The purpose of IMPACT II is to spread excellent teaching ideas throughout Ventura County.

IMPACT II does this by partnering with local businesses and organizations to provide $500 individual and $750 team grants to educators for unique, original and innovative curriculum that has been classroom tested.

IMPACT II enables excellent teaching ideas to reach all teachers in the county, and raises community awareness of exemplary classroom practices. IMPACT II boosts teacher morale by recognizing innovative teaching through both grants and an annual awards dinner where we celebrate the true heroes and heroines in our communities.

Over the years Ventura County IMPACT II has matured into the program that we envisioned at its inception in 1993. Business leaders, teachers, and administrators are becoming aware of the program and are participating in unprecedented numbers.

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Educator(s): Laurie Curtis-Abbe
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Grade Levels: 8, 9, 10, 11, 12
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Educator(s): Monica Lukins
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Grade Levels: 5, 6, 7, 8, 9, 10
Curriculum Areas: Language Arts/Reading (SAGE Category), History/Social Science
The Fall of the Roman Empire

Project

Educator(s): Monica Lukins, Jennifer Branstetter
School: D.A.T.A.
Grade Levels: 6, 7
Curriculum Areas: Language Arts/Reading (SAGE Category), History/Social Science
Students in our first grade classes have been having fun putting a new twist on learning about rules at the beginning of the school year. Our classes have a variety of levels and a variety of abilities: RSP students, Special Education students, Special Needs students, all socio-economic levels, reading levels from non-readers to above grade level, learners with modalities of: kinesthetic, visual, etc. We read a variety of literature stories to the children about behavior (example: “No, David”) and monsters (example: “Where the Wild Things Are”). This not only excites them, but gives them literary examples that relate to appropriate and inappropriate behaviors. (language arts 1.0) The classroom also displays fun monster pictures of Sesame Street monsters to show that all monsters are not bad or scary—discussing ideas about these characters from their prior knowledge that also leads to a discussion of good and bad qualities we would like to see on our campus.

We feel that it is important to take this time to discuss the rules with the children so that they understand the importance of them at school, and how the rules at school are important for their safety and their learning. (The first grade social studies unit discusses how rules for adults are called “laws,” so this is a good lead-in to that lesson, too.) (social studies)

There are some activities that occur during this time (which shows that this unit can be adapted to any grade level). Activities include: visiting sheriff and his dog; plus, a deputy visiting on his motorcycle; school deputy visiting classroom to read a story to the children (community); singing: “Monster Day” (song by: Linda Arnold) (music 2.0); making a “dream catcher” (art).

Their 4th grade Big Buddies (who have now become role models because they have been through this each year, having prior practice with writing, rules and brainstorming,) are brought up and paired with them to create their hanging “monster” mobiles—and they helped them brainstorm what they thought should be the most important rules for the whole school for lunch time behavior. (health ed, standard 1) These ideas were shared with the rest of the school and gave the first grade classes much self-esteem for their efforts. (This idea can be expanded for other classes: to make rules for the hallway, for assemblies, etc.) Building this foundation in the early grades (and in such a fun and thrilling way) allows for a more productive academic school class environment—the children have a fond memory of this unit and build on it during their years at our school.

To also add to the school display, the students created posters (visual arts 2.0) to show “No Oscar the Grouch Behavior at School.” The children were quite proud of their artwork in the lunch area and in the hallways—and loved to point at their own pieces and smile as we passed by them along the way each day.

The children have now spent a month in school, adjusting to their new classroom, and two weeks making it fun and exciting by creating lunchtime rules, making posters, working with their Big Buddies and doing fun activities through a creative monster unit. The usual “time out” list in the classroom has been replaced with a “monster behavior” chart. It is where a student places their name should they forget their manners and start to act like “Oscar the Grouch.” A mere reminding in class from the teacher about this has made classroom behavior much more manageable during this implementation (and fun /using the buzz word for the children, too.) Class management is very important in learning for the teacher and the students. During the year the students will need this skill in group activities—and throughout life, working with others uses this skill, too.

We teachers created math papers with pictures of monsters to teach attributes (big / small; red / blue) and a Venn diagram (comparing good monster behavior with Oscar the Grouch behavior.) (math 1.0, 2.0) Their math also came in handy when they created a monster pizza face on the last Friday—using fun shapes: round pepperoni, round olives, rectangular and triangular cheese shapes—and it helps them make a real world, geometric connection to shapes around them.

On that last Friday, our Big Buddy 4th grade role models joined us, again, along with our first grade parents. This time the 4th graders were there to show off their face-painting talents. Our first graders were allowed to have their faces painted like monsters—it was totally awesome! (The cameras were definitely flashing today!!!) But, this was not the end of it—there was one more station: the
monster houses—oh, boy! Once again, the children were allowed to use their creative thoughts with the flow of frosting (colors of green, orange, black, and yellow,) and an abundance of items, (candy, pretzels, cereal, beans, pepper, etc.)

As the children leave school on this day you can look at any of those “monsters” and see the fun that they had, or ask about the “monster” house that they are carrying, or even about one of the rules they created for lunchtime—I’m sure that any little first grade monster would be thrilled to stop and talk to you.

BEWARE OF MONSTERS
The purpose of this unit is to build awareness and a love of the scientific process. It develops confidence while encouraging the use of science every day. It gives all students (from below grade level to advanced learners, English language learners, even autistic and special education) the opportunity to feel confident that they can use the scientific process to make them better thus empowering them to become future scientists.

This unit starts out as a simple question: What makes a good scientist? We list all the qualities such as: smart, observant, focused, hard worker, sophisticated, and even grey hair! The next step is using a simple Venn diagram to compare and contrast scientist and second graders. It is here that students are thrilled to find out that they have many qualities in common, inspiring them to be like scientists every day.

All students learn better when they have a “Target”- something they will be able to do. These are called SWBAT statements (Students Will be Able To). After our new revelation this target becomes “Scientists Will Be Able To”.

We use our textbook to list and explore what scientists do. After practice in these areas in our everyday class work it is time to put these refined skills to the test with our embryology unit. With an incubator, eggs, chicken log, and their new found revelation that they are scientists, we begin our study:

Observation:
- Looking at real egg (gives hands on opportunity)
- Watching the incubator

Predict
- Read Whose Egg by G. Troughton/fill out prediction chart
- List all things that come from eggs/ predict what our eggs will be

Communicate
- Graphing information
- Draw and label diagrams (incubator and cross section of egg
- Sharing information, with other classes

Measure
- Use thermometer
- Measure water used

Compare
- Look at different types of eggs
- Looking on Chickenscope, u-tube videos, web site and in book look at what is happening in our eggs
Plan

• Every day we plan out what needs to be done for the next day, any information needed, research that needs to be done, new things to try

Question

• Each day we come up with questions some can be answered, others lead to more research

Scientific skills are cross curricular; using them in this exciting way allows students to connect meaning to them making them more assessable to all learners. The more students use these skills the stronger they become.

Writing: list writing, journals, summarizing

Math: reading temperature, calendar, recording time, counting days

Reading: Comprehension strategies, reading informational text, predicting using their pre reading stems (I’m Thinking, I’m Noticing, and I’m Wondering), and vocabulary skills (predict, define, sketch)

Technology: chicken scope, various web sites, and in class movie of chicks hatched in previous years, smart board for display and interaction

After the chicks hatch other students are invited into our “lab” where eager second grade scientist share what they have learned, and their new chicks.

This is an excellent opportunity for all grade levels. Questioning is a strategy used in all curricular areas to enhance comprehension. The scientific method (make a plan, follow the plan, record the results, try the plan again and draw a conclusion) is something that can be used at any grade level to develop the all important problem solving skills.

During the whole unit there is a table in the back of the room that has the incubator, large graph, books, and magnifying glasses, everything you need to be a successful scientist. This allows children self-discovery. They are encouraged to continuously ask questions, make observations, and develop the love of science.

There is a log book graded with a rubric. Completion of a KWL, with emphasis on what we have learned, this allows students the opportunity to reflect on what they have learned. A posttest to check for understanding makes the learning clear.

This unit addresses many of the second grade standards including.

Reading 1.0 Vocabulary Development, 2.0 Reading Comprehension, Writing 1.0, Writing Strategies 2.1, Listen and Speaking 1.0, 2.2 Report on a topic, Life Science and Investigating and Experimenting.

The new common core being implemented has a huge focus on informational reading with asking and answering questions and comparing and contrasting as a common thread throughout this standard. Working together, problem solving, justifying answers and writing using examples to prove are also common themes throughout these standards. This unit is one that will help bridge the gap giving students a head start on this new curriculum and build skills for life long learning.

The best thing about this unit is it has no ending the whole purpose is to empower students to continue to be to be a scientist in all they do.
Working together to problem solve

A scientist that loves his work

Communicate

Smart board used for technology
Students guide a “field trip” through their own class

Use prediction skills

Log information, problem solve
Observe

Display/Graph information

Measure, use a thermometer

Use the scientific process

Log information;
Calendar, vocabulary words,
Journal, reflections
My first grade students had an amazing amount of fun with our 4-week “farm / animal” unit. Starting by reading the novel, “Charlotte’s Web,” the children already excitedly had that “Ah-ha!” feeling about this unit. But, as the days went on, their joy only compounded as the activities increased. (Language Arts: 2.0, 3.0) The second grade class was doing an egg unit about the same time; so, they were able to come over and be our guest speakers with updates on their eggs in the incubators, their newly hatched chicks and the care of live animals.

The first grade class was made up with diverse learners, including English learners, far below basic learners and included students in all areas up to advanced learners. This class also had different abilities, different learning styles and different interests outside of the classroom: 1 medically diagnosed ADHD, 1 autistic, tactile learner, kinesthetic learner, etc. and several play soccer, two play the piano, one plays basketball, etc. But, together they were able to combine creativity making our barn come to life!

Each student had a 4th grade Big Buddy assist them with their research and report about one farm animal. Students were able to pick an animal of their choice—and some chose a familiar animal. For example, one student chose a horse because she has her own horse. Another student chose a chicken because they have chickens at their home. These students were able to access their prior knowledge in their reports which made the students more encouraged toward this task. There was a variety of writing options available, such as if they were raising the animal, or from a veterinarian’s point of view or from the animal’s point of view. This allowed the students to be more creative with their ideas. (Life Science: 2: A-E; Writing: 1.0, 2.0)

There were other entertaining activities included during this time. One was singing. The song, of course, was: “The Itsy-Bitsy Spider,” and I added an additional touch by also teaching it to the children in sign language. (Performing Arts: 5.0) Another was the game of Jacks: some games called—cows over the fence, pigs in the pen, horse in the stable. (Physical Education: Standard 2)

During our field trip at Underwood Family Farms the students were given a real-world feel for the different characters—getting a hands-on opportunity to explore the many animals for their size, shape and other features up-close and personal. With the information that they absorbed on this trip, they were going back to the classroom for the next part of the unit: to make papier mache animals. (Visual Arts: 2.0)

Our culminating event was an Open House. The classroom was transformed into a barn. The front door had a red sign: Welcome to THE BARN. Visitors entered under the left-over pieces of “Charlotte’s Web” that hung from the doorway (made by one of the students.) The center of the classroom fenced in all of the animals, and the outside circle of desks had the students’ animal reports. Scattered around the room were various webs and spiders hanging from the ceiling: Charlotte’s children (students made them using large pom poms, pipe cleaners and humongous googly eyes.) The animals had such personal touches, too—their sizes and colors being quite varied—which made the display fun for all to see as the children so proudly walked around the room showing off their handiwork.

This unit can be so easily adapted to any grade level. The degree of the projects and activities can be adjusted according to the grade level—for example, length of report, depth of research, etc. and the activities for the art, PE and science can also be adjusted accordingly. Other literary pieces can also be used for this type of study—there are so many amazing novels appropriate for other grade levels K-12 that lend themselves to these rewarding, student-centered units.
Scoping out the size / shape of the animals at Underwood Family Farm

Learning about their feeding habits for our reports

Getting up close and personal

Balloons getting wrapped with newspaper to build the animals

Taping the newspaper

Legs taped to the body

Papier Mache: the messy part

Painting

Adding Features: Feathers, Eyes, etc.
Welcome to the Barn

Remains of Charlotte’s Web hang

The Animals are fenced in around the apple tree on Zuckerman’s Farm

Charlotte’s Children (pom poms) Signs to display Animals

The Sheep

The Owl

The Rooster

The Cat

We also did a tissue paper / torn art project

...and a watercolor art of the barn!
2013 Ventura County Impact II Grant

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<td>Participant(s):</td>
<td>Christine Elliott, Tiffany Armas, Karen Davis, Hope Richards, Angela Jaquez, Anne Miller</td>
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Lesson Plan Title: Emperors, Macaronis and Faries, Oh My
Lesson Plan Grade Levels: K, 1, 2, 3
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), Mathematics (AMGEN Category), History/Social Science

New Common Core Standards for Language Arts direct primary teachers to shift from predominantly fiction to nonfiction while teaching children to read and write. 80% of real world adult literacy is nonfiction. Building on children’s natural fascination with penguins, we created an integrated thematic unit combining fiction successfully used in the past with new nonfiction books and technology resources to teach reading for key ideas and details while comparing and contrasting the craft and structure of literature and informational text. Based on learning, children were guided to write informative texts in which they retold facts learned through reading, and narrative texts in which they introduced a character, sequenced events, used temporal words and provided closure.

Whole class LA instruction included teacher read-alouds of fiction and nonfiction texts and interactive lessons we created with SMART technology. Whole class brainstorming of penguin related “vivid verbs” and “awesome adjectives” enriched appreciation of author’s craft as children became “word detectives” while listening or reading on their own. Students practiced application of new vocabulary in “mini books” about penguins. SMART lessons linked to selected Discovery Ed videos reinforced vocabulary and facts with graphics. SMART technology provided children with the opportunity to match new learning of information to pictures, and to sort new vocabulary by ABC order and into grammar clusters of nouns, verbs and adjectives. Interactive SMART lessons visually linked prior learning of continents and oceans to specific penguin habitats. The lessons also covered science curriculum content of the animals’ needs and physical characteristics that included interactive matching and sorting of facts with immediate feedback for correctness.

In small guided reading groups children had the opportunity to apply new vocabulary and background knowledge while reading nonfiction leveled text with teacher support. After children read with support, read to a partner, and read to self, they used text features (e.g., headings, tables of contents, glossaries, illustrations and tables) to locate key facts and information. Now they were ready to create based on new learning.

Penguins were integrated into math as well. Weekly lessons in solving story problems were written around three digit addition goals. Students read the problems, created mathematical diagrams representing the problems, wrote and solved equations, and finished with complete sentence answers to the stories. Penguin Dial Addition games were created and incorporated into math centers. Penguin Addition/Subtraction board games were used each week in Parent Led Centers. A large poster of an Emperor Penguin was taped to the wall. Children predicted whether they would be shorter, the same or taller than the penguin. Students were measured; results tabulated on a graph, then analyzed and discussed as a class. Children also drew and illustrate background for their favorite type of penguin, before voting with SMART “clickers”. The results were presented in both pie and line graphs for discussion.

After creating a Venn diagram comparison of a Tacky the Penguin storybook and Penguins, a nonfiction book, our students had a good understanding of the similarities and differences between fiction and nonfiction text. To structure children’s fictional writing, a simple three picture sequence was used. Children were encouraged to write two sentences for each picture, using “vivid verbs,” “awesome adjectives,” onomatopoeia, and dialogue. Stories differed tremendously as some children wrote in the first person, some in third, some children gave the penguin a name and personality, some just told a sequence of events. Students were familiar with the district writing rubric, posted clearly in the room, and encouraged to reference it when finished writing, to edit their own work. They had opportunity to pair-and-share their writing with peers for celebrations and genial feedback.

Another day, students were asked to write a sentence introducing their favorite type of penguin, write a minimum of three more sentences telling interesting things about that penguin, and finish with a closing sentence. Again, all our work reading whole class, on the SMART lessons, in guided reading groups, in games, art and in math, prepared our students with rich background knowledge about their favorite penguins. Teachers prompted orally and provided additional encouragement to support all learners in creating their own unique informative texts. The district rubric provides specific targets, or “next steps,” for all our young writers. Teacher observation confirms children reported correct information on the penguin of choice.
Our SMART technology includes a “clicker” assessment component. We create tests of about ten questions of different types for our young children: true/false, yes/no, multiple choice. Children all have a hand held device, much like a TV controller. When they enter their assigned numbers into their device, the teacher computer can read each child’s answer to each question. The questions are presented on the SMART board and can include graphics and video. The children read the questions then answer individually on their clickers. After all children have answered a question, SMART has the ability to show a pie or bar graph of the class answers. The immediate feedback of seeing how the class did is electrifying. Because we use clicker assessments for many of our SMART lessons, the children are familiar with the expectation they will retain information learned and want to do well. Our students can identify different types of penguins; what they look like, how and where they nest, where they live.

On average, 22 of 24 students selected correct answers on our Penguin clicker assessments. As a result, we know that our students learned a lot of facts about penguins. We know our students can identify and differentiate fiction and nonfiction texts as readers and they can write five to eight sentences in each form. Penguins provided an inspiring subject around which to explore the similarities and differences between reading for and writing information, and enjoying and writing good stories. SMART technology was worth our investment in time creating lessons and assessments because every student in the room was engaged and eager to participate.
Penguins: Students Learning

Reading to Self

Reading with a Partner

Comparing Height

Penguin Grammar Sort

Passing Penguin Chicks

Where do penguins live?

Clicker Assessments

More Clickers

SMART Graphing
Penguins: Student Products

Reading and Writing for Information

Penguin Vocabulary

Writing Fiction

Stories Vary: beginning, middle, end

Penguin Math Story

Nonfiction Writing

Referring to District Rubric

More Nonfiction
2013 Ventura County Impact II Grant

District: Pleasant Valley School District
School: La Mariposa
Participant(s): Christie Kyriacou, Stacey Quiles

Lesson Plan Title: Project Possible
Lesson Plan Grade Levels: Pre-K, K, 1, 2, 3, 4, 5
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), Mathematics (AMGEN Category), History/Social Science

_One person can make a difference and everybody should try._

_-John F. Kennedy_

This quote illustrates the intention of our most recent curriculum innovation, “Project Possible.” We believe that children learn best through real-life application, especially at the young age of seven. For this 6-week unit we combined formal instruction with a related service in our community, making service learning possible for all.

We chose money as our curricular cornerstone, as it is a part of the second grade standards with which students often struggle. First, children earned change by doing chores around their homes and neighborhoods. They brought the change to school along with two gently-used toys or books. We then transformed our classroom into a colorful marketplace and, using what we learned in social studies about suppliers and consumers, set up shop. Children counted money, purchased, made change and “bought” items new to them. Part of our focus for this unit was also to reuse, renew, and recycle. Money collected went to purchasing socks and undershirts for Casa Pacifica’s stated greatest need: teenagers. Guided reflection of our experiences was our culminating activity and was facilitated by classroom teachers in cooperation with our music teacher in the form of a class-written rap song.

The result was a motivating and genuine unit that incorporated a multitude of learning styles to include auditory, visual, and tactile/kinesthetic. Our classroom embraces English Language Learners from six different cultures, students with 504 plans, and a diverse range of interests and strengths. Part of the success of this unit was evidenced by the commitment that each and every family made to civic responsibility through Project Possible!

II. Lessons, Activities, and State Standards

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<th>Activity</th>
<th>Assessment</th>
<th>Standard or Common Core Reference</th>
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<td><strong>Too Many Toys by David Shannon</strong></td>
<td>Students learn about Spencer, a boy with too many toys, and brainstormed what they would do if they were him. Students created alternate endings. In doing so, there were many “donate to charity” answers and these were our student-centered springboard into our unit on Giving.</td>
<td><strong>1.0 Writing Strategies</strong> Students write clear and coherent sentences and paragraphs that develop a central idea.</td>
</tr>
<tr>
<td><strong>Earning and counting money</strong></td>
<td>Students earned coins for three weeks and stored them in piggy banks made out of recycled water bottles from one of our class parties. Using ipads, tablets, and computers, students practice counting money on</td>
<td><strong>Common core</strong> M2-MD8 Solve problems involving combinations of dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.</td>
</tr>
</tbody>
</table>
various media.

**Marketplace**  Students sorted toys at home into “play with” and “no longer play with” piles. They chose two items to donate to class for our sale. We then sorted the toys into student-generated categories. Children used alliteration or multiple-meaning words to brainstorm names for the sections of our store. (e.g. “Total Toys” and “Book It!”). Students designed and created storefronts.

| Students’ knowledge of alliteration and multiple meaning words were assessed through their written suggestions for store section names. | 2.0 Creative Expression
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera. |

**Wish Lists**  Encouraged to think of their purchases as gifts to others, they recorded what they would like to buy, how much it would cost, and how much money they would have left.

| Wish lists (with monetary amounts) were collected and reviewed with students. | M2-OA1
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to and taking from. |

1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations |

**Shopping Day**  Students were the suppliers and consumers. Children made purchases, received change, and counted change.

| Students naturally corrected each other if they were given the wrong amount of change! Teachers facilitated disagreements but there weren’t many because of their preparation. | Number Sense
5.0 Students model and solve problems by representing, adding, and subtracting amounts of money. |

**Rap Song**  The class wrote a rap about the rewards and challenges of giving. The song was recorded by students on a flip camera and will be given to each student as a memento.

| 2.0 Creative Expression
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. |
<table>
<thead>
<tr>
<th>Item</th>
<th>I have:</th>
<th>It costs:</th>
<th>My Change Would be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camera</td>
<td>N/A</td>
<td>$11.15</td>
<td>$13.05</td>
</tr>
<tr>
<td>Sony</td>
<td>$13.05</td>
<td>$7.64</td>
<td>$2.29</td>
</tr>
<tr>
<td>Twistcray</td>
<td>$2.39</td>
<td>$1.07</td>
<td>$1.32</td>
</tr>
</tbody>
</table>
Mom put her hands on her hips. She was mad! Mom had an idea. She will have a yard sale with some of his toys. Spenser said "OK."
<table>
<thead>
<tr>
<th>Coin Type</th>
<th>How Many?</th>
<th>How Much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half Dollars</td>
<td>1</td>
<td>50¢</td>
</tr>
<tr>
<td>Quarters</td>
<td>8</td>
<td>$2.00</td>
</tr>
<tr>
<td>Dimes</td>
<td>12</td>
<td>1.20¢</td>
</tr>
<tr>
<td>Nickels</td>
<td>6</td>
<td>30¢</td>
</tr>
<tr>
<td>Pennies</td>
<td>21</td>
<td>21¢</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>38</td>
<td><strong>$4.01</strong></td>
</tr>
</tbody>
</table>
Too Many Toys

David Shannon
Extreme Art

blue
2013 Ventura County Impact II Grant

District: Ventura Charter School
School: Ventura Charter School
Participant(s): Jessica Murphy

Lesson Plan Title: The Price of Gold
Lesson Plan Grade Levels: 3, 4, 5
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), History/Social Science, Science (AMGEN Category)

"I have found it," said Marshall.
"What is it?" inquired Scott.
"Oh! no," replied Scott, "That can't be."
"I know it to be nothing else," replied Marshall.

When my students realized we would study gold as the answer to our driving question, “Why did people immigrate to California?” they caught gold fever. The intention of this project was to learn why people immigrated to California, but along the way, students realized the journey toward riches often led away from happiness.

To answer our driving question, we went back to a time when California wasn’t a state, there was no formal government, and land was speckled with tribes, missions, and ranchos. We went back to a fateful day in 1848 when James Marshall discovered gold at Sutter’s Mill. California would never be the same.

Project
Students worked on our project each afternoon in small groups. Together, they read non-fiction articles and completed outlines about mining life, how justice was enforced, and the mistreatment of minorities. Students were saddened to discover that foreign miners had to pay a high tax on their gold, Native Americans were attacked for imaginary crimes, and Chinese miners had their camps looted. With all this violence students wondered “Why would anyone want to come to California?” It’s simple: gold fever. To help students understand the intoxication of gold fever, we read about people with nothing becoming overnight millionaires. To spike their fever, we read about the Calaveras nugget, discovered in 1854, weighing 162 pounds! They now understood why the world came running to California.

Deepening their understanding of gold fever, we read By the Great Horn Spoon by Sid Fleischman. This historical fiction novel chronicles two characters as they travel to California, dealing with an overcrowded ship, homesickness, and unruly miners. Through these characters’ experiences, students started to question whether gold mining was as attractive as they originally thought.

