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| **Teacher(s)** | Erica | **Subject group and discipline** | Language and Literature | | |
| **Unit title** | Mythology and Legends | **MYP year** | 4 | **Unit duration (hrs)** | 20 |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | | **Related concept(s)** | **Global context** |
| Connections | | Theme genre | Personal and Cultural expression |
| **Statement of inquiry** | | | |
| Mythology is a genre which shows connections between cultures and whose themes are often emulated. | | | |
| **Inquiry questions** | | | |
| **Factual—**What are legends? What are myths? What is a creation story? A battle myth? A journey myth? What is theme and genre?  **Conceptual**- What are similarities between cultures creation stories? How have myths and legends influenced our stories, themes and characters? What can we learn about human nature from legends and myths?  **Debatable-** Do myths and Legends show what is important to a culture? Do myths make cultures? Or to cultures make myths? | | | |
| **Objectives** | **Summative assessment** | | |
| **Using Language**:  Use correct grammar, syntax and punctuation  **Organizing**  Organize opinions and ideas in a sustained, coherent and logical manner  Employ Organizational structures that serve context and intention | **Outline of summative assessment task(s) including assessment criteria:**  G- You will research a famous person who has overcome adversity  R-You are a journalist preparing an article arguing how people overcome adversity  A- your classmates  S- After watching the movie The Mighty and reading your lit circle novels, you want to know how real life people have overcome adversity as well.  P- 5 paragraph essay  Standards: Organizing II Using Language | | **Relationship between summative assessment task(s) and statement of inquiry:**  After studying characters in mythology who have overcome adversity, they will look at a movie influenced by the King Arthur’s myths to see a character overcomes adversity, then they will research how real people are heroes as well when they overcome adversity. |
| **Approaches to learning (ATL)** | | | |
| Communication skill and organizational skills- Show different ways of summarizing stories: Written and through pictures  Research skills: Melissa give talk on reliable sites for research for GRASP  Collaboration skills: Come up with a rubric together on how they will be marked for participation in their comic life assignment  Resilience- When studying adversity, we will study an article on how to overcome adversity ourselves. | | | |

##### Action: Teaching and learning through inquiry

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| **Content** | **Learning Experience** | **Formative** | **Differentiation** |
| -creation stories | -Choose a creation story and learn how to summarize through pictures.  -present and have students take note of similarities  -try to guess what the stories show about the cultures they belong to | -collect their summary to verify that they have captured all of the key ideas in their summaries | -chose on cultures who’s creation story they will summarize. Have a variety of myths and stories from all over the world. |
| -Battle myths: The Trojan War | -Lesson about the story of the Trojan War. Practice summarizing key ideas in words.  -watch clips from the movie Troy | -Practice first key idea together. Collect sheet at the end to verify they have captures all the key ideas and that they are full sentences (in preparation for the comic life assignment) |  |
| -Journey Myth: Daedalus and Icarus | -Study the song “Big Fish” by Dave Matthews Band to leanr about the idea of hubris. Link to famous political figures (ie. Napoleon, Hubris)  -watch the myth Daeldalus and Icarus  -pick out theme and capture main ideas in a creative way (comic, poem, skit)  -study modern songs that allude to Daedalus and Icarus | -Have students present their creative recreation and theme to me to verify that they have captured all of the main ideas | Choice on how they represent their key scene recreation |
| -comic life project | --choose a myth or legend in groups and recreate as a comic life project.  -hand in with theme attached | -look over outline before they take picutres | -can choose any myth that they want. |
| -Indigenous story telling | -ab-ed team guest speakers tell local story about spiders and Ojibway story about spiders.  -discuss themes and similar features. Link to previous stories.  -create beaded spider | -circulated while working on spiders |  |
| King Arthur legends | -find out what they know about legends, knights and the king Arthur myths  -modern chivalry survey  -links to Harry Potter and Star Wars  -Read “The Coming of Kin Arthur” and “The Round Table”  -Discuss modern examples of knight  -Read article on ways to overcome adversity in our lives  -Watch the Mighty and keep track of the adversities characters face and how they overcome them |  |  |
| Write essay | -learn the format of a 5 paragraph essay  -research a real person (famous or personal connection) who has overcome adversity. | -fill in essay outline | -choice on each body paragraph as to who they will write about |
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| **Resources** | | | |
| * Creation stories * Myths from a variety of culture * Article on overcoming adversity * Daedalus and Icarus DVD * Troy movie * Trojan Horse story * King Arthur stories * The Mighty | | | |

##### Reflection: Considering the planning, process and impact of the inquiry

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| **Prior to teaching the unit** | **During teaching** | **After teaching the unit** |
| Theme Lesson |  |  |