



DK IB collection: Middle Years Programme (MYP 4-5)
Supporting transdisciplinary understanding,
inquiry and international mindedness



Note to MYP educators

DK's nonfiction, highly illustrated books are filled with expert, thorough, and fact-filled writing. Topics span extensive historical coverage to contemporary global issues such as climate change and the global pandemic. The content is accessible, enjoyable to read, and designed with young readers in mind through pages that clearly chunk information into different visual elements, including full-color illustrations and maps, detailed timelines, inspirational quotes, profiles of famous people, further research sections, directories, glossaries, and more.

DK's goal is to support IB teachers by mapping their existing content to the aims and objectives specific to the MYP curriculum to support teaching and learning. This collection is intended as supplementary materials in MYP schools and can be used in a variety of ways by creative teachers and inquisitive students on the lookout for quality resources. The following is only a small list of the ways in which teachers can use these resources with their students:

- Specific disciplinary reference material
- Transdisciplinary and interdisciplinary resources (IDUs)
- Suggested reading for students seeking topics for Personal Projects
- Suggested reading for exam review and assignments
- Encouragement of student agency through creative and critical thinking
- Encouragement of conceptual and contextual thinking
- Encouragement of independent student growth in approaches to learning (ATLs) and the learner profile
- Opportunities to foster international-mindedness

Note to librarians

This DK collection is meant as a supplement to schools' existing MYP curriculums. The collection can be kept in the library or shared out to individual subject teachers. Here are just a few ways librarians can encourage the collection's use to support MYP students and teachers:

- Use during library lessons with students
- Make available to students for independent reading and research
- Suggest for lessons when co-planning with subject teachers
- Share with individual departments
- Inform parents on the library website or the blog, and/or in the school newsletter

How the collection benefits MYP students

The MYP years are a time of discovery for students to learn about all the core subjects from which they will go on to choose their secondary courses. Wide-ranging exposure to curriculum materials is therefore important for students to have a good understanding of what each course involves. The MYP also encourages students to foster a mindset embracing inquiry, transdisciplinary understanding, and international-mindedness, which the books in this collection have been chosen to support.

The following list suggests ways DK books can help students in MYP courses:

- Brainstorming suitable topics for inquiry-based work
- Researching personal areas of interest for Personal Projects
- Independently preparing class projects and presentations
- Extra home learning for deeper and wider subject understanding

How the collection supports MYP aims and objectives

This collection of books has been curated as supplementary materials around the eight MYP subject groups to support and enhance schools' existing MYP curriculums. Tasks are designed for independent and supplementary student work and incorporate MYP core principles.

Visible thinking tasks (many based on [Project Zero Harvard Graduate School of Education](#)) are used in line with the MYP values of fostering student agency. Activities allow students to explore their preferred learning styles while fostering independent study skills that they can apply across all subjects and work toward mastering in order to succeed in high school. The “action–inquiry–reflection” MYP learning cycle is also emphasized to reinforce the development of students as lifelong, independent learners.

Books in the collection have been matched to core MYP disciplines with suggestions for how students and teachers can incorporate links to ATLs and the learner profile attributes, subject specific assessment criteria, global contexts, and related concepts.

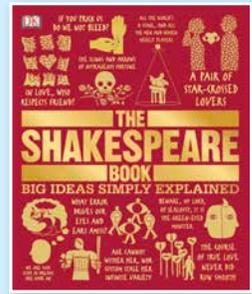


Language and literature

The Shakespeare Book

This book weaves aspects of Elizabethan society and theatre throughout its detailed analysis of the bard's major plays and poems, including themes, dramatic conventions, sources, and legacy. It can support the global contexts of orientation in space and time, and personal and cultural expression.

Ask students to complete **Inquiry task 1: Annotating text with color.**

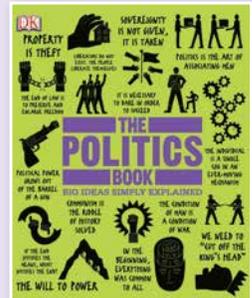


Individuals and societies

The Politics Book

This book includes 80 of the world's greatest thinkers and their political big ideas that continue to shape our lives today. It can help students to understand the development of long-running themes, such as attitudes to democracy and violence, developed by thinkers from Confucius in ancient China to Mahatma Gandhi in 20th-century India.

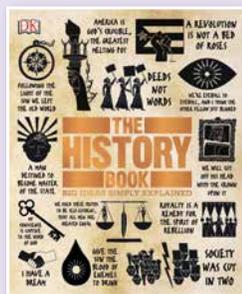
Ask students to complete **Inquiry task 2: Asking why.**



The History Book

This book is part of the same series as *The Shakespeare Book* and is designed in much the same way, but with history chunked into sections ranging from human origins to the modern world, with each topic placed into its wider historical context. Students can use the book to explore the global contexts of identities and relationships, and fairness and development.