We then took a field trip and heard from presenters dressed as 49’ers. The students then “journeyed to California”. Many didn’t “survive” the journey because of illness. Those who did survive donned dirty clothes and spent outrageous amounts of money on mining equipment and necessities to survive. Students panned for gold, trying hard to get the water to swirl in their pan just right. Their backs started to ache and their arms grew tired in the hot sun. It was a lot of work and many were rewarded with nothing. Students started to solidify the idea that mining was not glamorous and that the majority of miners worked themselves to the bone for very little pay.

Those consistently making money in the gold fields were the merchants. To illustrate this point, students were given a week to research the price of common household items in their local stores: shovels, jeans, bread, etc. Then they were given the price of these items from the gold rush era and a formula for how to convert those prices, considering inflation rates, to compare to today’s prices. After the math was done, students were shocked by what they felt were “illegal” business practices. A shovel cost over $1000! The words “supply and demand” and “monopoly” came up naturally and students’ economical eyes opened for the first time.

Learning about gold led into the study of other minerals through geology. Students learned the rock cycle, studied different rocks and minerals, and learned how to classify them. Students wondered why gold was in California and soon learned it was a natural resource of Northern California. Our Southern California natural resource is oil. We took a field trip to the California Oil Museum to learn about our “black” gold and worked with an engineer to study the properties of rocks and minerals and try hardness tests. Students
behaved like geologists as they used microscopes to examine each mineral to sort and classify them. Though students really wanted to examine gold most of all, I explained the museum couldn’t afford to have dozens of gold nuggets on hand.

Studying an event from Northern California had its challenges because we couldn’t see the actual gold rush sites. Instead, we did the next best thing. Students participated in a video conference with a park ranger in Columbia, California through the program PORTS (Parks Online Resource for Teachers and Students). The ranger toured the students through a restored mining town. Students could ask the ranger questions and were excited to interact with this expert as well as see another part our state.

We culminated our project with a gold rush play and campfire. In the play, each student had a role and wore costumes to present a play to their parents. The play involved claim jumping and pistol-packing miners who robbed stage coaches. Students booed and hollered at each other just as miners did in camp (pictures attached). At the campfire, students expressed their learning by choosing one of the following to present during our class’s campfire (complete with fake flames): a student-created model of a gold rush mining tool, a short scene of a gold rush activity, or their historical fiction writing (pictures attached).

Assessments

**Formative-** Each group of students earned a “claim” by completing their outlines based on non-fiction articles. They could steal another group’s claim by answering questions correctly in Gold Rush Jeopardy. I noted which students understood the material and which needed extra support. We played this game 3 or 4 days a week and competition was fierce.

**Summative-** Students were graded on their presentation at the campfire with a corresponding rubrics.

**Reflection-** During our project, students experienced gold fever and empathized with miners from every culture. Many miners ended up like James Marshall, dying penniless. Students realized that the price of gold, or any form of riches for that matter, is often too high and once attained, doesn’t guarantee happiness. In fact, the pursuit of it often ends in demise. With that said, on the backs of these gold-loving immigrants, California became what it is today.
Class Play- Students laugh during rehearsals

Campfire- Student presents as a miner showing her pick axe.
Campfire- Student shows map of immigration and routes to the gold fields.

Campfire- Student presents scene of miners looking for gold near a river.
Campfire Rubric for Acting out Gold Rush Scene

Why did people immigrate to California?

<table>
<thead>
<tr>
<th></th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Content</td>
<td>Uses as least four facts from our Gold Rush readings. Some ideas prompted new thinking.</td>
<td>Uses 2-3 facts from our Gold Rush readings. Ideas reinforced original thinking.</td>
<td>One or no facts form our Gold Rush readings were used. Some information was not accurate.</td>
<td></td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>Speaker’s posture, hand gestures, and facial expression conveyed confidence; spoke with appropriate tone and pace to captivate audience.</td>
<td>Speaker used appropriate tone and pace and sounded natural.</td>
<td>Speaker was hard to understand; excessive use of verbal fillers; monotone speaking.</td>
<td></td>
</tr>
<tr>
<td>Organization of Scene</td>
<td>In addition to PROFICIENT: Scene is well organized and flows effortlessly. Appropriate costumes to convey Gold Rush era. Scene has beginning, middle, and end.</td>
<td>Scene is organized, but not perfected. Appropriate costumes to convey Gold Rush era. Scene has beginning, middle, and end.</td>
<td>No evidence of planning the scene. No costumes. No obvious beginning, middle, or end.</td>
<td></td>
</tr>
</tbody>
</table>
Reading

3rd - 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

4th - 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

Writing

4th - 1.5 Quote or paraphrase information sources, citing them appropriately.

1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

Math

3rd - 2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 × 3 = ___).

4th - 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.

3.3 Solve problems involving multiplication of multidigit numbers by two-digit numbers

Social Science

4th - 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter’s Fort.

2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp).

5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

Science

4th - 4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:
   
a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).
   
b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   
a. Differentiate observation from inference (interpretation) and know scientists’ explanations come partly from what they observe and partly from how they interpret their observations

Listening and Speaking

3rd - Organization and Delivery of Oral Communication

1.5 Organize ideas chronologically or around major points of information.
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.
2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

4th - 1.5 Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and evidence.
1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).
1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.
What do you know about Native-American Indians? When you ask a third or fourth grade child what they know about Indians, stereotypes often come to mind (all Indians wear feathers on their head, all Indians live in teepees, etc.). So first, we raised awareness regarding all of the stereotypes students had about native peoples. It was now our purpose to confirm, alter, or change these beliefs about Indians by studying the native people of Ventura.

Building a Foundation
We learned about the Chumash Indians through readings, field trips, guest speakers, videos, stories, and many hands-on activities. We made an interactive student-made bulletin board inspired by Rainbow Bridge. Each time we learned something new students added pictures, thoughts, ideas or information to the board. We learned about Chumash arts including music (clapper sticks, songs, rattles) and rock painting. We read Chumash stories and practiced the art of storytelling. We read aloud books such as Island of the Blue Dolphins and The Chumash Through a Child’s Eyes and engaged in thinking routines to deepen our understanding. Students played Chumash games to understand how the Chumash children played games to learn skills like hunting. We also traveled to the Thousand Oaks Interpretive Center to see a replicated Chumash Village and artifacts. Once we debunked stereotypes about Chumash Indians, it was our turn to share our knowledge with others.

The Project
We decided to research and create something to help teach other students what we had learned about Chumash Indians. After brainstorming, a student-driven project arose with an authentic purpose. Our classes decided to create “Chumash To-Go Boxes” for the Ventura Indian Education Consortium. A couple of students in class said they wished there were more kid friendly hands-on activities and artifacts to use during the monthly Indian Education with the county. We decided we would fill this need by creating boxes filled with hands-on materials that would be shared with students all over the county. Each box would contain a student written brochure and two and three-dimensional objects that could teach others about a specific subject pertaining to the Chumash Indians.

Research
Children chose an area of interest and were placed into teams to become Chumash experts in a specific area (animal usage, tools and weapons, clothing and accessories, etc.). To become “experts” we needed to learn more and get support from an expert - an actual Chumash Indian. Each team member read non-fiction articles, highlighted and underlined text to support their meta-cognitive growth, and responded to the article by writing notes. Alan Salazar, a local Chumash elder came to our class as an expert resource to share authentic artifacts.

Application
Working as a team, students wrote a brochure and created replicas of artifacts to accompany their brochure. To guide students, teachers presented a rubric and showed real-life examples of brochures. Students decided on a layout for their brochure and each wrote one page including pictures and text. Students chose which artifacts would best represent their topic and then created two and three-dimensional artifacts using a variety of materials. For example, students in the craftsmanship group created a cradleboard and students in the tool group made a bow and arrow. Students were supported by group members and multiple learning styles, including spatial and interpersonal, were addressed.

Students felt highly motivated in this student-driven project for two reasons. First, the relevancy of this project brought a strong sense of purpose to learning about the native people of Ventura. Second, the project allowed for student choice including topic, what to create, and how to present knowledge.

To improve their work, students presented their brochures to other students for critique in a “Critical Friends Group” to seek ideas for revisions. In a “Critical Friends Group,” a team of students share their work and their thinking with another team of students. The
The final “Chumash To-Go Boxes” were proudly presented to the school and parent community. We watched first and second graders reading brochures about tools, painting rocks with symbols, and saying, “How cool! Chumash used animal bones for instruments.” By watching student engagement we realized we had accomplished our task of making kid-friendly Chumash materials.

The “Chumash To-Go Boxes” were warmly received by a representative from the Ventura County Indian Education Consortium. Students presented their boxes to Deborah Brackley, who listened and engaged each group by asking questions about their brochure and artifacts. Deborah took the boxes to be used as educational tools with students throughout the county. (See examples in the attachment)

**Assessment**
Students were assessed on a four-point rubric for their presentation, brochure writing, teamwork, and content knowledge. (See attachment) Throughout the project students used a rubric to evaluate themselves and their team based on work ethics and teamwork. Teachers wrote informal notes on brochures and conferenced with groups to provide feedback and support. Many grade level content standards were addressed. (See attachment)

**Impact**
After becoming experts, students were more curious to know what happened to the Chumash people, which led us into studying about the settlers and the impact they had on the Chumash. To understand life for modern day Chumash, Alan Salazar returned and shared a video of a yearly Santa Cruz trip he does in tomols (Chumash canoes). In addition, Julie Tumamait-Stenslie came as a guest speaker and shared her experience as a modern-day Chumash.

An important impact that resulted from this project was that students gained new points of view and learned to think beyond stereotypes. Students realized that Native-American Indians lived in a way to preserve the land, honor the animals as their brothers, and altered original ideas. Students connected stereotyping to the world at large, noticing that stereotypes exist for other groups of people as well. This awareness and deep knowledge is something students will carry with them for life.
Chumash To-Go Boxes
Supporting Documentation

*The idea of a “To-Go Box” with brochures and artifacts can work with any content matter for any age group.

3rd and 4th Grade California State Content Standards

3rd Grade Language Arts

2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
2.5 Distinguish the main idea and supporting details in expository text.

3rd Grade Social Studies

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
   1. Identify geographical features in their local region.
   2. Trace the ways in which people have used the resources of the local region and modified the physical environment.

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.
   1. Describe national identities, religious beliefs, customs, and various folklore traditions.
   2. Discuss the ways in which physical geography influenced how the local Indian nations adapted to their natural environment.
   3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
   4. Discuss the interaction of new settlers with the already established Indians of the region.

3rd Grade Visual Arts

3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery.

4th Grade Art

1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.

4th Grade Writing

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

4th Grade Listening and Speaking

2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
Photographic Evidence: A Foundational Understanding
Photographic Evidence: Creating Artifacts and Brochures

<table>
<thead>
<tr>
<th><img src="image1.jpg" alt="Image" /></th>
<th>A team works together to create artifacts representative of Chumash Crafts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2.jpg" alt="Image" /></td>
<td>Team members work together writing, revising, and creating their final brochures.</td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Image" /></td>
<td>A student paints a traditional Chumash instrument, a clapper stick, on which he has learned to play songs.</td>
</tr>
<tr>
<td><img src="image4.jpg" alt="Image" /></td>
<td>Alan, our expert, provides feedback to a team of students studying Chumash tools. He gives suggestions for how to improve their tools and verifies information we received from books.</td>
</tr>
<tr>
<td>Chumash Focus</td>
<td>Artifacts</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Animal Uses</td>
<td><img src="image1" alt="Animal Uses Artifacts" /></td>
</tr>
<tr>
<td>Chumash Plant Uses</td>
<td><img src="image3" alt="Chumash Plant Uses Artifacts" /></td>
</tr>
<tr>
<td>Chumash Music</td>
<td><img src="image5" alt="Chumash Music Artifacts" /></td>
</tr>
<tr>
<td>The Chumash Games</td>
<td><img src="image7" alt="The Chumash Games Artifacts" /></td>
</tr>
<tr>
<td>Chumash Tools</td>
<td>Chumash Craftsmanship</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>

[Images of Chumash tools and craftsmanship]
Interviewing Julie Tumamait-Stenslie

1. What evidence of the Chumash's presence is left in Ventura today?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What places in Ventura were important AND WHY to the Chumash?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Was the Chumash diet healthy AND how has that diet changed?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Is there anyone that currently speaks the Chumash language and how is the language being kept alive?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How is your life the same and different from your father's? Grandfather's?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

NOTES:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# “Chumash Museum-To-Go”

**Name:**

<table>
<thead>
<tr>
<th>PROJECT COMPONENTS</th>
<th>Points</th>
<th>EMERGING</th>
<th>PROFICIENT</th>
<th>COMMENDED</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication (Presentation and Defense)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Speaker was hard to hear or understand.</td>
<td>• Speaker was easy to hear and understand.</td>
<td>• Speaker was enjoyable to hear; used expression and emphasis.</td>
<td>In addition to meeting the PROFICIENT criteria …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Excessive use of verbal fillers.</td>
<td>• Spoke clearly, correctly and without verbal fillers.</td>
<td>• Speaker used voice to create an emotional response in audience.</td>
<td>In addition to meeting the PROFICIENT criteria …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Little eye contact with audience.</td>
<td>• Strong eye contact with entire audience.</td>
<td>• Posture was commanding and purposeful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Poor or slouchy posture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 - - - - 3 - - - - 6 - - - - 9</td>
<td>10 - - - - - 11 - - - - - 12</td>
<td>13 - - - - - - - - - - - - - - - - - - 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Communication (Brochure)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Main ideas were not stated or explained.</td>
<td>• Main ideas were stated and explained.</td>
<td>• Clever presentation of information.</td>
<td>In addition to meeting the PROFICIENT criteria …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pictures not labeled.</td>
<td>• Pictures were labeled.</td>
<td>• Further research beyond class articles is evident.</td>
<td>In addition to meeting the PROFICIENT criteria …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Less than 4 subtopics.</td>
<td>• At least 4 subtopics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Not well organized or colored.</td>
<td>• Organized clearly and colored.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information was not synthesized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 - - - - 3 - - - - 6 - - - - 9</td>
<td>10 - - - - - 11 - - - - - 12</td>
<td>13 - - - - - - - - - - - - - - - - - - 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Played a passive role in completion of the project.</td>
<td>• Active role in completion of the project.</td>
<td>• Thoughtfully organized and divided the work, checked on progress, or provided focus and direction for the project.</td>
<td>In addition to meeting the PROFICIENT criteria …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Made unconstructive criticisms toward the project or other group members; did not add value to the group.</td>
<td>• Made constructive comments toward the project or other group members.</td>
<td>• Listened to others and checked in to understand how each member was progressing and how he or she may be of help.</td>
<td>In addition to meeting the PROFICIENT criteria …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Was often off task, did not complete assignments or duties.</td>
<td>• Consistent on-task behavior.</td>
<td>• Made up for work left undone by other group members.</td>
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<tr>
<td>• Poor attendance or inefficient use of time impeded progress on project.</td>
<td>• Attendance and efficient use of time supported team’s progress on project.</td>
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<td>10 - - - - - 11 - - - - - 12</td>
<td>13 - - - - - - - - - - - - - - - - - - 15</td>
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<tr>
<td>Content Knowledge</td>
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<tr>
<td>• Demonstrate limited understanding of Chumash culture</td>
<td>• Demonstrated understanding of Chumash culture</td>
<td>• Further research beyond class articles is evident.</td>
<td>In addition to meeting the PROFICIENT criteria …</td>
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<tr>
<td>• Participated fully in field work and with Guest Speakers</td>
<td>• Can identify common stereotypes of Native Americans</td>
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<td>0 - - - - 7 - - - - 13</td>
<td>14 - - - - - 22 - - - - - 27</td>
<td>28 - - - - - 34 - - - - - 45</td>
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Senoritas and Seniors,

On behalf of the Spaniards and the Chumash you are invited to a Town Hall Meeting on the third of May, 1784, at 8:45 regarding the impacts of the Buenaventura Mission.

Kind regards,

Count Stampa Duke of Parma and Piacenza, Spain

The clocks turned backwards in time, the minute Father Serra, in his long brown cassock and dangling cross, stepped into our classroom. We all stared in shocked silence, as the friar quietly set down his staff, and began reading an 18th-century-inked-letter describing our upcoming assignment.

The assignment: All third and fourth grade teams were designated to represent either the Chumash or the Spaniards in a Town Hall Meeting to answer our project’s guiding question, What were effects of the Ventura Mission on the people and land? After hearing their perspectives, the Ventura Mission Board planned to inform Father Serra who would decide the future of the Ventura Mission. During the Town Hall Meeting, the Board listened to presentations as children synthesized their learning and elaborated needs met and not met during the short mission era. Families were invited to participate as 18th century town members.

History came alive my classroom as we culminated our CA Mission Project! The (pseudo)Ventura Mission Board, assessed and evaluated the Town Hall presentations, consisted of school administrators and guest experts, such as Ventura County Museum Director of Education, Wendy VanHorn, and book author and Mission/Chumash Specialist, Matt Kettmann. During the Town Hall Meeting, the Spanish and the Chumash were evaluated on their ability to express content knowledge and present advantages and disadvantages of the Ventura Mission. Speakers needed to use voice to create an emotional response in their audience, use dramatic flair, and make their perspectives clear. Costumes were designed, such as Spanish soldiers, settlers, and friars, and Chumash families, hunters, and leaders. (Rubric attached.)

Prior to being surprised by the sudden appearance of Father Serra (a parent volunteer dressed up) the students had been engaged in a two-month-study of the CA Mission System through a social-justice lens. Intrigued, after reading “Pirates Attack Santa Barbara” from True Stories of California but Gerald A. Schiller (2001), we set out to learn the more about the Spanish side of the story by taking a field trip to Santa Barbara. We of course visited the mission and the presidio, using “Field Work Guides” and doing a “Scavenger Hunt” to direct our learning. (See attached.) We explored the Chumash perspective by interviewing a Chumash Native, reading many books, and spending an interactive day at the County Museum. Students interviewed author Matt Kettmann, practicing note-taking perspective-taking skills.

Children were surprised that the soldiers, friars, and Chumash had a personal and intimate relationship. Students studied the era from perspectives of each piece of the triangle. They developed empathy through creating Open-Minded Portraits of a soldier, a Chumash, and a friar. Students analyzed the needs and feelings of each group using Non-Violent Communication. The students also utilized Venn Diagrams to compare/contrast the needs of each group. We used Quick-Writes as tools of empathy, stepping into a scene in history as a different “character” of the triangle and writing from that perspective. Students read expository articles, practicing skills of Non-Fiction reading, such as: monitoring, summarizing, and synthesizing. To make our thinking visible, my readers developed a “class coding system” in which we left “tracks” in our text, recording our reactions, growing more meta-cognitive.

Students often challenged purposefully introduced articles, seeing them skewed towards one perspective or another, and noticing themes that they described as “unfair” or “prejudiced.” We held Grand Conversations and discussed Churchill’s quote, “History is written by the victors,” in relation to what we read.
Student teams demonstrated their learning in many ways throughout the project, such as creating Teaching Posters and “Dramatic Tableaus” (frozen-narrated scenes.) Rubrics provided clear expectations for all assignments. Analyzing the historical relationship as multi-layered and triangular, not as merely an “us-against-them” scenario, led to deep understanding and new points-of-view. (Intellectual behavior high on “Blooms’ Taxonomy,” 1965.)

Soon after the Town Hall Meeting, letters arrived in the classroom for each student… Before Father Serra died he asked you to be his successor and continue his work at Ventura Mission. After learning the effects of the mission, what will you do next? Write to the King, explaining the situation and your plans.

Driven by our guiding question, What were effects of the Ventura Mission on the people and land? Children showed their learning in two culminating events - their cooperative presentation to the Board and an individual assessment, sharing their knowledge in a letter to the king. To support them in preparing for both culminating assessments, teams utilized resources from expository readings, read alouds, slide shows, notes, and field trips. During the project students practiced strategies for revising and editing writing, verbal presentation skills, cooperative learning skills, note-taking and research, critical reading, perspective taking, and skills of empathy. Lastly, students participated in a self-assessment, where they assessed their teamwork and work ethic.

This project could easily be modified for different grade levels. Non-fiction articles can be altered for different grades. Younger children could focus on the history of the era, sharing facts, rather than perspectives. Older students could independently read suggested books, host Literature Circles, and focus on issues of social-justice through debate.

As a third and fourth grade teacher, the challenge of creating Mission projects (required by CA Standards) is making them authentic and creating an essential need for the content. Our students’ parents built mission dioramas and learned factoids, but did that make them “educated?” Teaching the same study that has been taught for 35 years is not going to prepare our students for today’s world. When a teacher creates space for in-depth inquiry, teaches strategies for revision and reflection, requires critical thinking skills, teaches collaboration, promotes student choice, strengthens dispositional thinking, and provides opportunities for perspective-taking and empathy, we are truly teaching for the 21st century. I am proud to be part of a classroom of engaged 21st century thinkers!
Town Hall Meeting Supporting Documentation

3rd and 4th Grade California State Content Standards

3rd Grade Reading
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
2.5 Distinguish the main idea and supporting details in expository text.
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
2.3 Demonstrate comprehension by identifying answers in the text.
2.4 Recall major points in the text and make and modify predictions about forthcoming information.
2.5 Distinguish the main idea and supporting details in expository text.

3rd Grade Writing
1.1 Create a single paragraph:
   a. Develop a topic sentence.
   b. Include simple supporting facts and details.
2.3 Write personal and formal letters, thank-you notes, and invitations:
   a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
   b. Include the date, proper salutation, body, closing, and signature.

3rd Grade Speaking and Listening
Organization and Delivery of Oral Communication
1.1 Retell, paraphrase, and explain what has been said by a speaker.
1.1 Connect and relate prior experiences, insights, and ideas to those of a speaker.
1.3 Respond to questions with appropriate elaboration.
1.5 Organize ideas chronologically or around major points of information.
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
1.8 Clarify and enhance oral presentations through the use of appropriate props
1.10 Compare ideas and points of view expressed in broadcast and print media.
1.11 Distinguish between the speaker’s opinions and verifiable facts.
2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

3rd Grade History and Social Science
3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
   1. Identify geographical features in their local region.
   2. Trace the ways in which people have used the resources of the local region and modified the physical environment.
3.2 Students describe the American Indian nations in their local region long ago and in the recent past.
   1. Describe national identities, religious beliefs, customs, and various folklore traditions.
   4. Discuss the interaction of new settlers with the already established Indians of the region.
3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

2. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.

4th Grade Reading

2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
2.5 Compare and contrast information on the same topic after reading several passages or articles.
2.6 Distinguish between cause and effect and between fact and opinion in expository text.

4th Grade Writing

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).
2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

4th Grade Speaking and Listening

2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
1.1 Retell, paraphrase, and explain what has been said by a speaker.
1.5 Organize ideas chronologically or around major points of information.
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
1.10 Compare ideas and points of view expressed in broadcast and print media.
1.11 Distinguish between the speaker’s opinions and verifiable facts.

4th Grade History and Social Science

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.

3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).

4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism.

5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions.

6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
Students had just completed a study on the **Chumash perspective**, learning about the many ways that they had affected our local area. The children learned about religious beliefs, customs, and various folklore traditions. Then, our class went on a field trip to the Santa Barbara Mission and Presidio to explore history from the **Spanish Friars and Soldiers’ perspectives**.

To learn about the different perspectives through a **social justice lens**, students interviewed an author and a curator at the museum. They prepared for their presentations, by summarizing, coding, and discussing nonfiction articles and books. They compared ideas and **points-of-view** expressed in different articles. They needed to learn clear and specific vocabulary to communicate ideas and establish the tone.

The **clocks turned back in time**, the minute Father Serra, in his long brown cassock and dangling cross, stepped into our classroom. We all stared in shocked silence, as the friar quietly set down his staff, and began reading an 18th-century-inked-letter describing our upcoming challenge.

Children **delivered oral presentations to the “Ventura Mission Board”** (school administrators and History Experts and Authors) in small groups from the perspectives of the Chumash and the Spanish Friars and Soldiers. They learned clear and specific vocabulary to communicate ideas and enhanced oral presentations through the use of appropriate props and costumes. During presentation students took notes, paraphrasing and explaining what has been said by a speaker and needed to know enough information to distinguish between the speaker’s opinions and verifiable facts.

