

MYP unit planner

Teacher(s)		Subject group	Language and literature		
Unit title	Three Short Texts Exploring Understanding Misunderstandings	MYP year	2	Unit duration (hrs)	10

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	Point of view Self-expression Context Theme	Personal and cultural expression
Statement of inquiry		
Young love and friendship are universally common experiences (themes), yet they are complex emotions and sometimes difficult to communicate effectively (self-expression). Miscommunication arises because the intended message is not always the same as the received message. Those receiving a message often construct their own meaning, based on their personal and cultural experience (context/point of view).		
Inquiry questions		
<p>Factual: Within each of the stories: Who is the sender? What is the (intended/received) message? How is message constructed? (language devices/theme) Who is the receiver? What is the theme? How is the story written? (stylistic conventions)</p> <p>Conceptual: What factors can cause misunderstandings in communication? What factors make communication very clear?</p> <p>Debatable: Communication, especially of emotions, can be tricky. Is it better to declare your feelings or not?</p>		

Objectives	Summative assessment	
<p>A: i, ii, iii, iv</p> <p>Students analyse stories and short film in terms of how they were written: narrative, theme, plot, setting, style.</p> <p>B: i, ii</p> <p>Students organize notes and understandings about narrative viewpoint/character/setting/etc and change them to show these aspects in the structure of their own story.</p> <p>C: i, ii, iii</p> <p>Students produce a text; write a story.</p> <p>D: i, ii, iii, iv</p> <p>Students' use of language needs to be effective in order to reflect their intended meaning in class and group discussions as well as in visual form (comic) and in written form (story).</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>1a) Rewrite “The Crush” (story by Tracy James Jones) from the point of view of the man in the story.</p> <p style="text-align: center;">or</p> <p>1b) Rewrite “Seventh Grade” (story by Gary Soto) from the point of view of Teresa.</p> <p>Show understanding of how sender’s intended message may be completely different than the message received.</p> <ul style="list-style-type: none"> • Be mindful of narrative perspective. <p>Story should show why the receiver has not understood what the sender intended.</p> <ul style="list-style-type: none"> • Be mindful of characterization/setting. 	<p>Relationship between summative assessment task(s) and statement of inquiry</p> <p>Students are asked to write their own versions of the story about expressions of young love/friendship.</p> <p>By changing the point of view in their version of the stories, they are expected to reflect upon how the receiver constructs his or her own meaning (based on personal and or cultural experience), irrespective of the sender’s intended meaning.</p>
Approaches to learning (ATL)		
<p>Communication: Communication skills—Exchanging thoughts, messages and information effectively through interaction</p> <p>Use intercultural understanding to interpret communication (role plays); use appropriate forms of writing for different purposes and audiences (short story)</p> <p>Communication: Communication skills—Reading, writing and using language to gather and communicate information</p> <p>Read critically and for comprehension (stories); organize and depict information logically (writing assignment)</p> <p>Social: Collaboration skills—Working effectively with others</p> <p>Practise empathy (literary interpretation); delegate and share responsibility for decision-making (group discussions/debates); help others to succeed; listen</p>		

actively to other perspectives and ideas (reading/interpreting stories together)

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

Plan short-term assignments, meet deadlines; create plans to prepare for summative assessments (first draft)

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

Formulate factual, topical, conceptual and debatable questions (mini debates); consider ideas from multiple perspectives (stories/point of view)

Thinking: Creative thinking skills—The skills of invention: Developing things and ideas that never existed before

Create original works and ideas

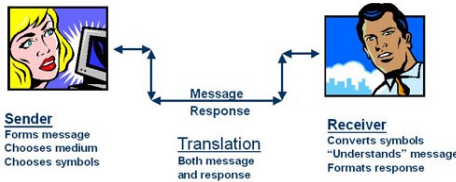
THINKING: Transfer skills—Utilizing skills and knowledge in multiple contexts

Inquire in different contexts to gain a different perspective

ATL activities

- **Instruction booklet** to accompany introduction of summative assessment task; “**How** to write a short story” (skills/devices/structure/setting-out dialogue/etc)
- **Guidelines:** Group work and debating; explicit reminders of the purpose of group work and how to make it effective
- **Writing process:** Individual conferencing about short story plans; first draft; peer feedback/teacher feedback; rewrite/publish