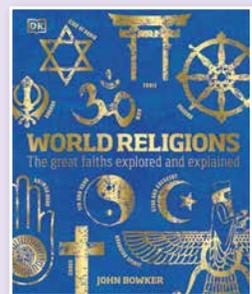
Ask students to complete **Inquiry task 3: Creative question starters.**



World Religions

World Religions can support empathy, curiosity, and international-mindedness through its exploration of religions both past and present, across the globe. Throughout the book, students can appreciate the global contexts of identities and relationships, orientation in space and time, and personal and cultural expression.

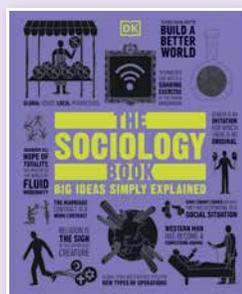
Ask students to complete **Inquiry task 4: Think, feel, care.**



The Sociology Book

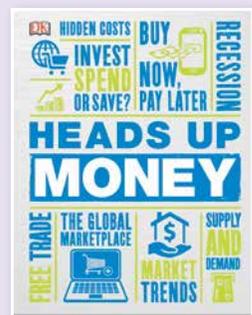
This book offers a deep dive into a range of societal issues, ranging from government and gender identity to inequalities and globalization. It's a great source of information for all students interested in human behavior.

Ask students to complete **Inquiry task 5: Connect, extend, challenge** and **Inquiry task 6: I used to think ... but now I think ...**



Heads Up Money

This book uses plain language to teach students about money, markets, economies, trade, industry, globalization, poverty, inflation, budgeting, and more. *Heads Up Money* can support the global contexts of globalization and sustainability, and fairness and development.

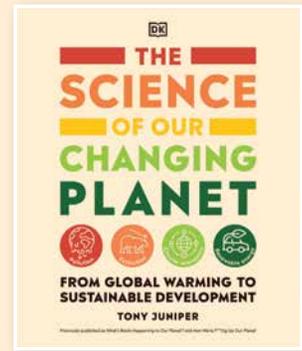


Sciences and mathematics

The Science of our Changing Planet

The Science of our Changing Planet explores how we can live more sustainably and offers positive ideas on how we can alleviate past and present damage to the Earth. It includes wide-ranging coverage of problems affecting the planet, clear graphics that interpret and present the data in an easy-to-digest way, and positive messages for creating a better world, including the rise of clean/green technology.

Ask students to complete **Inquiry task 7: Compass points**.



Super Simple Biology, *Super Simple Chemistry*, *Super Simple Physics*, and *Super Simple Math* are grouped together for the Inquiry task. Together, these books support the global contexts of scientific and technical innovation.

Super Simple Biology

This book explores all things related to life, including cells, plants, humans, animals, genetics, evolution, and ecology.

Super Simple Chemistry

This book covers the scientific method and several categories of chemistry, from basic to quantitative and organic chemistry. The content is comprehensive and visually explains complex chemical concepts.

Super Simple Physics

Once again, students will find all their physics topics in this book explained in informative chunks with several illustrated diagrams to reinforce challenging concepts.

Super Simple Math

Students can use this book to review concepts including angles, fractions, algebra, equations and graphs, ratio and proportion, geometry, trigonometry, and more.

Related concepts:

balance	consequences	energy
environment	evidence	form
function	interaction	models
movement	patterns	transformation

Related concepts:

balance	conditions	consequences
energy	evidence	form
function	interaction	models
movement	patterns	transfer

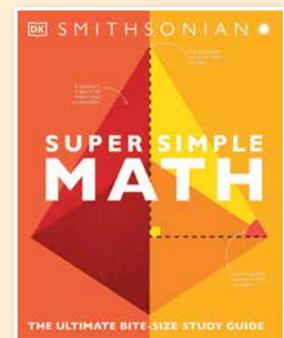
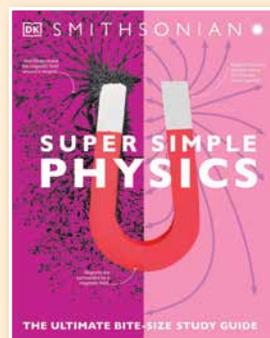
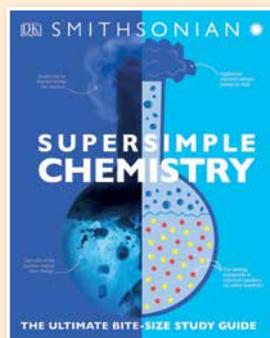
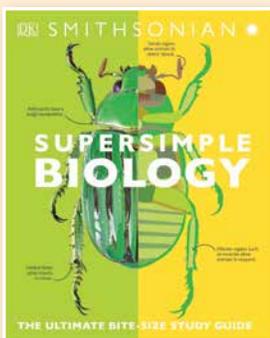
Related concepts:

consequences	development	energy
environment	evidence	form
function	interaction	models
movement	patterns	transformation

Related concepts:

approximation	change	equivalence
generalization	models	patterns
quantity	representation	simplification
space	systems	validity

Ask students to complete **Inquiry task 8: SQ4R Note-taking**.