At the end of our project, the students wanted something to remember our expedition in learning, so we created this **artistic** chair for our classroom.
# Town Hall Meeting: Oral Presentation and Paper Rubric

<table>
<thead>
<tr>
<th>Idea Development</th>
<th>Exceptional</th>
<th>Admirable</th>
<th>Acceptable</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes a strong, well-defined position; uses at least four appropriate reasons with supporting details for each reason; perspective strong and clear</td>
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<tr>
<td>Clear position taken and defined; some reasons and some details present but not fully developed; perspective clear</td>
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<tr>
<td>Position not clearly stated; development is brief; unrelated, unsupported, general statements, reasons, and details; minimal facts used; perspective unclear</td>
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<tr>
<td>No clear position taken; undeveloped reasons; no facts used; perspective not provided</td>
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<table>
<thead>
<tr>
<th>Organization of Paper</th>
<th>Demonstrates logical, subtle sequencing of ideas through well-developed paragraphs</th>
<th>Paragraph development present but not perfected</th>
<th>Logical organization; organization of ideas not fully developed</th>
<th>No evidence of paragraph structure</th>
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</thead>
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<tr>
<th>Use of Resources</th>
<th>Uses appropriate information from resources to support position; uses additional resources to develop position; uses a range resources like pictures, maps, articles, books (six or more)</th>
<th>Demonstration of content knowledge; use of four or more resources</th>
<th>Little use of content knowledge; uses less than four resources</th>
<th>No evidence of subject matter or resources used</th>
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</table>

<table>
<thead>
<tr>
<th>Management of Time</th>
<th>Submitted on time; utilizes class time appropriately; seeks help in research and writing; helps not hinder group</th>
<th>Utilizes class time; deadlines met; submitted on time; helps not hinder group</th>
<th>Deadlines met with supervision; needed support to help not hinder group</th>
<th>Consistently unprepared; late; unfinished; often hindered group</th>
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<tr>
<th>Mechanics and Language Usage in Paper</th>
<th>Error-free paper; accurate spelling and punctuation, capitalization, and usage; variety of sentence structure; rich content vocabulary</th>
<th>Few errors present in spelling, punctuation, capitalization, and usage; some attempt at sentence variety; occasional use of content vocabulary</th>
<th>Incorrect sentence structure; spelling, punctuation, capitalization errors present; repetitious vocabulary; weak language usage</th>
<th>Multiple errors present in sentence structure, spelling, punctuation and capitalization; weak vocabulary and incorrect language usage</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Oral Presentation at Town Hall Meeting</th>
<th>Speaker was enjoyable to hear; used expression and emphasis; Speaker used voice to create an emotional response in audience; speaker possessed dramatic flair; perspective strong and clear</th>
<th>Speaker was easy to hear and understand; Voice sounded natural, neither patterned nor monotone; expressive speaking; perspective clear</th>
<th>Speaker was hard to understand; or understand; excessive use of verbal fillers; monotone speaking; perspective unclear</th>
<th>Difficult to hear; little content knowledge shared assembled with care; perspective not provided</th>
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Name: __________________________ Date: ______________
## My Daily Work Ethic Rubric

<table>
<thead>
<tr>
<th>Name ____________</th>
<th>Date________________</th>
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<tr>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Almost Always</td>
<td>Sometimes</td>
<td>Almost Never</td>
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<table>
<thead>
<tr>
<th><strong>I used resources to find information I needed.</strong> (Little teacher help)</th>
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<tr>
<th><strong>I stayed on task.</strong></th>
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<tbody>
<tr>
<td>(Began work right away and conversations were about the task/concept)</td>
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<tr>
<th><strong>My behavior helped the group.</strong></th>
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<tbody>
<tr>
<td>(Positive attitude, listen and respond, appropriate use of humor, stayed present)</td>
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<tr>
<th><strong>I had a meaningful contribution.</strong></th>
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<tr>
<td>(I gave and received support. There was shared responsibility)</td>
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</table>

<table>
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<tr>
<th><strong>I did my best work.</strong></th>
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<tbody>
<tr>
<td>(Effort and ability)</td>
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**Comments:** __________________________________________________________________________
**Town Hall Meeting Notes**

Name ___________________ Date_______

**Directions:** While you present and listen to the Chumash perspective and the Spanish perspective about the Missions, take notes. Below create a Venn Diagram finding similarities and differences between the two points of view. Be sure to determine between FACT and OPINION.

<table>
<thead>
<tr>
<th>Chumash Perspective</th>
<th>Spaniards Perspective</th>
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**Venn Diagram**

Below create a Venn Diagram finding similarities and differences between the two points of view. Be sure to determine between FACT and OPINION.
What were effects of the Ventura Mission on the people and land?

Describe the daily lives of the people who occupied the presidios. (Standard 4.2.5)

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Describe the effects of the Mexican War for Independence on Alta California. (CA Standard 4.2.7)

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Describe the relationships among soldiers, missionaries, and Indians. (CA Standard 4.2.3)

___________________________________________________________________
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Draw a picture of the Presidio layout from a “birds’ eye view.”

_________
Spend a few minutes to analyze your performance on group and individual tasks.

<table>
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<th>Name:</th>
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<tbody>
<tr>
<td>Project Name:</td>
</tr>
<tr>
<td>Describe the case study in a sentence or two:</td>
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<tr>
<td>What are 3 big idea(s) that this case study helped you understand?</td>
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<tr>
<td>What do you wish you had done differently:</td>
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<tr>
<td>What part of the project did you do your best work on:</td>
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<tr>
<td>What was the most enjoyable part of this project:</td>
</tr>
<tr>
<td>What was the least enjoyable part of this project:</td>
</tr>
<tr>
<td>How could your teacher(s) change this project to make it better next time:</td>
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</tbody>
</table>
We all enjoy stories, especially traditional stories passed down from generation to generation. This year my class was no different. As we engaged in reading folktales from China, my students analyzed the structure, the content, and the meaning. However, this year my class was particularly interested in the culture where the stories originated. Students began asking questions about the culture and their questions guided us into a meaningful project that deepened their understanding of folktales, culture, and much more. In this multi-disciplinary student-driven project, students gained mastery of state content standards (see attached), perspective about another country, and practiced interpersonal skills.

Part 1: Understanding Folktales
To understand the literary genre and structure of folktales, our class began reading a variety of Chinese folktales as class read alouds and in guided reading groups. Students analyzed the folktales for folktale elements (characters, setting, beginning/middle/end, problem/solution, and theme). To bring the folktales to life, students worked in teams and first learned to create tableauxs with blocking, each team of kids representing a different scene with a narrator. Then we learned how to act out complete scenes with blocking, dialogue, props, and narration. Students performed their re-enactments of folktales for other students.

While reading Chinese folktales, we documented the cultural elements of China. Making a Mind Map, a graphic representation using both words and images, allowed students to categorize and document elements of culture that included clothing, transportation, foods, etc. Students became especially compelled to know if Chinese people still wore the same clothes, how people traveled, what people ate, etc. Using these questions as a guide, we learned about modern Chinese culture.

Research
Students researched aspects of modern Chinese lifestyle and culture to confirm or alter the information learned via traditional folktales. Student researchers took notes in journals to document their learning. In small groups, students read non-fiction texts on different topics and then made posters which included summaries and pictures with captions to teach classmates. Students engaged in teacher-made Power Points enhanced with pictures and embedded videos, interviewed guest speakers who were visitors or residents of China, traveled to Los Angeles’ Chinatown, and enjoyed participating in a variety of activities such as cooking, fan dancing, and brush painting. Again, on a Mind Map, students documented their learning about modern Chinese elements including geography, homes, music, etc.

Analysis
Once students had enough information about modern Chinese culture, they analyzed their Mind Maps for similarities and differences between ancient Chinese culture and modern Chinese culture. Afterwards, students were motivated to rewrite the traditional Chinese folktales using modern Chinese elements. Students were highly motivated to apply what they’d uncovered and wanted to discuss how they could work together to accomplish this task.

Part 2: Rewriting Folktales
A team of four students was assigned a traditional Chinese folktale to rewrite in their own words by replacing and adding elements of modern Chinese culture. Using storyboards, students planned out their folktale by collaboratively contributing ideas. The students were assigned four rotating roles: a content manager, a task manager, an illustrator, and a writer. Each role had its own folder, assignments, and name badge. During writing sessions, each student had the opportunity to play each role one time, but had the support of their team to guide them in each role, especially in the area of writing which made the project accessible to all students.

After writing the folktales, students typed the folktales and created collage art to accompany each scene. As a culminating project, each team’s folktale was acted out and narrated using skills from the beginning of our project. The original folktale books are now in our classroom library for all to read for years to come.
Co-authoring a folktale with literary elements and qualities of good writing proved to be a challenging task to which the students rose to. Applying their knowledge of folktale literary elements, Mind Maps for modern China, and teamwork skills, they synthesized revisions of Chinese folktales with humor and creativity. Each student’s voice was apparent in the writing and evidenced in the collages accompanying the story, allowing for personal expression as well as collaboration with peers.

Assessments
Throughout the project, evidence of learning was recorded on graphic organizers for folktale elements and cultural elements. Students were assessed using rubrics for a) their Mind Maps, b) their rewritten folktale, and c) their teamwork. In addition, the teacher recorded observational notes about each student’s contributions, understanding, and participation in tasks.

Impacts
A meaningful impact of this project was that students gained a deeper understanding of the structural elements of folktale. Not only did the students read and act out the folktale, but they rewrote it following a sequential storyboard including dialogue. An unintended impact of this project was the interest in current events and culture. Students especially enjoyed learning about the factories and pollution in the cities, and related impacts to the United States and the world both environmentally and economically. This project helped students’ perspective and deepen their understanding of the world at large.
Chinese Folktales with a Modern Twist

Supporting Document: State Standards

Curriculum and Adaptability: California Content Standards
This project can be adapted to meet the needs, interests, and standards for grades K-8. Here are some examples of grade 4 content standards:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
   1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

2.0 Reading Comprehension
   2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
   2.4 Evaluate new information and hypotheses by testing them against known information and ideas.

3.0 Literary Response and Analysis
   3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

1.0 Writing Strategies
   1.2 Create multiple-paragraph compositions
   1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

1.0 Written and Oral English Language Conventions
   Punctuation
   1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

2.0 Speaking Applications (Genres and Their Characteristics)
   2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.
## Photographic Evidence

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Photograph" /></td>
<td>Students learning blocking to act out Chinese folktales on stage.</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Photograph" /></td>
<td>After watching videos and reading non-fiction texts, students worked together to create visual and written representations of the different types of modern homes in China. Students presented their work to other students.</td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Photograph" /></td>
<td>Students drink hot Oolong tea while learning about the history of tea, modern Chinese tea and growth, and exportation of tea in China.</td>
</tr>
</tbody>
</table>
A student practices artistic skills to paint orchids using an ink stone and bamboo paint brushes.

Dining at a restaurant in Chinatown, Los Angeles after a docent led tour teaching us about the history of immigration, art, symbols, and people.

After rewriting and illustrating their own Chinese folktales, students act the folktale out using skills from the beginning of the project. Student made lanterns from the New Year, Beijing Opera masks, fish kites, and origami are used as decorations. An enlarged Mind Map is on display for all to see.
Scene 1

The small fishing village of Won Ton was nestled between great mountains and an expansive ocean in China. Han, a poor keeper of the village boat docks, lived in a small shack at the docks. He knew everyone and was the person people would go to if they needed help. One day a local fisherman arrived at the docks at 2:00 in the afternoon waving his arms frantically at Han. "Quick! I need to see the mayor!" yelled the fisherman.

Scene 2

On the way, the messenger told everyone in the village the enemy would be here soon. Han sent the messenger to the President's house. The President's house had red hanging scrolls with Chinese characters standing for luck and power. The roof was curved to keep bad spirits away. After hearing the news, the President met with the councillors. "The army is coming," the President announced.

"My army's small and we've never had to fight before. Our only practice has been changing masks and fighting in Beijing Opera," the captain of the army replied.

"We can surrender," the President said sadly.

"Or we can pray to the cloud dragon," the wisest of the wise men replied.

"It never hurts to try," said the Captain.

"It also never hurts to believe," said the workmen.

Scene 6

Seventh brother began to cry and his tears swept the President and his guards away to the South China Sea. First brother watched them get crushed by waves and swept 1,000 miles out to sea toward the islands. "We're safe!" he declared. Third brother used his strength to open the bakery oven and pulled out his brother. All of the siblings were safely united.

Scene 7

The seven Chinese siblings went back to their skyscraper and ate some of the fish in their salty tears. The siblings all were safe and happy.
## Mind Map Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Consistent format</td>
<td>Inconsistent format</td>
<td>Inconsistent format and difficult to understand</td>
</tr>
<tr>
<td>Color</td>
<td>Different color for each branch.</td>
<td>Not completely colored.</td>
<td>Not colored.</td>
</tr>
<tr>
<td>Content</td>
<td>MAJOR points of the material.</td>
<td>Misses some major points.</td>
<td>No major points.</td>
</tr>
<tr>
<td>Words</td>
<td>1 word or a title/name per branch.</td>
<td>Multiple words or names.</td>
<td>Sentences or no words.</td>
</tr>
<tr>
<td>Radiance</td>
<td>Ideas radiate from the center of the page in a logical way</td>
<td>Ideas radiate from a central point. Most branches are a single line from the center.</td>
<td>There is no central point. No ideas branch out of other ideas.</td>
</tr>
<tr>
<td>Illustrations</td>
<td>6 or more relevant illustrations to make the mind map memorable.</td>
<td>5 or fewer illustrations.</td>
<td>Less than illustrations.</td>
</tr>
<tr>
<td>Neatness</td>
<td>Neat, orderly, and clearly readable.</td>
<td>Not very neat and orderly, but still readable.</td>
<td>Not neat or readable</td>
</tr>
</tbody>
</table>
Chinese Folktales with a Modern Twist

Supporting Document: One of Four Student Roles to Rewrite the Folktale

Project Manager

<table>
<thead>
<tr>
<th>Name</th>
<th>Tasks</th>
<th>Checkmark</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I kept time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I kept my team members on task.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I helped edit ________________</td>
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<tr>
<td>Notes:</td>
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</table>
When my twenty-five first and second graders composed their own personal narrative stories, we set out to share their writing with friends, family, and the world. For approximately a month, students carefully crafted a collection of their own original personal narrative stories. Students were given the opportunity to hand pick one of their own personal narrative stories, which they then developed through the editing process with support from peers and their teacher. Once the stories were written, students collaboratively devised a creative plan for sharing their writing with one another and with audiences near and far. Finally, the children settled on an innovative strategy to provide the world with access to their published stories in print, and online!

Our class was driven by the question, “How can we write interesting personal narrative stories and share them with the world?” In the end, this project effectively brought their stories into hearts and homes of friends, family, and other readers. With teacher guidance, students and their peers engaged in a successful writing project that required communication, collaboration, critical thinking, and creativity. This progressive, high-quality, student-centered project emphasized student achievement through English-Language Arts instruction, collaborative problem solving, and innovative uses of technology to publish student work.

COMMUNICATION
To begin our project, students began by reflecting on their personal experiences and communicating their stories to others. We implemented our Writer’s Workshop curriculum to help the students think deeply about their personal experiences and the stories that can be told about those experiences. Students began to share stories about family trips, holidays and celebrations, and their favorite hobbies. Students developed their thoughts by sharing questions and suggestions with one another to learn more about one another’s experiences and to generate enthusiasm for their stories. In turn, ideas were sparked and vigorous writing began!

With time devoted daily to writing original stories, each child wrote a small collection of personal narratives. When many pieces of writing had been compiled, each child chose one story that they would revise and rewrite through a process of peer editing and teacher guidance.

COLLABORATION
Students employed their talents and expertise as writers in a collaborative effort to enrich one another’s stories. Students were explicitly taught how to engage in the process of peer editing. They collaborated in a series of focused writing sessions by reading each other’s work closely and sharing feedback. Our objective was to develop our storytelling, as well as spelling, capitalization, punctuation, and other fundamental writing skills.

CRITICAL THINKING
Students learned to critique another’s writing with the intent of helping other writers improve their craft. Respectful critique was taught in the form of, “I like… I notice… and I wonder…” These language supports provided a scaffold for children to express their views and interpretations of another’s work in a way that provoked critical thought rather than harsh judgment. Our simple and formalized process for critique gave students confidence and support to produce a final draft that they felt was worthy of being published.

CREATIVITY
Our challenge was to share interesting personal narrative stories with the world. While some students felt content to staple their pages together and read their stories to others at the school, other children felt more compelled to reach a broader audience through multimedia. After group discussion and deliberation, our class concluded that we could utilize free online publishing resources, in addition to creating traditional paperbound books and hosting public readings.

With help from one of our 5th grade teachers we found slidesnack.com. This online resource allowed us to upload PDF files of each child’s story to the site and easily record a child author’s voice to accompany the story pages. This innovative approach to publishing student-written stories allowed us to reach a broader audience outside of our immediate school community. The students’ personal
narratives suddenly became accessible to neighbors, distant family members, and our pen pals in Santa Barbara. Furthermore, in each child’s paperbound book we pasted unique QR codes that, when scanned by a mobile device, can link the reader directly to the online version of the personal narrative.

CULMINATION & ASSESSMENT
In the end, the children created posters, which were hung all around our school, inviting the community to attend a screening of their personal narrative stories. The students called our event a ‘Book Publishing Celebration!’ Other classes of students and their teachers attended the celebration. Students showed their books to others, talked about their process, and we watched online presentations of the personal narrative stories. Online links to each child’s personal narrative story were also shared via email with parents, family, and pen pals. Additionally, samples of the personal narrative stories were presented at our school’s most recent Board of Directors meeting.

The success of this project relied on each child’s ability to share critique and to utilize another’s critique as a tool to improve the craft of writing. A rubric was used to assess each child’s involvement in the story-writing process, and the child’s abilities to meet Common Core Standards:

- Standard (W.2.5) – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- Standard (W.2.6) – With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Each child’s performance can be recorded in their online portfolio and discussed during parent conferences in the spring.

IMPACT
Our project reached a very broad audience, which included children and adults both near and far. We succeeded to impress educators and other adults. Similarly, the online stories connected families to their child’s academic success. However, one of the most significant impacts of our project was that children of similar ages were compelled by our project to produce their own writing and publish their own stories. Our project motivated other children to view themselves as authors and to pursue the type of success that my students had achieved.
PERSONAL NARRATIVE STORIES ONLINE (use your mobile device to scan the QR code)

A first grader shares her personal narrative story about sighting a deer while camping:

A second grader shares his personal narrative story about visiting the Lego store in New York City:

PRAISE FOR THE PROJECT:

A colleague’s comments after attending our Author Celebration:

I recently attended [the] Author Celebration with my first and second grade class, amidst our own publishing process. As we entered the classroom, my students began to explore the colorful, bound books of their peers. [The] authors invited their friends to read, held up the front covers with pride and shared brief summaries of their stories. I overheard my students asking about the QR codes in the front covers and the authors explained with excitement how the code
directs devices to an online version of their story. After interacting with the physical books, we had the privilege of watching some of the recorded stories that had been published online. My students watched with excitement and interest, applauding and cheering after each child’s story ended.

After we returned to our classroom, I asked my class, “What kinds of feelings came up for you during the author’s celebration?” Immediately, hands went up. Some of the responses I received were, “I felt proud of my friends,” “I feel excited to finish my story now,” “I want mine to be really good because my friends’ stories were really good,” and “I felt more understanding about what publishing is, ‘cause I didn’t really understand it before.” The students asked questions about when and how we would publish our own stories. They expressed the desire to work on their stories right then, and I was happy to make room in the schedule to let them jump in with their own work. Seeing the results of [the] publishing project created a sense of urgency in my students that has since led to increased focus, more attention to detail and effort to do their best work for their own writing process.

A parent’s email in response to the stories being published online:

Thank you for all your hard work in supporting our writers and for the extra work you’ve done, I am sure, to produce such a wonderful product for them to share. I think we are going to enjoy this on Valentine’s night as a family treat! Can’t thank you enough for the thrill and delight. Wonderful!
Students created posters to invite friends and teachers to the Author’s Celebration.

A boy excitedly summarizes his story and explains how a QR code links directly to his work online.
An audience of visitors watches in delight as stories are projected on the screen.
“Am I popular?” “Am I smart enough?” “Do I have the cool clothes or the latest Ipod?” These questions are probably rattling around in most of the minds of the average middle schooler. It could be wrongly surmised, then, that they are self-centered, not really interested in the problems of others. But what if this difficult time, experiencing the insecurities and stresses of entering adulthood, actually creates a heightened sense of empathy for others? What if they are amazing individuals, just waiting to make a difference while doing a service learning project?

This project captures the hearts and hands of students. Using the principles of student-led discovery, inspiration, community, mentorship, empowerment, and advocacy, students are ignited to make a difference. The results, as the reflections (see attached—hereafter **) will illustrate, are remarkable. Even parents who simply attended our culminating event at Riverhaven Homeless Shelter reported that it was a tremendously moving experience, one that will be counted as a treasured experience with their child.

**Student-led Discovery:** We begin with casting our net wide to identify the many needs that are out there. Beginning with the classic brainstorming session**,(captured on wallwisher.com if you desire) students gather any and all needs they observe in the world today. CNN Student News has a RSS Feed with current events. We cast the net even broader, looking at history, science, and health. Our brainstormed list included everything from deforestation to the Holocaust to war veterans. It is essential to spend time on this process, if simply to leave an impression, without being morose, of many opportunities that surround us.

**Inspiration:** Next we looked to other people who have made a difference. The documentary “Paperclips” is an excellent resource, as are websites like “Kids Can Make A Difference” and “Child Heroes.”

**Community:** We brought the focus closer to home by doing a community mapping activity**. Students spent hours exploring the community, recording observations, and identifying needs. We sought to answer the questions, “What needs do we see around us?” It is a tricky task to choose a topic**. We chose Riverhaven, an outreach of The Turning Point Foundation that provides transitional housing in domes for homeless people.

**Mentorship:** We completed an Organization Research Assignment**. to help us find potential organizations. It is key to find an engaging representative and organization and link arms with them. Choose your connection wisely, as they can catapult your project, inspire your students, and become their mentors. Uninterested students were won over after our first meeting. Our two contacts actually wept with our students, sharing their hearts and lives and raising a willing and able army in the process.

**Empowerment:** We next examined our resources and how these matched the needs that were expressed. Time, energy, ceramics class, woodworking class, our greater school community, our individual talents. We were amazed at all the resources we had.

**Advocacy:** We took a step back and looked at the various ways organizations advocate for a cause by doing a lesson** on the different types of advocacy. This further informed our plan and added to our resources list. There is a strong social/emotional piece to advocacy, so we intentionally addressed issues of giving, receiving, respect, denial, and our own as well as the residents’ learning curves in these areas. We role played how it would feel if we proudly presented our gifts only to be greeted by an indifferent homeless person. Our mentor spoke to us plainly about the importance of self-talk and self-care in the life of the social worker. This piece also included public speaking, as students held assemblies and addressed different classrooms. We also looked at images, and the potential bias or rhetoric found in media, and the role they play in advocacy.

**End Result:** An amazing process as well as product.

Paired up with one person, writing questionnaires** so that we could personalize their gifts.
Made shelves and ceramic “Hope Bowls.”

Met in a home and baked goods for the baskets.

To raise money for the gift items we held a babysitting fundraiser at school.

We took our funds and went shopping for key items like warm socks and blankets.

We heard that they had no pantry shelves, so we made those too and conducted a school wide food drive to fill the shelves.

We also collected clothes school wide.

We had more people than we had team members, so other classrooms adopted a person, painting their shelf and filling their basket.

In the end, every classroom was involved. We gathered our contributions and visited Riverhaven. We spent time with them, heard their stories, shared a lunch, and simply communicated that we cared about them.

We have left the door open that we will in the future conduct a benefit concert for the purpose of providing them much-needed space heaters.

As a result, one classroom gave their person a baby shower. Ventura County Star came to our school for a story.

Lastly, we visited a City Council Meeting on the topic of zoning for homeless shelter, thus learning advocacy as well as local government.

Assessments: Students were assessed on participation, both by their teacher and as a self-evaluation. They also completed a paper on their learning and their experience, and this was assessed according to ELA standards. Many assessments were logical in nature: Did I follow directions? Do my shelves stand up? Did my bowl not explode in the kiln? Is my basket ready? Lastly, the social-emotional element was recorded with a reflection.

Common Core Standards Addressed:
ELA
* Analyze how visual elements contribute to the meaning of the text.
* Read and comprehend informational texts
* Write routinely over extended time frames
* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
* Adapt speech to a variety of contexts and tasks
* Use technology, including the Internet, to produce and publish writing

Math
* Work with time and money
* Work with Geometric Measurement and Dimensions

Technology Opportunities: RSS News Feeds, CNN Student News, wallwisher.com., online research
Directions: As you walk around the area notice both its and assets and needs and use your observations to answer the questions below.

