

<b>Teacher(s)</b>	Jaime Ragland	<b>Subject</b>	Language and Literature		
<b>Unit title</b>	Suspense	<b>MYP Year</b>	year 2	<b>Unit duration (hrs)</b>	24 hrs

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

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Form	Style and Structure	Dimensions of Time and Space
<b>Statement of inquiry</b>		
<p>Authors form their style and structure in a way that has many dimensions inciting their readers to be in a time and space of suspense.</p> <p>Style and structure incite suspense.</p>		
<b>Inquiry questions</b>		
<p><b>Factual—</b> What are the ways an author uses suspense to entertain audiences?</p> <p><b>Conceptual—</b> Why do people have a tendency to allow suspicion, prejudice, conformity, and the desire to blame a scapegoat to guide their actions when inexplicable emotions arise? Analyze what effect dramatic irony has on adding suspense to a text.</p> <p><b>Debatable—</b>What is the best way to add suspense to our writing? Is fear a good thing or a bad thing? What if fear was not an instinct of humans? If a newer version of The Monsters Are Due on Maple Street is filmed in 2030, what fear would be present?</p>		

Objectives	Summative assessment	
<p>B. Organizing</p> <p>D. Using Language</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Your task is to construct a time capsule with items that symbolize suspense. You have been asked to formulate a suspenseful letter to students in 7th graders in the year 2040. You will write a suspenseful radio play, a suspenseful screenplay, or a suspenseful short story that contains irony to add to your time capsule. The target audience is students in 7th grade in the year 2040. The context you find yourself in is choosing items that create or show suspense to include in your time capsule. You will create a suspenseful time capsule in order to show students of 2040 how authors create suspense to students in 2017. A successful result will show-not just tell-the students of 2040 suspense.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will show how authors create a time and space of suspense by creating and collecting items that show this suspense.</p>
Approaches to learning (ATL)		
Thinking Skills, Social Skills, Self-Management Skills, Critical Thinking, Creativity and Innovation		
Action: Teaching and learning through inquiry		
Content	Learning process	

RL7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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.

RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL 7.3 Analyze how particular elements of a story or drama interact.

RL 7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL 7.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Learning experiences and teaching strategies

- **Review situational, dramatic, and verbal irony.**
- Discuss the following questions: Are you superstitious? Many people say they aren't superstitious, but those same people might own a lucky charm or get nervous on Friday the 13th. Usually these superstitions are harmless, but sometimes they can interfere with a person's life. In the story you are about to read, curiosity about the power of an unusual object brings unexpected consequences. What kinds of superstitious behaviors do you or people you know believe in? Brainstorm a list of common superstitions. Which ones might cause problems or interfere with someone's life?
- Read the article "Superstitions Around the World" by Gianni Jaccoma. Discuss the global aspect of superstitions.
- Scan "The Monkey's Paw" and find 15 words to define.
- Annotate as you read "The Monkey's Paw."
- Discuss the situational, dramatic, and verbal irony in the story.
- Discuss how W.W. Jacobs creates suspense in "The Monkey's Paw."
- Complete a plot chart that includes exposition, rising action, climax, resolution, conflict, and theme.
- *The fakir "wanted to show that fate ruled people's lives, and that those who interfered with it did so to their sorrow." Write an essay arguing who is most responsible (Sergeant-Major Morris, Herbert White, Mrs. White, or Mr. White) for the sorrows that resulted from wishing on the monkey's paw. Support your claims with valid reasoning and relevant and sufficient.*
- Lucille Fletcher's radio play, Sorry, Wrong Number (1948) is a murder mystery, and most of what we learn about the bedridden central character comes from telephone conversations. Look closely at the magazine cover image of telephone switchboard operators from the 1940s. From the details in the image, discuss some of the likely responsibilities of a switchboard operator in the 1940s?