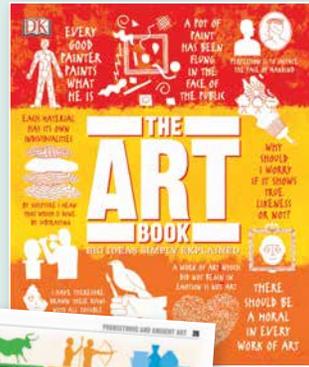


The Arts

The Art Book

This book presents topics from prehistoric and ancient art through to the modern age. It can help with the global contexts of personal and cultural expression and orientation in space and time.

Ask students to complete **Inquiry task 9: Layers**.

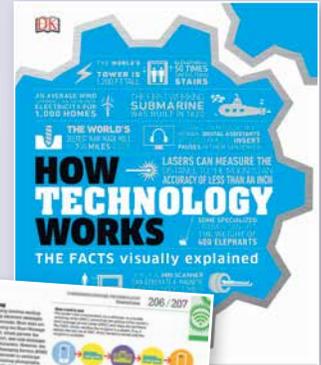


Design

How Technology Works

This book provides information on shared resources and how we build technology, transportation, computers, communications, food production, and medical technology. It supports the global contexts of scientific and technical innovation.

Ask students to complete **Inquiry task 10: SMART goals**.

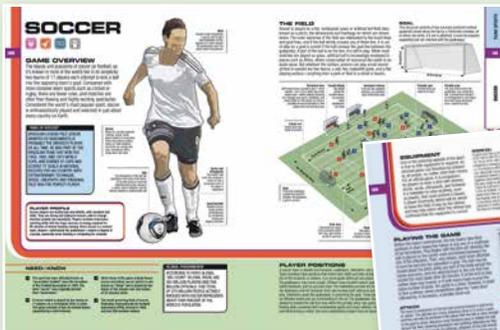
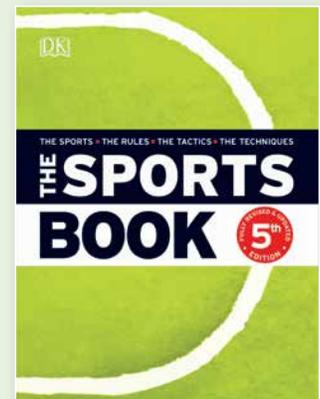


Physical and health education

The Sports Book

The Sports Book is an encyclopedia of virtually any sport you can think of. For each sport, the reader will find details and facts on key terms, techniques, equipment, rules, and statistics. Global contexts that this book could support are identities and relationships, and personal and cultural expression.

Ask students to complete **Inquiry task 11: See, think, wonder**.



What play or Shakespearean sonnet are you reading in class? Use the index and table of contents in *The Shakespeare Book* to find and read chapters on your unit. Pay particular attention to any key quotes, the “In context” notes, and timelines of the plot.

Inquiry task 1: Annotating text with color

You will need a copy of an extract from your Shakespeare class text to write on. You will also need three to five different-colored highlighters.

- 1 Choose three to five categories to highlight in your extract, for example:
 - Related concepts for literature
 - Setting
 - Themes
 - Key quotes
 - Literary devices
- 2 Assign a different color to each category. Highlight your extract accordingly.
- 3 Use your knowledge from *The Shakespeare Book* to make extra marginal notes about your highlights.

Related concepts (for literature):

audience imperatives	character
context	genre
intertextuality	point of view
purpose	self-expression
setting	structure
style	theme

A Midsummer Night’s Dream: Act II Scene I

OBERON

Having once this juice,
I’ll watch Titania when she is asleep,
And drop the liquor of it in her eyes.
The next thing then she waking looks upon,
Be it on lion, bear, or wolf, or bull,
On meddling monkey, or on busy ape,
She shall pursue it with the soul of love;
And ere I take this charm from off her sight,
As I can take it with another herb,
I’ll make her render up her page to me.
But who comes here? **I am invisible;**
And I will overhear their conference.

Enter DEMETRIUS, HELENA, following him

DEMETRIUS

I love thee not, therefore pursue me not.
Where is Lysander and fair Hermia?
The one I’ll slay, the other slayeth me.
Thou told’st me they were stolen unto this **wood;**
And here am I, and wode within this wood,
Because I cannot meet my Hermia.
Hence, get thee gone, and follow me no more.