<table>
<thead>
<tr>
<th>Community Assets</th>
<th>Community Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARK</strong></td>
<td></td>
</tr>
<tr>
<td>Where are people congregating?</td>
<td>Is there litter on the ground?</td>
</tr>
<tr>
<td>In what kinds of activities are they engaged?</td>
<td>Are there enough trash cans, so that visitors may throw away trash easily?</td>
</tr>
<tr>
<td>What are the demographics of visitors?</td>
<td>Are there recycling cans?</td>
</tr>
<tr>
<td>ages:</td>
<td>If so, about how many are there?</td>
</tr>
<tr>
<td>ethnicities:</td>
<td>Are there bathroom facilities?</td>
</tr>
<tr>
<td>genders:</td>
<td>Are they in working order?</td>
</tr>
<tr>
<td>What recreational structures are present?</td>
<td>If no, explain.</td>
</tr>
<tr>
<td>Are there picnicking areas?</td>
<td>How do the tables look?</td>
</tr>
<tr>
<td>Are there grills?</td>
<td>• Are they painted?</td>
</tr>
<tr>
<td>• If so, are they clean enough to use? If not, why?</td>
<td></td>
</tr>
</tbody>
</table>

This is a dog walking park.

• Do you see any excrement or other litter left behind from the dogs? If yes, a lot or a little?
**Assets**

What other assets do you observe?

**Needs**

- Are there “poopie bag” receptacles?

Look at the trees and other plant life. Do the trees seem healthy?

- If not, what do you see that makes you think they look unhealthy?

- Do they provide enough shade?

Are there safe places for children to play?

- Is the structure solid?

- Does it have a soft place for kids to land?

- Does it look nice?

IF you answered no to any of these questions, explain.

What other needs do you observe?
<table>
<thead>
<tr>
<th><strong>Assets</strong></th>
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</thead>
<tbody>
<tr>
<td>Which trails are available for hiking?</td>
<td>Is the trailhead(s) marked?</td>
</tr>
<tr>
<td>What kind of plant life do you see along the trails?</td>
<td>Is the plant and wildlife healthy? If no, explain?</td>
</tr>
<tr>
<td>What evidence of wildlife do you see?</td>
<td>Is the trail well cleared and easy to follow? If no, explain</td>
</tr>
<tr>
<td>Does the trail seem well utilized? Is it busy?</td>
<td>Are there any dangers along the trail (loose gravel, washed out areas along steep cliffs, etc)? If so, explain.</td>
</tr>
<tr>
<td>What other assets do you observe?</td>
<td>Is there poison oak/ If so, how much (a lot or a little)?</td>
</tr>
<tr>
<td>Are forks in the trail marked, so that hikers do not get lost?</td>
<td></td>
</tr>
<tr>
<td>If not, is there a need for markers on the trail?</td>
<td></td>
</tr>
<tr>
<td>What other needs do you observe?</td>
<td></td>
</tr>
</tbody>
</table>
Write 2-3 neat, detailed, and well constructed paragraphs summarizing the major assets and needs of Arroyo Verde Park and its adjacent hiking trails. (At least 1 page) You may use your own paper, if your summary exceeds 1 page.
Community Mapping:
Pier/Boardwalk and Downtown

**ASSETS**

**PIER TO PARKING LOT ABOVE RR TRACKS**

*Boardwalk: Business and Key Features*

- Identify key places, organizations, and/or businesses.

**NEEDS**

- Does the area seem to be thriving? Do the businesses organizations, and/or key places have customers/visitors?
  - If no, explain.

- Where do people congregate?
  - Are there places for people to sit? If so, are they in working order? Are there enough to accommodate the number of visitors?
  - If no, explain.

- Are there public restrooms? How many? Are they in working order?

- Are there enough facilities to accommodate the number of visitors?

- What recreation facilities exist?
  - Look at the sidewalks. Are they well paved and free of cracks and potholes that might be dangerous to bikers, skaters, and pedestrians?
<table>
<thead>
<tr>
<th>Assets</th>
<th>Needs</th>
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</thead>
<tbody>
<tr>
<td>Is there litter? How much (a little or a lot)?</td>
<td>Are there enough trash cans to accommodate the number of visitors?</td>
</tr>
<tr>
<td>Are there homeless people in the area? If so, how many (A little or a lot)?</td>
<td></td>
</tr>
<tr>
<td>What are the demographics of visitors?</td>
<td>Are there groups not present? If so, what might be lacking that might attract them to the area?</td>
</tr>
<tr>
<td>Be specific!!</td>
<td>age groups:</td>
</tr>
<tr>
<td>genders:</td>
<td>genders:</td>
</tr>
<tr>
<td>ethnicities:</td>
<td>ethnicities:</td>
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<tr>
<td>other:</td>
<td>other:</td>
</tr>
</tbody>
</table>

**Beaches and Bird Refuge**

<table>
<thead>
<tr>
<th>Assets</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What wildlife do you see?</td>
<td>Are the beaches clean? If not, explain</td>
</tr>
<tr>
<td>In what kinds of activities are people engaged?</td>
<td>Are visitors utilizing them responsibly? In other words, do their activities harm the marine ecosystem? If no, explain.</td>
</tr>
</tbody>
</table>
### Riverbed

<table>
<thead>
<tr>
<th><strong>Assets</strong></th>
<th><strong>Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do you see litter in the riverbed? If yes, explain.</td>
</tr>
<tr>
<td></td>
<td>What kind of wildlife do you see?</td>
</tr>
<tr>
<td></td>
<td>Are there homeless in the area, or evidence of homeless in the area? If yes, explain.</td>
</tr>
<tr>
<td></td>
<td>What other assets do you observe? What other needs do you observe?</td>
</tr>
</tbody>
</table>

### Downtown

<table>
<thead>
<tr>
<th><strong>Assets</strong></th>
<th><strong>Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify key places, organizations, and/or businesses.</td>
<td>Does the area seem to be thriving? Do the businesses, organizations, and key places have customers/visitors?</td>
</tr>
<tr>
<td></td>
<td>If no, explain.</td>
</tr>
<tr>
<td>Where do people congregate? working</td>
<td>Are there places for people to sit? If so, are the benches in order? Are there enough to accommodate the number of visitors?</td>
</tr>
<tr>
<td></td>
<td>If no, explain.</td>
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</table>
Downtown cont.

**Assets**

- Are there public restrooms? How many? Are they in working order? Are there enough facilities to accommodate the number of visitors?

- Is there litter? How much (a little or a lot)?

- Are there enough trash cans to accommodate the number of visitors?

- Are there recycling cans? About how many?

- Are they (trash and recycling) being utilized?

- Are there crosswalks for pedestrians to cross the street? Do they all work? If no, how many don’t work?

**Needs**

*What recreation facilities exist?*

- Look at the sidewalks. Are they well paved and free of cracks and potholes that might be dangerous to pedestrians? If no, explain.
<table>
<thead>
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<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looks at the streets. Are they well paved, well marked and free of cracks and potholes that might be dangerous to drivers? If no explain.</td>
<td>Are their lanes for bicyclists to ride safely?</td>
</tr>
<tr>
<td>What are the demographics of visitors? Be specific!</td>
<td>Are there homeless people in the area? If so, how many (a little or a lot)?</td>
</tr>
<tr>
<td>age groups:</td>
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<tr>
<td>genders:</td>
<td>Are there groups not present? If so, what might be lacking that might attract them to the area?</td>
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<td>ethnicities:</td>
<td></td>
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<tr>
<td>What other assets do you observe?</td>
<td>What other needs do you observe?</td>
</tr>
<tr>
<td><strong>Avenue</strong></td>
<td><strong>Assets</strong></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
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<td>Are there places for people to sit? If so, are the benches in order? Are there enough to accommodate the number of visitors?</td>
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<tr>
<td></td>
<td>Are there public restrooms? How many? Are they in working order? Are there enough facilities to accommodate the number of visitors?</td>
</tr>
<tr>
<td></td>
<td>Is there litter? How much (a little or a lot)?</td>
</tr>
<tr>
<td></td>
<td>Are there enough trash cans to accommodate the number of visitors?</td>
</tr>
<tr>
<td></td>
<td>Are there recycling cans? About how many?</td>
</tr>
<tr>
<td></td>
<td>Are they (trash and recycling)being utilized?</td>
</tr>
</tbody>
</table>
The Avenue cont.

**Assets**

Are there crosswalks for pedestrians to cross the street? Do they all work? If no, how many don’t work?

What recreation facilities exist?

**Needs**

Look at the sidewalks. Are they well paved and free of cracks and potholes that might be dangerous to pedestrians? If no, explain.

Looks at the streets. Are they well paved, well marked and free of cracks and potholes that might be dangerous to drivers? If no explain.

Are there lanes for bicyclists to ride safely?

What are the demographics of visitors? Be specific!!

Age groups:

Genders:

Ethnicities:

Are there homeless people in the area? If so, how many (A little or a lot)?

Are there groups not present? If so, what might be lacking that might attract them to the area?
The Avenue cont.

<table>
<thead>
<tr>
<th>Assets</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>What other assets do you observe?</td>
<td>What other needs do you observe?</td>
</tr>
</tbody>
</table>
Write 2-3 neat, detailed, and well constructed paragraphs summarizing the major assets and needs of the boardwalk, downtown, and the Avenue areas (At least 1.5 page).
<table>
<thead>
<tr>
<th>Community Assets</th>
<th>Community Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARK</td>
<td></td>
</tr>
<tr>
<td>Where are people congregating?</td>
<td>Is there litter on the ground?</td>
</tr>
<tr>
<td>In what kinds of activities are they engaged?</td>
<td>Are there enough trash cans, so that visitors may throw away trash easily?</td>
</tr>
<tr>
<td>What are the demographics of visitors?</td>
<td>Are there recycling cans?</td>
</tr>
<tr>
<td>ages:</td>
<td>If so, about how many are there?</td>
</tr>
<tr>
<td>ethnicities:</td>
<td>Are there bathroom facilities?</td>
</tr>
<tr>
<td>genders:</td>
<td>Are they in working order?</td>
</tr>
<tr>
<td>What recreational structures are present?</td>
<td>If no, explain.</td>
</tr>
<tr>
<td>Are there picnicking areas?</td>
<td>How do the tables look?</td>
</tr>
<tr>
<td>How do the tables look?</td>
<td>• Are they painted?</td>
</tr>
<tr>
<td>• Are their surfaces smooth or splintered</td>
<td>• If so, are they clean enough to use? If not, why?</td>
</tr>
<tr>
<td>Are there grills?</td>
<td>Look at the trees and other plant life. Do they trees seem healthy?</td>
</tr>
<tr>
<td>• If so, what do you see that makes you think they look unhealthy?</td>
<td></td>
</tr>
<tr>
<td>Assets</td>
<td>Need</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>What other assets do you observe?</td>
<td>Do they provide enough shade?</td>
</tr>
<tr>
<td></td>
<td>Are there safe places for children to play?</td>
</tr>
<tr>
<td></td>
<td>• Is the structure solid?</td>
</tr>
<tr>
<td></td>
<td>• Does it have a soft place for kids to land?</td>
</tr>
<tr>
<td></td>
<td>• Does it look nice?</td>
</tr>
<tr>
<td></td>
<td>IF you answered no to any of these questions, explain.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What other needs do you see?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Creek bed</td>
<td>What problems do you see?</td>
</tr>
<tr>
<td>What positive things does the creek bed have to offer?</td>
<td></td>
</tr>
</tbody>
</table>
Summary: Foster Park

Write 2-3 neat, detailed, and well constructed paragraphs summarizing the major assets and needs of Foster Park and its adjacent creek bed. (At least 1 page) You may use your own paper, if your summary exceeds 1 page.

________________________________________________________________________

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## Community Mapping
### Arroyo Verde

<table>
<thead>
<tr>
<th>PARK</th>
<th>Assets</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>List the good things the park has to offer.</td>
<td>List the things you think the park is lacking and or any problems it faces.</td>
</tr>
</tbody>
</table>
**TRAILS**

**Assets**
List the good things the park has to offer.

**Needs**
List the things you think the park is lacking and or any problems it faces.
Write 1-2 neat, detailed, and well constructed paragraphs summarizing the major assets and needs of Arroyo Verde Park and its adjacent hiking trails. You may use your own paper, if your summary exceeds 1 page.
Community Mapping
Boardwalk, Downtown, the Avenue

BOARDWALK: the bike trails, pier, boardwalk, beach, bird refuge, and riverbed:

**Assets**
List the good things the area has to offer.

Bike trails:

**Needs**
List the things you think the area is lacking and or any problems it faces.

The Pier:

The Boardwalk:
The Beach:

The Riverbed:
DOWNTOWN

**Assets**
List the good things the area has to offer.

The People:

**Needs**
List the things you think the area is lacking and or any problems it faces.

The Businesses:

The Streets and Sidewalks:
**THE AVENUE**

**Assets**
List the good things the area has to offer.

**Needs**
List the things you think the area is lacking and or any problems it faces.

The People:

The Businesses:

The Streets and Sidewalks:
Homework: Thurs., Aug 26, 2010

Summary: Boardwalk, Pier, the Avenue

Write 2-3 neat, detailed, and well constructed paragraphs summarizing the major assets and needs of the boardwalk, downtown, and the Avenue areas (At least 1 page).
Community Mapping
Foster Park

**PARK**

**Assets**
List the good things the park has to offer.

**Needs**
List the things you think the park is lacking and or any problems it faces.
CREEK BED

**Assets**
List the good things the park has to offer.

**Needs**
List the things you think the park is lacking and or any problems it faces.
Write 1-2 neat, detailed, and well constructed paragraphs summarizing the major assets and needs of Foster Park and its creek bed. You may use your own paper, if your summary exceeds 1 page.
One of many reflections we did throughout the process:

If I were homeless I'd like to be treated like everybody else. I personally wouldn't want the fact that I'm homeless to be brought up every 2 seconds but still be given sympathy for my situation.

Out of this SLP, I've learned to accept people for who they are and not what they own. I used to have an iffy feeling towards homeless people but now I feel totally fine around them. I've also learned I'm really really bad with paperwork and paperwork but it's okay!!
Homeless Questions

1. How would you like to be treated/spoken to if you were in their shoes?
   Well, for starters, I wouldn't want people constantly feeling sorry for me, but I also wouldn't want them to be rude and ignore me if I asked for help. I don't think I would be able to handle it if people continuously stared or threw sympathetic looks and tried to tell me my life was gonna be okay. When I know it wasn't. I mean, I'm exactly the same as all of you; I just don't have a house, I can make myself a home and survive on my own. So don't look down on me like you're better, because you're not. I'm sorry but it gets me worked up.

2. What have you gotten out of this experience so far?
   From this experience, I guess I have gotten a sense of happiness, of purpose and overall a sounder mind, because although these people may not want our
1) I have been in that situation it went too same but I was homeless. Usually I just needed the support and love from people around me even if they weren't aware of my situation. I think that how a homeless person should be treated, with love and support. I wouldn't want people not to treat me differently or with pity. I wouldn't want to be treated like a burden or like I'm incapable to care for myself. I wouldn't want to be spoken to by a person who has more than me, like they are higher or better than me.

2) I have gotten a lot out of all this. It opened my mind and heart to people different than me. I loved the whole process of the gift baskets and stuff for Don. I have learned to appreciate what I have and give what I can give. Doing something for a few people can really make a difference. I really appreciate all the donations we received and it's great that the whole school community got involved. So it started small, any many people were eager to help so it spread. I've learned to have an open mind and work together in a group.
If I was in the situation that I would have no home I would need to be treated normal. This is a hard question because my answer would probably change if I was that age and homeless. But from what I know now I would want to be treated normal I don't want to be treated lesser than anyone.

Ohhh My! This experience has been so exciting! I've learned about all the different places that support the homeless. I have also enjoyed painting the shelves and gathering things for my packet. I think it is a wonderful way to help our community and the poor in it.
Organization Research Paper

Directions: Please read all directions carefully before you begin your research.

Now that we have chosen the topic of __________________________ for our SLP, we need to find some community partners. We will brainstorm together and do research online to create a potential list of organizations. List all organizations below.

Next we need to assign an organization to each team member. My assigned organization is_______________________________.

On a typed 12 font document, answer the following questions in complete sentences. Include any other information that might be pertinent. Remember our Essential Question: Could this organization be a community partner for our Service Learning Project?

1. Where is the organization? How many miles from school is this?
2. When are the hours of operation?
3. Do they have an age limit for volunteering?
4. Who are the main contact people?
5. What exactly do they do? How does this relate to our topic?
6. Does it seem that they already have a lot of support?
7. Do we agree with their mission statement? Copy and paste their mission statement.
# Collaborative Work Skills: Participation in SLP

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td>Time-management</td>
<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person’s procrastination.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person’s inadequate time management.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
</tr>
<tr>
<td>Attitude</td>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
</tr>
<tr>
<td>Working with Others</td>
<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause a &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team player.</td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
</tr>
</tbody>
</table>
DIRECTIONS FOR RIVERHAVEN TABLES!!!!

Paint the table the person’s favorite color, if available. If there are two favorite colors, you could paint the selves one color and the sides and top another, or something like that. We are using the same kind of paint that is used on walls- water-based, latex paint. We hope we get enough semi-gloss-type paint so that we don’t have to use flat paint, but if we have to use flat we will. We do not HAVE to use primer, but maybe check whether or not it needs two coats?

Make other decorations according to likes on questionnaire. If they like cats, you could put cats on the table. If they like roses, you could put roses on the table. You get the picture?

Note: these tables are going to adults, and they are going into this person’s living space. Make the tables appropriate for adults. Thank you in advance for taking your time, doing careful planning, and making it personalized and special. Adults should help the kids draw/paint cats, roses, etc...

We know everyone is busy right now, and paint needs to dry, etc. so the main thing for you to know is that these tables need to be ready for transport to Riverhaven absolutely no later than December 16th by 3:00.

Many thanks,

Your Middle School Friends

Student-made directions to other classrooms that are helping us.
Direction for Basket

The students in the middle school class put together a questionnaire for each resident of Riverhaven, in order to help us personalize the gift baskets we will be giving them for the winter holidays.

It would be REALLY nice if each basket contained: some kind of cookie or treat, tea or coffee, gloves or mittens, and a few other holiday gifts, depending on the individual. The idea is to make the gift basket personalized. Each basket should also have some sort of tissue paper on the bottom and maybe for decoration. It would also be nice to include a card wishing them "happy winter holidays" but don’t name a specific religious holiday, like Christmas. Please put as much of what they like in the basket.

Thanks so much for wanting to help us support the residents at Riverhaven.

The Middle School Homeless Team

More student-made directions.
Hi Friends:

Thanks for being here today. It should be a very special time. I’m glad you could share it with us.

I wanted to share a few thoughts...

After we unload in the community dome, we will follow this loose schedule. Here is the schedule, along with some thoughts for us adult visitors:

Unload into the community dome (baskets and shelves put together according to resident name, food on pantry shelves (they are the larger, raw wood shelves), clothes stacked in out-of-way-corner; books, games, television in another out-of-the-corner)

-Group sharing (I will facilitate but the kids will do most of the talking. This is mainly our time to hear the kids share. Some adults from Riverhaven will share as well. Please feel free to share, if you like, once the kids seem ‘tapped out.’)

-Individual sharing (The kids will seek out the resident they were paired with and introduce themselves. You know your child, but it may be best to watch this initial interaction from a distance, perhaps let them have some space.)

-Early lunch (Turing Point will be providing pizza.)

-Milling around (possibilities here include decorating the tree, signing a poster for a resident that is not present, seeing the grounds, etc. There are residents with gifts and talents to share (bricklayer, poet, artist, etc.) Jeff would like to give an informal tour. During this time, I need all adult eyes on all of our kids, especially regarding the rules listed below. Please be very vigilant during this time.

-Goodbye circle (join our circle for our goodbye)

The students have been given these rules
*They cannot leave the Riverhaven encampment
*They cannot be in a dome alone with a resident
*They cannot share any personal information like phone numbers, addresses, emails, etc.
*They cannot give a resident cash.

Points to ponder...

The students each started this project in very different places. All are learning something different in this experience. We have talked about how we each, us as well as the residents, react to emotionally-charged situations, giving, receiving, etc. I offer it out there to let your child experience this without any adult prodding, without tips or advice as to what they should be doing etc. There are no shoulds here. Let them navigate it and experience it according to where they are in this lesson right now. Apart from safety rules mentioned above, we adults can have a hands-off approach today, and let the kids do this. It will be beautiful...

♫ Tis a gift to be simple, tis a gift to be free...
Dear Friends at Riverhaven,

We are the kids at [redacted], and we need to know some things about you for a big surprise we will be giving you for the holidays! So just fill out this questionnaire, so we can make your surprises extra special!

*answer as many questions as you wish *

What’s your name?

Are you a man or a woman? (Circle one)

What’s your favorite hot beverage?

What’s your favorite animal?

What’s your favorite color?

What’s your favorite candy/cookie/ cake?

What’s your favorite scent/smell?

What’s your favorite band/ genre of music/ artist?

What’s your favorite flower/ plant?

What makes you feel warm and fuzzy inside?

Any other decorative needs/ wants?
Do you have allergies? *food and non-food*

Do you like chocolate?

What is your shoe size?

Anything else you want us to know?

Thank you!

From your friends at
Advice on Choosing a Project

This can be tricky and can be best described as a dance. You want to be a team, to have one topic and goal. You want buy-in and enthusiasm. You want to win the leaders and the cheerleaders in your group, draw out the quiet ones, and even win over any naysayers.

My trick: Praise everybody’s ideas. Bemoan with them that you can’t do it all. Offer to host a lunch club that addresses their idea if it is not chosen (this will weed out naysayers).

My advice: DO NOT VOTE. Instead, lead them to realize a consensus: “Wow, everybody seems to be thinking about the suffering of others. I heard many concerned about animal abuse, and Johnny, you brought up veterans, which is so important. Jill, you were so touched with the movie about the Holocaust. See how we are all concerned about suffering? See how ________ would be something that we could all get behind? (Fill in the blank- you may have had your eye on it all along! I had researched homelessness the summer before, and had even made community contacts.)
Anika
I think we should do war veterans. A lot of homeless people are war veterans.

Devyn
Homeless

Frannie
Global warming

Greg
War veterans

Angelica
Definitely homeless. We saw so many downtown.
I read that we have so much more than other areas nearby.
Moorpark only has T!

Bailey
The Holocaust movie was really sad.
I would like to do something about that, but I don't know how we would do that.
The museum in L.A.? Here is a link.

Isaac
Cruelty to animals

Claire
Cancer awareness

Joe
Homeless

Samie
Homeless or animals
2013 Ventura County Impact II Grant

District: Ventura Unified School District
School: Saticoy Elementary School
Participant(s): Tracie Fickenscher, Therese Palmisano

Lesson Plan Title: An Earthworm’s View of Habitats and Ecosystems!!
Lesson Plan Grade Levels: 4
Lesson Plan Subject Areas: Science (AMGEN Category), Technology

The Unit: Innovative and Creative
This is a technology infused fourth grade science unit focusing on habitats, ecosystems and the interactions that occur between and within them. Students will begin the unit by designing and creating a habitat for earthworms, interacting on Edmodo and posting to the classroom wiki. They will expand their proficiency by designing an outdoor ecosystem that their earthworms will eventually be released into. Through research on iPads, and lab group posts on Edmodo, students will collaborate to design this outdoor ecosystem, including a region appropriate garden to sustain the life of their earthworms. Using Voicethread for hypothesizing and digital journaling for data recording, students will synthesize information about the earthworms’ habitat that can be applied to the success of their new outdoor ecosystem. While creating their earthworms’ ecosystem, students will learn about balance and test their knowledge in a separate, self-contained water ecosystem. Incorporating pond snails, elodea plants and guppies, students will design, test, and keep data on what they believe is a balanced water ecosystem. Students will then use results from their water ecosystem investigation to ensure their earthworm ecosystem is also balanced with appropriate producers, consumers and decomposers. The culminating activity will be the reading to third graders of student created, PowerPoint generated eBooks, which have been worked on throughout the unit to show understanding of the standards. Students will also host a release party as they release their earthworms into their outdoor garden ecosystem and digitally record and report their results to the rest of the school.

Standards and Beyond
This unit supports the following 4th Grade California State Standards:
- Life Science 2a, 2b and 2.c
- Life Science 3a, 3b, 3c and 3d
- Writing Strategies. 1.0, 1.3, 1.9 and 1.10
- Written and Oral Language Conventions 1.0-1.7
- This project completes the ISTE standards for students in Creativity and Innovation, Communication and Collaboration, Research and Information, Critical Thinking and Problem Solving, and Technology Operations and Concepts.
- This project is inclusive of all levels of students including GATE and special needs, through the use of collaborative, heterogeneous lab groups.
- This project could be adapted to various elementary grade level, life science standards.

Lessons and Activities
Students begin by researching and developing a habitat suitable for an earthworm. By building and supporting the growth of classroom earthworms, students will collect data and note changes through a photo journal on the classroom wiki. As habitat knowledge and understanding develops, students will create a composting collection for the cafeteria to support the growth and nourishment of their earthworms. Students will show understanding as they begin a PowerPoint that shows, in storybook form, how the earthworm reacts to his new habitat.

