

MYP by Concept  
**4 & 5**



# English

Language acquisition

CAPABLE–PROFICIENT/  
PHASES 3–6

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## 1

# Where do I belong?

- A person's **cultural identity** and **sense of belonging** may derive from **connections** to family, language **context**, ethnicity and social backgrounds.

## CONSIDER THESE QUESTIONS:

**Factual:** What is identity? What does 'belonging' mean?

**Conceptual:** Where do I belong? What is the relationship between identity and belonging? What does it mean to belong? How do we become who we are? What makes us unique?

**Debatable:** Can people change?

Now **share and compare** your thoughts and ideas with your partner, or with the whole class.



- What does 'belonging' mean?

## ○ IN THIS CHAPTER WE WILL ...

- **Find out** which meaningful elements of our identity we take with us wherever we go.
- **Explore:**
  - how we make our identities
  - ways to express belonging.
- **Take action** by raising awareness and understanding of impressions and perceptions which can lead to bias in our communities.

Who am I?

What does it mean to belong?

Why do we need to belong?

## ■ These Approaches to Learning (ATL) skills will be useful ...

- Communication skills
- Collaboration skills
- Organization skills
- Reflection skills
- Information literacy skills
- Media literacy skills
- Critical-thinking skills
- Creative-thinking skills
- Transfer skills

## ● We will reflect on this learner profile attribute ...

- Thinkers – exercise initiative in applying thinking skills critically and creatively to recognize and approach complex issues, and make reasoned, ethical decisions; to consider how belonging relates to location and the impact on local and global communities.

## ◆ Assessment opportunities in this chapter:

- ◆ **Criterion A:** Listening
- ◆ **Criterion B:** Reading
- ◆ **Criterion C:** Speaking
- ◆ **Criterion D:** Writing

## KEY WORDS

belonging	immigration
characteristics	migrant
community	migration
culture	multicultural
ethnic diversity	roots
global dimension	traditional
identity	tolerant
immigrant	

Have you ever asked yourself the **questions** above? Why? When? One of the most important parts of being human is discovering and expressing who we are.

Your identity cannot be defined by one characteristic. Our identities are a complex mixture of our language, gender, age, religion, community, personal history, hobbies and more. As we are defined by so many varied and overlapping features, it is sometimes difficult to discuss who we are in a few words and with complete certainty. You are the only person who can truly define who you are.

In this chapter, we will focus on how we understand identities, personal relationships and the impact of the roots of our own complex identities. Part of our identities comes from our need to feel connected to others who care, and to be part of something bigger than ourselves.

Exploring what 'belonging' means is key to understanding differences and how special we feel. The idea of belonging is always changing and can mean different things. Sometimes the forms of belonging are so varied that they can create confusion.

We will look at different concepts of communities and explore different forms of belonging that include neighbourhoods, nationality and identity.

## THINK–PAIR–SHARE

Watch this short video of a young woman's view on belonging: <https://youtu.be/QJgCklbKZck>.

Listen carefully and take notes. What words are used to describe a sense of belonging?



# What does it mean to belong?

## BELONGING

*Belonging* projects are organized by communities, schools and individual people throughout the world to describe their culture, experiences and beliefs. These projects can take the form of a series of photographs, a video, a collage or a set of personal essays. In some projects, young people from the suburbs discuss intercultural diversity in their community and its effect on their lives. Others might show how disaffected youth in the countryside develop a sense of connection.

### SEE-THINK-WONDER

This *Belonging* project supports the journey of migrants through a *Belonging* photographic exhibition: [www.thebelongingproject.org/what-we-do](http://www.thebelongingproject.org/what-we-do).

It represents the participants as individuals with different backgrounds and personalities. Look at the website and browse through the photos. What do you see? What does it make you think?

**Identify** the objects that remind the participants of their home countries. Discuss and share your ideas with your partner.



- The *Belonging* project represents more than 140 people from over 40 different countries through photographs and their personal recorded stories. Here are three examples of photographic portraits of individual participants

## THINK–PAIR–SHARE

Think of at least 12 questions you could ask to find out about someone. You want to learn about their cultural identity and sense of recognition or belonging. Use these prompts to help you think of some interesting questions:

Why ...?

What are the reasons ...?

What if ...?

What is the purpose of ...?

How would it be different if ...?

What if we knew ...?

What would change if ...?

Review your list and circle the questions that seem the most interesting.

Interview your partner with the top five questions on your list. Then swap roles.

Do you agree or disagree with the explanation of belonging that was given in the video in the previous activity?

