









Teacher(s)	Dalia Angrand	Subject group and discipline	Language and literature: English		
Unit title	"The Haunted Mind"... Obsession, Anxiety, and Horror in Gothic Literature and Beyond	MYP Year	Grade 10	Unit duration	6 weeks (22 hours)

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
 Communication  Connections	 Language and literature  Context  Theme Other: Literary devices, Gothic genre	 Personal and cultural expression  <i>Exploration to Develop:</i> Artistry, craft, creation, beauty

Statement of inquiry

 We can define and create Gothic literature based on the CONNECTIONS between literary themes and devices and the anxieties, fears, and obsessions of the writer's social context.

Inquiry questions

Factual What are the common literary features and techniques used in Gothic or gothic-inspired literature throughout history?	Conceptual How does the mystery and darkness of gothic literature reflect the obsessions, fears, and dangers related to the historical and social context?	Debatable What types of stories can be considered Gothic literature?
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Objectives

- A: Analysing**
- analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
 - analyse the effects of the creator's choices on an audience
 - justify opinions and ideas, using examples, explanations and terminology
 - evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing

Summative assessment

Outline of summative assessment task(s) including assessment criteria:

Composition

December

17

Wednesday

9:00 AM

Gothic Portfolio (A, B, C, D)
Gothic Portfolio

Relationship between summative assessment task(s) and statement of inquiry:

- We will read short fiction from a variety of Gothic authors in order to define Gothic literature based on the literary themes and devices that characterize the genre.
- Afterwards, we will use those themes, stock characters, and motifs to create a Gothic-inspired short story that reflects a contemporary issue.
- We will write papers that address one of the Inquiry questions through the themes, literary elements, and literary devices of one or more gothic short stories.

- employ organizational structures that serve the context and intention
- organize opinions and ideas in a sustained, coherent and logical manner
- use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text

- 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
- make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- select relevant details and examples to develop ideas.

D: Using language

- use appropriate and varied vocabulary, sentence structures and forms of expression
- write and speak in a register and style that serve the context and intention
- use correct grammar, syntax and punctuation
- use appropriate non-verbal communication techniques.

Composition

January

23

Friday

9:00 AM

Gothic Portfolio (A, B, C, D)
Gothic Portfolio

Composition

January


23

Friday

9:00 AM

Gothic Portfolio (A, B, C, D)
Gothic Portfolio

Approaches to learning (ATL)

 **Language and literature**

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Communication

I. Communication skills

Exchanging thoughts, messages and information effectively through interaction

- Give and receive meaningful feedback
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Negotiate ideas and knowledge with peers and teachers
- Collaborate with peers and experts using a variety of digital environments and media

Reading, writing and using language to gather and communicate information

- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

Learning Experiences

Week One: What are the characteristics of Gothic literature?

Entry Event: "Button, Button" Shared Reading

- *Language & Literature*
- Track literary elements and devices that characterize gothic fiction through the text (2nd reading).

• *Language & Literature: "The Tell-tale Heart" by Edgar Allen Poe/Context: the Dark Romantic era*

• **AP Language: "The Haunted Mind" Nathaniel Hawthorne/ "The Minister's Black Veil"/the Dark Romantic era**

- Using notes for Reading Responses in Process Journal and Formative Tasks
- Daily 2 min. notes

Formative Task: Text Analysis Reading Response

Week Two: How can we use images, film clips, current definitions and fiction excerpts to come to expand the Gothic genre?

- Gallery Walk
- Imitation Exercise: How can we write in the style of a Gothic author



Social

II. Collaboration skills

Working effectively with others

- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Learning Experiences

- Features of Gothic fiction study group
- Literature Circles with Gothic short fiction
- Socratic Seminar



Self-management

III. Organization skills

Managing time and tasks effectively

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class

IV. Affective skills


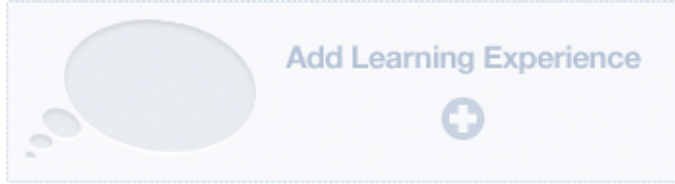
Managing state of mind

- Perseverance
 - Demonstrate persistence and perseverance
 - Practise delaying gratification
- Emotional management
 - Practise strategies to overcome impulsiveness and anger
 - Practise strategies to prevent and eliminate bullying
 - Practise strategies to reduce stress and anxiety