As understanding of habitat solidifies, students will begin branching into ecosystems. Students will explore what it might mean to their earthworms to be released into an ecosystem outside their classroom door, noting the differences between ecosystem and habitats. Students will note aspects of ecosystems such as abiotic and biotic features, producers, consumers and decomposers, as well as food chains and food webs. Students will explore various aspects of habitats and continue to show understanding by continuing to work on their storybook earthworm PowerPoint.

Once students understand how aspects of ecosystems interact and balance each other, they will apply their knowledge to a new water ecosystem. Using empty 2 liter bottles, students will create a water ecosystem. Lab groups will design, construct and monitor a water ecosystem in which they will determine the amount of producers, consumers and decomposers necessary to maintain health. Students will apply this knowledge to ensure their earthworms’ ecosystem will be balanced.
Students will also research native plants to put into their ecosystem. Using the online Edmodo platform, lab groups will present the plants they feel are necessary to create an ecosystem that will support the viability of their earthworms. Lab groups will need to defend their choices. Students will read and evaluate each others arguments and vote on plants for the classroom ecosystem. Students will write persuasive letters to businesses and parents asking for donations of the necessary plants.

Throughout the unit, students will be utilizing the online formats of Edmodo and a classroom wiki. Students will be collecting and recording data digitally on their earthworms, including dirt productions, and the health of their water ecosystem. They will be uploading pictures to the wiki, and writing journals about changes occurring in both ecosystems. Students will be working throughout the unit on an earthworm’s view of moving from a small habitat to a larger ecosystem in the form of a PowerPoint “storybook.” This PowerPoint will be uploaded to “Slideshark” and read as an eBook using the “Slideshark app” on iPads.

The culminating activity will include reading the “storybook” to third graders, planting the garden and releasing the earthworms into their new ecosystem. The results of their work will be digitally shared with the rest of the school through classroom wiki posts.

**Success and Assessment**

This unit begins with a pretest. The teacher will adapt the material based on student knowledge. The teacher will use thumbs up and thumbs down, plus a daily exit slip as formative assessments throughout the unit. Additionally, the teacher will monitor Edmodo and wiki posts to check for understanding. The unit will be assessed using both the Discovery Education Techbook unit assessment and a rubric to score the earthworm PowerPoint “storybooks.”

**Positive Affects on Students**

This project is beneficial because it uses language arts and technology to inspire student interest in habitats, ecosystems and science. As student interest increases, learning and higher level thinking will develop, helping to make our students more competitive in both national and global societies. Although this unit is a humble beginning, it is hoped that the skills learned will transfer far beyond elementary school into high school, perhaps college and possibly life. Who knows where a spark in interest in the scientific fields could ultimately lead?
An Earthworm’s View of Habitats and Ecosystems!!

Week 1, Daily Plan

Day 1
- Activate prior knowledge with computer lab matching game. Using Discovery Science Techbooks, show elements of “Habitats and Ecosystems” as well as supporting mini-video. As cooperative groups, students will fill in poster size Venn Diagrams to show similarities and differences between habitats and ecosystems. Take pre-test on science standards on Edmodo. (Immediate feedback will be given on Edmodo. This will be used to further activate prior knowledge and frontload information.)

Day 2
- Frontload scientific vocabulary by looking up words and creating a student dictionary in MSWord. Use online Quizlet to match vocabulary, pictures and definitions. Post high score to classroom Edmodo page.

Day 3
- Review of habitats. Introduce the idea of making a habitat to contain our classroom pets. Have students research on iPads the types of habitats earthworms need to survive. Use the Smartboard to create lists of the biotic and abiotic features of the habitat. Create hypothesis about what will happen to the earthworms when they are released into the ecosystem outside our classroom. Use Voicethread to record one hypothesis per group.

Day 4
- Create earthworm habitat. Take pictures of students and earthworms and upload to wiki. Have students begin recording data on the earthworms to post to the wiki. Explain how to make journal entry on a wiki and practice.
Day 5

- Have students begin a PowerPoint describing the life of an earthworm in storybook form that they could read to a third grader. Students describe elements of a habitat as well as biotic and abiotic features.
Week 2, Daily Plan

Day 6

• Learn about the earthworm. Use iPads to research what earthworms should and should not eat. Students will design a system to collect vegetables and fruits from the cafeteria to feed the earthworms.

• Have students record average size of three worms as well as measurements of soil level.

Day 7

• Introduce Ecosystems. Use Discovery Education Techbooks to show mini-video clips to show the aspects of an ecosystem as well as different kinds. Explain that students will be creating an ecosystem outside their classroom that will include their earthworms. Identify the abiotic and biotic features of the ecosystem.

Day 8

• Using the Smartboard, students show understanding of food chains. In collaborative lab groups, students create possible food chains that include their earthworm. Students choose one of the food chains to illustrate and create an artistic representation.

Day 9

• Using the Smartboard, students complete a lesson on food webs. Students compare and contrast food chains and food webs. Students work in lab groups to create additional elements to add to their food chains to create a classroom food web. Post web on the entire back wall of the classroom. Have students point out food chains within the food web.

Day 10

• Continue working on the earthworm PowerPoint “storybook.” Describe what the earthworm eats and how habitats and ecosystems are related.
Week 3, Daily Plan

Day 11

• Using the Discovery Science Techbooks, show students the importance of a balanced ecosystem. Describe what elements can make an ecosystem get out of balance. What happens when there are too many producers? Or consumers? Or decomposers. To show this concept and extend their understanding of ecosystems, explain the soda bottle water ecosystems students will be creating.

• Remind students to continue taking data on the earthworms’ size and how much dirt has been created and upload results to the classroom wiki.

Day 12

• Students will work as lab groups to create a soda bottle ecosystem. Students will decide how many producers (plants), consumers (guppies) and decomposers (pond snails) they think they will need to create a balanced ecosystem. Have students create the structure, measure the gravel and fill the water. Have student lab groups plant the number of elodea plants they think they will need in their ecosystem.

Day 13

• Have students continue work on their soda bottle ecosystems. Have lab groups re-evaluate their balance of producers, consumers and decomposers. Have them add the amount their group decides on. Students should collect data on this ecosystem: water temp, number and size of plants, number and size of snails, number and size of guppies.

Day 14

• Have students take pictures of their ecosystems and upload to class wiki. Have student lab groups create entries for their photos including current data and reasons behind the numbers of each added to the ecosystems.

Day 15
• Continue working on Earthworm PowerPoint “storybooks” including information about how the earthworm’s ecosystem may be balanced or unbalanced.
**Week 4, Daily Plan**

**Day 16**

- Students will work in lab groups to take and record data on earthworms and upload to the classroom wiki. Remind students that the earthworms will be released into the outdoor ecosystem in two weeks. Have students make a Voicethread entry about the possible food webs and food chains the earthworm may be involved in. Have lab groups brainstorm about ways that may influence the success of their earthworms in this ecosystem.

- Have students work in lab groups to record data about their water ecosystems. Are they staying in balance? Record any changes on the wiki.

**Day 17**

- Students will begin research on native plants they wish to include in their outdoor ecosystem. Have lab groups compile a list of plants they would like to include. Students will need to defend why these plants may be a good choice for this environment. Lab groups include a list of plants and defense of why those plants should be included on Edmodo.

**Day 18**

- Students will use iPads to read other lab groups’ recommendation of plants on Edmodo. Each lab group will comment on the other groups’ recommendations on Edmodo. The teacher will help students to compile a list of plants the entire class can agree on using the smart board.

**Day 19**

- Moving plants into appropriate areas, using the Smartboard, students will construct the landscaping of their garden. Students will consider the best places to release their earthworms to increase their viability.
• Students will write letters to neighborhood businesses and parents asking for donations of these plants. Students will agree to alter their garden based on these donations.

Day 20

• Students will continue the writing and begin animating their Earthworm PowerPoint “storybooks.” Students will introduce the release of their worm into an ecosystem outside and list dangers and food webs. What might happen to their earthworms? What may be the benefits and problems of the ecosystem?
**Week 5, Daily Plan**

**Day 21**

- Students will work in lab groups to take and record data on earthworms and upload to the classroom wiki. Remind students that the earthworms will be released into the outdoor ecosystem next week. Have students make a Voicethread entry about possible affects the earthworm might have on the plants in the ecosystem. Have lab groups brainstorm about ways that may influence the success of their earthworms in this ecosystem.
- Have students work in lab groups to record data about their water ecosystems. Are they staying in balance? Record any changes to the wiki.

**Day 22**

- Based on data from their water ecosystems, students will infer how the outside ecosystem may or may not be balanced. Students will identify producers, consumers and decomposers in their outdoor ecosystem.
- Students may adjust their water ecosystems if they feel they are out of balance. Students will record any changes to their data on the wiki.

**Day 23**

- Students will put finishing touches on earthworm PowerPoint “storybook.” This should include what plants are included in the ecosystem and how those may interact with the earthworm. It should also include where the earthworms were released and what students thought the earthworm would do when released.
- Students will upload their final copy to Edmodo.

**Day 24**

- Students will read other students earthworm PowerPoints and make constructive, positive comments.
• Students will read the comments on their PowerPoints and make appropriate changes. Students will upload final PowerPoint to “Slideshark."

**Day 25**

• Students will put finishing designs on their ecosystem based on the plants that were donated.

• Students will practice reading earthworm stories using the “Slideshark app” on the iPads.
Week 6, Daily Plan

Day 26

- Students will work in lab groups to take and record data on earthworms and upload to the class wiki. Remind students that the earthworms will be released into the outdoor ecosystem. Have students make a Voicethread entry about how they think the earthworms will react to their release.

- Have students work in lab groups to record data about their water ecosystems. Are they staying in balance? Did their changes make a difference? Record any final observations to the wiki.

Day 27

- Students will prepare outside soil for plants. Students will set plants where they will be planted and check for appropriateness.

Day 28

- Students will plant the plants in their ecosystem.

Day 29

- Students will take the Discovery Science Techbook Unit test on Edmodo. (This format will provide instant feedback for students.)

Day 30

- Students will read their earthworm “storybooks” using the “Slideshark app” on the iPads (creates an e-reader format) to third graders. Students will show third graders their garden ecosystem and release their earthworm habitat. Both third and fourth grade students will photograph and record the earthworm reactions, timing how long until the last earthworm disappears. Results will be uploaded to class wiki.

- Draw sticks to send water ecosystems home with students.
How Buddy the Earthworm Survived Moving From a Habitat to an Ecosystem

By Diego, Jayden, Akhile and Maddy

* One day Buddy the earthworm found himself living in a classroom full of students. They had created a home, called a habitat, that provided Buddy with space, food, shelter and air. Buddy loved the cool, damp environment and was content to compost for his school aged friends. He noted that abiotic and biotic features were in his habitat. The abiotic features were the plastic container he was living in, some aspects of the soil, the air and the water. The biotic features were again, some aspects of the soil, the organic food his friends gave him as well as all the other earthworms living with him. There must have been at least 100 worms in his habitat.

* As the weeks went by, Buddy noticed that more of his earthworm friends were around and his space was getting smaller and smaller. Buddy thought this was because he and his friends were growing larger. His school age friends had been providing him with the diet that he needed! Having no teeth, Buddy was excited to eat egg shells and coffee grounds! These helped him digest the organic material that his friends gave him.

* As Buddy’s space got tighter, rumors about a bigger ecosystem began to swirl around the habitat. “What is the difference between an ecosystem and a habitat?” Buddy’s friend asked. “Well,” Buddy replied, “there can be several habitats in an ecosystem. An ecosystem is how everything interacts with each other. How the food chains and food webs are present. Habitats are just specific to a species.”

* As the rumors of an ecosystem became more and more prevalent, Buddy started to think about how things may affect him. First of all, Buddy may find himself involved in a food chain! One possible food chain may be with buddy at the bottom. A bird might eat Buddy! A snake may eat the bird, and an hawk may eat the snake! This food chain would of course have the possibility of repeating itself when the hawk dies. In fact, Buddy may luck out and be a decomposer in this food chain. Buddy could participate in decomposing the hawk back into dirt. Of course, Buddy also realized that the food chain could be more of a food web. This is where all the interactions between animals in the ecosystem are shown. First, a bird may still eat Buddy, and a hawk may eat the bird. But the hawk might also eat a snake, who may also eat the bird. A food web shows how some animals might eat more than one other animal in the food chain.
**Still the thought of an ecosystem sounded pretty exciting. Buddy started to think about his spot in the ecosystem and how plants and animals need each other. Buddy needs the plants because they die and need to be decomposed. This provides Buddy with food. Buddy's job as a decomposer is to break down waste materials and turn them back into dirt. Buddy also loosens soil beneath roots to help plants to grow larger and stronger.**

**Buddy was pretty excited! Today is the day he was getting released into the ecosystem outside the classroom. Students had planted flowers that like living outside the room and that don't require too much water. There was a tree that would grow oranges as well as sunflowers and butterfly plants. Buddy was very excited. As the students gently poured out Buddy's habitat, all the earthworms were excited to dig into the new soil. Buddy and his friends were spread into the soft soil and they quickly buried themselves in the new ecosystem.**

**Now, as Buddy dug into the ground, he was very aware that he could now be part of an ecosystem where he may not survive. But the students had thought of everything. To give the earthworms a head start, the students had put up plastic flag to scare the birds away. Now if Buddy can only remember to stay under the dirt when it rains, he should have a fighting chance. As he looked around, he was thrilled to see all the plants he was going to help grow and provide fertilizer and nutrients for!**

**Buddy was a very happy earthworm, cool and happy in his new ecosystem!**

**The Images on This Presentation Were Taken From The Following Sources:**

- Google.com
- Mrs. F's iPad

**The End!**
During the course of the student’s junior year in their United States History course, the students study United States history using lectures prepared by their instructor and supplemented by a general survey textbook. They get a brief introduction of United States history in sequential order by examining major events and issues that helped forge and shape America. The problem with this approach has made teaching and learning about our countries history boring, static and mundane. The age old question that comes up over and over again is: “Why should the student study history?” If the student does not understand why they should study history then why would they be motivated to learn. Instead of getting the traditional generic approach to learning using lectures and the textbook, the students get the opportunity to see how enthralling and exciting it is to study the stories behind history. The students find that one story leads to another story and their connection and interest to the subject matter increases dramatically. All scholastic research tells you if the students find the subject matter compelling and engaging then they will invest their time, energy and talents in the classroom. By completing the Veteran’s History Project the students will feel and see their energies being contributed to a worthy endeavor and they will have also contributed a bit of history preservation for future generations. We all know that there is story behind everything and we just have to open the doors of investigation.

**General Project Description**

The project truly allows the students personal expression. Although we utilize a textbook as a guideline for class pacing, the structure of the project allows the students to research and experience history that is not simply confined to the typical survey course offered by textbooks. The semester will begin with the students placed into groups. They will then be given the task to locate a veteran through local veterans organizations or family members. They will the begin their project in a real working model. All the areas of the project incorporate various learning styles and mediums. By the end of the semester the groups will have completed, presented and created a primary source history for future generations and historical preservation. The project requirements allows the students to become alive, involved, educated and understand the importance of history and connect with history in a practical and insightful way.

**Step No. 1 – Compiling Research, Gathering Data, & Reporting**

The first part of the assignment after the groups have been assigned is to begin compiling historical data about their veteran’s experience during their military service. Using a pre-set guideline of questions, the students arrange multiple interviews with their veteran to gather information for their research. Once their interviews are completed and their data is organized the students must compile the information in a research report. All the research reports include a historical overview of the war/service the veteran participated in. The report also includes the exact transcript of the interview for future generations. The transcript includes the written and taped interview. The final research component of the project includes:

- Historical overview of the war the veteran participated in
- 10 – 15 page written research report
- Typed transcript
- Video/taped interview

**Step No. 2 – The Multi-Media & Oral Presentations**

After the students have completed their research, written report requirements and reflective journals they must complete the project by creating a PowerPoint presentation. The students will deliver an oral presentation to the class regarding their veteran using PowerPoint, visual displays and edited worksheet displaying their veteran’s story and contribution to history. In today’s technological driven world, this is the portion of the project that receives the most attention and excitement from the students. The oral presentation now gives the student’s the chance to showcase their entire research and utilize real world presentation skills.
Step No. 3 – Historical Preservation

In our current educational system there is a definite loss of real world applications in the students coursework. During the course of many interviews, veterans have provided the students with historical artifacts from their military experience. Such artifacts have ranged from Presidential commendation, Purple Hearts, Gold Stars, journal of the Bataan Death March and of course hundreds of personal photos. Most of the time the photos are in a state of decay. With today’s technology it is easy to preserve these artifacts for the veterans own posterity and for historical preservation. These primary sources add life to the historical information being gathered in the interview process.

Personal Reflection

How do you excite student’s and get them to want to be in school? Why study history? The answer is: get them involved and have them buy into the course. We all have stories to tell, stories we have lived from the inside out. We give our experiences an order. We organize the memories of our lives into stories. Oral history listens to these stories. Oral history is the systematic collection of living people’s testimony about their own experiences. Historians have finally recognized that the everyday memories of everyday people, not just the rich and famous, have historical importance. If we do not collect and preserve those memories, those stories, then one day they will disappear forever. No other source of history is more important than a primary source. Having students research oral histories, they have created and preserved a slice of history for future generations. Just the ability to utilize cross-curricular knowledge and apply it to a semester long project that is something the students see as a real world working model makes this project a huge success with the students. The interdisciplinary focus (listed below) drives this project and gives it unlimited potential for others to expand on or modify to their teaching strengths and weaknesses.

English: Journal writing, report writing, research….
Social Science: Historical and current political issues, military service and war decisions
Fine Arts: Presentation design, brochure and media presentations…
Vocational: Preservation skills, archiving primary research data

Assessment

- teacher driven research checks
- guided rubric for all areas of the project
- reflective journals
- data collecting journal
- group written reports
- oral presentations
- media presentation, preservation

Content Standards

English Language Arts
Social Sciences: 117.(1-5), 11.9 (1-6)
Historical & Social Science Analysis Skills – historical research evidence, point of view
Career and Technical Education/Visual Arts – 1.0, 2.0, 3.0, 4.0
Career Preparation Standards: time management, planning, task allocation skills, presentation skills, organization and collaboration, gathering data and evidence for support…
Vietnam History Project

George Matthew Paradise

By: Nicholas Deem, Justin Nguyen, Kyndal Ploski, Christian Martinez

Veteran Project

Issei Taniguchi

By: Kevin Wuerfl, Ryan Coder, Angelica Cook
EARLY LIFE

Real Thomas Benjamin was born November 23, 1915, in Minneapolis. His parents were Abraham and Fela Benjamin. Soul was the oldest of his younger brother Herbert, born in 1920. My parents graduated college from the University of Minnesota and started an early life.

Here is his story.

Here is a story about the life of the son of those books. The surviving son was Soul. His story is an inspiration for our generation. Here is his story as a reminder of our family's history.
To give you a brief background on WWII, in July of 1941, Japan invaded Southern French Indochina for land and supplies. Japan was attempting to take over the Asian countries. So while Japan and Germany were fighting, the United States decided to cut off all sales to Japan. This meant no oil and metal ores were going to be shipped to Japan.
Ftc. Benjamin Dies of Wounds on Okinawa

The 25-year-old Marine, who served with the 5th regiment, was killed during a raid over Germany since last February. He was wounded in action last March and was awarded the Bronze Star for his bravery. Unfortunately, his family recently learned of his death. Mrs. L. Benjamin, his mother, is planning to travel to Okinawa to pay her respects.

My Great Uncle (Mother’s Side)


Joseph Sherman Benjamin

December 15, 1919 – February 16, 1945 (Killed in Action)
Words with 3’d meanings is a great conceptual project. It incorporates a wide range of skills and techniques that students enjoy. It pushes their imagination and creativity to the highest level. They choose the idiom or saying that is meaningful to them. Then they have to create a sculptural piece that expresses the meaning of the idiom for others to comprehend.

My students are really getting into their work and improving their techniques and skills. At this time they are also free to develop their own ideas for projects. It is important to encourage students to think creatively and to interpret an idea or concept into an actual piece. From concept to real 3’d is very challenging. Students are asked to choose a proverb or saying that has some significant meaning to them. Then they are to create a piece of art that is either functional or decorative to express the meaning of the quote they have chosen. They are basically taking the written words, interpreting them, conceptualizing a piece to represent the meaning or convey the feeling of the quote, and then build it from start to completion. State Standards 1.0 1.5 2.0 2.1 2.2 2.6 4.1 4.4 4.5

Most of the time students are given a project with certain criteria that has to be met, with this project students have little restrictions, as there is not right or wrong, it is based on their ideas. They are free to create whatever they feel is their interpretation of the proverb or saying. This is the beginning stages for me to bring my students up to a higher level of thinking. As this is a launching pad for the remaining half year, students are beginning to work at their own level, speed and abilities. State Standards 2.1 2.2 2.3 3.1 3.3

I use many sources for my instruction, from magazines such as “ceramics monthly”, “pottery making”, and “sculpture” just to name a few. I present new ideas to them each month. The magazines have art shows or contests advertised that are coming up in the near future. Students review the magazines and get inspired to create pieces for the exhibitions. Generally the exhibits, contests, or shows are titled things like “Out of the Fire”, “Bowled Over”, “Pottery in Motion”, or “Tea Time”. These titles are not very definite or descriptive, just general enough to inspire a unique interpretation. I am always encouraging my students to come up with their own ideas and meanings. I find this is a fun learning experience to share with my students, as they get to think and create unique pieces. The classes share a review or critique every few weeks when pieces are completed and due for grading. Students discuss how they derived at their piece. They discuss what the influences are, how they created it, and which elements of art and principles of design were used. I encourage my students to familiarize themselves with external publications and other artists. Some of these artists work fulltime at their art form or are the weekend hobbiest. The students see the connection between relationships and applications. They also see how they may use their knowledge and skills to pursue a career that is extremely rewarding and creative. State Standards 3.0 3.1 3.3 4.0 4.1 4.3 4.4 4.5 5.0 5.2 5.4

During our presentations and evaluations, the students share their pieces with one another. The pieces are set out on tables for students to view. We begin to discuss how the students formulated their ideas and how each piece was created. Where did they get their ideas from? We talk about how the students built their pieces and why it was meaningful to them. The Students are asked to write a brief description of how the piece came about, what were their ideas, and how did they formulate their piece to express the meaning of the saying that they selected. Two different rubrics are used one is based on the Principles of Design, which are unity, balance, emphasis, movement, pattern, and rhythm, and the Elements of Art, which are line, shape, value, form, texture, and space. The other rubric is based on their skills as far as technique, neatness, artistic interpretation, overall design, creativity, and outcome. Each category is worth 1-5 points, 5 representing a strong understanding and a good use of the visual tools. Where 1 reflects little understanding of what is expected. My students will most often get 3,4 or 5 because I have them sketch their ideas out and we go over them before they begin so that we can develop a good piece from the start. It is great to see them thinking how they are going to build something on their own, and it is even better to see the great outcomes when they finished.
I usually do this at the end of the first semester as my students skills have improved from the beginning of the semester till now. From this series of pieces we work on entering other competitions where my students can create pieces for the specific show and exhibition. This helps them to become aware of the aesthetics involved in creating pieces that are pleasing to the eye. The power standards we use are the elements of art and the principles of design as these are key factors in good design. By the end of the year they have mastered the State Standards: aesthetic valuing, artistic perception, creative expression, while increasing their awareness of historical and cultural context along with the connections and applications that are available to them. State Standards 3.0  3.1  3.3  4.0 4.1  4.4  4.5  5.0  5.2
In this unit, the Secrets of The Lone Woman of San Nicholas Island are revealed in a culminating, student-centered exploration of the mysterious woman who was left behind on San Nicholas Island in 1835. Students have an opportunity to explore how The Lone Woman survived alone for 18 years while they learn about the Channel Islands. An emphasis on using technology to discover exciting current archeology efforts to uncover The Lone Woman’s cave is utilized. The Channel Islands’ geography, geology, natural history, culture, kelp forests, and conservation efforts, are also investigated. This unit allows all students to experience The Lone Woman’s secrets while they are currently being unearthed and revealed by archeologist Steven Schwartz! History “comes alive” for students as new discoveries continue to be exposed.

Together we make connections to social studies, literature, technology, science, math, performing and visual arts, as we investigate The Lone Woman of San Nicholas Island. Multiple learning styles are addressed, and visual, auditory, and kinesthetic experiences are provided through an integrated curriculum. Students are offered various opportunities to demonstrate their learning and all children are actively engaged in “hands on” experiences. This 8-week unit is prepared for 35 students in grade 4 and can be easily adapted and modified to meet the interests, needs, and curriculum of students in grades 1 through 6.