## ACTIVITY: Word wheel

### ■ ATL

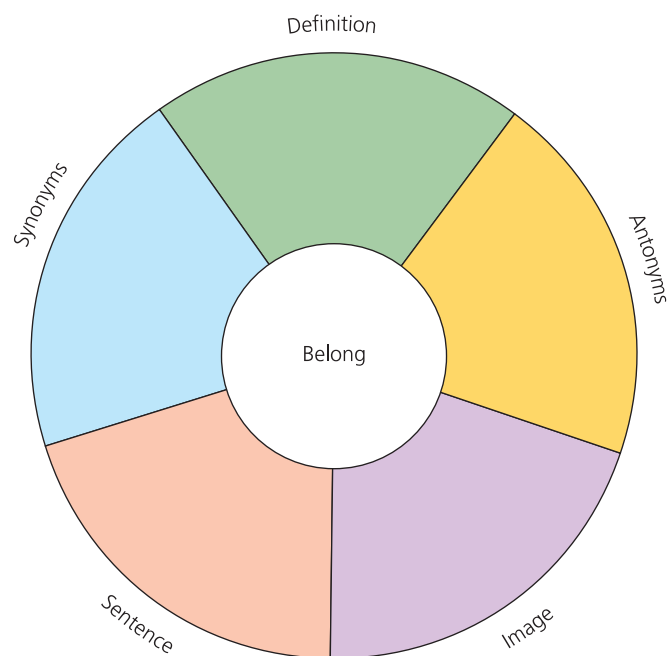
- Organization skills: Understand and use sensory learning preferences (learning styles)

Vocabulary is the key to communication. Having a strong vocabulary allows you to develop other skills such as fluency, comprehension and writing ability. Finding different strategies to improve your vocabulary has a direct, positive impact on your capacity to build your language proficiency.

A *word wheel* is a useful tool for word building.

Complete a word wheel for the word 'belong' using these instructions:

- Write the vocabulary word in the centre of the wheel.
- Write a **definition** for the word. (You can use your notes to help you.)
- Write **synonyms** (words that have the same meaning) and **antonyms** (words that have the opposite meaning).
- Write a complete **sentence** that shows the meaning of the word.
- **Draw** or add an image that shows what the word means.



■ A word wheel for 'belong'

### ◆ Assessment opportunities

- ◆ In this activity you have practised skills related to Criterion D: Writing.

# Where do I belong?

## PRIDE OR PREJUDICE?

Identity is the way we see ourselves and how we express ourselves. Where we are born, who our family is, which language we speak, which religion we practise and our gender may all contribute to defining who we are. Our life experiences can also change how we see ourselves and what choices we make.

### ACTIVITY: Who am I?

#### ■ ATL

- Communication skills: Use intercultural understanding to interpret communication
- Collaboration skills: Listen actively to other perspectives and ideas
- Transfer skills: Make connections between subject groups and disciplines

In pairs, **discuss**: What makes us who we are? How can we challenge assumptions about where we come from?



■ Hetain Patel



## EXPERIENCES OF MIGRATION

In a changing world, we should remember that our identities are not fixed and will change. Every day, as we learn new things and have new experiences, we add to and alter our identities.

In his video, Patel talks about people who migrate from one nation or culture to another. Usually people only migrate because they have to. When they do, they take their culture, language and habits with them. However, people must then adjust their practices to their new home, which can make them feel alone and homesick; in other words they miss their home country, friends and families. Transitions can be challenging and it can take time to feel part of a new community.

### ▼ Links to: Individuals and societies: History; Geography; Economics

People migrate for many different reasons and in the past there have been large migration movements at different times. Why do people migrate? Are there any migration patterns in your community? What is the impact of migration? How does migrating change people's lives? What are the challenges that people face when moving to another country? What happens to the countries that people leave? What are the positive effects of moving to another country?

Watch this TED Talk by Hetain Patel, 'Who am I? Think again' and then work through the task and questions on this page: [bit.ly/1Sij2yp](https://bit.ly/1Sij2yp).