	<ul style="list-style-type: none"> <li>• Read the radio play independently. Students will find 10 words to define as they are reading.</li> <li>• Listen to the radio play “Sorry, Wrong Number” to see how Lucille Fletcher uses suspense.</li> <li>• Discuss the situational, verbal, and dramatic irony in the radio play.</li> <li>• Discuss why “Sorry, Wrong Number” is more effective as a radio play than a screenplay or short story.</li> <li>• Why do people enjoy experiencing suspense when reading or listening to a story?</li> <li>• Rewrite the conclusion of the radio play. In radio play format, write a completely different ending to the play OR write the final page from the murderer's point of view. This cannot be written as a story. You must write it like Lucille Fletcher wrote "Sorry, Wrong Number."</li> <li>• Discuss these questions: What does the quote “The only thing we have to fear is fear itself” mean? If you wanted to take over a town-without killing anyone- how might you weaken the people enough to overcome their resistance?</li> <li>• People have a <i>tendency</i> to allow suspicion, prejudice, conformity and the desire to blame a scapegoat to guide their actions when inexplicable emotional situations arise.</li> <li>• Assign students a part in the screenplay from the Twilight Zone series, “The Monsters Are Due on Maple Street,” and have them read the play in groups.</li> <li>• Find situational, verbal, and dramatic irony in the screenplay.</li> <li>• Find elements of foreshadowing in the screenplay.</li> <li>• Watch the 20 minute Twilight Zone episode “The Monsters Are Due on Maple Street” that was filmed in 1960. Make a Venn diagram comparing the written screenplay to the episode.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Watch the 20 minute episode of an updated version of the screenplay that was filmed in 2003 called "The Monsters Are on Maple Street."</li> <li>• Create a Venn diagram with 3 interlocking circles that compares the written screenplay to the 1960 episode to the 2003 episode.</li> <li>• <i>In constructed response format, evaluate how a current event like the incident in Rosewood, Florida is comparable to the events in "Monsters are due on Maple Street." Provide evidence from the article and story to support your opinion. Use the graphic organizer to organize your thoughts and evidence.</i></li> <li>• Have students create a short story (like "The Monkey's Paw"), a radio play (like "Sorry, Wrong Number"), or a screenplay (like "The Monsters Are Due on Maple Street") that includes the three types of irony and suspense.</li> </ul>
	<p><b>Formative assessment</b></p> <p>Students will play Quizlet Live after each story. Students are assigned to groups, and the first group to answer 10 questions consecutively correct about the story wins.</p> <p>Teacher checks vocabulary words. With each word should be a drawn picture, an antonym, a synonym, and an original sentence.</p> <p>Correct answers on Venn diagram</p>

	<p>Exit slips that include these questions: What did you learn today? What things did you find interesting about the lesson? What questions do you still have?</p> <p>Answers to questions posted in Google classroom</p>
	<p><b>Differentiation</b></p> <p>Vocabulary words from each text will be chosen by each individual student. Groups will be assigned when reading the screenplay. I will put a higher, medium, and lower student in each group.</p> <p>Students will be assigned partners when they are creating a radio play, screenplay, or short story if needed.</p>
<b>Resources</b>	
<p>The short story “The Monkey’s Paw” by W.W. Jacobs</p> <p>The article “Superstitions Around the World” by Gianni Jaccoma</p> <p>The written radio play “Sorry, Wrong Number” by Lucille Fletcher</p> <p>The audio radio play “Sorry, Wrong Number” by Lucille Fletcher</p> <p>The written screenplay “The Monsters Are Due on Maple Street”</p> <p>The 1960 episode of “The Monsters Are Due on Maple Street”</p> <p>The 2003 version of “The Monsters Are on Maple Street”</p> <ul style="list-style-type: none"> <li>• <a href="http://www.rosewoodflorida.com/history.html">http://www.rosewoodflorida.com/history.html</a></li> </ul>	

- <http://www.reasonabledoubt.org/criminallawblog/entry/january-4-1923-white-vigilante-mob-destroys-small-black-community-rosewood-florida-today-crime-history>

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

Prior to teaching the unit	During teaching	After teaching the unit
I am always excited to introduce these suspenseful stories to the students. Most of the time, they are some of their favorites we read. I think these texts are hard enough that the students struggle with them at first, but then after we annotate and discuss, they understand what the text is conveying.	I found some text-dependent questions from Achieve the Core that I will use with this unit if time allows. These stories seem to be high interest for most of the students.	I think the students enjoyed the content of these texts. They were ready to discuss plot details and what the author was thinking when he or she created the text. I think the students learned how to identify irony and elements of foreshadowing.

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