V. Reflection skills

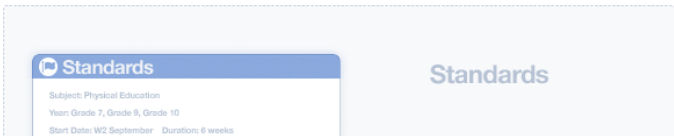
Learning Experiences

- Imitation Exercises
- Exit Slip/Process Journal reflections

	<p><i>(Re-)considering the process of learning; choosing and using ATL skills</i></p> <ul style="list-style-type: none"> • Consider content <ul style="list-style-type: none"> - What did I learn about today? - What don't I yet understand? - What questions do I have now? • Consider ATL skills development <ul style="list-style-type: none"> - What can I already do? - How can I share my skills to help peers who need more practice? - What will I work on next? • Focus on the process of creating by imitating the work of others • Consider ethical, cultural and environmental implications • Keep a journal to record reflections 	
 <p>Thinking</p>	<p>X. Transfer skills <i>Utilizing skills and knowledge in multiple contexts</i></p> <ul style="list-style-type: none"> • Combine knowledge, understanding and skills to create products or solutions • Change the context of an inquiry to gain different perspectives 	

Action: Teaching and learning through inquiry

Content	Learning process
<p>Knowledge & Skills:</p> <ul style="list-style-type: none"> • We can analyze the techniques and literary devices authors use to communicate darker or hidden human emotions of the human psyche. • We can determine the historical or societal patterns or influences that often give rise to "gothic" literature. • We can communicate our own anxieties and fears about contemporary issues by writing our own gothic narratives. 	<p>Learning Experiences</p> <ul style="list-style-type: none"> • Students will be introduced to the Inquiry Questions around defining the Gothic as well as the Summative Task: Gothic Definition Portfolio, at the beginning of the unit. • Students will practice note-taking, tracking literary themes and devices, summarizing, and reflecting with evidence in their process journals which will be assessed twice during the unit. • Most students have prior knowledge of the Gothic genre from popular culture- a few of them have read "The Raven." I surveyed them before the unit began. <p>Teaching strategies</p> <ul style="list-style-type: none"> • I will have students use their notes to write text analysis, reading responses, and imitation exercises.

	<ul style="list-style-type: none"> • I will use paired reading, small group discussion and Literature circles. • I will model note-taking skills- both from the teacher, from other students during discussion, as well as during their own independent work. 					
	<table border="1"> <tr><td>Essay</td></tr> <tr><td>January</td></tr> <tr><td>4</td></tr> <tr><td>Sunday</td></tr> <tr><td>9:00 AM</td></tr> </table> <p>Short Fiction Formative Task (A)</p> <p>What are one or more themes of “Button, Button” by Richard Matheson? Write a well-developed essay using evidence from the story. Be sure to have an Introduction, body paragraphs, and a conclusion.</p>	Essay	January	4	Sunday	9:00 AM
Essay						
January						
4						
Sunday						
9:00 AM						
	<p>Describe how you will differentiate teaching & learning for this unit?</p> <ul style="list-style-type: none"> • Literature circles will have a choice of short fiction at different levels. • Small groups will sometimes be homogeneous in order to facilitate conference lessons. • Some of the 19th century work will be presented as an adaptation for ELL students with close-reading lessons on short passages of the actual text. 					

Learner Profile

Communicators: Students will become stronger Communicators by participating in turn-and-talk with a partner as well as small group discussion during Literature Circles. They will have to delegate roles and responsibilities to have successful discussions.

Principled: Students will become more principled by practicing and mastering citation skills in their written work.



Resources

File: the_cask_of_amontillado.pdf

File: button_button_final.pdf

File: the_tell-tale_heart_0.pdf

Photos:

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

Prior to teaching the unit	During teaching	After teaching the unit
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<p>Why do we think that the unit or the selection of topics will be interesting? What do students already know, and what can they do?</p>		
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