- 1 **Identify the reasons why Patel talks to the audience in Chinese and communicates through translation.**
- 2 **Describe the conflict Patel is dealing with as the talk progresses. Support your answer with evidence from the video.**
- 3 **The talk is presented in a specific way. How does this setting make the video more effective?**
- 4 **How does Patel persuade the audience to connect with his ideas?**
- 5 **Keeping in mind a possible target audience, use the video to create your own multimodal text. Create a storyboard or comic-strip in which you can use both words and pictures to summarise the talk.**
- 6 **Preconceptions are ideas and opinions which people bring to experiences. Analyse how Patel plays with the audiences' preconceptions of identity and authenticity.**
- 7 **Identify how young people in your culture could relate to Patel.**
- 8 **How does Patel use body language?**
- 9 **Would you recommend this video to a friend or members of your family? Support your answer by referencing back to the video.**



A **TED Talk** is a platform for speakers to present great, well-formed ideas in under 18 minutes. It is run by the TED organization. There are seven different types of talks that you can access and the talks can be used to highlight and present ideas to a wide range of audiences. They usually focus on relevant and current topics and, as they are under 18 minutes long, it is easy to remember the main points.

A **TEDx Talk** is an independently organized event which anyone can run after having gained a licence from TED.

### ◆ Assessment opportunities

- ◆ In this activity you have practised skills related to Criterion A: Listening.

## ACTIVITY: Quilt writing

### ■ ATL

- Creative-thinking skills: Use existing works and ideas in new ways
- Reflection skills: Focus on the process of creating by imitating the work of others

Have you ever signed yearbooks, t-shirts or autograph albums? One of the reasons people do this is to create a collection of significant memories of special events, people and experiences.



■ An album quilt

In the nineteenth century in the United States of America, personalized (album) quilts were very popular. Quilts are created by stitching different squares of fabric together in a patchwork design to make a bigger design.

People construct meaning by patch-working different colours, shapes, images or words into a final product.

Album quilts were made to mark special events or were given as gifts to someone who was moving away. The quilts used the names of people as part of the design. Names can be important because they remind us of special people, places or events. Have you ever been given your own personalized gift? If you were looking at it now, how would it make you feel?

Album quilts were used to show information about who the person was, who their family was and where they came from. How do you collect special memories today?

Now it is your turn to make an album quilt. Take photos of where you feel you belong, what makes you feel comfortable or what makes you feel like 'you'. Think about the roles you identify with in the different areas of your life.

On a poster board, create a multimodal text. Connect your chosen photos with sentences, phrases or lyrics that best reflect a message about you and which create a design that you can contribute to the quilt.

Share your quilt writing with the class. What did you learn about your classmates through this task? What roles do you share? What **adjectives** were the most descriptive or unique? Combine all your quilts together to form a class display.

You could visit this website to get some ideas:

<http://worldquilts.quiltstudy.org/americanstory/identity>.

### ◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Reading and D: Writing.

## ACTIVITY: My Top Ten playlist

### ■ ATL

- Collaboration skills: Listen actively to other perspectives and ideas

Music has always been a way for people to express who they are. Think about some of your favourite songs. Are any of them about identity or expressing who you are?

In pairs or small groups, compile a Top Ten playlist of songs which have lyrics on identity and belonging.

**Identify** the lyrics in the songs that talk specifically about identity and belonging.

Now listen to this song by Vanessa Amorosi, 'This is who I am': <https://youtu.be/OdODD93ahjw>.

After listening, in pairs write another verse of lyrics, maintaining the same mood and style as the original. Share your ideas with your classmates.

How would you modify the song to make it your own?

In small groups, plan a music video for your new song. Decide on the location, the characters and what happens in the video. You could use one of these websites to help you to create your video:

<http://generator.acmi.net.au/storyboard/intro>

<http://zimmertwins.com/splash>

### ◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Reading and D: Writing.



- Can you imagine a world without music? Teens dancing and listening to music.

## What is a multimodal text?

We don't just use language to communicate ideas; images, whether still or moving, can be combined with text to convey messages or to present arguments.

Texts which consist of more than one mode, for instance texts which make use of both written and visual modes, are called **multimodal texts**.

Comic books are a great example of this as they not only use pictures and texts to create narratives, but also include spoken language elements which can make the texts more accessible for readers.

Can you think of any other types of texts which can be considered multimodal? Use the internet to carry out some research and compile your own list of **multimodal text types**.



# What is identity?

## ACTIVITY: Identity factors

### ■ ATL

- Organization skills: Use appropriate strategies for organizing complex information
- Communication skills: Use a variety of speaking techniques to communicate with a variety of audiences
- Information literacy skills: Present information in a variety of formats

In pairs, **discuss**: What is important to you? How would you describe yourself?

An individual's identity is composed of many different attributes.

### Task 1

Write down ten words that describe your identity. Consider categories like ethnicity, gender, personality traits, favourite pastimes and passions, or topics you feel strongly about.

