

Dar es Salaam International Academy
MYP interdisciplinary unit planner

Subject & grade level	Humanities: Grade 8
Teachers	Jody Rutherford
Unit title	Material World
Time frame & duration	Term 1: 4 weeks

Stage 1: Integrate significant concept, area of interaction & unit question

Area of interaction focus Which area of interaction will be our focus? Why have we chosen this?	Significant concept(s) What are the big ideas? What do we want our students to retain for years into the future?
<p>Human Ingenuity 1b, c, e; 2a:</p> <p>awareness and understanding of:</p> <ul style="list-style-type: none"> - a range of systems, solutions and products - the processes involved in innovation, creation, development and change - the individual desire to create, develop or change things <p>reflection on:</p> <ul style="list-style-type: none"> - the impact of innovation and creation on individuals, communities, societies and the world <p>Why do humans create, develop or change products or solutions?</p> <p>What impact have creations had on individuals, society and the world?</p> <p>Students will think about the ways in which humans create and preserve things and how they assign meaning to objects. They will discuss the man-made system of objects and how humans function within that system. They will look at culture, history and tradition as man-made commodities and consider the consequential implications.</p>	<p>Society and the object have an interactive relationship.</p>

MYP unit question
How do I interact with things around me?

Assessment

What task(s) will allow students the opportunity to respond to the unit question?

What will constitute acceptable evidence of understanding? How will students show what they have understood?

Students will have the opportunity to pursue their own research topics. They will select a broad yet specific topic and present to the class an object, series of objects, or type of object(s) relating to Africa. Their project will answer three abstract, open-ended questions, formulated by the student him/herself. The questions should aim to have the student think about his/her research project in a creative, "outside-the-box" manner. The class will have two weeks to work on this project. Pre-deadlines will be assigned for presenting and discussing research done by each student, and the class will be encouraged to collaborate and share information. The presentation will be up to the student to organize. They can choose a medium they feel would be creative and best showcase their research. A written report will be handed in.

Task: Choose an object/thing, or group of object/things to be the topic of a research project. Define your theme. Reflecting on concepts and ideas presented during this unit, formulate three questions the thing(s) raise related to material culture. Use your research project to answer these questions. You must touch on at least three different concepts regarding things and their varied significance (ex. nostalgia, commodity, the collection, the antique, identity, memory, and other messages that objects can send). Remember to think about the unit question (How do we give meaning to objects and how can things help us understand culture, history and tradition?), and the Area of Interaction (Human Ingenuity) when you are formulating your own questions and ideas.

The research project will be independent, but we will discuss ideas and progress together as a group. These discussions will help you and your classmates brainstorm ideas and questions related to your topic.

The final product will be presented to the class in any appropriate form. You may choose to create a poster, slideshow, movie or something else in order to present your ideas. The presentation should be about 5-7 minutes long. After your presentation you will hand in a written report of your research project. You may be creative in the way you wish to document your work (blurb.com for ideas!).

Objectives

Which specific MYP objectives will be addressed during this unit?

Evaluation

Which MYP assessment criteria will be used?

Knowledge; D- Organization and Presentation; B- Concepts: Systems; C- Skills: Analytical Skills, Investigative Skills

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content

What knowledge and/or skills (from the course overview) are going to be used to enable the student to respond to the unit question?

What (if any) state, provincial, district, or local standards/skills are to be addressed? How can they be unpacked to develop the significant concept(s) for stage 1?

- Nostalgia, Symbolism (status symbols), Mood & Aura; Up
- Cultural Objects; how can objects help us understand history?

Questions to Ask

1. What is it?
2. Where is it now and how did it get there?
3. What is its date?
4. What was the object's function? Was it unique?
5. Who made, owned, or used the object?

- Systems of Objects (Beaudrillard, \$, consumerism)
- Museums and History Through Objects (curation, e-museums, digital museums)

Material culture =

“Material objects” include items with physical substance. They are primarily shaped or produced by human action, though objects created by nature can also play an important role in the history of human societies.” - Daniel Waught, University of Washington

Thinking; Generating Ideas: Students will learn how to define, understand and approach culture in abstract ways. They will see objects and knick- knacks as bearing meaning, and understand their own relationship with things. Students should learn to find or observe the secondary functions things can serve in addition to their primary or practical roles.

Collaboration- Discussion and Creative Thinking: Students will be encouraged to look at many different objects in different contexts and try to understand the functions that that object serves. They will be taught to distinguish between primary and secondary functions, and helped to see how they contribute to assigning meaning to the objects around them. They will see how their classmates view objects differently from them, and begin to develop a sense of cultural differentiation. They will observe how humans create culture, represent history, and preserve tradition using physical things and objects.

Reflection: Students will reflect on concepts such as time, space and subjectivity. They will think about nostalgia and ceremony as different ways of remembering. They will then begin to identify the objects which support or promulgate these ideas. They will discuss how objects here are different from or similar to objects in the West and Far East.

Analysis: Students will think and look at how objects function commercially and how systems are put in place to regulate and control the distribution and value of different things in different places.

Independent research and brainstorming: Students will have the opportunity to think independently and present unique and individual ideas to one another. They will have class-time to formulate ideas and receive feedback.

Approaches to learning

How will this unit contribute to the overall development of subject-specific and general approaches to learning skills?

Transfer: 7abi, ii, iii

LP: Open-minded

Learning experiences

How will students know what is expected of them? Will they see examples, rubrics, templates?
 How will students acquire the knowledge and practise the skills required? How will they practise applying these?
 Do the students have enough prior knowledge? How will we know?