**LEARNING TOOLS**
Information is introduced at a pace and level of complexity that allows a depth of understanding and level of mastery appropriate for learners with diverse backgrounds and needs. Many tools are used including:

- Class set of *Island of the Blue Dolphins* by Scot O’Dell.
- Current webcasts from the Channel Islands National Park Website of archaeologist Steven Schwartz and his team of volunteers describing the discovery of the cave found on San Nicholas Island believed to be the cave where the main character from *Island of the Blue Dolphin* may have inhabited. Artifacts discovered are shown and discussed as well.
- Technology including: Channel Island National Park websites, Microsoft Word, and Power Point applications
- Various art and music resources
- Guest archaeologists and geologists
- Sandra Kaplan’s “Depth and Complexity” icons to help students make connections across the disciplines.

**INVESTIGATIONS**
We investigate the secrets of the Lone Woman of San Nicholas Island from many different points of views to engage all learners with diverse backgrounds and academic needs.

- Students work in literature circles to read and discuss *Island of the Blue Dolphins* by Scot O’Dell.
- Archaeology Investigations – Students discover how Steven Schwartz searched for the Lone Woman’s cave on San Nicholas Island for over 20 years. With the help of volunteers, students learn how Schwartz found the cave after removing over 40,000 buckets of sand. Students listen to Schwartz’s webcast, examine artifacts found, and discuss their importance.
- Geology Investigations – Students examine the geological history of the Channel Islands by exploring minerals with microscopes to help understand the geologic history of the islands.
- Kelp Forest Investigations - Students learn about food chains, food webs, and the importance of all living things in the environment.
- Journal Entries – Students write journal entries from Karana’s point of view. This type of journal writing encourages divergent and creative thinking.
- Ethics – Students record their thoughts and feelings about the way Russian explorers came to the Channel Islands to kill sea otter for their pelts.
- Science Experiments – Students learn how oil spills and water pollution have been devastating for many species of fish and birds. Using the scientific method of investigation, students work collaboratively to present science fair projects.
- Mural – Students work collaboratively to create and paint a mural depicting The Lone Woman of San Nicholas Island in her habitat.
- Pinniped Power Point Presentation – Students complete a PowerPoint presentation describing the three types of pinnipeds living on the Channel Islands including specific adaptation information along with photos.
- California Channel Islands ABC Book – Students work collaboratively to write and illustrate a classroom book describing the life of The Lone Woman of San Nicholas Island along with activities to teach others how to conserve life on and around the islands. Students present and read this book to other classes as part of an Earth Day celebration and ask students to sign a petition to make a pledge to help with conservation efforts.
- Math Investigations – Students graph data collected and calculate the changes in the population of the Island Fox, sea otter, and sea urchin on and around the islands.
- Channel Islands “Live Hike” with Channel Islands National Park rangers.
- Day trip to Anacapa Island with experienced naturalists from Island Packers.

PRESENTATION AND ASSESSMENT
To conclude our exploration of The Secrets of the Lone Woman of San Nicholas Island and to help educate other students, my students host a classroom “Archeological Dig”. Students take on the role as Channel Island Junior Rangers as they create their own “dig” for other classes to discover. This exploration provides students with the opportunity to share their written work, artwork, journal entries, books, and science experiments. Students teach others about archaeology while providing opportunities to “dig” student created artifacts. This experience provides students with an audience that makes learning meaningful and provides students with a greater amount of self-confidence. Students truly become experts and gain the ability to share their knowledge with peers, other classes, and family members.

Throughout this unit, students develop a deep appreciation of The Lone Woman of San Nicholas Island and local, current archeological findings. This unit encourages novelty and uniqueness in the interests and abilities of the learner. My goal is to make history and science come alive while helping my students make connections between life science and worldly events. Students begin to see themselves as part of a larger picture and become aware of diverse perspectives that help in understanding themselves, others, and their world around them.

ASSESSMENTS
I use a rubric to assess each student-made Power Point presentation, artifact, art project, journal entry, math project, research report, and science experiment. For an authentic summative assessment, students engage in a one-on-one conference with the teacher to discuss their experience, portfolio of work, and what they have learned. Students also complete a self-evaluation to assess their work and participation. The curriculum is also assessed through a combination of standardized quizzes, and tests. Informal assessments include whole-class discussions. I have found that the more varied I can make my assessments, the more data I can collect regarding the comprehension of each standards-based lesson.

CONNECTIONS TO CURRICULUM
This integrated project meets many of California’s fourth grade state standards including:
- English-Language Arts Writing 1.0; 2.0; 2.1; 2.6; 3.0; 3.4.
- Written and Oral English Language Conventions 1.0; 1.3; 1.6; 2.0; 2.2; 2.3; 3.0.
- Listening and Speaking Strategies 1.0; 1.5; 1.6; 1.7.
- History/Social Science 4.1; 4.2.
- Science, Investigation and Experimentation 6.0.1. a - f;
- Life Science 2.1, 3.c.
- Physical Science 1.b.
- Earth Science 5.a; 5.c.
- Mathematics, Number Sense 1.2; 1.6; 1.7.
- Measurement and Geometry 1.1; 1.3; 1.4; 3.5.
- Algebra and Functions 1.4.
- Statistics, Data Analysis, and Probability 1.1, 2.2.
While discovering the Secrets of the Lone Woman of San Nicholas Island, students develop a love for the novel *Island of the Blue Dolphins* as well as acquire a love of our Channel Islands and the sea that surrounds them! Many points of view are examined.
Exploring The Lone Woman of San Nicholas Island and California’s Channel Islands

Geography

Students demonstrate their understanding of the geographical features of the Channel Islands by creating relief maps of California and the Channel Islands.
Geology of the Channel Islands

Students examine the geological history of the Channel Islands.

Students explored minerals using microscopes.
Ecology

Students test predictions and draw conclusions about results as they create science fair projects using the scientific method of investigation. Students discover ways to protect the natural resources of the Channel Islands.
Students learn about the Channel Island's amazing coastal ecosystem in depth.

We discover Pinniped adaptations and create PowerPoint presentations.
Kelp Forest

Students examine the kelp forest and the kelp forest food chain. We also discover many types of food we eat that contain kelp or algae.

Our classroom was turned into an ocean ecosystem, including cnidarians!
Native American History

Students discover the Channel Island's natural resources and how they were used by The Lone Woman.

We discover many of the natural resources she used to survive.
What is more engaging to students than the word chocolate? This unit parallels the mass popularity of food science shows such as Good Eats, Chopped, Cupcake Wars and more in our culture right now. The Science of Chocolate Unit was developed for students who are in a culinary academy and studying to be in the food industry. The class I teach for the academy is culinary chemistry whose purpose is to provide the chemistry and science behind food. This unit provides students with the historical background on chocolate, how chocolate is processed from the bean to the bar, the physical and chemical changes chocolate goes through during the processing, the physical properties of the processed chocolate (tempering), the chemical composition and health benefits of chocolate, and finally the science of tasting chocolate. All PowerPoint lectures have student fill in the blank notes with important images from the lecture. Students were assessed by completed worksheets, laboratory write-ups and a final project.

Day 1: (Lecture – History of Chocolate) This unit started with an introduction PowerPoint to the History of Chocolate which included the introduction of chocolate to Europe from Montezuma to Cortez, chocolate’s processing history (Dutched, Nestle, and Lindt), the geography of where it is grown in the world and where the world supply and types of cocoa beans now come from. Students then completed a worksheet where they matched the countries where cocoa is grown with the name of that country. They also filled in a vocabulary matching exercise on the back of the worksheet. This showed them that Cocoa is grown only in 15-30 degrees of the Equator in tropical rainforests. (State standards: Chemistry 1h, History 10.4)

Day 2: (Lecture – Chocolate Processing) The next day a PowerPoint on chocolate processing was shown which showed the chemical and physical changes that happen as cocoa beans are processed and how it can be combined to become dark, semi-sweet, milk, and white chocolate depending on the ratios of cocoa to cocoa butter. Students completed another worksheet where they were asked to fill in the blank with newly learned vocabulary in the step by step process of cocoa processing and to identify each step as either a chemical or physical change. (State Standards: Chemistry 2)

Day 3 and 4: (Lab – Aztec Chocolate) Now that the students had learned how chocolate was discovered and how it was processed, they got the opportunity to process fermented cocoa beans and make the historical Aztec chocolate drink. They first roasted the cocoa beans and were able to smell when the chemical change in the bean produced the chocolate aroma. They then shelled or winnowed the beans and ground them down with a mortar and pestle into chocolate liquor where they saw the cocoa butter being released from the bean. The next day they followed a recipe and made the historical Aztec Chocolate drink (chili, cinnamon, vanilla, processed cocoa beans, honey, and water) using their processed cocoa beans. (State standards: Chemistry 2, History 10.4)

Day 5: (Lecture – Physical properties of chocolate) After the processing chocolate lab, a PowerPoint lecture was given on the physical properties of chocolate which included it’s melting point, water content (seizing), and the crystallization of cocoa butter or how chocolate is tempered. Students learned it was the fat content in the chocolate that controlled the melting point of the chocolate. They also learned that the physical properties that the chocolate has is due to the type of crystals that have formed during the cooling process. (Chemistry 7a, 7c)

Day 6: (Lab – Tempering Chocolate) Students completed a lab on how to correctly temper chocolate by forming the desired beta crystals. In a beaker the students melted chocolate on a low setting using a hot plate while constantly monitoring its temperature. Once they got the chocolate to 110°F they took a sample and wiped it on a parchment paper that had a graph of the tempering process on it. Then they cooled the chocolate to 82°F and took another sample. Finally they heated it to 91°F so that only the good beta crystals of cocoa butter were left and wiped other sample of the chocolate which was perfectly tempered chocolate. After this they monitored the cooling phase change of the chocolate and noted the latent heat of crystallization of the cocoa butter as it solidified. At the same time we did this in our science class, the students were applying this process to make chocolate boxes and truffles in their culinary class. (State Standard – Chemistry 7a, 7c, 1a)

Day 7: (Lecture – chemical composition of chocolate) A PowerPoint lecture was given on the chemical composition of chocolate and how it is considered a “super food” due to its high content of antioxidants and flavonoids. Students learned that the chemicals found in
chocolate help increase mental activity, make you feel good, provide energy, help fight diabetes, reduced stress, helped promote weight loss, decreased risk of heart disease and stroke and helped fight cancer. The lecture concluded by looking over the studies that were done supporting the information given. (State Standards - Chemistry 1m, 10a, 10b; Biology – 9d)

Day 8: **(Lecture – Science of tasting chocolate)** Finally the students were given a PowerPoint on the science behind tasting chocolate. They learned how to make observations on its physical appearance, its aroma, how it feels in the mouth when they ate it, and finally it’s overall flavor and finish. (Chemistry – 1d; biology 9b and K physical science 1a, K investigation and experimentation 4a)

Day 9: **(Lab – Tasting Chocolate)** Students put their knowledge learned about the science of tasting chocolate and complete a lab on making observations while sampling 7 different types of chocolate. They tasted chocolate from dark to white and noted each chocolates appearance, aroma, texture/mouth feel, and flavor/finish. (Chemistry 1; Biology 9b, K investigation and experimentation 4a)

Day 10: **(Project Presentations)** Students presented their project on the chocolate unit. They were assessed on a rubric that was presented to them on the first day.
HEALTH INFORMATION

Chocolate is made from plants, this means that it has many of the health benefits as dark vegetables. The benefits come from flavonoids, any of a large class of plant pigments having a structure based on or similar to that of flavone. Flavonoids also act as antioxidants which help the body from aging. Flavonoids can also help relax blood pressure through the production of nitric oxide (a colorless toxic gas), and balance certain hormones in the body. Dark chocolate contains about eight times the amount of antioxidants than strawberries. Dark chocolate is best for your health suppose to white or milk. A small bar of dark chocolate everyday is good for your heart. It can keep it running well and it goes for your cardiovascular system as well.

BENEFITS OF CHOCOLATE

- It taste good.
- It stimulates endorphin production, which gives a feeling of pleasure.
- It contains serotonin, which acts as an anti-depressant.
- It contains theobromine, afeine and other substances which are stimulants.

Two heart health benefits are...

- Lower blood pressure and lowe cholesterol.

Dark Chocolate can also reduce your chances of getting a stroke.
Health Information

Study after study proves that dark, sweet, rich, and delicious chocolate is good for more than curing a broken heart. The secret behind its powerful punch is cacao. This little bean is a disease-killing bullet, meaning it prevents a lot of diseases. The only problem is that cacao on its own is bitter, chalky, and nasty. Eating more dark chocolate can help lower blood pressure, but you have to balance the extra calories by eating less of other things. Dark chocolate is a potent antioxidant. It is know to reduce the risk of death from a heart attack by almost fifty percent. The less fat chocolate has is the better. You should try and eat chocolate that has more cacao then sugar or milk. There's a compound in chocolate called flavanols which is actually kind of like body armor for your cells. It helps protect against disease. They did a study where 37 thousand men in Sweden who were eating milk chocolate over ten years and they saw a reduction in the risk of stroke.

Chocolate With Benefits

One of the benefits is to lower your risk of a heart attack. Chocolate may improve your mood, and not just because of its delicious flavor. Chocolate contains several chemicals that inhibit the breakdown of "the molecule of bliss," which can block feelings of pain and depression. Chocolate contains caffeine and theobromine, stimulants that can provide a burst of energy. The cocoa in chocolate can also boost up your good type of cholesterol. Eating dark chocolate will help you loose weight.
Baking Chocolate / unsweetened
- cocoa liquor with no sugar, milk, or flavorings
- not so good tasting on its own
- gives a very rich, deep chocolate flavor to baked goods

White Chocolate
- No chocolate liquor only cocoa butter and flavoring
- Legally not chocolate in the US

Dark, Bittersweet, Semi-sweet, chocolate
- 35% chocolate liquor
- Semi-sweet is 15-30% and has more sugar added
- Less than 12% milk solids
- 30% cocoa butter

Milk Chocolate
- 10% chocolate liquor
- 12% whole milk
- 3.40% butter fat

Bitter Chocolate
- Hard to find - 90% liquor

By: Stephanie Perez
Per 4
**ORAL HEALTH**

* How does chocolate promote oral health?

- Polyphenols increase the teeth enamel making them less susceptible to decay.
- Polyphenols appear to slow the formation of plaque.
- It also decreases inflammation in the gums.
- Dark chocolate actually helps fight tooth decay.

---

**CARDIOVASCULAR HEALTH**

* How does chocolate protect the CV system?

- Flavanols neutralize free radicals.
- Minimizes oxidative stress.
- Cocoa and chocolate benefit the cardiovascular system.
- Controls blood sugar and insulin levels.
- It relieves inflammation.
- Improves platelet function, decreases blood clotting.

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**CHOCOLATE BENEFITS AND HEALTH INFO.**

Jazmin Valadez
Mrs. Winter
Chemistry
Period: 4
13 February 2013
ANTIOXIDANT / ANTI-AGING

* Why is chocolate such a powerful antioxidant? *

>> Chocolate contains three times the antioxidants of green tea.

>> Chocolate contains twice the antioxidants of red wine.

>> Contains various antioxidant compounds, including catechins and flavanols.

BRAIN HEALTH

* How does chocolate support the brain? *

>> It seems that chocolate can improve the blood flow to the brain.

>> Minimizes inflammation... which can contribute from preventing strokes and dementia.

>> Antioxidants protect brain cells, blood vessels and tissue.

>> Several chemicals in cocoa enhance mood, decrease depression and moderate emotional response.

WEIGHT CONTROL

* How does chocolate help with weight control? *

>> It helps regulate genes that control weight gain.

>> Helps stabilize blood sugar levels.

>> Chocolate seems to have appetite-suppressant properties.

>> Chocolate can have an affect on brain chemicals that can reduce cravings.
Lab – Temper, Temper, Temper!

When you examine a top-quality chocolate bar you will see that the chocolate is shiny, firm enough to tap with your fingernail, and will break with a sharp snap. That is because it is tempered. Tempering is a process that encourages the cocoa butter in the chocolate to harden into a specific crystalline pattern. Untempered chocolate may never harden, look dull and blotching, be spongy rather than crisp; and it can be susceptible to fat bloom, meaning the fats will migrate to the surface and make whitish streaks and blotches.

**Beta crystals (type V):** The goal of tempering.

When chocolate is melted and cooled, it can crystallize into any one of six different crystal forms. When we temper chocolate we only one form of crystal, the beta crystal or type V.

**Procedure for Untempered Chocolate**

**Stage 1:** Melting the chocolate so that the cocoa butter melts completely

1. To a 250 mL beaker add _______ grams of finally chopped bakers’ chocolate (chocolate liquor).
2. Set the hot plate to a setting of 3 and begin to heat the chocolate to 110°F. (Do not heat over 120°F or you may burn the cocoa solids).
3. Stir the mixture constantly with a white plastic stirring rod. Hold the thermometer to the side to monitor the temperature.
4. Right before you reach 110°F, remove the beaker from the hot plate and wipe a sample of the chocolate on the parchment paper graph at 110°F.

**Stage 2:** Rapid cooling to about 82°F to get crystallization of the good beta crystals started.

1. With the beaker off the hot plate, continue stirring and monitoring the temperature, moving the beaker gently around the counter top to help cool the chocolate to 82°F. Once it is at 82°F, wipe a sample of the chocolate on the parchment paper graph at 82°F
2. At this point your chocolate has good beta crystals stared but it does allow some other crystal types also.
Stage 3: Slight Warming to melt all crystal forms but beta (type V).

1. Place the beaker back on the hotplate and reheat the chocolate to 86°F, stirring constantly. Just before it reaches the temperature, remove the beaker off the hot plate and hold the temperature here for 1-2 min. (you may have to take it beaker off and on the hotplate to do this.) This allows the beta crystals to form around “seed” crystals.
2. Wipe a sample on the parchment paper graph at 86°F
3. Increase the temperature to 89-91°F to melt any remaining crystal types but type V
4. Wipe a sample on the parchment paper graph at 89°F

Stage 4: Verify that your chocolate is indeed in temper

At this point your chocolate should be tempered. Wait 5 min and then try to peel the chocolate from the paper. If it peals easily and the chocolate is shiny, not blotchy, you have correctly tempered the chocolate.

Latent heat of crystallization

Allow the chocolate in the beaker to cool while recording the temperature every 30 sec. The chocolate temperature should decrease then slightly increase again for a time and finally decrease. This is increase in temperature again is known as the latent heat of crystallization. As the chocolate goes from a liquid to a solid, it absorbs heat to form the stable beta crystals.

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<tr>
<th>Time</th>
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Analysis of Results:

Describe the look, feel, and texture of each of the chocolate samples in the first box. In the box underneath explain what is happening at that temperature to the chocolate crystals.

<table>
<thead>
<tr>
<th>110°F</th>
<th>82°F</th>
<th>91°F</th>
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On the Graph below, use your notes to draw in what the crystals look like at each of the stages of Tempering.
# Lab – Science of Tasting Chocolate

As you sample each chocolate, use your lecture notes to help you describe the appearance, aroma, texture/mouthfeel, and flavor and finish.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Appearance</th>
<th>Aroma</th>
<th>Texture/Mouthfeel</th>
<th>Flavor/Finish</th>
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<td><strong>A – 60% (G)</strong></td>
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<td><strong>B – SS (G)</strong></td>
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<td><strong>C – SD (H)</strong></td>
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<td>D – MC (G)</td>
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<td>F – WC (G)</td>
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The Aztecs and Mayans used to make a drink called “chocolatl” or “Xocolatl”; it was made from roasted cocoa beans, water and a little spice, so valued were the cocoa beans they were also used as a currency.

One god Quetzalcoatl, creator god and provider of agriculture, was particularly associated with cocoa beans. Great temples were built to honor him in Tenochtitlan; Montezuma, Emperor of Mexico and ruler of the Aztecs in the early 16th century particularly revered him.

Quetzalcoatl is further linked with the story of cocoa and chocolate. An old Mexican Indian myth explains that Quetzalcoatl was forced to leave the country by a child god, but he was lovingly remembered by his devoted worshippers who hoped that he would return. Until that time they still had his legacy – the cocoa tree. When Don Hernan Cortes, the Spanish conquistador arrived in 1517 with his fleet of galleons, the Aztecs thought that he was Quetzalcoatl returning.

The word chocolate is said to derive from the Mayan “Xocolatl” and cocoa from the Aztec “cocahuatl”. The Mexican Indian work “chocolate” comes from a combination of the terms choco (“foam”) and alt (“water”); early chocolate was only consumed in beverage form.
Ingredients for Xocolatl: Roasted cocoa beans, chili water, vanilla beans or extract, honey, Cinnamon stick

**Roasting the cocoa beans**

Roasting cocoa beans is the primary step in making cocoa-flavored goods. The process of roasting cocoa beans is essential in bringing out the flavor of the cocoa and in sterilizing each cocoa bean. The beans are roasted and dried while still in their shells. After roasting, the shells are removed, known as winnowing, and the nibs that are left over are used for cocoa liquor, cocoa powder, cake, cookies and other goods containing cocoa.

1. Preheat your oven to 350 degrees F.
2. Take 100 grams (1/4 lb or 3.5 oz) spread them evenly on a lined baking sheet.
3. Roast them for 3-5 minutes at 350 F – the smell will be very acidic and vinegary.
4. Use a spatula or long wooden spoon to move the beans around on the baking sheet.
5. Drop the oven temperature to 250F and continue roasting for 3.5 min. *When your kitchen smells like brownies you know the beans are done! You may hear the beans crack.*
6. Remove carefully from the oven using oven mitts and let them cool completely

**Winnowing (remove the shells)**

1. When beans have cooled, peel with hands to remove outer shell from the nib.

**Ground cocoa beans**

1. Grind the roasted cocoa beans with a pestle and mortar.
2. **Crude cocoa tablets** - Spread out aluminum foil or parchment paper on a tray. Take one half of the ground cocoa bean mixture and make small piles of the paste and allow them to rest overnight.
Aztec Chocolate (day 2)

3. Bring 1 ½ cups water to a boil in a pot; add 1 green chili pepper, sliced (seeds removed if less spicy), to the boiling water and cook at a boil for 5 to 10 minutes. Strain the chili pepper and seeds from the water; return the water to the pot.

4. Add 4 cups water to the chili pepper-infused water and reduce heat to medium-low, and bring to a slow boil.

5. Stir in ¼ cup of crude cocoa tablets, 2 tsp of vanilla extract or ½ vanilla bean (split length wise), and a 3 inch long whole cinnamon stick.

6. Let the mixture boil while stirring constantly, when it gets bubbly quickly remove the pan from the heat and allow to cool slightly.

7. Place back on the heat and continue to stir and bring back to a boil.

8. Repeat the cooling and re-boiling process 2 more times. This aerates the chocolate which enhances the flavor.

9. (Cook and stir until the cocoa dissolves completely (5-10 min))

10. Add Honey or sugar to taste

Observations Day 1:

<table>
<thead>
<tr>
<th>Roasting</th>
<th>Winnowing</th>
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<tbody>
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</table>

Crude Cocoa Tablets
**Observations Day 2:**

<table>
<thead>
<tr>
<th>Crude Cocoa tablet</th>
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<tbody>
<tr>
<td>Does the chocolate drink have a bitter taste?</td>
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<tr>
<td>Does the chocolate drink have a rich chocolate flavor?</td>
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<tr>
<td>Describe the overall taste of the drink</td>
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</table>

**Questions:**

1. Which Aztec god was associated with cocoa beans?

2. Who was the Spanish Conquistador that the Aztecs met in 1517?

3. How was chocolate consumed by the Aztecs?

**Crude cocoa tablet drink** – the oil will give a richer flavor that is also bitter.

*Figure 4* Aztec Emperor drinking chocolate drink
LCTR notes – The Science of Tasting Chocolate

Chocolate should be tasted with all of your senses! Chocolate tasting is an exercise in observation and imagination. Do not limit yourself to the descriptive words on this page. Search your own memory and experience – even back to your childhood – to describe the aromas, textures, and flavors in the chocolates. Tasting chocolate is a journey. Consider what you like and dislike. Let yourself go, and enjoy the trip!

1. Appearance

- Describe the color
  - Reddish brown, brown, charcoal, golden
- Describe the appearance of the surface
  - Glossy, shiny, dull, molten, waxy, discolored
- Describe the broken edge
  - Even color, fine grain, coarse, crumbly, stratified

2. Aroma

Rub the chocolate with your thumb to warm and release its aroma. Hold the chocolate up to your nose in cupped hands while you smell it.