You could start by writing in the centre of a blank piece of A4 paper the things that make you who you are and do not change. Then, around the centre, add things that have helped you to grow. Finally, add aspects about you that come and go – that is, they change with time.

### Task 2

**Create** a word cloud which represents the different aspects of your identity. You could use this website: [www.wordle.net](http://www.wordle.net).

### Task 3

Use your word cloud to deliver a three-minute multimodal presentation entitled 'Still figuring it out'. Use the presentation tips on page 11 to help you to prepare your presentation.

## EXTENSION

Watch the [TEDxTeen Talk 'Picture this Peace'](#) given by [Sophie Umazi](#) for further inspiration and ideas on how to extend your presentation.

### ◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Speaking and Criterion D: Writing.



## Six steps to a brilliant presentation

### 1 Plan

- Who will you be presenting to?
- Where will you be speaking?
- How much time is allowed for your presentation?
- What will the message of your presentation be?
- Do you know enough about your topic or should you do some more research?

### 2 Prepare

- Review the main idea of your presentation.
- Choose how to organize and develop your main points.
- Add examples and detail.
- Arrange your presentation into an introduction, the main body and a conclusion/concluding remarks.

### 3 Pictorial

Choose a visual aid to support your presentation. Think about the type of visual aid that is the best fit. For example, images, slides, a poster, a film clip or an animation. Is there a listening component, how do you need to prepare for that? Remember to use the tools at your disposal to produce these. In addition to software programmes like Microsoft PowerPoint, Microsoft Paint and Adobe Photoshop, there are a wide variety available on the Internet for free, such as WordClouds, Canva, Prezi, Moovly and Lucidchart.

### 4 Polish

- Time your presentation.
- Add connecting words.
- Review your vocabulary.
- Prepare a brief outline.
- Prepare note cards for practising and presenting.

### 5 Practise

- Everyone must practise!
- Decide which style you will use to present.
- Use your voice and body language appropriately.
- Practise with the equipment you will use, as well as the presentation you have created.
- Practise presenting aloud and standing up.
- Practise by recording yourself (audio or video).

### 6 Present

- Have a good attitude.
- Project confidence.
- Use **all** the skills of presenting: eye contact, sound confident, use your voice to capture the attention of your audience, use emphasis, think about what you are saying.
- Do not rush.
- Smile.
- Be yourself!

### Remember:

Pause/Look up/Louder, stay loud enough/Emphasize words/Gesture

### Hint

Think of a **hook** for your introduction and your conclusion. A hook is a short sentence to grab the attention of your audience – it might be humorous, a quote or a story.

### Useful phrases

I'd like to talk to you about ...

As far as I am concerned ...

If you ask me ...

Don't you agree that ...?

Have you got any idea ...?

Someone has told me that ...

I'd just like to say ...

Additionally, ...

Personally I believe (feel) ...

As I see it ...

My view is that ...

Moreover, ...

All things considered I must say ...

Generally speaking, ...

Finally, ...

