. attitudes, circumstances, political structures). Discuss what is possible and what would be more difficult. Challenge the students to write their own folktales to initiate and advocate for the change that they most want to see in the world.</p>	
Information Studies: Overall Expectations <ul style="list-style-type: none"> locate a variety of appropriate resources from a variety of sources collaborate with others to share findings and ideas synthesize findings and formulate conclusions revise product appropriate to purpose, audience and format 			
For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).			
Resources: <ul style="list-style-type: none"> <i>The Pot of Wisdom</i> <i>Ananse's Feast</i> <i>A Pride of African Tales</i> <i>The Rumor</i> <i>Jamari's Drum</i> <i>The Orphan Boy</i> <i>The Magic Gourd</i> <i>The Night the Moon Fell</i> <i>Tales Told in Tents</i> <i>The Flying Tortoise</i> 			
BE THE CHANGE... Suggestions for Action <ul style="list-style-type: none"> Share the student created writing with another audience (parents, other classes, newspapers, magazines, world leaders). Encourage the students to advocate for changes that they feel are necessary in other ways (letter writing, participating in events, being an active citizen) 			