- Describe the aroma of the chocolate
  - Is the aroma intense or faint?
  - Rich, sweet, earthy, nutty?
  - Do you smell milk, cream, caramel or malt?
  - Do you smell toasted nuts coffee, dried fruit or hints of tropical fruit, wine, flowers, wood?
  - Are there unpleasant aromas like burnt paper, wet burlap, vinegar, sour milk, mustiness, mold or other odors?

3. Texture/Mouthfeel

- Texture
  - Bite the chocolate and note the “snap” the chocolate has
    - Does it produce a sharp, cracking sound, or soft thud or something in between?
- Mouthfeel
  - Place the chocolate on your tongue. Hold it against the roof of your mouth and pass your tongue over it.
    - Does it melt readily or does it resist melting?
    - Does it feel smooth and creamy or greasy and slimy?
    - Is it hard or waxy? Is it grainy or gritty, powdery, harsh, or drying?
  - Chew the chocolate
    - Do you notice any textures?
    - Is it cake like, fudgy, gummy, sticky, chewy, or does it quickly dissolve?
4. Flavor and Finish

- Even as you consider texture, your mouth was filling with flavor. Now think about just the flavor.
  - Does the flavor come quickly or slowly?
  - Does it build and peak or remain constant?
  - Does the flavor change character from the beginning to the middle to the end?
  - Does the flavor last in your mouth, giving the chocolate a “long finish”, or does it fade quickly?
  - Is there any bitterness to the finish? Does it leave an after taste?
  - Does the sweetness remind you of white or brown sugar, molasses, honey, caramel or another sweet substance?
  - Is the chocolate tart, acidic, bitter, or sour?
  - Do you taste any hints of vanilla, herbs, spices, vegetable flavors?
  - Do you taste any hint of dried fruit, wine, tropical fruit, citrus, cherry, plum?
  - Are there raw or roasted nut flavors or any hint of roasted coffee?
  - Are the flavors complex or simple? Are they balanced? Are they delicate, muted, or intense?
LCTR notes - Chocolate

History of chocolate

- **Cacao Beans** – seeds of a ________________ (Theobroma cacao)
  - Native to ________________ America
    - Originally found the ________________ in South America 4000 years ago.
    - Grows in wet, ________________ forests (15-20 degrees of the equator)
    - Tiny flies called ________________ pollinate the trees.
    - Each ________________ contains 20-60 seeds
  - Cacao and chocolate both come from cacao beans, which are _______ of the cacao tree.
  - Cacao Bean variations
    - Each growing area has their own distinct ____________ due to variations in:
      - Soil, climate, botanical type, and bean processing
  - ________________ relief depiction and figurines show people eating chocolate in Honduras, Guatemala, and Mexico.
  - Aztecs, Mayans, and Toltecs enjoyed chocolate.

- **Discovery of Chocolate from the Americas**
  - Hernando ________________ found the ________________ emperor Montezuma II drinking Xocoatl (______________________________).
  - Prepared with roasted cacao beans, corn meal, cinnamon, chili peppers, other spices and water.

- **Chocolate came to Europe**
  - 1582 – Cortez returns to ________________ and introduced chocolate to Europe
    - They added cane ________________ and water to ground beans and heated into a warm drink.
  - Dutch Chocolate
    - 1828, Duch “Von Houten” developed a ways to press out chocolate’s (coca butter) leaving only cocoa ________________
  - 1st chocolate bar
    - 1847 – English Co. (Fry & Son) took cocoa butter and cocoa beans and sugar and made the 1st chocolate bar.
  - 1st milk chocolate
    - Swiss, Henry ________________, created first milk chocolate by adding dried milk.
  - **Conching**
    - Conching (______________ process) – discovered by Lindt. Process which allowed chocolate to be poured and ________________.
World supply of Chocolate

- ______ million tons of cocoa are produced worldwide each year.
- __________________ is the largest producer of cocoa in the Americas
- ¾ of the world’s supply comes from west ____________

3 main types of cacao grown:

1. **Criollo** (________% of world chocolate): soft-skin pods, light in color. Least bitter of chocolates
2. **Forastero** (_____ % of world chocolate): thick pod, beans have strong flavor
LCTR notes – Chocolate Processing

1. Cacao beans are harvested (Steps A and B)
   • ________ are removed from the tree, split with a machete, and the pulp and beans are
     removed and ________________________ under banana leaves in the sun.
     o Fermentation takes _____________ days
       1. _________________ changes occur that produce chocolate flavor, aroma, and color
       2. Beans change color from _________________ to chocolate brown.
   • Beans are then ___________________ on bamboo mats or wooden floors.
   • Beans are _______________________ to manufacture to be processed

2. Beans are cleaned and roasted (steps C and D)
   • Roasting (1 hour)
     o Chemical changes – develops full ________________ of beans
     o Physical changes – beans ________________ are removed
   • What is left are dark chips called ________________
3. **Grind the nibs** (Step E)
   - Nibs are ground and heated (______________________)
   - The resulting liquid paste is called chocolate ________________ (no alcohol in it)
     - 55% ________________
     - 17% ________________
     - 11% ________________
     - 0.8-1.7% ________________ (stimulate like caffeine)
   - Solid chocolate liquor is called _______________ chocolate (bitter cooking chocolate)

4. **Separate the Cocoa butter from the solid** (Step F and G)
   - A press (_________________ lbs of pressure) squeezes the cocoa ______________ out
     - Most of the cocoa butter is used in the ________________ industry.
   - The remaining solids are broken into a fine powder called ____________ powder
     (baking cocoa).

5. **Variations of chocolate** are made (Step H)
   - **Mixing** - All chocolate is chocolate liquor with variation in the amount of
     - ________________, ________________, and ________________.
   - **Refining** – improves the ___________ of the chocolate by running the
     chocolate paste through rollers
   - **Conching** – Homogenization of the chocolate paste and extraction of
     volatile acids to improve the ___________ and taste of the chocolate
     - Allows chocolate to be poured and ______________
     - Dark, semisweet, and bittersweet chocolates are made by mixing
       chocolate for an additional ______ hours to further smooth and
       blend all particles, creating creamy chocolate.
   - **Tempering**
     - Cocoa butter fats are ______________ and fat is _______________________ by this
       process of slowly heating, stirring and cooling.
**Types of Chocolate**

- Chocolate is classified by the percentage of chocolate ______________ it contains.
- US federal regulation called, Standards of Identity, govern the composition and naming of chocolate

**Baking Chocolate (unsweetened Chocolate)**

- Cocoa liquor with _____ sugar, milk, or flavorings

**Bitter chocolate**

- Hard to find – _______% liquor

**Dark, Bittersweet and semisweet chocolate**

- _______% chocolate liquor
  - Semisweet is _______% and has more sugar added
- Less than _______% milk solids
- _______% cocoa butter

**Milk Chocolate**

- _______% chocolate liquor
- _______% whole milk

**White chocolate**

- No chocolate ______ only cocoa butter and flavoring.
- Legally _____________ chocolate in the United States.

**Couverture Chocolate**

- Chocolate used by professional ______________
- High cocoa butter content (______________%)
- Sold in large bars (2.2-10 pounds)
LCTR – Chemical Composition of Chocolate

Chocolate is rich in ________________, which gives quick ________________. It also contains other chemicals that lead to the “______________” feeling.

- **2 main nervous system stimulants**
  - **Caffeine** – has a _____________ action on the central nervous system and the heart.
    - Promotes wakefulness and increases ________________ activity
    - Diuretic and causes ________________
  - **Theobromine** – 1.5%-3% of chocolate
    - Weak stimulant for the central nervous system
    - Responsible for the ________________ taste of chocolate
    - Effects of __________ much theobromine
      - _________, insomnia, restlessness, excitement and mild delirium
      - A lot of chocolate would have to be eaten
    - Dogs and small children
      - _______ oz of chocolate contains enough theobromine to _______ a small dog and make small children ____________.

- **Feel good Chemicals**
  - **Pheonol** – is an ________________ that helps protect against __________ disease
    - Helps prevent ______ buildups in the arteries, reducing the risk of heart disease.
    - Prevent the fat in chocolate from going bad, rancid.
  - **Phenylethylamine** – chemical related to ________________
    - Raise blood pressure and blood glucose levels.
    - We feel more ______ and gives us a sense of wellbeing and ________________
    - Known as the “______________”.
      - It is a chemical that mimics the brain chemistry of a person in ________________.
    - Relives ________________ (mood elevator)
  - **Anandamide** – a cannabinoid that is naturally produced in the brain.
    - This chemical is responsible for the ____________ effect of marijuana, which produces a natural ________________. (Chocolate contains significantly less anandamide than marijuana).
      - Decrease _______ perception
      - Produce transient felling of well being
• **Serotonin** – Neurotransmitter
  - Similar effect to ____________ which makes us feel ____________ and calm.
  - Decrease in serotonin in the ____________ leads to cravings for starchy and sweet foods like chocolate. Once serotonin levels rise again then one feels good.

• **Fats**
  - **Steric acid** – one fat found in chocolate.
    - Lowers ________________ levels
  - **Fatty acids** – ________________ molecules

• **Sugar**
  - **Glucose and fructose** – used in glycolysis to produce ________________
    - Too much sugar and it is converted into _____________ and stored in the body
    - Too much fat can cause ________________

Chocolate straight from the tree has more beneficial chemicals than possible any other food, including blueberries, red wine, or green tea. They are not only antioxidant, but anti-inflammatory, anti-allergic, anti-cancerous, and anti-viral.

**Why You Should Eat Chocolate**
Superfoods don't just come from your supermarket's produce aisle. In fact those chocolate candy bars next to the gummy bears now qualify. Study after study proves that dark chocolate—sweet, rich, and delicious—is good for more than curing a broken heart.

The secret behind its powerful punch is cacao, also the source of the sweet's distinct taste. Packed with healthy chemicals like flavonoids and theobromine, this little bean is a disease-killing bullet. The only problem? Cacao on its own is bitter, chalky, nasty stuff.

Enter milk, sugar, and butter—good for your taste buds, not always good for your health. Besides adding calories, these can dilute the benefits of cacao. So snack smart: *Stick to healthy chocolate with at least 70 percent cacao (or cocoa, which is cacao in its roasted, ground form). As long as the content is that high, says Mary Engler, Ph.D., a professor of physiological nursing at the University of California at San Francisco, you can reap the benefits from eating only small amounts. Because of its high fat and sugar content, limit yourself to 7 ounces, or about four dark chocolate bars, a week.*
Increased Brain Function

A University of Nottingham researcher found that drinking cocoa rich in flavanols boosts blood flow to key parts of the brain for 2 to 3 hours, which could improve performance and alertness in the short term. Other researchers from Oxford University and Norway looked at chocolate's long-term effects on the brain by studying the diets of more than 2,000 people over age 70. They found that those who consumed flavanol-rich chocolate, wine, or tea scored significantly higher on cognitive tests than those who didn’t.

Reduced Stress

UC San Diego researchers recently confirmed what your fat pants could have told them back in college: When times get tough, people tend to dip into the chocolate stash more often than they might otherwise. And as it turns out, that kind of emotional eating might not be such a bad thing. You know what kind of havoc stress and its sneaky sidekick cortisol can wreak on your body. Swiss scientists (who else?) found that when very anxious people ate an ounce and a half of dark chocolate every day for two weeks, their stress hormone levels were significantly reduced and the metabolic effects of stress were partially mitigated. After a breakup, break out a dark chocolate bar rather than a pint of ice cream.

Diabetes Prevention

Candy as a diabetes foe? Sure enough. In a small Italian study, participants who ate a candy bar’s worth of dark chocolate once a day for 15 days saw their potential for insulin resistance drop by nearly half. "Flavonoids increase nitric oxide production," says lead researcher Claudio Ferri, M.D., a professor at the University of L’Aquila in Italy. "And that helps control insulin sensitivity"

Weight Loss

If you’re wondering how you can add dark chocolate to your diet plan without putting on pounds, the good news is that it should be easier than you expect. Researchers from the University of Copenhagen found that dark chocolate is far more filling, offering more of a feeling of satiety than its lighter-colored sibling. That is, dark chocolate lessens cravings for sweet, salty, and fatty foods. So if indulging in a bit of healthy dark chocolate should not only make it easy for you to stick to the small portion recommended for optimal health, but it should make it easier for you to stick to your diet in general. Jackpot!

A Healthier Heart

The latest research backs up claims that chocolate has cardiovascular benefits: In a 9-year Swedish study of more than 31,000 women, those who ate one or two servings of dark chocolate each week cut their risk for heart failure by as much as a third. Wish that was a serving each day? Another big, long-term study in Germany this year found that about a square of dark chocolate a day lowered blood pressure and reduced risk of heart attack and stroke by 39 percent. Most of the credit goes to flavonoids, antioxidant compounds that increase the flexibility of veins and arteries.

But since those antioxidants come with a generous portion of sugar, milk, and butter, chowing down on chocolate isn’t an excuse to skip your workout. Chocolate and exercise actually work surprisingly well together: Another recent study, out of Australia this time, showed that eating chocolate high in healthy antioxidants reduced the blood pressure-raising effects of exercise on overweight individuals. So go ahead and reward yourself. A chocolate bar has five times the flavonoids of an apple, after all.
LCTR notes – Physical Properties of Chocolate

There are a number of physical properties of chocolate that are important to both the manufacturer and the consumer. Some of these include: ________ point, ________ activity, ____________ of cocoa butter.

Melting Point - The melting point of chocolate is just below ________ body temperature, this means that while eating chocolate its ________ (solid → creamy liquid) and its ________ gradually change in the mouth

- Melting point of chocolate depends on the ________ composition in the chocolate, which can come from cocoa ________ and ________ fat depending on type of chocolate.
  - Cocoa butters from different parts of the world will have different melting points depending on their ________ acid composition (hard and soft cocoa butters). Chocolate manufactures can select and/or ________ different types of cocoa butters to achieve the ________ they want for their chocolate product.
  - Milk fats also have their own characteristic melting points and will affect the ________ characteristics of milk chocolates.
- The process used to crystallize the fat when making chocolate, called ______________, can also affect the melting point of the chocolate.

Water Activity - Chocolate is an extremely ________ food. Even melted (liquid) chocolate has no water in it.

- Seizing - If a little water comes into contact with the melted chocolate, the sugar and cocoa in the chocolate will immediately ___________ the moisture and ______________ it.
  - You can “unseize” it by adding more ________ (water, milk, or cream). However, the chocolate cannot be tempered anymore.

Tempering (crystalizing and stabilizing)

Tempering is a method of melting and cooling chocolate. The point of tempering is to ______________ the cocoa butter ________ into the most stable crystal form. The crystal structure of cocoa butter depends on the ______________________ at which the crystals are formed.

- Cocoa butter molecule can take on many different ____________ forms Cocoa butter is said to be ____________________ (Poly – meaning many and morph – meaning shapes).
  - Cocoa butter molecule is like a long Popsicle stick. There are lots of ways to stack them, some more stable than others.
    - Structure 1 example – dump out the sticks into a pile
      - Pile will be very ________, and ________.
      - This would polymorph I – ________ form of cocoa butter with very little structure; is ________, soft, malleable, and ________ to the touch.
    - Structure 2 example – _____ the sticks and crisscross them like the game jenga.
      - Pile will be strong and ________
      - This would be polymorph V – tempered chocolate which has high ________, good __________, and will ________ when broken
Polymorphic forms of Cocoa Butter (note: shapes shown for types are not actual shapes)

<table>
<thead>
<tr>
<th>Type</th>
<th>Type II</th>
<th>Type III</th>
<th>Type VI</th>
<th>Type V</th>
</tr>
</thead>
<tbody>
<tr>
<td>γ</td>
<td>α</td>
<td>β&quot;</td>
<td>β'</td>
<td>β</td>
</tr>
</tbody>
</table>

- **Type I**
  - Produced by rapid cooling of melted chocolate (cooled fast): soft and dull
  - Melting point (mp): 63.1°F/17.3°C

- **Type II**
  - Melting point (mp): 73.9°F/23.3°C

- **Type III**
  - Melting point (mp): 77.9°F/25.5°C

- **Type VI**
  - Melting point (mp): 81.1°F/27.3°C

- **Type V**
  - Melting point (mp): 92.8°F/33.8°C

Produced by Tempering: Glossy, good texture, snap

---

The Polymorphic Forms of Cocoa Butter

- 64°F 17°C γ
- 74.5°F 23.6°C α
- 82.5°F 28°C β"
- 91.5°F 33°C β'
- 94–95°F 34.4°C 35°C β

γ → α → β' → β

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The Tempering Process

1. Heat Untempered Chocolate

- Take some melted ________ chocolate (cocoa butter does not have ________ form) and cool it very ________. As it cools, ________ types of crystals will form as the temperature drops.
  - You will end up with a mass of soft chocolate with all the forms, but most is type ________.

2. Reheat the cooled chocolate

- Reheat the cooled chocolate to 32°C. As the temperature is raised all the forms melt but the type ________. These become “___________” crystals.

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Crystal Melted</th>
<th>Illustration of Crystal Type changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.1 °F</td>
<td>Type I melts</td>
<td><img src="image1" alt="Illustration of Crystal Type changes" /></td>
</tr>
<tr>
<td>73.9 °F (23.3 °C)</td>
<td>Type II melts</td>
<td><img src="image2" alt="Illustration of Crystal Type changes" /></td>
</tr>
<tr>
<td>77.9 °F (25.5°C)</td>
<td>Type III melts</td>
<td><img src="image3" alt="Illustration of Crystal Type changes" /></td>
</tr>
<tr>
<td>81.1 °F (27.3°C)</td>
<td>Type IV melts</td>
<td><img src="image4" alt="Illustration of Crystal Type changes" /></td>
</tr>
</tbody>
</table>

We are left with type V “seed” crystals.
3. Add untempered chocolate to the Type V “seed” crystal chocolate

- Add more untempered chocolate at a temperature under 33.8 °C and the cocoa butter will ______________ around the type V seed crystals that already exist. That way, only type ____ crystals will crystalize as it cools and not the other crystal types.

As the chocolate cools, the cocoa butter begins to follow the pattern of the type V seed crystals that were left unmelted.

This “crystal” formation continues, causing the chocolate to thicken and set up as more and more of the melted formless cocoa butter forms around the Type V crystals.

As long as the temperature is kept below the melting point of type V crystals (92.8°F/33.8°C) then the chocolate will continue to harden and temper. Usually the temperature is kept at 88 °F to be safe)

**Bloom** – ______________/gray coating on chocolate resulting from improper storage or tempering
Project Choices for the Science of Chocolate

1. Make a sequence chart poster showing all the different steps in the chocolate making process
2. Make a brochure telling about the benefits and health information on chocolate.
3. Do a timeline on the history of chocolate detailing important events
4. Make a poster showing the tempering process through the crystallization of cocoa butter.
5. Make a poster about the various types of chocolate (bakers, bittersweet, semisweet, milk, and white) and how they differ in taste, composition, aroma, etc...

Project Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Clutter, no definite sections, all over the place</td>
<td>No heading, but sectioned</td>
<td>All present but unclear</td>
<td>Defined sections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hard to follow, requires assistance</td>
<td>Must reread for clarity</td>
<td>Clear heading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Missing parts</td>
<td>Some evidence of refinement</td>
<td>Flows nicely to assist the reader without help</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Further work needed</td>
<td></td>
<td>Finished product</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Bland, no variability</td>
<td>Very little use of color or pictures but enough to hold the</td>
<td>Some use of color, diagrams, etc.</td>
<td>Interesting, engaging, visually stimulating</td>
</tr>
<tr>
<td></td>
<td>No use of color or diagrams</td>
<td>attention</td>
<td>Will engage but will not stimulate</td>
<td>Aesthetically appealing use of color, diagrams and text</td>
</tr>
<tr>
<td></td>
<td>Boring to look at, does not catch your attention</td>
<td></td>
<td></td>
<td>Interest, motivation, effort and time obviously present</td>
</tr>
<tr>
<td></td>
<td>Interest, motivation, effort and time obviously absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Topic and content Literacy</strong></td>
<td>No analysis of topic</td>
<td>Poor explanation</td>
<td>Adequate explanation</td>
<td>Concept fully and properly explained</td>
</tr>
<tr>
<td></td>
<td>No explanation</td>
<td>Inaccurate topic connection</td>
<td>topic connection present but could be developed further</td>
<td>Insight present</td>
</tr>
<tr>
<td></td>
<td>No connection to topic</td>
<td>Misinterprets the topic</td>
<td></td>
<td>Topic specific connection made</td>
</tr>
<tr>
<td><strong>Level and difficulty of understanding</strong></td>
<td>Task difficulty not suitable for grade level (too easy)</td>
<td>Explanation done at the minimal level</td>
<td>Task difficulty could be increased or developed</td>
<td>Difficulty appropriate</td>
</tr>
<tr>
<td></td>
<td>Superficial/ irrelevant task work</td>
<td>Need serious refinement</td>
<td>Some level of understanding shown</td>
<td>Understanding present and apparent</td>
</tr>
</tbody>
</table>
Lab – Aztec Chocolate
Project Posters
Cocoa trees are grown around the world 15-30 degrees of the equator in tropical rain forest areas where the climate is hot and moist with high rain-fall. They are planted under shade trees such as banana, coconut, or mango so that they can be protected from the equatorial sun. Cocoa trees need deep, rich soil that they can find in the lowlands and valleys. The main growing areas around the world are shown on the map below. Match the number with the name of the country on the map.

- Mexico
- Costa Rica
- Jamaica
- Colombia
- Philippines
- Grenada
- Trinidad & Tobago
- Equatorial Guinea
- Dominican Republic
- Cameroon Republic
- Ecuador
- Brazil
- Ivory Coast
- Ghana
- Nigeria
- Venezuela
- Gabon & Congo
- Malaysia
- Papua New Guinea
- Sao Tome
- Indonesia
History of Chocolate Vocabulary

1. _____________________________  Tropical tree producing cacao beans
2. _____________________________  A bitter drink of the Aztecs that was used as a valuable resource for trade
3. _____________________________  Makes of 80 % of the world chocolate grown
4. _____________________________  Largest producer of cocoa in the Americas
5. _____________________________  Tiny flies that pollinate the cacao flowers
6. _____________________________  Vessel that contains the seeds of a plant; grown directly on the trunk or large branches of the cacao tree
7. _____________________________  Least bitter of chocolates; 5-10% of world chocolate type
8. _____________________________  Cacao tree’s botanical name which means “food of the Gods”
9. _____________________________  European that brought cocoa beans back to Spain
10. _____________________________  Aztec Emperor
11. _____________________________  Developed ways to press out chocolates fat leaving only cocoa butter
12. _____________________________  15% of world chocolate type; a hybrid and very easy to grow
13. _____________________________  Fat contained in the cocoa seed
14. _____________________________  Added milk to chocolate to create milk chocolate
15. _____________________________  Process discovered by Lindt which allowed chocolate to be poured and molded
16. _____________________________  Three fourths of the world’s supply of cocoa comes from here

Word Bank

- Cacao tree
- Pod
- Theobroma cacao
- Henry Nestle
- Trinitario
- Forastero
- Cocoa butter
- Midges
- Von Houten
- Hernando Cortez
- Montezuma II
- Chocolatl
- Conching
- Brazil
- Criollo
- West Africa

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**SG – Physical and Chemical Changes of Chocolate Processing**

Name ____________________________ Period ______

<table>
<thead>
<tr>
<th>Steps of chocolate processing</th>
<th>Physical or chemical change or both</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pods are removed from the tree, ________ open and pulp and beans are removed.</td>
<td></td>
</tr>
<tr>
<td>2 Beans are ________________ for 5-7 days. Beans developed a chocolate aroma and change color from _____________ to ______________.</td>
<td></td>
</tr>
<tr>
<td>3 Beans are ___________ on bamboo mats</td>
<td></td>
</tr>
<tr>
<td>4 Beans are ________________ and chocolate flavor develops</td>
<td></td>
</tr>
<tr>
<td>5 Bean ________________ are removed – a process called winnowing.</td>
<td></td>
</tr>
<tr>
<td>6 Nibs are ground into a paste called chocolate ________________</td>
<td></td>
</tr>
<tr>
<td>7 Cocoa ____________ is pressed out of chocolate liquor</td>
<td></td>
</tr>
<tr>
<td>8 Through the process of Conching, chocolate is ________________ to give a smooth mouth feel and bitterness is reduced.</td>
<td></td>
</tr>
</tbody>
</table>

**Word Bank**

- homogenized
- fermented
- butter
- liquor
- brown
- dried
- roasted
- split
- purple
- shells
- roasted

**Diagram**

- dry cocoa beans
  - roast
  - winnow
  - nibs
  - grind or mill
  - chocolate liquor
    - press
    - cocoa cake
      - pulverize
      - cocoa powder
    - cocoa butter
History of Chocolate

Cacao Beans

- Cacao Beans – seeds of a tree (Theobroma cacao)

Native to **South** America

- Originally found the Amazon in South America 4000 years ago.
- Grows in wet, **tropical** forests (15-20 degrees of the equator)

Where chocolate comes from

- Tiny flies called **midges** pollinate the trees.
- Each **pod** contains 20-60 seeds

Where chocolate comes from

- Cacao and chocolate both come from cacao beans, which are **fruit** of the cacao tree

Where chocolate comes from

- Cacao Bean variations
  - Each growing area has their own distinct **flavor** due to variations in:
    - Soil, climate, botanical type, and bean processing
Where chocolate comes from

- It takes 3 to 5 years before the cocoa tree bears fruit. EACH TREE produces around 1,000 beans a year, but that is only enough to make just 1 kg of chocolate. So next time you say fine chocolate is expensive, remember this!

