

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

### Inquiry: Establishing the purpose of the unit

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context choose 1 and then drill down to exactly which aspect of these the unit will focus on</b>
Perspective	Self-expression	<b>Identities and relationships:</b> Relationships/Identity within and across cultures
<b>Statement of inquiry</b>		
Texts can be an <b>expression</b> of our <b>perspective</b> on <b>relationships within and across cultures</b> and <b>how these relationships shape identity</b> .		
<b>Inquiry questions</b>		
<p><b>Factual (remembering facts and topics)—</b></p> <p>What is imagery?</p> <p>What is metaphot?</p> <p>What is extended metaphor?</p> <p>What is tone and mood in poetry?</p> <p>What is allusion in poetry?</p> <p><b>Conceptual (analysing big ideas)—</b></p> <p>Why is poetry an effective form of creative expression?</p> <p>Why do poets use certain stylistic devices?</p> <p>How do poems reflect the cultures that create them?</p> <p>How do poems create ideas about identity?</p> <p>What are the challenges of translating poetry?</p>		

**Debatable (evaluating perspectives and developing theories)—**

Do we respond differently to expressions of cultures we are familiar?

Does culture shape how poets express themselves?

**Objectives**

**Summative assessment** *This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.*

**A: Analysing**

- i. identify and explain the content, context, language, structure, technique and style of text and the relationship among texts.
- ii. identify and explain the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology

**D: Using Language**

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

**Goal-** To blog about a poem that has changed your perspective? Which poem would you publish in a school anthology and why? Write an explanation of why x poem should be included in school magazine.

**Role-** Content creator for a blog celebrating under-represented perspectives

**Audience-** A young readership. Typically 16-25

**Situation-** You are writing a blogpost about a poem that has changed your perspective

**Purpose-** To analyse purpose and how a poet communicates their message effectively

**Standards and criteria-** You will be judged by

Criterion A: Analysing text

Criterion D: Using language

**Formative:** Evaluating three translations of Sorrow of Departure by Li Ch'ing-chao.

*Students will evaluate a range of poems from different cultures comparing how family relationships are presented and to what degrees these ideas are shaped by the cultures from which the poems have been written.*

**Approaches to learning (ATL): *These can be listed or you could offer some explanation of how they will be developed***

Evaluate evidence and arguments

In order to write a blog about a poem that has changed their perspective, students will need to **evaluate and evidence arguments effectively**

Explicitly taught through use of PETAL paragraphs to structure literary evaluations.