HELENA

You draw me, you hard-hearted adamant;
But yet you draw not iron, for my heart
Is true as steel; leave you your power to draw,
And I shall have no power to follow you.

DEMETRIUS

Do I entice you? do I speak you fair?
Or, rather, do I not in plainest truth
Tell you, I do not, nor I cannot love you?

HELENA

And even for that do I love you the more.
I am your spaniel; and, Demetrius,
The more you beat me, I will fawn on you:
Use me but as your spaniel, spurn me, strike me,
Neglect me, lose me; only give me leave,
Unworthy as I am, to follow you.
What worser place can I beg in your love,--
And yet a place of high respect with me,--
Than to be used as you use your dog?

DEMETRIUS

Tempt not too much the hatred of my spirit;
For I am sick when I do look on thee.

HELENA

And I am sick when I look not on you.

Metaphor - find more examples

Love not real - use of magic

The importance of magic in the play?? Look for examples.

Forest is place of magic and imagination, where identities change - who are we really?? Dreams or reality??

Yellow: Themes
Pink: Setting
Blue: Literary devices

Gender roles: Helena has no self-confidence - sees herself as subservient to Demetrius. Other examples?????

Explore theme of unequal love in more detail. Look at other characters.

ATL reflection: How did this task help you practice your self-management and analysis skills? To which other classes or work could you apply this annotation method?

Learner profile attributes: knowledgeable, thinker

MYP assessment help: analyzing, organizing

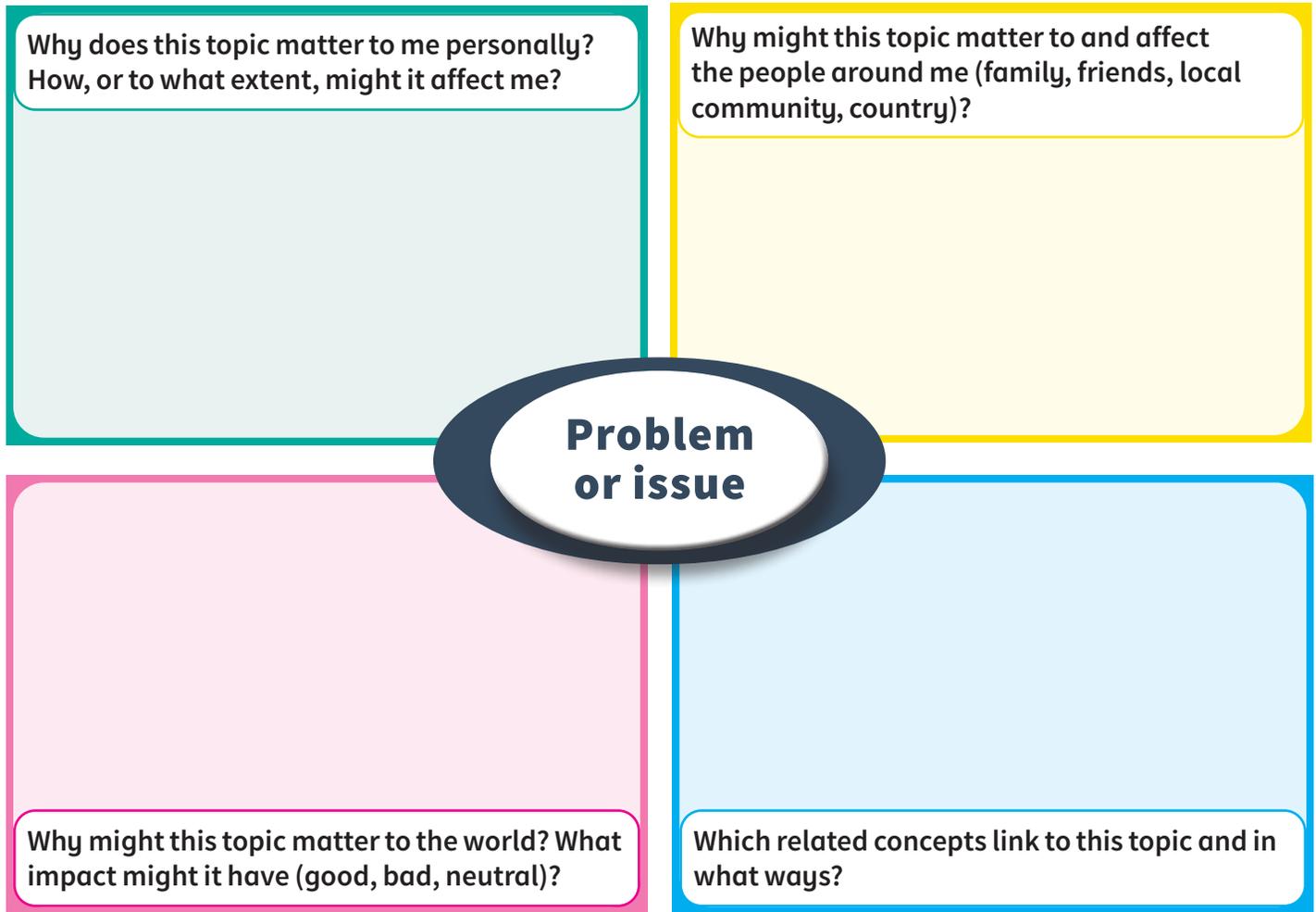
What area of politics are you currently learning about in class? Use the table of contents in *The Politics Book* to find and read chapters on your unit. Take a few minutes to read the book's general introduction to find out what politics is generally and what it's used for. Use the glossary at the back of the book to look up new terms.

