

<b>Unit Title</b>	<b>Much Ado About Nothing</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>
Connections	Characters Context	Orientation in Time and Space Exploration of social history
<b>Statement of inquiry</b>		
Characters help audiences connect with different socio- historical contexts.		
<b>Inquiry questions</b>		
<p><b>Factual (remembering facts and topics)—</b>            What are gender roles?            How are gender roles today (and in the 20<sup>th</sup> century) and the expectations of men and women different to in Elizabethan times?            How is a debate organised?            How do you write a formal closing argument for a debate?</p> <p><b>Conceptual (analysing big ideas)—</b>            How are the characters depicted in Much Ado About Nothing as women and men of the time?            How does an understanding of context help us understand characters' behaviour?            How do characters help us relate to different socio-historical contexts?</p> <p><b>Debatable (evaluating perspectives and developing theories)—</b></p>		

<p>Do the characters' behaviours directly result from their own context? Does Shakespeare remain relevant even though gender roles have changed?</p>		
<p><b>Objectives</b></p>		
<p><b>Summative assessment</b> <i>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.</i></p>		
<p><b>A: Analysing</b></p> <ul style="list-style-type: none"> <li>i. identify and explain the content, context, language, structure, technique and style of text and the relationship among texts.</li> <li>ii. identify and explain the effects of the creator's choices on an audience</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology</li> </ul> <p><b>B: Organising</b></p> <ul style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> </ul> <p>organize opinions and ideas in a coherent and logical manner</p>	<p><b>Goal- <u>To write a closing speech for a debate</u></b> arguing for or against the motion: Shakespeare's ending for Beatrice and Benedick is satisfying to a modern audience.</p> <p><b>Role-</b> The first speaker of the opposition/ proposition</p> <p><b>Audience-</b> Debate judges and the opposing debate team</p> <p><b>Situation-</b> You are in a school debate team</p> <p><b>Purpose-</b> To <u>argue</u> your point of view in a formal debate style using evidence from the play</p> <p><b>Standards and criteria-</b> You will be marked for:</p> <p style="padding-left: 40px;">Criterion A: Analysis</p> <p style="padding-left: 40px;">Criterion B: Organising</p> <p><b>Formative: Classroom debate for or against the motion: Benedick's behaviour is a direct result of the Elizabethan context he is in.</b></p>	<p><i>Students will explore the presentation of gender roles in Much Ado About Nothing in order to connect with how these were perceived in Renaissance England.</i></p>
<p><b>Approaches to learning (ATL): <i>These can be listed or you could offer some explanation of how they will be developed</i></b></p>		
<p><b>Social:</b> Collaboration skills Listen actively to other perspectives and ideas</p> <p>In order to succeed in the debate students will need to listen actively to other perspectives and ideas. This will be taught explicitly in the lessons on debate skills.</p>		