■ Six steps to a brilliant presentation

# What makes us unique?

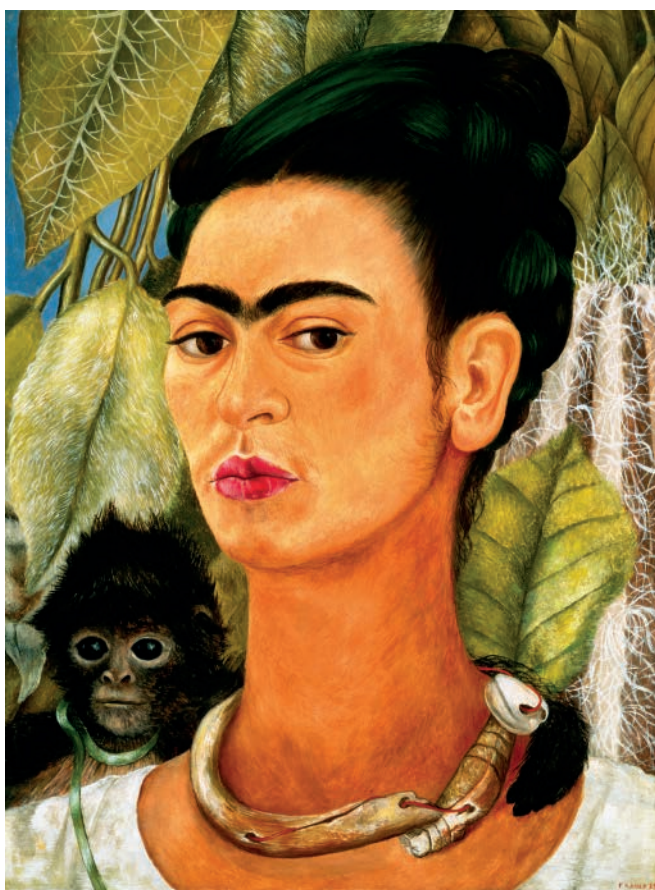
‘I paint my own reality.’ – Frida Kahlo

‘We know what we are, but not what we may be.’ – William Shakespeare

## ACTIVITY: How do you see yourself?

### ■ ATL

- Critical-thinking skills: Draw reasonable conclusions and generalizations



■ ‘Self-portrait with monkeys, 1940’, Frida Kahlo

‘Self-portrait with monkeys, 1940’ is a painting by the Mexican artist Frida Kahlo. Kahlo is best known for her

self-portraits and she painted many over her lifetime. What do you think Kahlo is like, based on this painting?

In pairs, **discuss** how Kahlo included her own personality in the painting. **Describe** her pose and expression. What might this tell you about her character? How has the portrait been made to make us think that? Is there anything you find unusual about it? What about the background – why do you think she chose to include those objects in the picture? Who do you think Kahlo made this self-portrait for?

If you were going to create a self-portrait, how would you draw yourself? What would you wear in the picture? What would you show in the background? What would you want people to think when they looked at your picture?

### ▼ Links to: Arts

A self-portrait is a drawing or painting that an artist creates of him or herself. Self-portraits allow the artist to self-explore. Although it is similar to looking at your reflection in a mirror, it is also very different, as what you normally see goes beyond a reflection.

Visit this website and explore self-portraiture as a creative resource made by young people for young people that examines themes explored by artists through the self-portraits they create  
<https://www.npg.org.uk/whatson/self/home/>.

### ◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Speaking.



In the **poem** 'Dear White Brother', by Senegalese poet and politician Léopold Sédar Senghor, we are invited to explore complex feelings about identity and discrimination through descriptive language.



■ Léopold Sédar Senghor

Dear white brother,

When I was born, I was black,  
When I grew up, I was black,  
When I am in the sun, I am black,  
When I am sick, I am black,  
When I die, I will be black.

While you, white man,  
When you were born, you were pink,  
When you grew up, you were white,  
When you go in the sun, you are red,  
When you are cold, you are blue,  
When you are scared, you are green,  
When you are sick, you are yellow,  
When you die, you will be grey.

So, between you and me,  
Who is the colored man?

Léopold Sédar Senghor

## CONNECT-EXTEND-CHALLENGE

### ■ ATL

- Communication skills: Make inferences and draw conclusions
- Reflection skills: Consider ethical, cultural and environmental implications
- Critical-thinking skills: Recognize unstated assumptions and bias

In pairs, **discuss**: What makes us unique? How is conflict an element that shapes identity?

Read the poem 'Dear White Brother' and then consider these questions:

- 1 How does the poem make you feel?
- 2 How are the ideas and information in the poem connected to what you already know?
- 3 Which new ideas in the poem help you to extend or push your thinking in new directions?
- 4 Keeping in mind a possible target audience, use the poem to create your own multimodal text. Create a storyboard or comic-strip in which you can use both words and pictures to tell the story. Try changing the poetry into prose for this activity.
- 5 How do you think the poet feels about where he is from?

### ◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion B: Reading and Criterion D: Writing.

## DISCUSS

Léopold Sédar Senghor helped to create the philosophy of *négritude*, which became important in the 1930s. He was also the first President of Senegal after it won independence from France in 1960.

Research the poet and his beliefs with some of these search terms: **Léopold Sédar Senghor**, **The French Academy**, **négritude**, **racism**, **assimilation**, **Senegal**, **Senegalese independence**.

What is *négritude*? **Describe** it in your own words. Then, in pairs, compare and discuss your answers.

Based on the poem 'Dear White Brother' and what you have learnt about Léopold Sédar Senghor, what kind of effect can discrimination have on a person's sense of identity? Is it always negative?

Summarise the story told in the poem in a few sentences.

# How do we become who we are?

## BLOGGING

Blogs are discussion or information sites on the Internet. A major feature of blogs is that they are public and accessible by all. However, they are more of a dialogue between people with common interests than a private, non-interactive journal. A blog is therefore a reflection, where you communicate your opinions and feelings to an audience.

### ACTIVITY: You don't know me – until now

#### ■ ATL

- Media literacy skills: Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Communication skills: Write for different purposes

After reading the poem 'Dear White Brother', **identify** ideas and **analyse** the themes which you think are most valuable for readers of your blog.