Inquiry task 2: Asking why

This activity will work for both past and recent events. The goal is to help you determine the main significance of a political event and to encourage an attitude of international-mindedness. You may want to talk to others about this topic for help in understanding their perspectives. Copy the diagram and fill in the answers to the questions in each box.

Related concepts (political science/civics/government):

authority	citizenship	conflict
cooperation	globalization	government
ideologies	integration	interdependence
leadership	power	rights



ATL reflection: How did this activity help you practice your social and communication skills? Think of other classes or assignments where talking with people can inspire you to grow.

Learner profile attributes: balanced, caring

MYP assessment help: communicating, thinking critically

What history unit are you studying in class? Use the index and table of contents in *The History Book* to find and read chapters on your unit. Pay particular attention to diagrams, the “In context” notes, and additional “See also” recommended reading.

Inquiry task 3: Creative question starters

- 1 After reading, brainstorm 10 to 12 questions about the content. Here are some question starters:
 - Why did ...? Why didn't ...?
 - How would it be different if ...?
 - What would change if ...?
 - How does this connect to ...?
- 2 Review your list and identify one to three of the most important questions you'd like to discuss in class or do further independent research on.
- 3 List as many related concepts as you can that you can connect to your topic.
- 4 What new ideas do you now have about this topic that you didn't have before?

Related concepts:

causality (cause and consequence)	conflict
civilization	culture
cooperation	identity
governance	innovation and revolution
ideology	perspective
interdependence	
significance	

Questions about the content

Shortlist for further research

Related concepts

New ideas on this topic

ATL reflection: How did this activity help you practice your research and thinking skills?

Learner profile attributes: inquirer, open-minded

MYP assessment help: knowing and understanding, investigating

Which world religion do you want to learn more about? Use the index and table of contents in *World Religions* to find and read chapters of interest. Pay particular attention to the “Religious timelines” pages at the back of the book for greater context. Each chapter will give you a rounded view of the different religions, including their key ideas, sacred texts, artifacts, paintings, and architecture.

Inquiry task 4: Think, feel, care

Learning about world religions is a great opportunity to gain empathy for others by considering their perspectives, which may be different from your own. Use your own ideas and the related concepts to answer these questions:

Related concepts (world religions):

authority	beliefs	deity
destiny	doctrines	morality
religious feelings	rituals and rites	sacredness
symbolism	tradition	worship

Inquire	Think about	Your answer
Connect	What do the people who practice this religion think is particularly important in their religious system? Why have they chosen this belief system?	
Extend	How do the people in this religion feel as individuals within it? What does this religion bring to their personal lives?	
Challenge	What do the people in this religion value, prioritize, or feel motivated by in their greater society?	
Relate	Which of the related concepts did my reading connect to?	

ATL reflection: How does a study of world religions let you practice your social skills? How can learning about other people’s religions encourage me to be more caring?

Learner profile attributes: caring, principled

MYP assessment help: knowing and understanding, investigating

Which area of sociology or economics are you currently learning about in class? Use the index and table of contents in *The Sociology Book* or *Heads Up Money* to find and read chapters on your unit. Take a few minutes to read the book’s general introduction to find out what exactly the subject is about, what the people who work in this field do, and their research methods. Use the glossary at the back of the book to look up new terms.

Inquiry task 5: Connect, extend, challenge

Sociology and economics may be new fields of study to you, but because they focus on how we all live together, you already have lots of personal experience to draw from. Remember to use the related concepts as inspiration for your ideas. Think carefully about what you have just read, and ask yourself the “Think about” questions below. Then copy the chart and record your thoughts.

Inquire	Think about	Your answer
Connect	How is this information connected to what I already knew (from personal experience, other classes)?	
Extend	What new ideas did it give me to broaden my thinking and extend it in different directions (perspectives, challenges, solutions)?	
Challenge	What am I still puzzled about and need to explore further?	
Relate	Which of the related concepts did my reading connect to?	

