

<b>Unit Title</b>	<b>Gothic Texts</b>				
<b>Subject group and discipline</b>	Language and Literature: English	<b>MYP year</b>	3	<b>Unit duration (hrs)</b>	18

**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>
Connections	Genre, setting	Scientific and technological innovation

**Statement of inquiry**

Approaching genre through the contextual setting of scientific innovation can aid our ability to make connections between texts.

**Inquiry questions**

**Factual (remembering facts and topics)—**  
 What are the conventions of Gothic fiction?  
 What is foreshadowing?  
 What is an archetype?  
 What is setting?  
 What is the uncanny/sublime?  
 What is the context of Gothic?- Social commentary - 19th century; gender - Hysteria and madness; science/religion/technolog/class/ Darwinism

**Conceptual (analysing big ideas)—**  
 How can we build tension in writing?  
 How do characters drive plot?

How do writers use setting to create atmosphere?

How can dialogue be used to drive plot?

How are motifs used to reveal subtext?

How do we control tone?

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

What is a good twist?

Does Gothic fiction help us explore human nature and ethics?

Why do we enjoy Gothic fiction?

<b>Objectives</b>	<b>Summative assessment</b>	
<p><b><u>Criterion C: Producing text</u></b></p> <p>i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to support ideas</p> <p><b><u>D: Using Language</u></b></p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p>	<p><b>Pupils produce their own Gothic text inspired by the contextual setting of scientific innovation. Pupils will use genre study and literary models to guide writing. GRASP</b></p> <p>Standards and criteria- You will be judged by</p> <p><b><u>Criterion D: Using Language</u></b></p> <p><b><u>Criterion C: Producing text</u></b></p> <p><b>Formative: Opening of a traditional crime fiction story</b></p>	<p><i>Relationship between summative assessment task(s) and statement of inquiry:</i></p> <p>Pupils explore a range of 19th century Gothic texts in this unit, building on their knowledge of context and setting to develop a sense of social commentary. Lesson resources explicitly teach features of Gothic writing, such as the uncanny and the sublime, and links are made to the historical influence of gender, science, religion and class conflicts. Again, pupils use their understanding of language and structural features to develop their own creative writing as they work towards the GRASP task.</p>