Teaching strategies

How will we use formative assessment to give students feedback during the unit?
 What different teaching methodologies will we employ?
 How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?

<p>Prior knowledge will be determined by:</p> <ul style="list-style-type: none"> - aligning content with material from the previous year (consideration of Art curriculum, history knowledge, Pop Culture) - introducing terminology for Unit at the beginning - discussion <p>To develop skills and gain knowledge students will...</p> <ul style="list-style-type: none"> - research and investigate - use different media to fully explore relevant concepts and issues - work in groups and individually in order to stimulate idea-sharing and a personal learning experience - read and discuss - watch a video (UP) and write a response to practice reflection skills; together create an essay-skeleton using the information - browse virtual libraries and digital museums to get a fresh perspective on the topic <p>For the assessment task students will...</p> <ul style="list-style-type: none"> - see completed tasks from the previous year - be guided through the research and analysis process, and given ample opportunity to practice thinking critically and creatively before their summative task is assigned - have access to various resources and will be encouraged to ask questions and engage in discussion - submit a plan for review by teacher(s) - pursue their own research topic to ensure personal engagement - receive a task-specific rubric - be given class-time to develop their responses - engage in round-table discussion to brainstorm collaboratively and observe the organic development of personal research projects 	<p>Differentiated and constructive learning:</p> <p>The students will benefit from a variety of teaching methods and different forms of media research: Round Table: idea sharing and group presentations (interpersonal), and personal research, formulating questions (intrapersonal). We will use visual and video (virtual museums, UP movie) to help students reflect on meaning attached to objects in different contexts (visual), create and present built objects (physical, constructive, visual) etc.</p> <p>ELL: Vocabulary will be submitted to Chloe at the beginning of the unit for review with ELL students. Students will have sufficient time to develop their understand and skills. Most resources will be visual or auditory, so ELL students will be able to practice language skills in a variety of ways. They will work with Chloe to simplify the task sheet where necessary.</p> <p>FORMATIVE TASKS:</p> <p>The formative assessments will be structured so as to encourage students to formulate questions and ideas that will contribute to their summative task, and ideally, provide the foundation for their research.</p> <p>Movie Response: Students will be shown the movie "Up" in class- write a reflection on how objects were presented digitally and abstractly in the film; identify the main themes of the movie and demonstrate how things and objects were used to represent these themes; create essay skeleton.</p> <p>Picture Album: create picture album representing important moments, people, places etc. (the meaning of photographs, nostalgia, symbolism)</p> <p>Book Reflection: choose a book from the library and write a reflection on how the book features objects; describe the things presented in the book and analyse why they have been recorded in such a way; formulate three questions that the book inspires regarding things and objects</p> <p>(SEE LESSON PLANNING DOCUMENT FOR MORE DETAILS)</p>
<p>Resources</p> <p>What resources are available to us? How will our classroom environment, local environment and/or the community be used to facilitate students' experiences during the unit?</p> <p>Various media will be used to develop the unit material. Books, magazines, newspapers, the internet, a movie, pictures, objects of ever sort and museum artefacts will all be incorporated into the unit. This means that students will use virtually every environment at their disposal to develop themes and ideas. Things they find at home, in the virtual world, in the classroom and in their community will all be important contributions to their research.</p> <p>"A History of the World". [Online] Available http://www.bbc.co.uk/ahistoryoftheworld/> July 01 2010. Waught, Daniel. "Material Culture, Objects." [Online]. Available <http://chnm.gmu.edu/worldhistorysources/unpacking/objectsmain.html> September 01, 2010.</p>	

Ongoing reflections and evaluation

In keeping an ongoing record, consider the following questions. There are further stimulus questions at the end of the “Planning for teaching and learning” section of *MYP: From principles into practice*.

Students and teachers

What did we find compelling? Were our disciplinary knowledge/skills challenged in any way?

What inquiries arose during the learning? What, if any, extension activities arose?

How did we reflect—both on the unit and on our own learning?

Which attributes of the learner profile were encouraged through this unit? What opportunities were there for student-initiated action?

Possible connections

How successful was the collaboration with other teachers within my subject group and from other subject groups?

What interdisciplinary understandings were or could be forged through collaboration with other subjects?

Assessment

Were students able to demonstrate their learning?

How did the assessment tasks allow students to demonstrate the learning objectives identified for this unit? How did I make sure students were invited to achieve at all levels of the criteria descriptors?

Are we prepared for the next stage?

Data collection

How did we decide on the data to collect? Was it useful?

Student and Teachers

- changed concept to make it more definitive and in line with a clearer understanding of concepts
- nostalgia seemed to really hit home with the students; they identified with the material once they had been encouraged to reflect on nostalgic objects they themselves possessed; this helped them identify with the phenomena discussed
- we ran in to trouble when we tried to write an essay based on the movie; students seemed confused and wrote very poor essays; after spending time reviewing and writing the themes together, many essays still missed the mark; we will try to avoid such a problem next year by creating an essay skeleton together as a class activity
- we reflected in writing and verbally during round-table discussions
- LP: Open-minded; I tried to get student thinking outside the box as much as possible, exploring new meanings and questioning simple things (such as how a clock makes time an object and slices it up like a pie!)

Possible Connections

- Art?
- Lang A
- Tech? Creating objects, digitizing concepts...

Assessment

- student struggled with the abstractness of the task; although the round-table discussions were quite effective
- need to change the task to be more direct, and not expect them to make such conceptual conclusions

Data Collection

- we collected data relating to all sorts of objects; this helped give a general understanding of the concepts without anchoring them to one or two ideas