

MYP unit planner

Teacher(s)		Subject group	Language and literature		
Unit title	<i>"Master Harold" ... and the boys: A Play by Athol Fugard</i>	MYP year	5	Unit duration (hrs)	24

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Perspective	Context Setting Character Theme Audience imperatives	Identities and relationships: Identity formation, self-esteem, status, roles and role models; human nature and human dignity and ethical judgment
Statement of inquiry		
Playwrights can select dramatic devices to construct situations that may enable the audience to empathize with the life experiences of other people and, in doing so, also allow the audience to learn more about themselves, their personal identity and what determines particular choices made.		
Inquiry questions		
Factual	What is the cultural, historical, social, political context of the play? What happens? What is the story about (details)? What are the dramatic devices selected by the playwright? What is the playwright's purpose in choosing such devices? What are the effects of these devices on the audience?	
Conceptual	When might choice affect personal identity?	
Debatable	Are choices made from a position of power or weakness?	

Objectives	Summative assessment	
<p>Summative assessment task 1 stimulates use of:</p> <p>A. Analysing: ii, iii</p> <p>B. Organizing: i, ii</p> <p>C. Producing text: i, ii, iii</p> <p>D. Using language: i, ii, iii, iv</p> <p>Summative assessment task 2 stimulates use of:</p> <p>A. Analysing: iii</p> <p>B. Organizing: i, ii, iii</p> <p>C. Producing text: i, ii, iii</p> <p>D. Using language: i, ii, iv, v</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Summative assessment task 1</p> <p>Guided written task: Personal identity, Apartheid and Hally's choice</p> <p>In the denouement of the play, Fugard leaves the audience with an ambiguous, open ending.</p> <p>(p. 60) <i>Sam: "You don't have to sit up there by yourself. You know what the bench means now, and you can walk away anytime you choose. All you've got to do is stand up and walk away from it."</i></p> <p>Make an ethical judgment for Hally, based on his cultural circumstances (South Africa, 1950) and based on evidence of his character. Does Hally choose Apartheid? (Is there really a choice? Conceptual question: Can choice contribute to personal identity?)</p> <p>Choose an appropriate text type to demonstrate your understanding of Hally's ethical judgment: Letter, magazine article, newspaper, script, short story (eg the last chapter or ten years later).</p> <p>Summative assessment task 2</p> <p>Produce a film documentary/mockumentary and include a statement of intent justifying the choices made in order to allow the audience to empathize with the life experiences of other people.</p> <p>"A Woman or Man of Magnitude" (use definition from the text)</p> <p>(p. 16) <i>Hally: "Every age, Sam, has got its social reformer. My history book is full of them."</i></p> <p><i>Sam: "So where's ours?"</i></p> <p>(p. 19) <i>Hally: "...we need a definition of greatness, ... somebody who ... benefited all mankind."</i></p> <p>Make the case for a figure from history or real life or personal figure to be a "person of magnitude". Use the definition from the text, as well as the textual discussion about social reformers.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Assessment task 1 requires students to show their understanding of the way Hally's personal identity is a construction, influenced by his cultural setting as well as his personal experiences and relationships. The task requires that students make a choice about personal identity.</p> <p>The task also requires students to choose the most appropriate text type for their purpose and to then select effective stylistic devices to deliver their meaning.</p> <p>Assessment task 2 requires students to research the influence of potential role models from cultural context and show how such people can influence us in our personal or cultural environment.</p>

Approaches to learning (ATL)

Communication: Communication skills—Exchanging thoughts, messages and information effectively through interaction

- Give and receive meaningful feedback
- Use appropriate forms of writing for different purposes and audiences (written task)
- Use a variety of media to communicate with a variety of audiences (documentary)
- Negotiate ideas and knowledge with peers and teachers (theme analysis)

Communication: Communication skills—Reading, writing and using language to gather and communicate information

- Read critically and for comprehension (drama study)
- Make inferences and draw conclusions (documentary)
- Organize and depict information logically (documentary)
- Take effective notes in class (drama study)
- Find information for disciplinary inquiries (about role models), using a variety of media

Social: Collaboration skills—Working effectively with others

- Practise empathy (literary interpretation)
- Delegate and share responsibility for decision-making (oral activities)
- Help others to succeed
- Listen actively to other perspectives and ideas (reading and interpreting the play together)
- Give and receive meaningful feedback
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups

Self-management: Organization skills—Managing time and task effectively

- Plan short-term assignments, meet deadlines
- Create plans to prepare for summative assessments (first draft of written task)

Thinking: Critical thinking skills—Analysing and evaluating issues and ideas

- Gather and organize relevant information to formulate an argument
- Draw reasonable conclusions and generalizations
- Consider ideas from multiple perspectives

Thinking: Creative thinking skills—Generating novel ideas and considering new perspectives

Create original works and ideas (written task)

Thinking: Transfer skills—Utilizing skills and knowledge in multiple contexts

ATL activities/“How to ...” handouts:

