|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher(s)** | **Collins** | **Subject group and discipline** | **Language and Literature** | | |
| **Unit title** | **Poetry for the People** | **MYP year** | **1** | **Unit duration (hrs)** | **25** |

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

|  |  |  |
| --- | --- | --- |
| **Key concept** | **Related concept(s)** | **Global context** |
| **Creativity** | **Style**  **Structure** | **Personal & Cultural Expression** |
| **Statement of inquiry** | | |
| Poets use style and structure as a way to share their feelings and thinking [personal expression] in creative, expressive ways that reveal who they are and where they come from [personal and cultural expression]. | | |
| **Inquiry questions** | | |
| Factual**— What is a poetic device? What are poetic devices used by poets? What are poetic structures used by poets?**  Conceptual**— Why do poets and artists create strict structures? What can poetry do for us?**  Debatable**— Does structure enhance or hinder creativity? What makes a ‘good poem’?** | | |
| **ATL Skills:** In order for students to create original words and ideas, students must focus on the process of creating by imitating the words of others.  In order for students to use and interpret a range of discipline-specific terms and symbols, students must write for different purposes. | | |