

## A COYOTE COLUMBUS STORY

As a group, you will be responsible for developing a poster that explains a BIG question relating to A Coyote Columbus Story.

In your groups, you will need to:

- ✓ Agree on how the story picture cards should be arranged
- ✓ Create a story based on the arrangement of your picture cards
- ✓ Come up with a BIG question that the story brings to mind
  - **For example:** *Why search for new land? Why do people enslave others? How do people respond to those abusing power? How do people obtain power?*
- ✓ Create a poster that includes elements from the story and shows how your big question came out of the story
- ✓ Present your poster to the class

This is how you will break up the work:

	<b>Person Responsible</b>
TASK 1: Arrange picture cards	
TASK 2: Assign tasks	
TASK 3: Create your predicted version of the story based on the picture cards & share with the class STORIES TOLD THURS OCT 22	
TASK 4: Develop BIG question	
TASK 5: Develop Rubric	
TASK 6: Poster	
TASK 7: Presentation	

Assessment:

BIG Question	Question does not link myth to environment	Question demonstrates few connections	Question demonstrates some connections linking myth and environment	Question demonstrates thoughtful connections linking myth and environment
Inquiry	Reflection demonstrates a little curiosity for the topic	Reflection demonstrates a limited curiosity for the topic	Reflection demonstrates a genuine curiosity for the topic	Reflection demonstrates a genuine curiosity for the topic, and thorough investigation of the myth
Visual	Graphics are unrelated to topic, or sources are not cited.	Graphics are somewhat related to the topic. Most borrowed graphics have a source citation.	Graphics are related to the topic, making it easier to understand. All borrowed graphics have a source citation.	Poster is appealing and all graphics are related to the topic, making it easier to understand. All borrowed graphics have a source citation.
Presentation	Presentation is confusing	Presentation is easy to understand	Presentation is interesting and easy to understand.	Presentation is interesting and easy to understand; question and inquiry is clearly explained.

/15

Peer Assessment

As a group, you will develop the rubric used to self & peer assess this project. Your rubric should cover (but is not limited to) the following topics and look similar to the rubric above:

- Participation – Did each group member do her or his fair share? Did each group member complete the tasks they said they would do?
- Quality – Was the quality of work done to the best of each group member's ability?
- IB Learner Profile – In their work, did each group member demonstrate some aspect of the IB Learner Profile?

/15