Write a blog entry of 200–250 words, using the following blog guidelines:

#### Writing a blog

##### Format

A blog post must have a title as well as the date, time and writer details. It needs to be set out like a real web page, with the address bar and other features such as archive, share and subscribe. Remember that a blog is a public, interactive space, so invite readers to leave comments at the end.

##### Conventions

- An eye-catching title, for example, 'You don't know me – until now'.
- Write in the first person, 'I'.
- Use an informal style.
- Use short sentences and catchy phrases to grab your readers' attention.

Research how to write blog posts by searching: **How to write a blog entry**. Follow the links below to do some research on what real blogs are like:

[www.theguardian.com/technology/2009/sep/09/teenage-bloggers](http://www.theguardian.com/technology/2009/sep/09/teenage-bloggers)

<http://foodieatfifteen.blogspot.co.uk/>

[www.glosonblog.com/](http://www.glosonblog.com/)

<http://libdemchild.blogspot.co.uk/>

### EXTENSION: BLOG-IT!

Think about creating your own class blog. How many different viewpoints are there on identity, citizenship and diversity in your class? You could write about the different identities in your class and about the different personal experiences and perspectives of your classmates. It could also become your forum for posting work that you do in class.

There are many free websites you can use. Do some research to find out which one best suits your purpose.

#### ◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Writing.

## EXTENSION

Listen to the poet Benjamin Zephaniah talk about the portrait of Francis Williams, an eighteenth-century scholar:

[bit.ly/1RMglU4](https://bit.ly/1RMglU4)

Then examine the portrait for yourself:

[bit.ly/1l8NU57](https://bit.ly/1l8NU57)

Can you find other examples where the identity of a person might be surprising or unexpected?

## DISCUSS

How does my identity impact on my life? Does my identity affect how I connect with others?

### ▼ Links to: Individuals and societies: History

Think about the case studies you have looked at in your History classes. What connections are there between conflict and identity?

## ACTIVITY: On the wall

### ■ ATL

- Creative-thinking skills: Make unexpected or unusual connections between objects and/or ideas
- Collaboration skills: Work collaboratively in teams
- Transfer skills: Inquire in different contexts to gain a different perspective



Some of the most dynamic learning happens when we use all the different surfaces available in the classroom to make learning visible – the walls, the whiteboard, laptops, the smart TV and every other available gadget. Think about the surface you use, depending on each activity, to maximize your learning.

Look at Sources A–D on pages 16–17. **Evaluate** each source and decide how you can use them together to produce an *On the wall* display. **Use** your classroom wall as a dynamic learning tool.

Working in groups, **synthesize** the messages on identity that the sources convey by using poetry, fingerprint word collages and images. Add details and examples from your own experiences. Be as creative as you like!

### ◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Listening, and Criterion C: Speaking.



## SOURCE A

An extract from 'My place' (Chapter 22) by Sally Morgan, winner of the 1987 Australian Human Rights Award for Literature:

'I was very excited by my new heritage. When I told Jill that evening what mum had said, she replied, "I don't know what you're making a fuss about. I told you years ago Nan was Aboriginal. The fact that Mum's owned up doesn't change anything." ... "Jill, it does mean something to have admitted it. Now she might tell us more about the past. Don't you want to know?" "Yeah I guess so, but there's probably not much to tell." "But that's just it, we don't know. There could be tons we don't know. What other skeletons are lurking in the cupboard?" ... We all felt shy and awkward about our new-found past. No one was sure what to do with it, or about it ... I wanted to do something positive. I wanted to say, "My grandmother's Aboriginal and it's a part of me, too." I wasn't sure where my actions would lead, and the fact that Nan remained singularly unimpressed with my efforts, added only confusion to my already tenuous sense of identity.'

## SOURCE B

Focusing on one of Sholem Aleichem's later stories, 'On Account of a Hat' (1913), this excerpt from the documentary *Sholem Aleichem: Laughing in the Darkness* addresses the tension between constructing an identity for oneself that is both unique and modern, and still playing homage to one's ancestry: [www.facinghistory.org/videos/sholem-aleichem-identity-changing-world](http://www.facinghistory.org/videos/sholem-aleichem-identity-changing-world).

## SOURCE C

Sue Nelson's article for the BBC about John Ssabunnya, an orphan boy who was raised by apes in the African jungle: <http://news.bbc.co.uk/1/hi/uk/466616.stm>.