ACTION: Teaching and learning through inquiry

Content	Learning process
<p>Communication model:</p>  <p>Sender Forms message Chooses medium Chooses symbols</p> <p>Message Response</p> <p>Translation Both message and response</p> <p>Receiver Converts symbols “Understands” message Formats response</p> <p>“Chinese Whispers” game (see Wiki)—Historical</p>	<p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none"> • Set up communication model: Sender < > message < > Receiver. • Use diagram; have students draw the model. • Discuss: The message = signals, symbols, ideas, gestures, language of sorts <ul style="list-style-type: none"> ○ Play Charades—Message is non-verbal ○ Play Pictionary—Message is non-verbal ○ Conclude: Strengths/weaknesses of non-verbal signals

<p>information</p> <p>Understanding misunderstanding</p> <p>Scene from film <i>E.T.</i> (see Resources)—Effective non-verbal communication</p> <p>Short story “The Crush” by Tracy James Jones</p> <p>Short story “Seventh Grade” by Gary Solo</p> <p>Short film “The Crush” by Michael Creagh</p> <p>Guidelines: Effective group work (ATL)</p> <p>Booklet: How to write a short story (ATL)</p>	<ul style="list-style-type: none"> • Play a game of “Whispers”: Use lines from the song “I’ve Got a Crush on You” (Gershwin). <ul style="list-style-type: none"> ○ Play the song and provide correct lyrics text. ○ Discuss: What went wrong in the communications and why? Possible reasons: Pronunciation, volume, clarity, no prior knowledge of what the lines should mean, second-language issues, deliberate misunderstandings for fun ○ Brainstorm other examples of misunderstandings between sender and receiver because of cultural and linguistic differences (lots of funny anecdotes). ○ See Formative assessment below. • Drawing activity: Understanding misunderstanding (see Formative assessment below) • Scene from film <i>E.T.</i> (where the little alien expresses his pain at leaving and tells the boy he will remain with him): Show example of effective non-verbal communication between species for fun. • “The Crush” by Tracy James Jones: Read alone for homework and then together in class. <ul style="list-style-type: none"> ○ Comprehend story and vocabulary—factual knowledge questions/answers. ○ Analyse text in terms of its narrative technique (first-person; strengths weaknesses thereof); setting (in time/place/culture); theme (in own words, what the story says about love/friendship/communication; message); characterization (narrator is the sender; man is the receiver; everything we know about these two and how). • “Seventh Grade” by Gary Solo: Repeat above—with some differences. • Watch short film “The Crush” written by Michael Creagh: Analyse story in same way as above. • Compare and contrast the three texts, in terms of effectiveness of: <ul style="list-style-type: none"> ○ the sender in each story ○ the receiver in each story. <p>In the first story the sender does not communicate her love/friendship. In the second story the sender has a series of strange signals for communicating his love/like/friendship. In the third story (the film) the boy is very clear in delivering his message, but this entails risk/danger.</p> • Prepare mini-debates in small groups: What are the risks in expressing your emotions? It is better to declare your emotions or to keep them to yourself? Debate (see Formative assessment below) • Summative assessment task: Rewrite one of the stories.
--	---

	<p>Formative assessment</p> <ul style="list-style-type: none"> • Examples of misunderstandings between sender and receiver because of cultural and linguistic differences: Lots of funny anecdotes. Act them out/role play (beware the cultural stereotypes). What factors cause misunderstandings in communication? What factors make communication very clear? Write a summary. • Understanding misunderstanding: Draw a three-panel comic strip. <ul style="list-style-type: none"> ○ Sender's message in speech bubble ○ Receiver's received message in think-bubble ○ What went wrong caption in third panel • Prepare mini-debates in small groups. Use evidence from the stories and real-life experiences. Present your opinions to class. <p>Differentiation</p> <p>Understanding about communication is reached via various avenues entailing different styles of learning: Oral tasks, written tasks, visual tasks (drawing).</p> <p>Individual feedback and conferencing from teacher during writing process</p>
Resources	
<p>Short story: “The Crush” by Tracy James Jones. [See below]</p> <p>Short story: “Seventh Grade” by Gary Soto. [See below]</p> <p>YouTube video: “The Crush” (2010). Oscar-nominated short film, published by Sach Noi Viet Nam on 13 January 2013.</p> <p><i>E.T.</i> (film scene) on YouTube: I'll Be Right Here - E.T.: The Extra-Terrestrial (10/10) Movie CLIP (1982) HD, uploaded by movieclips on 27 May 2011.</p>	