

Unit Title	Oliver Twist				
Subject group and discipline	Language and Literature: English	MYP year	1	Unit duration (hrs)	20

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Perspective	Purpose; context; setting.	Fairness and development: Inequality, difference and inclusion Power and privilege The relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities.
Statement of inquiry		
Writers reveal their perspective on power and privilege in their historical contexts and specific setting.		
Inquiry questions		
<p>Factual (remembering facts and topics) — How did the Victorian period differ from our own?</p> <p>What differences are there between today's society and that of the Victorian period? (Social class; welfare/support systems (Poor Laws etc)).</p> <p>How were British cities (London) changing in Dickens' time?</p> <p>What was life like for children (of your age!) in Dickens' time? (Children in work; education)?</p> <p>Conceptual (analysing big ideas) — Why is perspective important?</p> <p>What would have been your concerns (as an 11/12-year-old) if you were growing up in the Victorian period?</p> <p>How might these concerns have differed across social classes?</p> <p>What did Dickens do to gain perspective into the issues he was writing about?</p>		

Debatable (evaluating perspectives and developing theories) — Is it important to study texts from the past?		
<p>Has the world left the social problems of the Victorian era behind, or not? / Are any of the social issues identified by Dickens still present in the world today?</p> <p>Is Dickens' work still relevant for modern readers?</p> <p>Are there any limitations to the authenticity of the experiences Dickens presents us with? In what ways might his perspective be limited?</p>		
Objectives	Summative assessment	
<p>Criterion A: Analysing</p> <p>i. analyse the content, context, language, structure, technique and style of text(s)</p> <p>ii. analyse the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>Criterion B: Organising</p> <p>i. employ organisational structures that serve the context and intention</p> <p>ii. organise opinions and ideas in a sustained, coherent and logical manner</p>	<p>Goal- to analyse how Dickens highlights social issues in <i>Oliver Twist</i>. 'You are giving advice to young writers who want to highlight societal issues in their writing. Show them how Dickens does so effectively in his. Use evidence from this extract on the workhouse to support your points.'</p> <p>Role- Creative writing guide for younger students</p> <p>Audience- Younger students (Year 6?)</p> <p>Situation- You are giving advice to young creative writers who want to highlight societal issues in their writing.</p> <p>Purpose- Show these younger writers how Dickens uses his own writing effectively to highlight social issues.</p> <p>Standards and criteria- You will be judged by Criterion A (all three areas) and Criterion B (i and ii).</p> <p>Formative: 'mini-version' analysis (PEA); extract on market.</p>	<p>By analysing how societal issues are presented in <i>Oliver Twist</i>, students will come to a better understanding of the author's choices. They will develop empathy by attempting to see the author's world from a contemporary perspective.</p> <p>Students will begin to develop the skill of analysing texts in detail, specifically, how the author's choices help them communicate and emphasise their beliefs to the audience.</p>
Approaches to learning (ATL):		
<p>Thinking skills:</p> <p>In order for students to write an analytical piece, the students will:</p> <ul style="list-style-type: none"> • Read and reflect on their comprehension of the text • Practise strategies to infer language choices and analyse their effects <p>Social skills: students will develop active listening skills (presenting research?).</p>		

Research skills: to gain a broad understanding of the historical and social context in which the text was written, students will need to draw on a variety of fiction and non-fiction sources and will need to synthesise and summarise information from these. Students will be encouraged to formulate their own research questions in advance.