

<b>Unit Title</b>	<b>The Arrival</b>				
<b>Subject group and discipline</b>	Language and Literature: English	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	20

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i></b>
Communication	Style, character	Globalisation and Sustainability . the opportunities and tensions provided by world interconnectedness
<b>Statement of inquiry</b>		
Style and character communicate the opportunities and tensions faced by individuals as a result of large-scale events.		
<b>Inquiry questions</b>		
<p><b>Factual (remembering facts and topics)—</b></p> <p>What is diction?            What is a semantic field?            What are motifs?            What is symbolism?</p> <p><b>Conceptual (analysing big ideas)—</b></p> <p>How does word choice influence the reader?            How can semantic fields influence the reader?            How does symbolism influence the reader?            How is the idea of alienation presented?</p>		

How can perspective communicate tone and mood?  
 How do different sentence stypes control tone?  
 How can we use motifs to structure a piece of writing and control tone?  
**Debatable (evaluating perspectives and developing theories)—**  
 Why are people motivated to write from their own experiences?  
 Why is it valuable to explore alterbative perspectives?  
 Can literature reliably shape our opinions on a Global Issue?

Objectives	Summative assessment	
<p><b>C: Producing Text</b></p> <ul style="list-style-type: none"> <li>i. produce texts that demonstrate thought and imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</li> <li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> </ul> <p><b>D: Using Language</b></p> <ul style="list-style-type: none"> <li>i. use appropriate and varied vocabulary, sentence structures and forms of expression</li> <li>ii. write and speak in an appropriate register and style</li> <li>iii. use correct grammar, syntax and punctuation</li> </ul>	<p><b>Goal-</b> To write a description to create a specific tone and mood (a description of the room they have fled)</p> <p><b>Role-</b> You are writing as a character in <i>The Arrival</i></p> <p><b>Audience-</b> Anthology of refugee voices</p> <p><b>Situation-</b> To raise awareness of the experience of migrant communities</p> <p><b>Purpose-</b> To elicit empathy with the experience of refugees</p> <p><b>Standards and criteria-</b> You will be marked for:</p> <p style="padding-left: 40px;">Criterion: C</p> <p style="padding-left: 40px;">Criterion: D</p> <p><b>Formative:</b></p>	<p><i>Relationship between summative assessment task(s) and statement of inquiry:</i></p> <p>Students will explore a graphic novel, <i>The Arrival</i> by Shaun Tan and a range of literary and non-literary texts around the themes of migration, with a particular focus on refugees, to create a piece of writing from the perspective of a migrant.</p>

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy		
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**Approaches to learning (ATL)**

In order to write with empathy about the experiences of refugees, students will need to seek a range of perspectives from multiple and varied media sources.  
 Explicitly taught in through the analysis and evaluation of literary and non-literary texts throughout the unit.