## SOURCE D

### A Child is Born Free of Mind

A child is born free of mind  
but is hardened into thought  
and by the time one dies  
most are fixed and screwed into  
worlds of their making,  
heavens of their fantasies:  
so one thinks one's an Indian, one a Chinese  
or an American or British or Swedish  
or French or Russian or German;  
or one thinks one is a Christian or Muslim  
or Jew or Hindu or Sikh or Catholic  
or Doaist or Buddhist or Marxist or Communist  
or even for that matter, an atheist ...  
... or whatever you will ...  
one finds a badge to pin proudly to one's chest  
and each identity becomes so strong  
it becomes so real  
it all comes into the question of right and wrong  
of evil and good  
and it falls into loud declamations  
and my tribe is good, your tribe is evil

my brand is holy, your brand unholy ...  
and so it goes,  
with all sorts of justifications  
that beat sense out of all loyal adherents  
and it squeezes humanity out of the human ...  
as paste out of a tube ...  
ah, and yes,  
the energy goes on into the afterlife  
as Christians go into a Christian Heaven  
and Hindus and Buddhists into various Lokas  
and Muslims in their own Paradise  
and so it goes on,  
this Human Tragi-Comedy,  
yes, yes, certainly all created by the Almighty  
who was created by your mind's poverty  
so that  
a child is born free of mind  
but is hardened into thought  
and by the time one dies  
most are fixed and screwed into  
worlds of their making,  
heavens of their fantasies.

*Raj Arumugam*

# What is the relationship between identity and belonging?

## NATIONAL IDENTITY

The issue of national identity is complex. People relate differently to national identity. Is it just about flags and national anthems? What defines our 'national identity'? What influences our national pride? Is national pride ever a bad thing? Why can it sometimes be a controversial issue?

### ACTIVITY: What is Britishness?

#### ■ ATL

- Communication skills: Collaborate with peers using a variety of digital environments and media
- Media literacy skills: Understand the impact of media representations and modes of presentation
- Critical-thinking skills: Recognize unstated assumptions and bias; evaluate evidence and arguments

#### Task 1

Watch and read this short news clip which shows students being interviewed about whether they feel British: <http://news.bbc.co.uk/1/hi/education/7469172.stm>.

After watching, **discuss** in pairs, what you think 'Britishness' means? Share your answers with the class. How do you feel about this concept?

#### Task 2

**Evaluate** the images on this page. Do they represent Britishness? Which image would you choose to represent Britishness? What about other nationalities? Which images would you choose for your own country? What are the dangers of looking at nationalities in this way?



■ Fish and chips



■ Wearing a Union Jack

Work in pairs to create a short five-minute class presentation, focusing on the question 'What is your national identity?' Focus on your own ideas about what this term means.

Prepare a PowerPoint presentation to include no more than eight slides and think about which images you would like to include. You can also think about attaching music to your presentation linked to national identity.

#### ◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion A: Listening, and Criterion C: Speaking.

## THINK–PAIR–SHARE

Do you have a strong attachment to a country or region somewhere in the world? Why do you feel 'at home' there? How do you demonstrate your national identity? Does national identity have symbols or 'markers'? What do people think of when they hear your country mentioned? Are there any stereotypes associated with your nationality? In pairs, **discuss** your answers.

## ACTIVITY: The European Union

### ■ ATL

- Critical-thinking skills: Consider ideas from multiple perspectives

### Task 1

Look at the following image. Make a note of everything you associate with this image. Compare and discuss your list with your partner. **Identify** items on your list which link to your personal response.



■ The European Union flag

What does the European Union flag mean to you? What does it say about your attitude towards the beliefs and values which are associated with the image of the flag? Where would you see this flag? Are flags just a piece of cloth or are they a powerful symbol of something greater?

### Task 2

In pairs, look at the following list of people who may have different responses to the image of the European Union flag. Choose one or two people and **interpret** what their views might be.

- A German citizen
- A Polish skilled worker
- A refugee
- A Japanese multinational company
- An MEP (Member of the European Parliament)
- A football supporter

Take on the role of one of the people and **explain** to the class what the image of the flag means to you.

**Discuss** as a class the significance of multiple meanings linked to a single image. Brainstorm all the factors influencing the way in which a particular person responds to an image.

Write a short **paragraph** to **synthesize** what you have learnt, constructing meaning and understanding based on an image.

### ◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion D: Writing.



## ACTIVITY: Who are you?

### ■ ATL

- Critical-thinking skills: Test generalizations and conclusions

Interview a classmate for your school magazine or blog about their views on appearance and personality. Use the questions below and add some more of your own. Why not record your interview?

