

# IB Lit HL DP unit planner 1

<b>Teacher(s)</b>	Marly Hittetpole Jeannie Goodwin	<b>Subject group and course</b>	Language A HL English Literature		
<b>Course part and topic</b>		<b>SL or HL/Year 1 or 2</b>	HL Y2	<b>Dates</b>	Nov.
<b>Unit description and texts</b>		<b>DP assessment(s) for unit</b>			
Study of the poetry of Ocean Vuong		Individual Oral, Paper 1 Practice and Paper 2			

## ***INQUIRY: establishing the purpose of the unit***

### **Transfer goals**

*List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer” or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.*

1. Close reading and analysis of the features of a poem (Intertextuality)
2. Connecting an author’s individual poems to their body of work by recognizing signature moves and themes (Readers/Writers/Texts)
3. Demonstrating an understanding of how a writer’s stylistic choices work to shape meaning and themes in a work (Readers/Writers/Texts and Time/Space)

## ***ACTION: teaching and learning through inquiry***

<b>Content/skills/concepts—essential understandings</b>	<b>Learning process</b>  <i>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</i>
<p><u>Students will know the following content:</u></p> <p>The conventions of poetry as they relate to form, structure, rhythm, rhyme, sound, speaker, and other devices</p> <p>The ‘signature moves’ belonging to Ocean Vuong</p> <p>The authorial exigence of Ocean Vuong</p> <p>Fall of Saigon/other relevant information about the Vietnam War</p> <p><u>Students will develop the following skills:</u></p> <p>The ability to discern nuance and articulate nuanced understandings of a poet’s language/word choices</p> <p>The ability to make inferences about authorial choices that work to develop ‘big’ or ‘rich’ ideas (<u>Inquirers</u>)</p> <p>The ability to connect the poet’s use of allusion to the development of theme</p> <p>The ability to present a well-developed literary argument based on a close reading of a poem, in both oral and written formats</p>	<p>Learning experiences and strategies/planning for self-supporting learning:</p> <p>Lecture</p> <p>Socratic seminar</p> <p>Small group/pair work</p> <p>Powerpoint lecture/notes</p> <p>Individual presentations</p> <p>Group presentations</p> <p>Student lecture/leading</p> <p>Interdisciplinary learning</p> <p>Decoding allusions/ discovering intertextuality</p> <p>Literary Theory/ Power Dynamics</p> <p>(<u>Communicators, Risk-Takers, Knowledgeable</u>)</p> <p><b>Formative assessment:</b></p> <p><b>Discussion, annotations, reflective writings and journaling</b></p> <p>(<u>Reflective</u>)</p>

**Summative assessment:**

**Paper 1 Timed Write practices**

**Compare and Contrast Paper**

Students will grasp the following concepts:

That a poet's language and structure choices directly impact meaning

Differentiation:

Affirm identity—build self-esteem

(Open-Minded)

Value prior knowledge

Scaffold learning

Extend learning

Details: Ocean Vuong identifies as a queer Vietnamese-American immigrant. These identities inform his poetry. He is young. Students tend to identify with various aspects of his life and work. Scaffolded learning applies to helping students access the rich allusions (political, historical, and other) in his work.

**Approaches to learning (ATL)**

*Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see [the guide](#).*

**Thinking** Students will use annotation strategies to make thinking visible; reflecting in the IB Learner Portfolio; created a reflective and creative response to the poet's statement, "How else do we return to ourselves but to fold/The page so it points to the good part"

**Social** Students will employ self management skills when confronting some of the more sensitive and salient concerns and themes expressed in Vuong's BOW

**Communication** Students will collaborate on poem analysis and produce presentations

**Self-management** Student write in response to the poem, "Someday I'll Love Ocean Vuong" in the sense of "What does it mean to love oneself? What does it mean to say someday?"

**Research** Students will conduct short research tasks to discover the source materials of Vuong's allusions

### **Language and learning**

*Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see [the guide](#).*

### **TOK connections**

*Check the boxes for any explicit TOK connections made during the unit*

### **CAS connections**

*Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.*

Activating background knowledge  
Scaffolding for new learning  
Acquisition of new learning through practice

Core theme (politics)  
Optional themes Language as a Way of Knowing  
Areas of knowledge

Creativity - writing biographical poems  
Activity  
Service

### **Resources**

*List and attach (if applicable) any resources used in this unit*

[Fall of Saigon Footage](#)

[Night Sky With Exit Wounds Ocean Vuong Interview](#)

[Ocean Vuong Slides](#)

Rothko Painting “Untitled Blue, Green and Brown”

White Christmas [article](#) and song

### ***Stage 3: Reflection—considering the planning, process and impact of the inquiry***

<b>What worked well</b> <i>List the portions of the unit (content, assessment, planning) that were successful</i>	<b>What didn't work well</b> <i>List the portions of the unit (content, assessment, planning) that were not as successful as hoped</i>	<b>Notes/changes/suggestions:</b> <i>List any notes, suggestions, or considerations for the future teaching of this unit</i>
<p><b>Students responded well to the poet and his works, with several choosing to return to the unit for IO's and Paper 2 review. They related to many of the questions Vuong poses about American identity and family heritage.</b></p> <p><b>Students practiced writing guiding questions and contextualizing their analysis within his body of work which helped them to synthesize their learning.</b></p>	<p>Students were a little disorganized in their portfolio work because the unit started at the end of Junior year and resumed in fall of Senior year.</p> <p>Some students struggled with the complexity and abstractions present in the tougher poems, but it was a productive struggle. (<u>Thinkers</u>)</p> <p>We taught so many of the the “best” poems for our students; finding an unfamiliar work of Vuong's for use on the unit test was tough.</p>	<p>Strategizing about how to review/resume Vuong after a break would help us to bridge the gap in time.</p> <p>Reserving a poem for treatment in the final assessment would be great.</p>