How to close-read and analyse a play using colour coding to recognize different writing devices, eg setting (yellow); structure (orange); etc

“How to write ...” text types/“How to ...” handouts

- Find model/example of that text type (handouts from pool of text type instructions and exemplars)
- Identify conventions of that text type
- Identify audience
- Identify writer’s purpose
- Identify specific devices used in the text
- Evaluate effectiveness of those devices

“How to ...” research skills (consolidate existing skills): Show note-taking and correct citing of sources

“How to ...” make a documentary film (introduce new skill): See PowerPoint® lesson in Resources lessons/instructions (teacher-centred)

ACTION: Teaching and learning through inquiry

Content	Learning process
Contextual background knowledge about Apartheid	Learning experiences and teaching strategies Pre-reading learning activities: <ul style="list-style-type: none"> - Brainstorm prior knowledge/Apartheid/South Africa/etc - Stimulate links to existing knowledge, eg in history, travel experiences, other texts, films, experiences of friends and relations - Make mind maps: Terminology/vocabulary, eg discrimination, reconciliation, etc - Read background contextual and biographical information/comprehension (knowledge)
Conceptual information about identity	
Factual information about writer’s craft	
Play script: “ <i>Master Harold</i> ” ... and the boys	
Film (scenes) on YouTube	

<p>Symbolism of the kite</p> <p>Definitions: Self-esteem, egocentrism</p> <p>Shame/guilt: Psychological definitions</p> <p>Definition of greatness (contemporary examples)</p> <p>Play endings/what makes a good ending: Definition and features</p> <p>Film: <i>“Master Harold ... and the boys</i></p>	<ul style="list-style-type: none"> - Class discussion to present big questions: <ul style="list-style-type: none"> ○ Personal identity (conceptual concepts) ○ Racism/personal identity/choices/etc ○ Who am I? ○ How is my personal identity constructed? ○ To what extent is my personal identity a matter of choice? What choices? <p>Students should answer these questions for themselves and keep answers in journal or notes to be developed by comparison with Hally’s identity/Sam’s identity.</p> - Stimulate response to playwright’s craft: How can playwright show what a character thinks/feels/etc? Discuss devices, compare with other texts, eg novel/film. - Colour code the following tool-kit (ATL: Handbook of Stylistic Devices): Students should use appropriate colour to identify devices in the text during class reading and discussion—plot structure, theme(s), characterization, setting, realism, expressionism. <p>Class reading/performance of the play:</p> <ul style="list-style-type: none"> - Status transaction drama exercises: How to play or act high status (eg master) and low status (eg servant) - Text study: Read/perform/watch performances of play together in class with small groups acting out select scenes - Focus: Symbolism of the bench/the kite - Small investigations into psychological terms such as self-esteem/egocentrism: Evaluate Hally’s character in light of these diagnostic terms for adolescents - Shame versus guilt: Discuss which is more damaging to a person’s “personal identity”. Evaluate Hally. - “A man of magnitude”/social reformer (see YouTube videos about Mandela) - Discuss Apartheid pre-Mandela and post-Mandela <p>Post reading:</p> <ul style="list-style-type: none"> - Discuss ambiguous ending in some detail <p style="text-align: right;">(p. 60) Sam: <i>“I reckon there’s one thing you know. You don’t have to sit up there by yourself. You</i></p>
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	<p><i>know what that bench means now, and you can leave it any time you choose. All you've got to do is stand up and walk away from it."</i></p> <ul style="list-style-type: none"> - Show film and discuss differences in presentation of certain scenes <ul style="list-style-type: none"> ○ Set written task/instructions handout about text types available for students to choose (ATL Handout about text types) ○ Set group work: Make a documentary (ATL Lesson: PowerPoint® slides how to make a film etc.) (ATL Research skills: consolidate)
	<p>Formative assessment</p> <p>Acting out scenes: Peer assessment of group cooperation</p> <p>Quizzes on factual information and vocabulary: Tablet-generated knowledge quizzes, competitive scoring for fun</p> <p>Individual student conferences and feedback on written task draft, rewrites</p>
	<p>Differentiation</p> <p>Written task enables students to choose own text type to best suit learning strengths.</p> <p>Group work enables students to develop skills through collaboration and delegation of strengths and weaknesses within group.</p>
Resources	
<p>Text: Fugard, A. (1982) <i>"Master Harold" ... and the boys</i>. Vintage Books, New York.</p> <p>Film: Various versions available</p> <p>How to ... (PowerPoint® presentation): Make a documentary film (ATL) eg http://www.wikihow.com/ (Using the search engine at the bottom of the main page, search for "How to make a Short Documentary Film (Best Techniques)")</p> <p>Nelson Mandela on YouTube: Suggested videos</p> <p>"Nelson Mandela - Mini Biography", uploaded by BIO on 28 January 2010</p> <p>"Nelson mandela against apartheid-a short biograghy", uploaded by Afra A on 25 June 2013</p>	