- Which is more important – physical appearance or personality?
- What are the ten things you first notice when you meet someone? Are they physical or personality features?
- If you are attracted to someone, what do you like about them – their looks or personality?
- How important is what you wear?
- Do you think a school uniform takes away your personality?
- Think about how you dress – in what ways does it reflect your personality?
- What other aspects of our physical appearance reflect our personality?
- How do we use things such as clothes, haircuts and make-up to say something about who we are?
- Do you think we stereotype people based on what they look like or what they wear?

### ◆ Assessment opportunities

- ◆ In this activity you have practised skills that are assessed using Criterion C: Speaking.

## ▼ Links to: Sciences; Arts

Visit these websites and take notes on how identity is presented through **science** and **art**:

[science.howstuffworks.com/dna-profiling.htm](http://science.howstuffworks.com/dna-profiling.htm)

[www.bbc.co.uk/news/magazine-16189713](http://www.bbc.co.uk/news/magazine-16189713)

## ! Take action: Raise awareness of identity issues

- ! **Evaluate** how people from different backgrounds or cultures may struggle to bring their multiple identities into an environment that you are part of. What role do we sometimes play in making people feel welcome or uncomfortable? Does this change your perspective on when and in what settings different identities emerge? What can you do to help people integrate by making others more aware of them? How are identity and community related? How can you raise awareness of identity in your school and community?

## SOME SUMMATIVE TASKS TO TRY

Use these tasks to apply and extend your learning in this chapter. These tasks are designed so that you can evaluate your learning at different levels of achievement in the Language acquisition criteria.

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### THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION D TO CAPABLE LEVEL

#### Task 1: Writing task – my identity suitcase

##### Instructions

- Imagine that you have to pack a suitcase with six to ten objects that best represent who you are. **Identify** your six to ten objects.
- Write a paragraph of 200–250 words **explaining** why you have chosen each item and what it means to you.
- Your paragraph will be published in the your school's monthly magazine. Think about the target audience you are writing for and the vocabulary you will use.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.



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### THIS TASK CAN BE USED TO EVALUATE YOUR LEARNING IN CRITERION D TO CAPABLE LEVEL

#### Task 2: Writing task – blog post

##### Instructions

- Read the writing prompt below.
- Write a blog post with a minimum of 200–250 words.
- Do not use translating devices or dictionaries for this task.
- You will have 60 minutes to complete this task.

##### Prompt

Read the following quote by Stephen Chbosky, from the film *The Perks of Being a Wallflower*:

*'So, I guess we are who we are for a lot of reasons. And maybe we'll never know most of them. But even if we don't have the power to choose where we come from, we can still choose where we go from there. We can still do things. And we can try to feel okay about them.'*

Write a post for your school blog using the quote as a prompt. Be sure to include personal experiences in your post. Identify images that you would add to your blog to convey your ideas.



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**Ana de Castro** has been involved with international education in different roles over the past 25 years, teaching in schools in the UK and Spain. She is a DP Language B and MYP Language Acquisition and Language & Literature specialist, and has consulted and led workshops on teaching 11–18 year olds language acquisition internationally.

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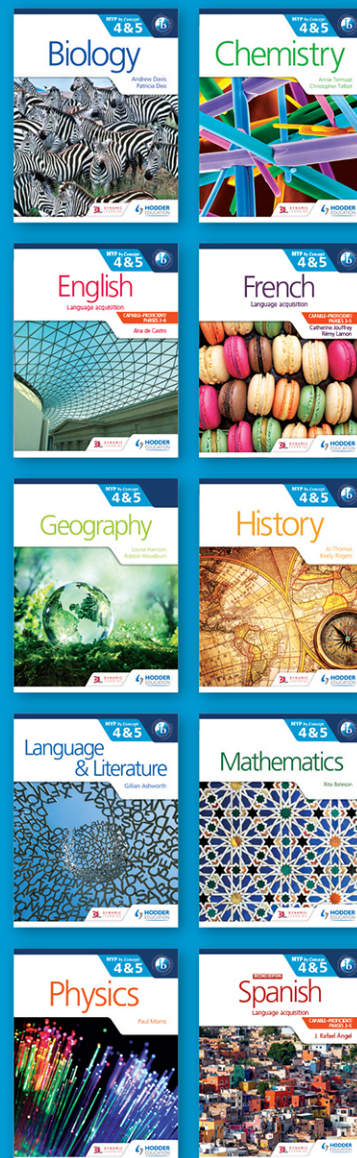
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