

ASSIGNMENT: Cultural Identity

Part A: "I am a Canadian" by Dr. Duke Redbird

PRE-READING. Answer the questions below in complete sentences.

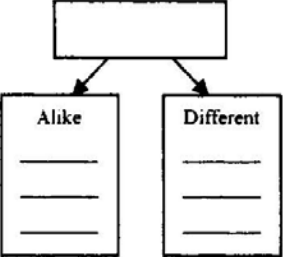
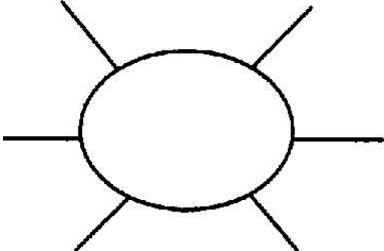

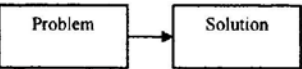
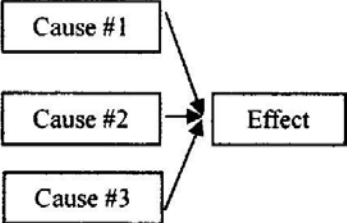
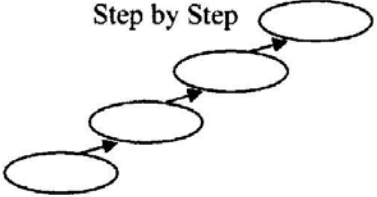
1. What is the difference between a personal identity and a collective identity?
2. How might we differentiate between a collective identity and a cultural identity?
3. Brainstorm ways you identify your own cultural identity. Use a Concept Map to gather your thoughts. Graphic organizers are available in the folder called Graphic Organizers at the top of the course.

POST-READING. Respond to these questions once you have read the poem.

4. Show how this poem is geographically constructed.
5. Using Dr. Redbird's poem as a guide, write a poem that describes how you identify your cultural identity. Your poem should include at least 15 statements.

Part B: Identifying Text Structures

Practice identifying different textual development techniques. Read the following passages and determine the text structure. Then, put information from the text into the appropriate graphic organizer. Remember to focus on the main idea of each paragraph as you sketch in the details.

Compare and Contrast	Spatial	Chronological
		<p>Time Line</p> 
Problem and Solution	Cause and Effect	Order of Importance / Sequence
		<p>Step by Step</p> 

1. The surface of the Earth is divided into pieces called “tectonic plates.” These plates move. When the plates rub against each other, they do not move smoothly. When the plates do not move smoothly, earthquakes result. Some parts of the world get more earthquakes than other parts. The parts of the earth that get most earthquakes are near the edges of these plates.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

2. Some countries, such as Japan, or parts of a country, like California in the United States, have a lot of earthquakes. In these places it is a good practice to build houses and other buildings so they will not collapse when there is an earthquake. This is called seismic design or "earthquake-proofing".

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

3. Tsunamis are very long waves in the ocean, sometimes hundreds of miles long. Tsunamis usually start suddenly. They may begin as normal waves and change to big waves very quickly. After this change, tsunami waves will travel at great speed across the ocean with little energy loss. Just before they hit land, the water will draw back off of the coast. If the slope of the coast is shallow, the water may pull back for many hundreds of feet. People who are unaware of the danger may be drawn by this strange site and remain on the shore. When the tsunami finally hits, it may remove sand from beaches, destroy trees, damage houses and even destroy whole towns. Tsunamis are tremendously powerful.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

4. A hurricane is a large storm with heavy winds and rain that begins in the ocean and builds up strength as it moves across the water. While some of the damage caused by hurricanes is from high winds, most of it is usually from tidal surge, flooding entire cities, and killing large numbers of people. A tornado is a storm that develops on land, with no warning, and moves in a circular motion with heavy winds with a funnel shape, picking up and carrying dirt, dust, and even objects. The damage caused by tornadoes is from the high velocity winds, which are extremely destructive and deadly. They can demolish entire neighborhoods in a matter of a few seconds to a few minutes. Tornadoes can form when hurricanes make landfall, as their winds at ground level slow down, while the winds near the top keep their momentum, but a hurricane cannot be created by a tornado.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

5. Hurricane Katrina began as Tropical Depression Twelve over the southeastern Bahamas on August 23, 2005. The depression later strengthened into a tropical storm on the morning of August 24 where the storm was also named *Katrina*. Katrina continued to move into Florida, and became a Category 1 hurricane only two hours before it made landfall around Hallandale Beach on the morning of August 25. The storm weakened over land, but became a hurricane again while entering the Gulf of Mexico.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

6. Have you ever wondered what the inside of a volcano looks like? Deep underground is a magma chamber. The magma chamber is under the bedrock of the earth's crust. The conduit or pipe runs from the magma chamber to the top of the volcano. The conduit connects the magma chamber to the surface. Most volcanoes also have a crater at the top. Volcanoes are quite a sight, and you can enjoy this site all over the universe. Volcanoes are found on planets other than Earth, like the Olympus Mons on Mars.

How is the text structured? _____

Put information from the passage into the graphic organizer:

Use a separate sheet of paper if you need more room or make a mistake.

Part C: "A Lesson to be Learned - My Body Is My Own Business" by Sultana Yusufali

Read "A Lesson to be Learned - My Body Is My Own Business" by Sultana Yusufali and answer the questions that follow in complete sentences.

1. What is Yusufali's thesis? What are the main ideas supporting her argument?

Develop a graphic organizer to show the essay's structure. In the organizer, outline the thesis and the supporting details in each section. Determine the author's main idea and her supporting arguments. Include references from the essay and paragraph numbers.

2. What are the dangers about holding stereotypes about ethnic or cultural groups? How do your ideas about Muslim culture change as a result of reading the article?

3. What important insights does the author offer regarding values in Canadian culture?

4. After relating information about the students who were kicked out of school for dressing as she does, the author says, "You can never tell with those Muslim fundamentalists." What does she mean by this statement?

5. Explain why the author's use of the following rhetorical question is effective. "What kind of depth can there be in a world like this?"