

Teacher(s)	Jan Thorne	Subject group and discipline ELA	
Unit title	Degrees of Happiness	MYP year 2	Unit duration 21 hours

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Connections/Relationships	Theme Intertextuality	Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.
Statement of inquiry		
The intertextuality of different pieces of literature show connections of themes about how human relationships make us happy.		
Inquiry questions		
<p>Factual—What is a theme? How are themes developed in a literary text?</p> <p>Conceptual—Describe the different meanings of happiness. How does the author of each text develop and contrast characters' perspectives about happiness? Explain how the characters and plot of the story interact to help develop theme. Analyze what these texts reveal about the idea of happiness and the complexities of discovering it.</p> <p>Debatable— Which moment is most significant in the story and why?</p> <p>Make a case for what makes someone happy.</p>		
Objectives	Summative assessment	

<p>C: Producing Text</p> <p>i. Produce texts that demonstrate insight imagination, and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.</p> <p>ii. Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.</p> <p>iii. The student will select relevant details and examples to develop ideas.</p> <p>D: Using Language</p> <p>i. Use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. Write and speak in a register and style that serve the context, and intention</p> <p>iii. The student will use correct grammar, syntax, and punctuation.</p> <p>iv. Spell (alphabetic languages), write (character languages), and pronounce with accuracy.</p> <p>v. use appropriate non-verbal communication techniques.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Your task is to identify one of the themes that these two texts –“Snow” by Julia Alvarez and “The Bridge” by Maurice Kilwein Guevara, have in common. Write an analysis explaining how the theme is developed in each of the texts. Use textual evidence from both of the texts to support your explanation. Your essay should be written for an audience who is familiar with the texts.</p> <p>The students will choose a theme that reflects something important happening in their lives. They will use words in a creative way to express it. For example, they may write a poem or a song, make a model, paint a picture, or create a dance, using words to emphasize the theme.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will judge different texts to determine connections in themes.</p>
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Approaches to learning (ATL)

Critical thinking- Draw reasonable conclusions and generalizations.

Reflection- Consider content (What did I learn today? What don't I yet understand? What questions do I have now?)

Affective Skills- Practice 'bouncing back' after adversity, mistakes, and failures

Action: Teaching and learning through inquiry

Content	Learning process
<p>Students will expand their knowledge base about:</p> <ul style="list-style-type: none"> how various authors develop themes over the course of texts. how various elements of a narrative interact to help develop theme. how a text's structure contributes to its meaning. 	<p>Learning experiences and teaching strategies</p> <p>Students do a Quick Write in response to the following question: What is an idea?</p> <p>Explain that they will be thinking about the idea of happiness. Ask students to get into groups of three. Give each group a question about happiness from the list below. Ask students to discuss and take notes in response to the question, using evidence from texts and their own lives and experiences to support their responses:</p> <ul style="list-style-type: none"> What is happiness? What are different meanings of happiness? What are different degrees of happiness? How do we discover happiness? What is the opposite of happiness? How do authors reveal characters' perspectives about happiness? <p>Read "Oranges" by Gary Soto.</p>

