

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

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context choose 1 and then drill down to exactly which aspect of these the unit will focus on
Perspective	Self-expression	Identities and relationships: Relationships/Identity within and across cultures
Statement of inquiry		
Texts can be an expression of our perspective on relationships within and across cultures and how these relationships shape identity .		
Inquiry questions		
<p>Factual (remembering facts and topics)—</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>Conceptual (analysing big ideas)—</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.

