

Warm-up

Before class, design a Kahoot (or equivalent game) about the different elements of their nation's flag. Afterward, tell students to work in small groups and further investigate the origins and meaning of the various aspects of their nation's flag. Finally, ask volunteers to share the information that they gathered.

Teaching Tip**For Exercise 4**

Before class, write a letter that should be formal, but has errors in appropriacy in that it is too informal in parts. Then, photocopy the letter for students and hand it out in class. Next, tell students to work with a classmate to identify the parts of the letter that are too informal and to correct them to make them appropriately formal. Finally, remind students that their letter for Take It on the Road! must be formal in the register, and they must be encouraged to use elements from the sample letter in their own letters.

To close this part of the session, first, working in small groups, ask students to discuss the following questions: *Would you have taken up arms if you had lived during your country's fight for independence? Why (not)? Given that immigrants' human rights are at risk in many countries around the world, what can be done to protect immigrants? If you were an immigrant in another country, which flag would you feel more of an affinity for—the flag of your former country or your new country? Why?* Finally, ask volunteers to share their answers with the rest of the class.

Differentiation Strategy**For Exercise 3**

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2d.

10.7

Life Without a Silver Spoon

The fight for independence in Latin America in the nineteenth century began because of the financial inequality of Creoles living in the Americas. Despite achieving independence more than 200 years ago, millions in Latin America still face an imbalance in financial possibilities. While a small percentage of Latin America has economic stability, most do not. In the twenty-first century, many people's solution to this is immigration to wealthier countries.

Nevertheless, immigrating to another country, be it via legal or illegal routes, can be dangerous and uncertain. In 2023 alone, there were over 8,000 immigrant deaths reported. Once in a new country, immigrant rights are not always acknowledged or protected, and they're more at risk of being targets of crime or human trafficking.

Therefore, instead of leaving one's home in search of economic opportunities, having them met on one's home soil would be better. The UN recommends that countries empower and promote people's social, political, and economic inclusion to provide people with opportunities for growth and for their voices to be heard. Similarly, it states that the income growth of the bottom 40 percent of the population must grow faster than the national average, allowing people to achieve financial security without risking their own physical security. By providing for the most disadvantaged, people can achieve economic independence in the twenty-first century.

DO

MAKER
ZONE**(Re)Make a Flag**

In this Maker, you will redesign a flag. Flags are important symbols of identity. A country's flag can unite a nation, while flags about gender and sexuality can promote unity and understanding. However, once designed, flags rarely morph, potentially ignoring a nation's or community's current identity.

1. In groups, decide what flag you want to redesign. You might redesign your country's flag to be more inclusive or redo the peace flag to include more modern symbols.
2. Research the origins of the flag you are redesigning. Identify the symbols included and the original designers' rationale for including them.
3. Discuss the symbols and colors that are important to include in your new flag and make a sketch of your design.
4. Cut and sew fabric together to create a model.
5. Write a brief description of the symbolism of your flag to allow viewers to understand your reasoning better.

**01 Present!**

Once your Maker is done, display your flags around your school. Create an online voting poll to see which flag gets the most votes!

02 Discuss!

Complete the statements to make them accurate for you.

- › When I see my flag, I feel...
- › I wish that my country...
- › I am sure that in the future, people in my country will...

03 Get Informed!

In small groups, research nations or territories fighting for independence from another nation. Identify their location, their proposals, and the opposition's arguments.

04 Take It on the Road!

Gather opinions about your flag from the wider community. Send your versions of the flag to the appropriate government office along with the opinions you gathered. Argue your case for changing the flag.

Teaching Tip

For Exercise 1

First, tell students to work with a classmate to rewrite the can-do statements using the words below.

1. (differentiate) can differentiate between the factors influencing self-esteem.
2. (description) can provide a description of the differences between emission and absorption spectra.
3. (independent) can illustrate the different ways in which Latin American countries became independent.
4. (releases) can compare and contrast the movie releases of different genres in the 1980s and 1990s.
5. (understanding) can demonstrate an understanding of Nominalization to transform verbs or adjectives into nouns using suffixes.

Afterward, ask the student to identify which form is more appropriate given the nature of can-do statements.

Wrap-up

First, tell students to look through the week and identify something memorable without telling anyone. Then, working in small groups, tell students to draw their chosen item for their group, as in Pictionary, until group members can guess what is being represented. If no one can imagine, have students explain their drawings. To close this part of the session, tell students to work with a classmate to research one of the questions they still have from the week. Then, tell students to share their research with another group on a digital sharing board such as Miro, asking them at least one question about their research. Finally, ask volunteers to share their boards with the rest of the class.



BE Aware of Your Progress

- 01 It's time for your assessment. First, ask a classmate to help you assess your performance during this week (Peer Assessment). Allow your classmate to provide you with some feedback. Later, assess yourself (Self-assessment) based on how you felt during this week.

VG – Very Good

G – Good

N – Need to Improve

I can...

- | | Peer Assessment | Self-assessment |
|---|--------------------------|--------------------------|
|  categorize the different factors that influence self-esteem. | <input type="checkbox"/> | <input type="checkbox"/> |
|  describe the difference between emission and absorption spectra. | <input type="checkbox"/> | <input type="checkbox"/> |
|  illustrate the fight for independence in Latin America. | <input type="checkbox"/> | <input type="checkbox"/> |
|  compare and contrast the different film genres released in the 1980s and 1990s. | <input type="checkbox"/> | <input type="checkbox"/> |
|  understand and use Nominalization to transform verbs or adjectives into nouns using suffixes. | <input type="checkbox"/> | <input type="checkbox"/> |

- 02 Write things you have learned in the dark purple circles below. In the light purple circles, write questions you still have regarding the topics studied. Answers will vary.

WHAT "LOOK" FROM THE 1980S OR 1990S
WOULD YOU LIKE TO TRY?