<ul style="list-style-type: none"> • how various authors develop and contrast the points of view of different characters. • features of essays that provide an analysis of how a common theme develops over the course of two different texts. Features include a statement of a valid theme, an analysis of the development of the theme (with well-chosen, relevant, and sufficient evidence), appropriate and varied transitions, introduction, conclusion, and a formal style and objective tone. <p>The unit provides instructional resources and questions that guide an inquiry approach to teaching. Students engage as problem solvers and sense makers as they read, write, talk, and think about the texts they are reading. Each task students are asked to engage in includes an inquiry for them to answer and/or pursue. Students are supported to develop skills and habits such as how to:</p> <ul style="list-style-type: none"> • comprehend complex poems and short stories with assistance and independently. • develop, support, and defend text-based interpretations and arguments. • analyze narrative poems and short stories for how characters' perspectives are developed and distinguished. 	<p>As students read through the unit texts, they will be contributing textual evidence on chart paper which contains three possible themes for each story. The students will then analyze the evidence before choosing the theme that is dominant theme.</p> <p>Title a new chart, "Figurative Language: Simile & Personification." Explain that you are going to model the task that students will then be asked to do. The task will focus on identifying examples of simile and personification in the poem and explain their meanings.</p> <p>Ask students to reread the poem and compose a Quick Write in their Reader/Writer Notebooks in response to the question: Who is happy in the poem "Oranges"? Why?</p> <p>Title a new chart "Character Perspective." Explain that you are going to model the task that students will then be asked to do. The task will focus on analyzing and explaining one character's perspective about happiness. Following the model, students use the graphic organizer to select a character and explain his/her perspective about happiness from the poem.</p> <p>Following the model, students use the graphic organizer to select a character and explain his/her perspective about happiness from the poem.</p> <p>Lead a discussion about the character charts. Ask previously identified students to share charts with the whole group. Students explain their work and share what they did and thought about to analyze characters' perspectives about happiness and the methods used by Soto to develop and contrast them. After the students share, ask the whole group: Is the explanation of the character's perspective supported by evidence from the text? If not, what other evidence might be included? Are the methods used by Soto to develop the character's perspective clearly explained? If not, what more can be said? Ask the class to work together to revise the charts. Use this time to introduce other methods that students might not have identified on their own and push students' understanding and analysis of how methods work.</p>
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<ul style="list-style-type: none"> determine themes and analyze how themes develop over the course of a text, including how elements of a narrative interact to help develop theme. read and take notes from texts. study and use models of genres and determine how a text's structure contributes to its meaning. participate in routines such as maintaining a Reader/Writer Notebook, completing Quick Writes, pair/ trio sharing of textual evidence, and whole group discussions on a text's ideas and interpretations of texts. value effort as a way to get smarter about reading, writing, listening, speaking, and research. <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Ask students to work in pairs to reread "Oranges" and their notes/writing on the text to identify and analyze another theme. Students might be prompted to think about themes related to identity, love, kindness, intergenerational relationships, and the impact of strangers. Students write a statement of the theme at the top of their paper. Below, they create a T-chart. In the left column they list several moments from across the text that work together to convey the theme. In the right column students explain how the moments convey the theme.</p> <p>Ask students to write in response to the reflection questions below: How did you go about identifying and analyzing a theme? What more can we add to our chart, "Identifying and Analyzing Themes"? What did you find easy or difficult about identifying the themes in this text? What lingering questions do you have about theme?</p> <p>Begin reading "The Chase" by Annie Dillard. Read the first two paragraphs (the moment of reflection), and then pause to ask students, "what is happening in this section?" Engage students in a brief discussion of this section and then continue with paragraphs 3 through 5. Stop periodically to check in with the students in regard to the comprehension questions. Continue to read the story in chunks, stopping to continue discussion of the comprehension questions, until the end of the story.</p> <p>Lead a round-robin share of the sequence of events. Chart students' responses in regard to the sequence of events of the story. Encourage students to find specific evidence in the text to support their explanations of events in the story. After the sequence of events has been discussed, ask students to say what they know about each of the characters, supporting their responses with evidence from the text. Then discuss Dillard's word choice by asking them to come up with synonyms for some of Dillard's key words/phrases and consider how replacing those words/phrases with synonyms changes students' understanding of the characters.</p> <p>Assign each student a character from the story. Have each student write a retelling of the story from the point of view of his or her character. Instruct the students to try and capture that character's perspective about the events of the story through his or her retelling.</p> <p>Ask students to reread the text independently and mark words that they either do not know or about which they feel unsure.</p>
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<p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or a section of a story or drama.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Select and explain three moments that strike you as significant to the plot of “The Chase.”</p> <p>Assign each group one character from the short story “The Chase” to analyze and complete a character perspective chart that includes perspective about happiness, evidence from text, and author methods. Students do a gallery walk to review each trio’s chart, taking notes or recording questions about what they notice in terms of similarities and differences across the charts for each character.</p> <p>What is another common theme in both “The Chase” and “Oranges”? Compare and contrast how that theme is developed in each text.</p> <p>Ask students to draft an essay in which they compare and contrast the development of a common theme in these two texts. Students should cite strong and thorough textual evidence across both texts.</p> <p>Students read “Two Kinds” by Amy Tan to identify and explain one moment that strikes them as significant to the story.</p> <p>Identify one of the themes that “Two Kinds” and one of the other texts we have read have in common and then write an essay in which you analyze in detail how the theme is developed in each text.</p> <p>Read “Snow” by Julia Alvarez and “The Bridge” by Maurice Kilwein Guevara. As you read, discuss these questions: What is happening in each text? Who are the characters in each text and what do we know about them?</p>
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	<p>Formative assessment</p> <p>Working in pairs, students should select one character from the poem “Oranges” to analyze and complete the chart. Students review each pair’s charts, taking notes or recording questions about what they notice in terms of similarities and differences across the charts for each character.</p> <p>Assign each student a character from the story. Have each student write a retelling of the story from the point of view of his or her character. Instruct the students to try and capture that character’s perspective about the events of the story through his or her retelling.</p> <p>Students reread the text to identify and explain three moments that strike them as significant to the plot. Students create a two-column chart to record and explain the moments. Students should identify three moments from across the text.</p> <p>In pairs, ask students to think across the two texts to consider themes that the texts have in common. Suggest that students begin by considering what big ideas the two texts have in common and then work from there to gather evidence and generate theme statements as they have done in previous theme tasks. Encourage students to work from notes on both texts in their Reader/Writer Notebooks. Once students have generated at least two common themes, they select one and create a chart that they post that includes the common theme and a list of the various ways that the author develops that theme in “Oranges,” a poem, and a separate list for the way the author develops the theme in “The Chase,” a story.</p> <p>Students compose a Quick Write in response to the following question: What did you learn about word choice by considering alternative words Komunyakaa might have used to develop the characters and events in the poem?</p> <p>Select one allusion or figure of speech and model gathering research about it. Suggest to students that places of confusion for readers may be allusions or figures of speech. Model thinking through what the allusion sparks in the reader’s imagination as well as the allusion’s role in Komunyakaa’s text.</p>
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	Differentiation Quick Write prompts will be written based on student ability. Some students may need to work in groups to complete independent reading. Vocabulary is differentiated because each student picks his or her own vocabulary. Provide whole or small group mini-lessons based on differentiated learning needs of students.
Resources	
TNCore Instructional Unit: Happiness , Chart Paper, Journals	

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

Prior to teaching the unit	During teaching	After teaching the unit
During the first quarter, we discussed theme as we read, and students took a tutorial over theme. It was a difficult concept for even more advanced students to grasp. I am hoping this unit will clarify the meaning of theme and how to determine the theme of a story.		

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