Related concepts (sociology/anthropology):

agency	community	culture
identity	institutions	meaning
norms	social interactions	socialization
structure	subjectivity	social position (roles/status)

Related concepts (economics):

choice	consumption	growth
globalization	power	sustainability
poverty	equity	model
scarcity	resources	trade

Inquiry task 6: I used to think ... but now I think ...

How has your thinking changed by what you have read about and learned? Consider carefully how this new information may have shifted your understanding, opinions, or beliefs. Finish the sentences below.

- I used to think (before I read more about this topic) _____

- Now I think (after learning more about it) _____

ATL reflection: Where can you access further research sources? How might economics and sociology overlap?

Learner profile attributes: thinker, open-minded

MYP assessment help: knowing and understanding, investigating

Use the index and table of contents in *The Science of our Changing Planet* to find the chapter(s) on a topic you're learning about in class or independently researching for an assignment. Take a few minutes to read through the general introduction for an overview of the major issues facing the planet.

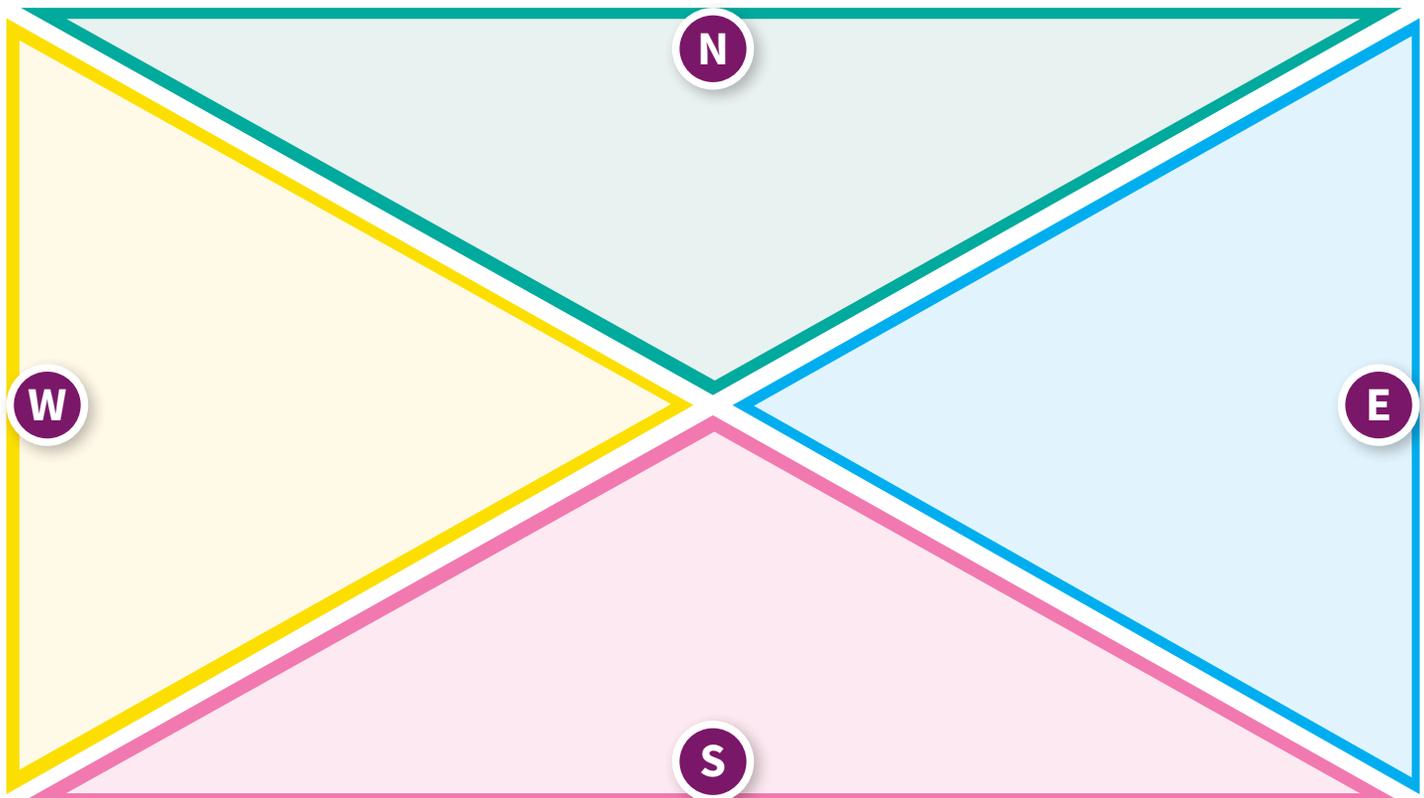
Inquiry task 7: Compass points

This activity will help you to develop and evaluate your personal position on the topic(s) that you read about before you form an opinion or take a stand on the issue. Use the related concepts to help with answering the questions. Copy the diagram and write your answers to the questions in the correct section each time.

