

Unit Title	The problem of Evil and the Holocaust				
Subject group and discipline	IY: Ethics / Philosophy	MYP year	9	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change	Culture, perspective, identity	Personal and cultural expression
Statement of inquiry		
Personal experiences may change a person's perspective and in doing so challenge one's culture and identity		
Inquiry questions		
Factual— The Jews were the focus of persecution in the period known as the Shoa or Holocaust Conceptual— People respond differently to situations Debatable – It is possible to eradicate “evil”		
Objectives	Summative assessment	
<i>Learning objectives for the unit</i> A: Knowing and understanding <ol style="list-style-type: none"> i. Use terminology in context ii. Demonstrate knowledge and understanding of subject-specific 	Goal : To write a short persuasive speech explaining the Holocaust from the perspective of a theologian Role : As a given theologian Audience : The group Situation : in the class context	Relationship between summative assessment task(s) and statement of inquiry: The summative assessment uses all the information discussed to present an argument in the persuasive speech.

<p>content and concepts through descriptions, explanations and examples</p> <p>C: Communicating</p> <ol style="list-style-type: none"> i. Communiateate information and ideas using appropriate style for audience and purpose ii. Structure information and ideas in a way appropriate to specified format. iii. Document sources of information using a recognized convention 	<p>Purpose : To persuade the group to agree with a given perspective</p> <p>Standards and criteria:</p> <p>The work must include:</p> <ul style="list-style-type: none"> • Clear explanation of the theological position • Clear knowledge of persuasive writing techniques 	
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Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed*

Thinking – about the issues in the problem of Evil
Communication – in discussion and in written work
Social – working in pairs for peer review
Self management – during peer and group assessment – to stay on task and focus

Action: Teaching and learning through inquiry

At the beginning of each half term – please carefully count the lessons you will have for your group and adjust the plan accordingly

Learning objectives	Learning experiences and teaching strategies	Formative assessment	Differentiation and challenge	Resources
1. What is the problem of evil?	Documentary or clip from You tube to explore the concepts	SA	Consideration of the idea of natural “evil”	Powerpoint