

<b>Teacher</b>	Samuelson + Akula	<b>Unit title</b>	<i>What is a hero?</i>		
<b>Subject group and discipline</b>	Language and Literature	<b>MYP year</b>	Year 1	<b>Unit duration</b>	8 weeks

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

<b>Key concept,</b>	<b>Related concept(s)</b>	<b>Global context</b>
Creativity	Style, Self-Expression	Personal & Cultural Expression
<b>Statement of inquiry</b>		
<i>People everywhere create heroes to inspire and aspire to higher forms of behavior and self-expression.</i>		
<b>Inquiry questions</b>		
<p><b>Factual-</b> Who are some famous heroes from the past and present? What traits do heroes share? What language is used to describe heroes and superheroes? What is Joseph Campbell's theory of the hero's journey?</p> <p><b>Conceptual-</b> Why do superhero stories exist? What do everyday heroes look like in our community?</p> <p><b>Debatable-</b> Can anyone be a hero? Is it possible to fail and still be a hero?</p>		

Objectives	Summative Assessment
<p>Criterion A: Analysing</p> <ul style="list-style-type: none"> <li>i. identify and comment upon significant aspects of texts</li> <li>ii. identify and comment upon the creator’s choices</li> <li>iii. justify opinions and ideas, using examples, explanations and terminology</li> <li>iv. identify similarities and differences in features within and between texts.</li> </ul> <p>Criterion B: Organizing</p> <ul style="list-style-type: none"> <li>i. employ organizational structures that serve the context and intention</li> <li>ii. organize opinions and ideas in a logical manner</li> <li>iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ul> <p>Criterion C: Producing text</p> <ul style="list-style-type: none"> <li>i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process</li> <li>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</li> <li>iii. select relevant details and examples to support ideas.</li> </ul> <p>Criterion D: Using language</p> <ul style="list-style-type: none"> <li>i. use appropriate and varied vocabulary, sentence structures and forms of</li> </ul>	<p><b>Design-a-Superhero Advertisement + Reflection</b></p> <p>Using the Design Cycle, SW create a new superhero and design a persuasive poster. SW record a short video reflecting on the key concept, their progress as members of a collaborative group, and their final superhero design.</p> <p>Assessed Criterion: A, B</p> <p><b>Letter to a Hero</b></p> <p>SW use research on everyday heroes to explore a personal hero. SW write a letter of gratitude to a personal hero.</p> <p>Assessed Criterion: C, D</p>

<p>expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. 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>	
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<b>Approaches to learning (ATL)</b>		
<b>ATL Category and Cluster</b>	<b>Specific ATL Skill</b>	<b>Learning experiences or teaching strategies you plan to introduce, practise or consolidate the subject-specific skill</b>
Self-Management	Organization skills	<ul style="list-style-type: none"> <li>Managing the Design Journal process and mindful of formative check-in deadlines.</li> </ul>
Social	Collaboration skills	Participation in the Hero's Journey mini-project through group work for analysis of heroes. Sharing brainstorm for personal hero
Research	Information literacy skills	Accessing information on superheroes and connecting various sources of information to their own formulation of a superhero design.

<b>Content</b>	<b>Learning Experiences/Teaching Experiences</b>
<p>Students will:</p> <p>– be introduced to the hero's journey as a concept</p>	<p>Inquiry about the hero's journey in film and novels</p> <p>Personal Inventory of qualities/traits of a hero</p>

<ul style="list-style-type: none"> <li>– be introduced to the Design Journal</li> <li>– be exposed to range of Marvel and DC comics in classroom library</li> <li>– read a range of articles about heroes</li> <li>– explore the conventions of letter writing</li> <li>– consider how to use video lessons as a means of drafting and editing the hero article</li> </ul>	<ul style="list-style-type: none"> <li>Practice note taking on the hero’s journey</li> <li>Collaborate on the hero’s journey mini-project</li> <li>Practice annotating articles, letters</li> <li>Participate in socratic seminar about heroes in myths</li> <li>– Use of inquiry</li> <li>– Collaborative groupings based on student interest</li> <li>– Class and group Socratic Seminars</li> <li>– Video lessons to present and review key information</li> <li>– Google Classroom and Weebly website resources that encompasses the course outline and student blogs</li> </ul>
	<p style="text-align: center;"><b>Formative assessment</b></p>
	<ul style="list-style-type: none"> <li>Design Journal Check-Ins (one-on-one feedback with a teacher)</li> <li>Socratic Seminar on Heroes</li> <li>Newsela Article Annotations</li> <li>Hero Article Notes Check-In (one-on-one feedback with a teacher)</li> <li>Article Planning Check-In (one-on-one feedback with a teacher)</li> </ul> <p><b>Conceptual Learning Outcomes:</b></p>

	<p>SW understand the structure of the hero's journey and identify it with a myth.</p> <p>SW write a letter of gratitude including background information, and evidence to highlight heroic elements of the everyday hero.</p> <p>SW transfer their understand of superhero character traits to everyday heroes.</p>
	<p><b>Differentiation</b></p> <p><i>Research inspires and informs self-expression and creativity.</i></p> <ol style="list-style-type: none"> <li>1. The Design journal begins the bridge between superheros and everyday heroes wherein students use inquiry to identify heroic traits.</li> </ol> <p><i>Purpose and context must be considered when writing.</i></p> <ol style="list-style-type: none"> <li>2. The article allows students to use their research to consider a personal hero based on evidence of heroism.</li> </ol> <p><i>Superheroes and everyday heroes share common traits.</i></p> <ol style="list-style-type: none"> <li>3. The End of Unit Reflection links the two projects: the design journal and the hero article. Students are able to use the design elements of the course to create their own superhero and reflect on their process of research contemporary superheroes, formulating ideas for their own superhero, and producing a product.</li> </ol>
<p><b>Resources</b></p>	
<p>Step Up to Writing/ Newsela/ Noredink.com heromachine.com <a href="http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler">http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler</a>  <a href="#">character types w muppets</a> <a href="#">Hero's Journey</a> <a href="#">Moviessuperhero design</a> <a href="#">hero design</a> <a href="http://www.webenglishteacher.com/hero.html">http://www.webenglishteacher.com/hero.html</a>  <a href="#">Greek Myths</a></p>	

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

Prior to teaching the unit	During teaching	After teaching the unit
<p>I found a number of print and video resources online. Many school units I found online intended for older students, but I can adapt it for grade 6.</p> <p>How do I teach plot and conflict and types of conflict in this unit when the hero's journey is a type of plot structure? Do I wait or talk about it in the unit?</p> <p>Need a design journal from design</p> <p><i>Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions. (recognize the value of the Hero's Journey theory when you have to write a superhero story.</i></p> <p><i>In MYP language and literature, it is the process of synthesizing ideas with language that is a vehicle for creativity. <b>Using Joseph Campbell's theory (idea) to create their own back story for their superhero.</b> It is the result of interaction and reflection, whether with the self or the wider community.</i></p>	<p>I struggled to help students make the transition between traits of superheroes to recognizing those same traits in everyday heroes. For next year, I would encourage the teacher to introduce them at the same time and explore those traits concurrently, rather than one before the other.</p> <p>With regard to the Design Journal, we limited the amount of time students could spend working on the Design Journal during class. This decreased the students' level of excitement for the project and at times it seemed more of a task than a learning opportunity.</p>	<p>For next year, I recommend introducing an article about heroes sooner as part of the inquiry. Also, make more time for the Design Journal during class, but perhaps introduce it later in the course.</p> <p>Also I recommend being more explicit about the requirements for a video reflection.</p>