

DP unit planner

Unit Title	World Literature
Teacher(s)	Chantal McAllister
Subject and Grade Level	IB A1 English HL
Time frame and Duration	8 weeks (Last semester of junior year)

Stage 1: Integrate significant concept, areas of focus and unit questions

Interdisciplinary Links: World History; IB Art; TOK; Biblical world view and multiple philosophical world views; International Mindedness and the Learner Profile.

Significant Concepts: "Imprisoned Lives"

Translation affects the understanding of content and theme. A translated work enables people to understand communicated ideas and concepts in language that is familiar to them. It is important to know that in the translation of a work; sometimes the meaning is lost or cannot be as effectively communicated as in the original work. The students will understand the nature and value of translated works.

IB Learner Profile: Communicator; Caring; Open-Minded; Reflective and Principled.

Learning objectives: Aims

encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
 develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
 introduce students to a range of literary works of different periods, genres, styles and contexts
 broaden the students' perspective through the study of works from other cultures and languages
 introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
 develop the ability to engage in close, detailed analysis of written text
 promote in students an enjoyment of, and lifelong interest in, literature.

Objectives (Higher Level)

an ability to engage in independent literary criticism in a manner which reveals a personal response to literature
 an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication
 a command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication
 a sound approach to literature through consideration of the works studied
 a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
 an appreciation of the similarities and differences between literary works from different ages and/or cultures
 an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing
 a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader
 an ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples.

DP Unit Question(s) Essential Questions: World Literature Unit.

Guiding Questions:

***How do I relate to the works of "Imprisoned Lives": Primo Levi's Survival in Auschwitz; Franz Kafka's Metamorphosis and Albert Camus' The Stranger?**

Over arching Questions:

***What impact does a Christian World view have on imprisoned lives?**

Topical Questions:

***How does translation affect the ground motif of a novel?**

***How do translated works enhance or impair communication?**

***What effect does the translation of the work affect message of the novel?**

***How does the language and culture of the work impact translation thereof?**

Formative Assessment:

After students have read all three texts, they will complete a series of 2 creative assignments per work. These assignments will be made into artifacts for their mock exams. For the mock exams students will create a Literary Freedom Exhibit to display in the school atrium for our class "Literary Freedom Museum".

**See the three formative assignments.

Summative Assessment (assessment of learning)

Written- Essay

- 1) Students conference with teacher after being shown a power point on how to develop a Thesis Statement.
- 2) Students write a thesis statement for their 1500 word World Lit. essay.
- 3) Students conference with one another, with regards to their Thesis Statements.
- 4) Students prepare an essay outline.
- 5) Students list viable resources for research.
- 6) MLA Sourcing is discussed.
- 7) Students write essay using class time so that integrity can be upheld.
- 8) Students use Turnitin.com to post assignment and check for plagiarism.

**See the world lit. information folder I have created.

Stage 2: Backward planning: from assessment to the learning activities through inquiry.

Learning Experiences

Devise a thesis statement for World Lit. essay.

- Research topic chosen.
- Essay Outline.
- Write a 1500 essay on the chosen comparative works.

The effect of "imprisoned lives" on character; setting and theme.

- * The definitions of confinement in various pieces of literature.
- * The effect of setting in a literary work.
- * What theme is in literature as well as how to state and defend it.

Students will be able to . . .

- * Read a variety of texts with a critical eye.
- * Make comparisons among the texts.
- * Analyze literature from various lenses.
- * Write coherently or give an oral defence of the major points within a text.

The students will work in groups to gather information on translation. A formative quiz will be given to ensure that they understand the basics of translation. The unit is designed so that students can have maximum time in class to write a sound, clear, logical and enlightened world lit essay for external moderation. Peer and teacher conferencing is an essential element of this unit. This unit spans over three weeks, culminating in a final completed essay.

Teaching Strategies

Use Marzano's instructional strategies:

1. [Identifying Similarities and Differences](#)
2. [Summarizing and Note Taking](#)
3. [Reinforcing Effort and Providing Recognition](#)
4. [Homework and Practice](#)
5. [Cooperative Learning](#)
6. [Nonlinguistic Representations](#)
7. [Setting Objectives and Providing Feedback](#)
8. [Generating and Testing Hypotheses](#)
9. [Cues, Questions, and Advanced Organizers](#)

With specific focus on: 1, 5, 6, 7, 8, 9.

Stage 3: Ongoing reflections and evaluation

Students and teachers

What did we find compelling? Was our disciplinary knowledge/skills challenged in any way?
What inquiries arose during the learning? What, if any, extension activities arose?
How did we reflect both on the unit and on our own learning?
What opportunities were there for student-initiated action?

Possible connections

Links and collaboration with Ib Teachers and courses worked very well. TOK discussed "Imprisoned Lives as a knowledge issue and students shared TOK discussion in class. Ib Art students used their skills and class time to integrate this unit with the creative pieces that they made for their formative assignments.

Assessment

Students produced excellent papers and an overall of 6 students received IB External assessment scores of 7!

Resources:

Books: Franz Kafka's "Metamorphosis"
Albert Camus's "The Stranger"
Primo Levi's "Survival in Auschwitz"
English for the IB Diploma" by Steven Croft and Helen Cross

Power points: See Files

Worksheets: See Files

Student exemplars: See Files