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| **Teacher(s)** | **Collins** | **Subject group and discipline** | **Language and Literature** | | |
| **Unit title** | **From Identity to Character: A Deep Study of Character** | **MYP year** | **1** | **Unit duration (hrs)** | **30** |

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

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Connections** | **Character**  **Setting** | **Orientation in space and time** |
| **Statement of inquiry** | | |
| By recognizing the connections between identity and community, we can better understand characters in literature over time and the pressures acting on them in various spaces (both physical and psychological). | | |
| **Inquiry questions** | | |
| Factual**— What are character traits and how do we identify them? What is the difference between a dynamic character and a static character? How about a round character and a flat character?**  Conceptual**— How do characters change over time? How are characters traits and character emotions different? Are some character traits more important than others? Why?**  Debatable**— Should geographers have a role in how a community is developed/changed over time? Who should have the power to create and advocate for change in our communities? Why?** | | |
| **ATL Skills:** In order for students to communicate information and ideas using an appropriate style for the audience and purpose, students must use a variety of media to communicate with range of audiences.  In order for students to synthesize information to make valid arguments, students must gather and organize relevant information to formulate an argument | | |