



Pourquoi Tales

Students will explore folklore and then write their own pourquoi tale. There are two curricula that are very similar. One has a section where students can create illustrations.

Subject Areas: Language Arts

Grade Levels: 6-8

Topics: Human Culture

Great Lakes Literacy Principles:

6. The Great Lakes and humans in their watersheds are inextricably interconnected.

8. The Great Lakes are socially, economically, and environmentally significant to the region, the nation and the planet.

Materials:

- Write Your Own Pourquoi Story worksheet (below)
- Access to internet to learn about/find pourquoi tales

Common Core State Standards:

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquire when appropriate.

Differentiation:

Self selected reading books

Collaborative groups

Unit Essential Question: How does knowing information about the area where you live enhance your understanding of the folklore from that region?

This activity is the culmination project for the unit on FOLKLORE in the Great Lakes Region.

In this activity, students will create their own Pourquoi Tale. They will journey through the path that authors take when they write a book and eventually have it published.

PROCEDURE:

1. The students first need to know the various types of FOLKLORE.
2. Once the students have the background on FOLKLORE, proceed with the “writing pourquoi” plan below.

Writing a pourquoi

What makes a pourquoi a pourquoi?

Within the discussion, discuss the components and characteristics of pourquoi tales.

- Pourquoi is French for why
- Explain why things are the way they are
- Usually describe something in nature, especially animals
- The entire story is fictitious, up until the very last sentence

Use informational text article to review the components of a pourquoi.

Hand out the” Pourquoi” packet

- Share some Pourquoi (Search Pourquoi tale videos via YouTube)
- As a class read the Birch Tree pourquoi (first one in the packet). Think about and answer the questions (back side of title page)
- Break the students into groups. They are to read the packet of Pourquoi. They will need to complete the Pourquoi Reading Worksheet for two of the tales. This may take two days.

Explain that the students will be writing their own pourquoi. We will be making a class book—show class book samples.

- Talk about some ideas—
 - Long ago, the little chipmunk was pure brown in color...and that's why the chipmunk has black stripes down his back.
 - Long ago, the mighty sun rose in the west and set in the east...and that's why we have the opposite today.
 - Long ago, there were no constellations...and that's why there are patterns of stars in the night skies.
 - Long ago, the air remained always calm and still...and that's why wind blows from the four corners of the earth.
 - Where did shadows come from?
 - Why does the owl hunt at night?
 - Why does the raccoon wear a mask?
 - Why is the hummingbird able to fly backward?
 - Why is the raven black?
 - Why are the Great Lakes great?
- Share my original pourquoi. Share with students the steps I went through to write it.
- Hand out “Animal Facts” packets. Give students time to read through the list of facts and find a few that are of interest to them. Animal must be from the Great Lakes region.
- Hand out the”Write Your Own Pourquoi Story” outline sheet (see below)

- Students are to complete the packet. They need to have check in points along the way.
- Rough Draft
- Revise/Edit
- Final copy on paper and illustrate
- Submit to Student Treasure's for publication
- Students reflect on the process they went through while writing their pourquoi.
- Have an AUTHOR'S celebration with book signing (World Book Night)

- Evaluation:

The students will be evaluated on the final Pourquoi. See rubric/checklist below.

5. What is the problem in the story that leads to the thing you are explaining (see question #1)? The problem often involves the flaw(s) of the main character or negative character traits: vanity, laziness, dishonesty, etc...

6. What is the solution to the problem that will lead your reader to realize the lesson/moral of your story?

7. What is the moral or lesson that you want the reader of your pourquoi to learn?

8. Why is this moral or lesson important to the cultures of the Great Lakes region?

Fill in the outline below with brief statements that outline the plot of your story.

Title:

Introduction (includes characters, setting and problem):

Body (describes events leading up to the solution):

Conclusion (includes solution and moral)

Write Your Own Pourquoi Rubric

Name: _____

Hour: _____

____/1 **Has name** ____ yes ____ no

____/1 **Has a title** ____ yes ____ no

____/3 **Subject is an animal or natural phenomenon from our region**

____ yes with specific descriptive details ____ yes, but lacks details ____ no

____/5 **Setting is described**

____ where and when with specific details connecting to our region

____ where and when; lacks details ____ where or when

____/5 **Problem**

____ problem is clearly stated and drives the action of the story

____ problem is clearly stated ____ problem is not clearly stated

____/5 **Solution/Moral**

____ The solution to the problem is clear and directly connected to the moral.

____ The solution eventually leads to the moral.

____ There is not a moral to the story or the moral is unclear.

____/5 **Illustration**

____ Connects to the story; color and detail used to add emphasis

____ Connects to the story

____ Unconnected or minimal connection to story

____/5 **6th grade writing expectations**

____ Few errors ____ Some errors ____ Many errors

____/30 Total Points

Comments: