



U1 - Cross-Genre Novel: Magical Realism and Horror

Subject focus: English

Grades: MYP Year 5

Proposed duration: 6 Weeks

Key concept

Language and literature Key concepts:

Perspective

Related concept(s)

Genre, Style

Global context

Fairness and development

- Inequality, difference and inclusion

Statement of inquiry

Through choices of style and genre, authors are able to present situations of inequality in a real yet magical form.

Inquiry questions

Factual questions

- What is Magical Realism as a literary genre?
- What are characteristics of horror literature?
- What was the social structure in France during the 18th century?

Conceptual questions

- How is the setting created in a cross-genre literary text?
- In what way does the point of view of a text affect the reader?

Debatable questions

- What is the role of literature in affecting social change?

Learner profile attributes

- SOLIDARIOS / CARING

MYP Objectives

Year 5 Objectives

- Objective A: Analysing
 - analyse the content, context, language, structure, technique and style of text(s) and the relationship 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.
- Objective B: Organizing
 - 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.
- Objective D: Using language
 - use appropriate and varied vocabulary, sentence structures and forms of expression
 - use appropriate non-verbal communication techniques.

Approaches to learning (ATL)

Communication

Communication skills

- Exchanging thoughts, messages and information effectively through interaction

- Use intercultural understanding to interpret communication
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Reading, writing and using language to gather and communicate information
 - Read critically and for comprehension
 - Make inferences and draw conclusions
 - Use and interpret a range of discipline-specific terms and symbols
 - Paraphrase accurately and concisely
 - Take effective notes in class
 - 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

Social

Collaboration skills

- Working effectively with others
 - Practise empathy
 - Take responsibility for one's own actions
 - Make fair and equitable decisions
 - Listen actively to other perspectives and ideas
 - Advocate for one's own rights and needs

Self-management

Organization skills

- Managing time and tasks effectively
 - Create plans to prepare for summative assessments (examinations and performances)
 - Set goals that are challenging and realistic
 - Bring necessary equipment and supplies to class
 - Understand and use sensory learning preferences (learning styles)

Affective skills

- Mindfulness awareness
 - Practise strategies to overcome distractions
 - Practise being aware of body–mind connections
- Perseverance
 - Practise delaying gratification
- Emotional management
 - Practise strategies to prevent and eliminate bullying
- Self-motivation
 - Practise analysing and attributing causes for failure
- Resilience
 - Practise dealing with disappointment and unmet expectations
 - Practise dealing with change

Reflection skills

- (Re)considering the process of learning; choosing and using ATL skills
 - Demonstrate flexibility in the selection and use of learning strategies
 - Consider ATL skills development
 - Consider personal learning strategies
 - Focus on the process of creating by imitating the work of others
 - Consider ethical, cultural and environmental implications

Research

Information literacy skills

- Finding, interpreting, judging and creating information

- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Use critical-literacy skills to analyse and interpret media communications
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Identify primary and secondary sources

Media literacy skills

- Interacting with media to use and create ideas and information
 - Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
 - Demonstrate awareness of media interpretations of events and ideas (including digital social media)
 - Understand the impact of media representations and modes of presentation

Thinking

Critical-thinking skills

- Analysing and evaluating issues and ideas
 - Recognize unstated assumptions and bias
 - Draw reasonable conclusions and generalizations
 - Develop contrary or opposing arguments
 - Identify obstacles and challenges

Creative-thinking skills

- Generating novel ideas and considering new perspectives
 - Make guesses, ask “what if” questions and generate testable hypotheses
 - Create original works and ideas; use existing works and ideas in new ways

Transfer skills

- Using skills and knowledge in multiple contexts
 - Apply skills and knowledge in unfamiliar situations
 - Compare conceptual understanding across multiple subject groups and disciplines
 - Combine knowledge, understanding and skills to create products or solutions

Service Learning

Consider the ethical implications of your actions

Summative assessment

Students will analyze a portion of descriptive language from the novel *Perfume* and will use that analysis to create a sensory box based on that same description.

This product will be presented along with a justification.

Content

Literary language, rhetorical figures, special focus on imagery.

Genres in literature, special focus on characteristics of Horror, Historical and Magical Realism literature.

18th century French society and how it is depicted in literature and art.

The role of Literature and art in social change.

Differentiation

Activities done during class time and for homework will be presented in multi-level form for students to have the opportunity to reach top band of assessment, regardless of their need for adaptations.

Activities are planned to allow different learning styles and needs.

Learning experiences

Week 4- 20-24 Sept -Figurative Language (cont.) and Magical Realism and Horror Genre

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Week 4 - 20th- 24th September - Figurative Language (cont.) and introduction to Magical Realism and Horror Genre

Week 4 - Topic one - Figurative Language Cont.

Lesson Objective - Students will review the types of figurative Language used in literature.

Engage - Students will be presented with a list of phrases or sentences and they will try to identify what type of figurative language it is. They will write their answers on a piece of paper and once we go over all of them, we will check the answers as a class.

Study - Teacher will present the types of figurative language and when/how they can be used. This is a review so most of the students should be able to identify them.

Activate-

- Students will participate in a Kahoot where their knowledge of figurative language will be tested.
- Students will examples of all types of figurative Language in pairs, and add them to a poster. Activity will be evaluated in Google classroom.

Attached resources -

- Presentation
- Kahoot
- Activity in Google classroom - instructions for poster.

Week 4 - Topic two - Introduction to Magical Realism and Horror Genre and the book

° Lesson Objective - Students will understand what Magical realism and horror is and how it is presented in the book. The students will also learn about Perfume and the author's information.

°Engage - Students will discuss what they already know about Magical realism and horror literature and try to give examples. They will also do a quick search on the author's biography to have a clear idea of her writing style and genre.

°Study - Students will be presented with the Magical realism and horror genre and how we can identify it from other genres. The students do further research on the author and answer some basic questions. We will discuss as a class the author and what we expect from this book.

°Activate- Students will answer some questions related to the author and to the book.

°Attach all resources -

- Presentation on Magical realism and horror genre
- Questions on the book and the author

Week 3 - 13-17 Sept. Outlines and Figurative Language review

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Week 3 - 13th- 17th September - Outlines and Figurative Language review

Week 3 - Topic one

Students will complete their outline activity from last week.

Week 3- Topic two

Lesson Objective - Students will review the types of figurative Language used in literature.

Engage - Students will be presented with a list of phrases or sentences and they will try to identify what type of figurative language it is. They will write their answers on a piece of paper and once we go over all of them, we will check the answers as a class.

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Attached resources -

- Presentation
- Kahoot
- Activity in Google classroom - instructions for poster.

Week 3. Sept 13-17 (MLA Cont.)

Valentina Del Pino

Students will continue to write their essay.

They will be assessed by an MLA checklist by either peer review or as a class. Depending on how long it will take them to finish their essay.

Week 2. Sept 6-10

Valentina Del Pino

Objective: Determine and Review MLA Format

Engage: Refresher with Kahoot Trivia of MLA Format.

Study: Students will write an essay picking their own topic making sure they apply the MLA rules

Activate: MLA rules checklist.

Week 1: 1002 (V)- Aug. 30th- Sept 10th

Valentina Del Pino

Week 1 and 2

30th August – 10th September

Welcome back to school!!!!

These two weeks we will cover 3 topics:

Topic 1 - Welcome Back & Get to Know You

-Self Portrait Activity with Fun Facts

- Go over the Syllabus , Class rules, materials needed, book for this Unit.
- Presentation by the teacher
- "Would You Rather" Activity by sitting or standing up

Group activity

- Students will create a list of questions to use in a short interview.

Students after coming up with one, they get more questions by the teacher - Attached to this.

- Students will create a profile for the classmate they have interviewed. They will decide the information to present about their classmate.
- Student will have access to a link on jamboard where they will create the profiles and will use it to present to the class what they have learnt about the other person.

Topic 2 - Using a DIGITAL NOTEBOOK as a requirement.

- Intro to our class on Google classroom
- How to create a notebook
- What they will be adding and what they will be required to do.

Topic 3. Essay, Paragraph Structure, & MLA citations

- Introduction/review of what is MLA and why we need to cite our sources.
- Students will be given a presentation. - They need to take notes for their digital Notebook
- Students will identify the different publications we will be using in class for which they will need to learn how to cite them.
- MLA citation activity on Perdue Owl Website

<https://owl.excelsior.edu/citation-and-documentation/mla-style/mla-activity/>

- Student will be given a list of resources to access at all times for future reference.

Student will Learn/Review paragraph and essay structure. This will be a short review but will get into more detail in week three and week 8 of the unit.

Student will learn terms such as, Introduction, thesis statement, supporting sentence, conclusion.

- Students will be given **presentation** on each of the elements of the paragraph.
- What is a thesis statement and how this can be very helpful to grab the reader?
- Why is the important to organize ideas in our essays?
- How many types of essays are there?
- How many types of essay will we write in this unit?

Week 2 - 6th Sept - MLA citations, Format and Paragraph Structure

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Week 2 - 6th Sept - MLA citations, Format and Paragraph Structure

Lesson Objective - Students will identify the elements of MLA in/text citations, essay format and the elements of the paragraph.

Engage -

- Students will be asked what they learnt last week on MLA and the importance of citing sources correctly. They will be given the elements of a paragraph and organize them into the right order.

Study -

- Students will continue with the activity from last week on MLA be presented with all of the elements of a citation. They will also compare the different citations for different types of publications.
- Students will review their own answers to the citation activity from last week with the teacher, and correct their own mistakes during class.
- Students will review what are the different areas in an essay and it's specific format according to MLA as well as the basic elements of an essay using an outline. Students will review terms such as, Introduction, thesis statement, supporting sentence, conclusion.

Activate

1. They will be able to identify the elements used in MLA format and how to write in/text citations.
2. They will work on an outline for an essay choosing any topic, using the terms Introduction, thesis statement, supporting sentence, conclusion. This activity will be evaluated on google classroom at the end of the week.

Attach all resources

- Presentation on essay format and elements
- Essay outlines
- Activity from last week on in-text citations to review.

Week two / Topic 2 - Writing Process and outlines

Lesson Objective - Students will identify their own writing process, how to select a topic for an essay and how to create an outline - brainstorming - topic selection - outline - questions - Thesis statement.

Engage - Students get asked how they select their topics for essays, what type of brainstorming they currently do, and analyze as a class what they need to do for their creative writing.

Study - Teacher presents what the elements of an outline are and how we can get there. They will also discuss as a class what is the importance of finding their individual processes.

Activate -

- Students get to pick any topic to develop in their brainstorm.
- They develop their ideas and organize them by creating an outline with the example given.
- Students write sentences on the outline and submit it to the teacher through google classroom.

Attach all resources

- Presentation on Essay Writing and structure
- Hand out on outline format

Week 1: 1001/1003 30th Aug- 13rd Sept - Welcome back!

Gabriela Pauls

Week 1 and 2

30th August – 10th September

Welcome back to school!!!

This two weeks will work as an introduction and review of a few different topics. Each topic will have an activity as a review.

Topic 1 - Meet and greet

Introduction to English Literature class

- Go over the Syllabus (which will be attached to this unit closer to start date)
- Class rules, materials needed, book for this Unit.

Presentation by the teacher

Group activity

- Students will create a list of questions to use in a short interview.

Students after coming up with one, they get more questions by the teacher - Attached to this.

- Students will create a profile for the classmate they have interviewed. They will decide the information to present about their classmate.

- Student will have access to a link on jamboard where they will create the profiles and will use it to present to the class what they have learnt about the other person.

Topic 2 - Using a DIGITAL NOTEBOOK as a requirement.

- Intro to our class on Google classroom
- How to create a notebook
- What they will be adding and what they will be required to do.

Topic MLA

Lesson Objective -

Students will identify the elements of MLA in/text citations, as well as the format that MLA requires for Essays and Works/cited page.

Engage -

Students will be asked what they already know of MLA and if they have used it in the past. They will be presented with be given a

Study -

Students will be given a presentation on the basics of MLA uses and formatting. They will be activated during the presentation to participate and contribute their current knowledge in the subject.

Activate-

By the end of the week, students will be able to answer the Kahoot activity and the practice activity given with more accuracy. They will be able to identify the elements used in MLA format and how to write in/text citations.

Attached resources

Presentation on MLA citations

Presentation on MLA format

Resources used are in presentation 1/ citations

Pdf activity with answer key

Important - All activities and resources are available to students in Google classroom on MLA Topic.

Week 3: 13 to 24 September Perfume: The Story of a Murderer—Journals

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1. Character Journal (individual/class discussion): Trace Jean-Baptiste Grenouille throughout the novel. Find **five** quotes that reveal his character. Your commentary should consist of 6-8 sentences, explaining the character trait revealed in the text evidence and analyzing the character's personality, behavior, motivation, and/or relationship dynamic with the other characters in the novel.
2. Literary Response (group/presentation): Trace the **assigned** literary device throughout the novel. Find **five** examples of the device and write a 6-8 sentence paragraph, explaining the purpose of the device. Groups will present their analysis to the class. All students are expected to take notes on the other devices. (CIRCLE ONE)

setting

theme

imagery

contrast

metaphor/simile

personification

irony

symbol

3. Color-Marking Response (individual/class discussion): Use the journal guidelines to color-mark the **assigned** passage from the novel. (CIRCLE ONE)
4. Literary Response (individual/small group discussion): Trace the **assigned** motif throughout the novel. Does the motif take on significance as it progresses? How does the motif underscore a particular theme? Students will discuss each motif in a small group setting, taking notes over the information presented in the discussion. (CIRCLE ONE)

scent

insects/animals

perfection/flaws

man's inhumanity

Assessments

Socratic Seminar - Perfume: The Story of a Murderer

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For the Socratic Seminar, you must write **two level two** questions and **one level three** question. Bring your handwritten questions on _____ for the Socratic Seminar.

To Form Level Two Questions:

§ Find a fact on the page.

§ Draw an inference or conclusion from that fact.

§ Ask a question whose answer is that inference or conclusion.

§ Example: There is a passage on page 102 of *Love in the Time of Cholera* when Fermina has just returned with her father, and Florentino sees her for the first time in the market. When he approaches her to reignite their passion, Fermina's response is "what is between us is nothing more than an illusion," From this detail, I might write one of the following questions:

- o After her return from the extended leave with her father, why does Fermina Daza now believe that her relationship with Florentino was only an illusion? What does this reveal about her character?
- o After Fermina spurns Florentino in the market place, what does his reaction tell the reader about his character?

To Form Level Three Questions:

§ Find major societal issues that are brought up in the passage.

§ Relate the issues to situations and people OUTSIDE the passage.

§ Example: List the societal issues presented in the work, such as love, death, aging, infidelity, etc. Think about how these ideas are more universal and can be applied to our time. Then write a question that provokes thought. An example for *Love in the Time of Cholera* might be as follows:

o The way a society treats its aging population speaks volumes about the morals of the time period. How do we treat our aging population today? Is it similar or different to the way it is viewed in the novel?

Rubric for Discussion Grade:

Ø 3 written questions (correct number/quality of effort) _____(20)

Ø Effective questioning during discussion _____(20)

Ø Effective answers to questions (at least two) _____(20)

Ø Quality and logic of answers _____(20)

Ø Support answers with evidence from the text _____(10)

Ø Conduct (proper discussion, attentiveness) _____(10)

TOTAL _____(100)

Sensory box

Gabriela Pauls

- Subject group criteria based rubric

Students will do a literary analysis of a portion of no more than 40 lines of descriptive text from the novel *Perfume* by Patrick Süskind and from that analysis, students will create a sensory box where people can experience the same type of sensations that were identified in the imageries of the novel.

Goal: Demonstrate understanding of the purpose and effect of imagery and descriptive language in the reader of fiction literature.

Role: Student is a contemporary artist that is translating text into sensorial experiences.

Audience: people that attend the sensorial gallery.

Situation: Artists have read the novel *Perfume* and decide on translating the written literary language into real sensorial experiences. To do this, they need to choose a portion of descriptive text (no more than 40 lines) and analyse it to ensure they understand the sensorial information contained there; then, based on the analysis, the artists will create a sensory box that will translate the text into experiences of the audience.

Product: a sensory box that will translate the text into experiences of the audience.

Resources


Attachments

 [Literacy Genres](#)

 [Literacy Genres](#)

 [edgar_allan_poe_storyteller](#)


 [figurativelanguage_press](#)

 [Introduction to Perfume](#)


 [InteractiveEditingChecklist-1](#)

 [Citations in MLA Format](#)

 [Essay and Paragraph Structure](#)


 [Silva_Practicing-In-Text-Citations-Handout_10-8 \(1\)](#)


 [basic_essay_structure](#)


 [Silva_Practicing-In-Text-Citations-Answer-Key_10-8](#)

 [essay-format-template](#)

 [MLA Activity - Excelsior College OWL](#)

 [Syllabus 10th grade -U1](#)

 [L&L First two weeks](#)

 [Perfume by Patrick Suskind - Reading Guide_ 9780375725845 - PenguinRandomHouse.com_ Books](#)