Related concepts (for integrated and modular science courses):

causality (cause and consequence)	choice	culture
equity	globalization	identity
innovation and revolution	perspective	power
processes	resources	sustainability

- 1 **E = Excited:** What excited you about this topic? What is the good side to this issue?
- 2 **W = Worrisome:** What do you find worrisome about this topic? What is the bad side?
- 3 **N = Need to know:** What else do you need to know or find out about this topic?
- 4 **S = Stance for moving forward:** What is your current stance or opinion on this topic? How might you start to change or expand your opinion after learning more about it?



ATL reflection: Which related concepts did you think were more important before this activity? What do you think now, and is there a difference in your ideas?

Learner profile attributes: inquirer, balanced

MYP assessment help: investigating, thinking critically

What topic are you studying in class in biology, chemistry, physics, or math? Use the index and table of contents in the relevant *Super Simple* book to find chapters on your unit. Don't start reading yet, though—follow the steps below for an independent note-taking method that will help you remember all the facts you need to learn in science and math.

Inquiry task 8: SQ4R Note-taking

The following method is meant to be used while you read independently, so it can help to reinforce what you've learned in class or prepare you for upcoming units. The letters in SQ4R stand for five steps: survey, question, read, reflect, recite, and review. Copy and complete the chart by writing your notes.

My subject/topic:	
Inquire	Add notes for each instruction or question
Survey	Start by skimming over the pages of your chapter. Write down all the major headings, subheadings, topics, and any other key points.
Question	Based on these notes and page divisions, write down any big questions you have at this point about the content.
Read	Read the text, looking for answers to any of your questions along the way. Pay particular attention to the “Key facts” box.
Reflect	How does this information connect to what you already know, or to other classes, or to personal experiences? In particular, which related concepts does this chapter connect to? How?
Recite	Try to come up with ways to personally remember your notes. Does anything you learned relate to your own life? Can you develop an acronym or song to remember key words?
Review	Read over your notes again to increase your memory of them.

ATL reflection: How can you apply this self-management, note-taking skill for success in other subjects? How does this method compare to your usual note-taking style?

Learner profile attributes: knowledgeable, thinker

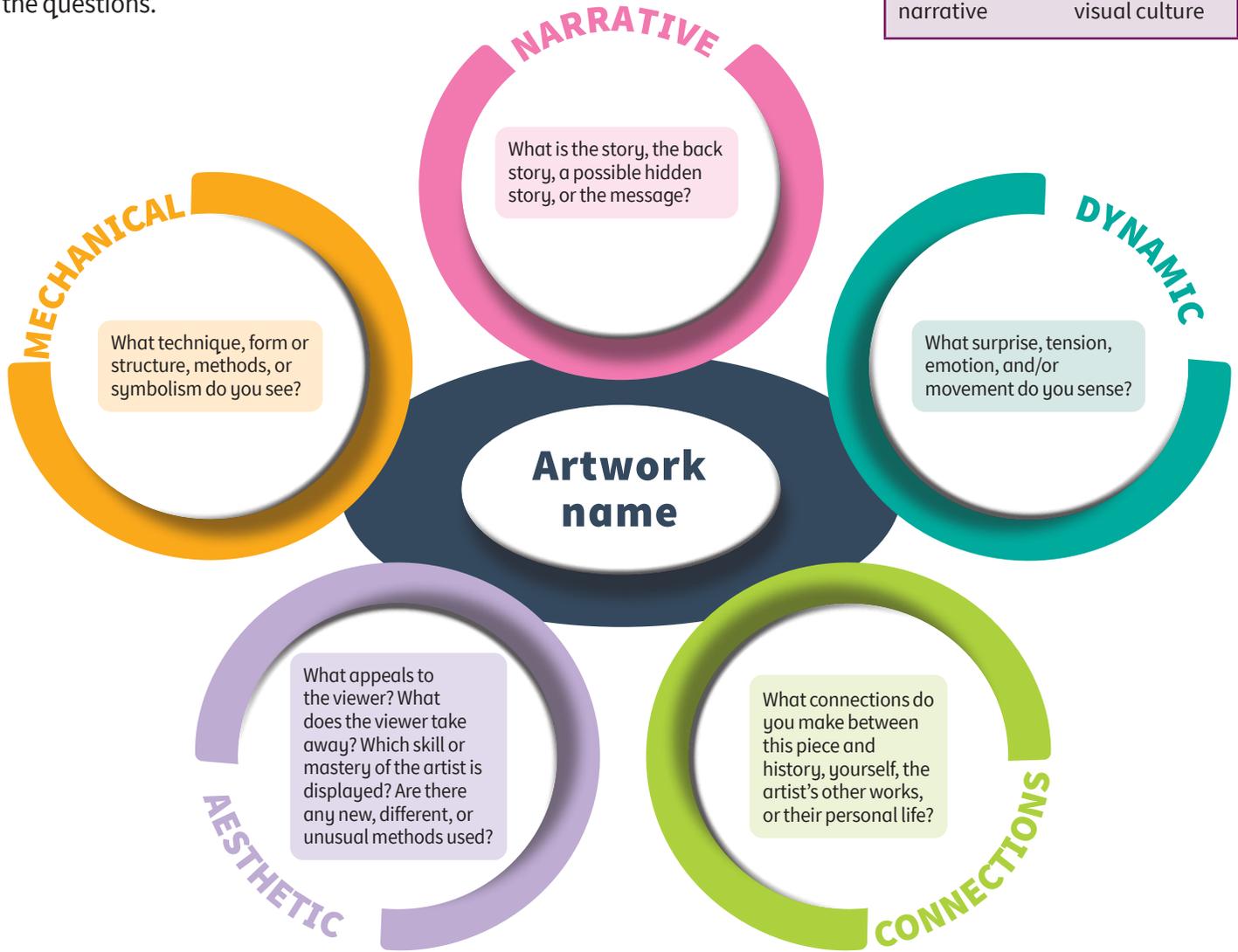
MYP assessment help: knowing and understanding, processing and evaluating

