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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**— Do protagonists, or main characters, have character traits that are less likeable? Do we hold bias to main characters?** | | |
| **ATL Skills:** | | |