Choose a painting you've studied in class or an art period you would like to learn more about. Use the index and table of contents in *The Art Book* to find and read chapters on your topic. Pay particular attention to individual artist profiles, quotes, and images. If you are not using a painting that you've explored in class, choose an image from *The Art Book* to analyze for this activity.

Inquiry task 9: Layers

All creative works have layers of meaning that a viewer can discover as they think more about a work. A list of ideas that you can use to react to and analyze your chosen artwork is shown below. Remember to also use the related concepts to help you with your responses. Copy the diagram below and write the artwork name in the center. Then write notes in the circles to answer the questions.

Related concepts:	
audience	innovation
style	boundaries
genre	representation
expression	interpretation
presentation	composition
narrative	visual culture



ATL reflection: Did this thinking routine help you to better connect with the artwork? Are there other creative works (visual or written) to which you could also apply this method?

Learner profile attributes: thinker, risk-taker

MYP assessment help: developing skills, responding

The topics in *How Technology Works* can overlap with different subjects, such as design, ecology, physics, computer science, or biology. You might also have an idea for your Personal Project that this book could help you research, design, and build. Wherever your technology interest lies, use the index and table of contents in the book to find and read chapters on your unit.

Inquiry task 10: SMART goals

Related concepts (design):

adaptation

form

markets and trends

collaboration

function

perspective

ergonomics

innovation

resources

evaluation

invention

sustainability

The SMART method is commonly used to help set realistic and achievable goals to accomplish within a set time. This method will help you to break down a complicated task into individual steps to enable you to self-manage any project. To get SMART, think about a project you're working on where you need to design something. Then, take notes on how to achieve your goals.

	Goals ...	Think about ...	My thoughts ...
S	Specific	What is your goal? What do you want to achieve or accomplish?	
M	Measurable	How will you measure your goal to know you have met it?	
A	Achievable	Is the goal doable? Do you have the necessary skills and resources?	
R	Resources	What do you need in order to achieve your goal?	
T	Timed	What is your time frame for achieving this goal?	

ATL reflection: How can this kind of guided thinking and self-management grow your confidence as an independent learner?

Learner profile attributes: thinker, risk-taker

MYP assessment help: inquiring and analyzing, developing ideas

You may find it useful to read about a sport you're learning in class, or one you will be learning later on. You may also find inspiration for sports ideas to base your Personal Project on, or maybe you'd like to teach others a sport in a community service project. Whatever your goal is, *The Sports Book* is a good place to start your research.

Inquiry task 1 I: See, think, wonder

Related concepts (design):

adaptation
environment
perspective

balance
function
refinement

choice
interaction
space

energy
movement
systems

Find a new sport in *The Sports Book* that you'd like to learn how to play. First, scan the pages, taking note of the headings, images, and information boxes. Then, answer these questions:

- 1 What do you see? (For example, can you find equipment, playing fields, and player or referee positions?)

- 2 What do you think about it? (For example, does it look simple or complicated, fast or slow, or contact or non-contact?)

- 3 What does it make you wonder? (For example, will you like this? Do you have the skill? Is there a chance of getting an injury?)

After reading, you may want to follow up by watching any videos you can find of others playing the sport. If you can, find a friend or two to play the sport with.

ATL reflection: How can sports help you practice your social and collaboration skills?
What type of sport do you feel the most comfortable doing?

Learner profile attributes: inquirer, risk-taker

MYP assessment help: planning for performance, applying and performing



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