Where chocolate comes from

- Cocoa trees need to be planted next to tall trees in order to protect them from direct sunlight. This is why you often see cocoa trees planted amongst mango and papaya trees. The soil (or terroir, as in wine-making) influences the flavours of the cocoa beans.

Cacao Beans

- Stone relief depiction and figurines showing people eating chocolate in Honduras, Guatemala, and Mexico
- Aztecs, Mayans, and Toltec's enjoyed chocolate.

Chocolate came to Europe

- Hernando Cortez found the Aztec emperor Montezuma II drinking xocoatl (chocolate).
Aztec Chocolate Drink
- Prepared with roasted cacao beans, corn meal, cinnamon, chili peppers, other spices and water.

Chocolate came to Europe
- 1582 – Cortez returns to Spain and introduced chocolate to Europe.
- Added cane sugar and water to ground beans and heated in to a warm drink

Chocolate came to Europe

Dutch Chocolate
- 1828 – Dutch “Von Houten” developed a way to press out chocolate’s fat (coca butter) leaving only Cocco Powder

1st Chocolate Bar
- 1847 – English Co. (Fry & Son), took cocoa butter and cocoa beans and sugar and made 1st chocolate bar

1st Milk Chocolate
- Swiss, Henry Nestle, created first milk chocolate by adding dried milk.
**Conching**

- **Conching** *(kneading process)* - Discovered by Lindt. Process which allowed chocolate to be poured and **molded**.

**World supply of Chocolate**

- **1.5** million tons of cocoa are produced worldwide each year.
- **Brazil** is the largest producer of cocoa in the Americas.
- ¾ of the world’s supply comes from West **Africa**.

**3 main types of cacao grown:**

- **Criollo** *(5-10% of world chocolate)*: soft-skin pods, light in color. Least bitter of chocolates.
- **Forastero** *(80% of world chocolate)*: thick pod, beans have strong flavor.
- **Trinitario** *(15% of world chocolate)*: **Hybrid** of Criollo and Forastero. Aromatic, easy to grow.

**LCTR – Chocolate Processing**

1. Cacao beans are harvested *(Steps A and B)*
   - **Pods** are removed from the tree, split with a machete, and the pulp and beans are removed and **fermented** under banana leaves in the sun.
Cocoa Beans are Harvested and Fermented

- Fermentation takes 5-7 days
  - Chemical changes occur that produce chocolate flavor, aroma, and color
  - Beans change color from purple to chocolate brown.

Beans are cleaned and roasted

- Roasting (1 hour)
  - Chemical changes – develops full flavor of beans

Beans are cleaned and roasted

- Physical changes – beans shells are removed
  - What is left are dark chips called nibs
Grind the Nibs

3. Grind the nibs (Step E)
   - Nibs are ground and heated (liquefied)

Grind the Nibs

- Solid chocolate liquor is called baking chocolate (bitter cooking chocolate)

Separate the Cocoa butter from the solid

4. Separate the Cocoa butter from the solid (Step F and G)
   - A press (6000 lbs of pressure) squeezes the cocoa butter out

Separate the Cocoa butter from the solid

- Most of the cocoa butter is used in the cosmetic industry.

Separate the Cocoa butter from the solid

- The remaining solids are broken into a fine powder called cocoa powder (baking cocoa).
Quick Review of Process

- The difference between cacao and cocoa: Cacao is the bean, Cocoa is the product that is made from it.

Variations of chocolate are made (Step H)

- **Mixing** - All chocolate is chocolate liquor with variation in the amount of sugar, cocoa butter, and milk.

Variations of chocolate are made (Step H)

- **Refining** – improves the texture of the chocolate by running the chocolate paste through rollers.

Variations of chocolate are made (Step H)

- **Conching** – Homogenization of the chocolate paste and extraction of volatile acids to improve the flavor and taste of the chocolate.
  - Allows chocolate to be poured and molded.
  - Dark, semisweet, and bittersweet chocolates are made by mixing chocolate for an additional 72 hours to further smooth and blend all particles, creating creamy chocolate.

Variations of chocolate are made (Step H)

- **Tempering**
  - Cocoa butter fats are aligned and fat is crystallized by this process of slowly heating, stirring and cooling.

Types of Chocolate

- Chocolate is classified by the percentage of chocolate liquor it contains.
- US federal regulation called, Standards of Identity, govern the composition and naming of chocolate.
Types of Chocolate

- **Baking Chocolate (unsweetened Chocolate)**
  - Cocoa liquor with no sugar, milk, or flavorings

Types of Chocolate

- **Bitter chocolate**
  - Hard to find – 90% liquor

Types of Chocolate

- **Dark, Bittersweet and semisweet chocolate**
  - 35% chocolate liquor
    - Semisweet is 15-30% and has more sugar added
  - Less than 12% milk solids
  - 30% cocoa butter

Types of Chocolate

- **Milk Chocolate**
  - 10% chocolate liquor
  - 12% whole milk

Types of Chocolate

- **White chocolate**
  - No chocolate liquor only cocoa butter and flavoring.
  - Legally not chocolate in the United States.
Types of Chocolate

- **Couverture Chocolate**
  - Chocolate used by professional cooks
  - High cocoa butter content (32-39%)
  - Sold in large bars (2.2-10 pounds)

Variations of chocolate

<table>
<thead>
<tr>
<th>Product</th>
<th>Chocolate Liquor</th>
<th>Milk Solids</th>
<th>Sugar</th>
<th>Cocoa Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk Chocolate</td>
<td>≥ 10%</td>
<td>≥ 12%</td>
<td>≤ 12%</td>
<td>≥ 20%</td>
</tr>
<tr>
<td>Sweet Chocolate</td>
<td>≥ 15%</td>
<td>&lt; 12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semi-sweet or Bittersweet (Dark) Chocolate</td>
<td>≥ 35%</td>
<td>&lt; 12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Chocolate</td>
<td>≥ 14%</td>
<td>≤ 55%</td>
<td>≥ 20%</td>
<td></td>
</tr>
</tbody>
</table>

LCTR – Chemical Composition of Chocolate

Chemical composition of chocolate

- Chocolate is rich in **carbohydrates**, which gives quick **energy**. It also contains other chemicals that lead to the “**feel good**” feeling.
- Chocolate has more than 300 chemicals in it

Chocolate is a superfood

- Chocolate straight from the tree has more beneficial chemicals than possible any other food, including blueberries, red wine, or green tea. They are not only antioxidant, but **anti-inflammatory**, **anti-allergic**, **anti-cancerous**, and **anti-viral**.
2 main nervous system stimulants

- **Caffeine** – has a **stimulant** action on the central nervous system and the heart.
  - Promotes wakefulness and increases **mental** activity
  - Diuretic and causes **headaches**

![](image)

2 main nervous system stimulants

- **Theobromine** – 1.5%-3% of chocolate
  - Weak stimulant for the central nervous system
  - Responsible for the **bitter** taste of chocolate

![](image)

Feel good Chemicals

- **Phenylethylamine** – chemical related to **amphetamines**
  - Raise blood pressure and blood glucose levels.
  - We feel more **alert** and gives us a sense of wellbeing and **contentment**

![](image)

Feel good Chemicals

- Known as the “**love drug**”.
  - It is a chemical that mimics the brain chemistry of a person in **love**.
  - Relives **depression** (mood elevator)

![](image)
Feel good Chemicals

- **Anandamide** — a cannabinoid that is naturally produced in the brain.
  - This chemical is responsible for producing a natural high.
  - Decrease pain perception
  - Produce transient feeling of well being

![Anandamide molecule](image)

Feel good Chemicals

- **Serotonin** — Neurotransmitter
  - Similar effect to Prozac which makes us feel relaxed and calm.
  - Decrease in serotonin in the brain leads to cravings for starchy and sweet foods like chocolate. Once serotonin levels rise again then one feels good.

![Chocolate and Serotonin](image)

Fats

- **Steric acid** — one fat found in chocolate.
  - Lowers cholesterol levels

- **Fatty acids** — fuel molecules

![Fatty acids structure](image)

Sugar

- **Glucose and fructose** — used in glycolysis to produce energy
  - Too much sugar and it is converted into glycogen and stored in the body
  - Too much fat can cause obesity

![Energy bar](image)

Chocolate as a Healthy Snack

- So snack smart: **Stick to healthy chocolate with at least 70 percent cocoa (or cocoa, which is cocoa in its roasted, ground form).** As long as the content is that high, says Mary Engler, Ph.D., a professor of physiological nursing at the University of California at San Francisco, you can reap the benefits from eating only small amounts. Because of its high fat and sugar content, **limit yourself to 7 ounces, or about four dark chocolate bars, a week.**

![Chocolate bar](image)

Scientific Studies of Chocolate benefits

**12 Health Benefits of Dark Chocolate**

1. Slows the signs of aging.
2. Lowers your blood pressure.
3. Helps control blood sugar.
4. Reduces the risk of diabetes.
5. Rich in vital vitamins and minerals.
6. Increases blood flow to the brain and heart.
7. Contains anti-depressant agents.
8. Prevents heart disease.
9. Contains antioxidants that can protect your cells.
10. Lowers your cholesterol levels.
11. Improves your mood.
12. Reduces your stress.
Increased Brain Function

- A University of Nottingham researcher found that drinking cocoa rich in flavonoids boosts blood flow to key parts of the brain for 2 to 3 hours, which could improve performance and alertness in the short term. Other researchers from Oxford University and Norway looked at chocolate's long-term effects on the brain by studying the diets of more than 2,000 people over age 70. They found that those who consumed flavanol-rich chocolate, wine, or tea scored significantly higher on cognitive tests than those who didn't.

Reduced Stress

- Swiss scientists found that when very anxious people ate an ounce and a half of dark chocolate every day for two weeks, their stress hormone levels were significantly reduced and the metabolic effects of stress were partially mitigated. After a breakup, break out a dark chocolate bar rather than a pint of ice cream.

Diabetes Prevention

- Candy as a diabetes foe? Sure enough. In a small Italian study, participants who ate a candy bar's worth of dark chocolate once a day for 15 days saw their potential for insulin resistance drop by nearly half. "Flavonoids increase nitric oxide production," says lead researcher Claudio Ferri, M.D., a professor at the University of L'Aquila in Italy. "And that helps control insulin sensitivity.

Weight Loss

- If you're wondering how you can add dark chocolate to your diet plan without putting on pounds, the good news is that it should be easier than you expect. Researchers from the University of Copenhagen found that dark chocolate is far more filling, offering more of a feeling of satiety than its lighter-colored sibling. That is, dark chocolate lessens cravings for sweet, salty, and fatty foods.

A Healthier Heart

- The latest research backs up claims that chocolate has cardiovascular benefits: In a 9-year Swedish study of more than 31,000 women, those who ate one or two servings of dark chocolate each week cut their risk for heart failure by as much as a third.

A Healthier Heart

- Another big, long-term study in Germany this year found that about a square of dark chocolate a day lowered blood pressure and reduced risk of heart attack and stroke by 39 percent. Most of the credit goes to flavonoids, antioxidant compounds that increase the flexibility of veins and arteries.
Breast Cancer Cells

- Researches at the Lombardi Comprehensive Cancer Center at Georgetown University reported that when they treated human breast cancer cells in a lab with pentamer, a potent flavonoid found in cocoa, the breast cancer cells stopped dividing.

Physical Properties

- There are a number of physical properties of chocolate that are important to both the manufacturer and the consumer. Some of these include: melting point, water activity, crystallization of cocoa butter.

LCTR – Physical Properties of Chocolate

- Melting Point - The melting point of chocolate is just below human body temperature, this means that while eating chocolate its texture (solid → creamy liquid) and its flavor gradually change in the mouth.

Melting Point

- Melting point of chocolate depends on the fat composition in the chocolate, which can come from cocoa butter and milk fat depending on type of chocolate.

Melting Point

- Cocoa butters from different parts of the world will have different melting points depending on their fatty acid composition (hard and soft cocoa butters). Chocolate manufacturers can select and/or blend different types of cocoa butters to achieve the melt they want for their chocolate product.
Melting Point

- **Milk fats** also have their own characteristic melting points and will affect the **melting** characteristics of milk chocolates.

Water Content

- **Water content** - Chocolate is an extremely **dry** food. Even melted (liquid) chocolate has no water in it.

Tempering (crystalizing and stabilizing)

- **Tempering** is a method of melting and cooling chocolate. The point of tempering is to **crystallize** the cocoa butter **fat** into the most stable crystal form.
- The crystal structure of cocoa butter depends on the **temperature** at which the crystals are formed.

Melting Point

- The process used to crystallize the fat when making chocolate, called **tempering**, can also affect the melting point of the chocolate.

Water Content

- **Seizing** - If a little water comes into contact with the melted chocolate, the sugar and cocoa in the chocolate will immediately **absorb** the moisture and **clump** it.
  - You can “unseize” it by adding more **liquid** (water, milk, or cream). However, the chocolate cannot be tempered anymore.

Tempering (crystalizing and stabilizing)

- Cocoa butter molecule can take on many different **crystal** forms. Cocoa butter is said to be **polymorphic** (Poly) – meaning many and **morph** – meaning shapes.
Tempering (crystalizing and stabilizing)

- Cocoa butter molecule is like a long Popsicle stick. There are lots of ways to stack them, some more stable than others.
  - Structure 1 example – dump out the sticks into a pile
  - Pile will be very **loose** and **soft**.
  - This would polymorph I – **soft** form of cocoa butter with very little structure; is dull, soft, malleable, and greasy to the touch.

Polymorphic forms of Cocoa Butter

- Note: shapes shown for types are not actual shapes

<table>
<thead>
<tr>
<th>Type</th>
<th>(\gamma)</th>
<th>Type II</th>
<th>(\delta)′</th>
<th>Type III</th>
<th>(\beta)′′</th>
<th>Type VI</th>
<th>(\beta)′</th>
<th>Type V</th>
<th>(\beta)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type I</td>
<td>(\gamma)</td>
<td>Type II</td>
<td>(\delta)′</td>
<td>Type III</td>
<td>(\beta)′′</td>
<td>Type VI</td>
<td>(\beta)′</td>
<td>Type V</td>
<td>(\beta)</td>
</tr>
</tbody>
</table>

Produced by rapid cooling of melted chocolate (cooled fast); soft and dull

Produced by Tempering; Glossy, good texture, snap

Tempering (crystalizing and stabilizing)

- Structure 2 example – **stack** the sticks and crisscross them like the game jenga.
- Pile will be strong and **stable**
- This would be polymorph V – tempered chocolate which has high **shine**, good **texture**, and will **snap** when broken.

<table>
<thead>
<tr>
<th>Polymorphs and crystal behaviors</th>
<th>melting point</th>
<th>temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>form I ((\gamma)-crystal)</td>
<td>131°C</td>
<td>33°C</td>
</tr>
<tr>
<td>form II ((\delta)′-crystal)</td>
<td>129°C</td>
<td>35°C</td>
</tr>
<tr>
<td>form III ((\beta)′′-crystal)</td>
<td>128°C</td>
<td>35°C</td>
</tr>
<tr>
<td>form IV ((\beta)′-crystal)</td>
<td>120°C</td>
<td>33°C</td>
</tr>
<tr>
<td>form V ((\alpha)-crystal)</td>
<td>120°C</td>
<td>33°C</td>
</tr>
<tr>
<td>form VI ((\beta) crystal)</td>
<td>120°C</td>
<td>33°C</td>
</tr>
</tbody>
</table>

The Polymorphic Forms of Cocoa Butter

![Diagram of cocoa butter polymorphism](image)

The Tempering Process

- 1. Heat Untempered Chocolate
- Take some melted **untempered** chocolate (cocoa butter does not have **crystal** form) and cool it very **slowly**. As it cools, all types of crystals will form as the temperature drops.
  - You will end up with a mass of soft chocolate with all the forms, but most is **type V**.

![Diagram of tempering process](image)
The Tempering Process

2. Reheat the cooled chocolate
   - Reheat the cooled chocolate to 32°C. As the temperature is raised, all the forms melt but the type V. These become “seed” crystals.

The Tempering Process

3. Add untempered chocolate to the Type V “seed” crystal chocolate
   - Add more untempered chocolate at a temperature under 33.8°C and the cocoa butter will crystalize around the type V seed crystals that already exist. That way, only type V crystals will crystalize as it cools and not the other crystal types.

The Tempering Process

- Bloom – white/gray
Tasting Chocolate

- Chocolate should be tasted with all of your senses!
- Chocolate tasting is an exercise in observation and imagination.
- Do not limit yourself to the descriptive words on this page. Search your own memory and experience — even back to your childhood — to describe the aromas, textures, and flavors in the chocolates.
- Tasting chocolate is a journey. Consider what you like and dislike. Let yourself go, and enjoy the trip!

1. Appearance

- Describe the **color**
  - Reddish brown, brown, charcoal, golden
- Describe the **appearance** of the surface
  - Glossy, shiny, dull, molted, waxy, discolored
- Describe the **broken edge**
  - Even color, fine grain, coarse, crumbly, stratified

2. Aroma

- Rub the chocolate with your thumb to warm and **release its aroma**. Hold the chocolate up to your nose in cupped hands while you smell it.
- Describe the aroma of the chocolate
  - Is the aroma intense or faint?
  - Rich, sweet, earthy, nutty?
  - Do you smell milk, cream, caramel or malt?
  - Do you smell toasted nuts, coffee, dried fruit or hints of tropical fruit, wine, flowers, wood?
  - Are there unpleasant aromas like burnt paper, wet burlap, vinegar, sour milk, mustiness, mold or other odors?
Texture/Mouthfeel

- Texture
  - *Bite the chocolate* and note the “snap” the chocolate has
    - Does it produce a sharp, cracking sound, or soft thud or something in between?

Mouthfeel

- Place the **chocolate on your tongue**. Hold it against the **roof of your mouth** and pass your tongue over it.
  - Does it melt readily or does it resist melting?
  - Does it feel smooth and creamy or greasy and slimy?
  - Is it hard or waxy? Is it grainy or gritty, powdery, harsh, or drying?

- **Chew the chocolate**
  - Do you notice any textures?
  - Is it cake like, fudgy, gummy, sticky, chewy, or does it quickly dissolve?

Flavor and Finish

- Even as you consider texture, your mouth was filling with flavor. **Now think about just the flavor.**
  - Does the flavor come quickly or slowly?
  - Does it build and peak or remain constant?
  - Does the flavor change character from the beginning to the middle to the end?
  - Does the flavor last in your mouth, giving the chocolate a “long finish”, or does it fade quickly?
Flavor and Finish

– Is there any bitterness to the finish? Does it leave an after taste?
– Does the sweetness remind you of white or brown sugar, molasses, honey, caramel or another sweet substance?
– Is the chocolate tart, acidic, bitter, or sour?

– Do you taste any hints of vanilla, herbs, spices, vegetable flavors?
– Do you taste any kind of dried fruit, wine, tropical fruit, citrus, cherry, plum?
– Are there raw or roasted nut flavors or any hint of roasted coffee?
– Are the flavors complex or simple? Are they balanced? Are they delicate, muted, or intense?
Poetic License is a three week unit designed to heighten students’ understanding of the essence of poetry, its techniques, and its impact. They begin to see that poetry is all around us, that the world is full of magic just waiting for us to notice, and that if we reinvent how we look at things, we find beauty and wonder.

The unit begins with Julio Palanco’s “Identity,” followed by a discussion of being an individual versus following the crowd. This connects easily to the school district’s character education program that focuses on respect, kindness, integrity, and perseverance. Students decide whether or not the terms are a part of how they identify themselves, and if so, how. From here, students cut out a tracing of their feet, and on it, write an *I am* poem using metaphors and similes to explain who they are and what they believe in. After hanging them around the room, we read Dr. Seuss’ “What Was I Afraid Of?” to further illustrate point of view, and that it’s only when we walk in someone else’s shoes, that we truly understand them.

Symbolism is analyzed via Robert Frost’s “The Road Not Taken.” Keeping with the theme of identity -- who we are, our values and our character --we discuss the importance of making good decisions. Like Frost, I stress the importance of being true to one’s self and having the courage to live out one’s convictions, even if it’s not in line with the path everyone else is taking. Students brainstorm how to make good decisions (examine pros/cons, consequences, possible advice…). After grouping them, I give each an envelope containing a moral dilemma they might face, such as posting something irreversible on the internet. Using their brainstorm, they then present their decision regarding the dilemma to the class. I feel an overwhelming need to do this part of the unit, as students are at a tender age, and need to be reminded of how a decision today could affect their future forever.

We use John Keats’ “On the Grasshopper and the Cricket” to look at the form of a sonnet. Afterwards, we go inside the Victorian Age by going outside to record all the sights and sounds of nature to use in our haikus. From there, we read the ballad, “The Cremation of Sam McGee.” To incorporate science in the unit, I provide background via footage of the Aurora Borealis and information about the temperature and climate of the Klondike region. After students dissect the poem’s figurative language, imagery, and allegory, and explain their appeal, they write a poem on a planet using literary devices mixed with facts about the planet. Art and math are infused when it’s time to decorate final drafts using geometric shapes, glitter, glow in the dark paint, and undulating lines, among other things. These masterpieces look beautiful taped on the ceiling with the lights turned off.

I integrate history when we read “Paul Revere’s Ride.” After analyzing rhythm, meter, and personification, we discuss the historical context and why Longfellow took liberties in distorting the actual event of that night. Students compare it to current media’s use of spin and propaganda, which segues into the analysis of poetry used in the advertisements we see in the media. Students are assigned to find examples of onomatopoeia, alliteration, and other poetic devices used in ads from television, magazines, newspaper, computers, billboards, or other medium. One example would be the onomatopoeia of Rice Krispies’ Snap! Crackle! and Pop! History is integrated again when we read an excerpt from the epic Beowulf. Using Viking helmets, fur, plastic swords, fins, boas, and other props, I have students dress up as Beowulf, Hrothgar, and the sea monsters to act out the narrative; this works nicely for the kinesthetic learners. As a post-activity, students create a Venn-diagram to compare and contrast the values of the epic heroes and today’s heroes. Using the information from the diagram, they create a diamante, with one epic hero and one modern-day hero (from music, history, science, sports…). From here, students write another poem, this time about their personal hero, using a bio-poem format I give them. Without their realizing it, I’m able to slip in some grammar, as its lines require adverbs, adjectives, and other parts of speech.

Much to my Spanish speaking students' appreciation, I capitalize on Pablo Neruda’s “Oda a las gracias” as a multicultural component. So as not to make a complete fool of myself, I have one of my native speakers recite it. I tell them sincerely that it sounded so beautiful, I want to hear it again. They beam with pride, and I experience a moment of grace. We talk about the beauty of different languages and we celebrate it by crafting our own odes on a topic dear to us. As part of the rubric, students have to include how to say “thank you” in at least five different languages somewhere in their ode.
The next logical step is to turn to songs as poetry. Students bring in the lyrics to a song which they then dissect for not only meaning, but also literary devices. I first model using Bruce Springsteen’s “Thunder Road,” and then ask for volunteers to share theirs. They love this part of the unit and I hear comments like, “Oh, so that’s what he meant in the song. I never really thought about it; I just liked the beat.”

Before the final test for the unit, I divide them up in teams and use a beach ball with all of the unit’s terms written on it. The term closest to where a certain finger lands on the ball is the term they have to define. I also play random songs and they have to identify devices the artist used.

The culminating activity is a poetry reading, wherein parents and staff are invited. Students bring in baked goods, and I provide coffee and tea. We put a big sign over a door painted “Poet’s Corner.” Upon each student’s recitation of a favorite poem he/she crafted, I present a “poetic license.” I fashion the following template: Name, School, Poetic License, Donor of Sentiment, Expiration date: Indefinite, and the student’s picture. Students do not know of this ahead of time and are absolutely amazed. Before parents leave, I have the students read chorally “Reflections on the Gift of a Watermelon Pickled.” I underscore (trying not to cry) the idea of keeping the kid spirit alive… today and always.

Students are assessed via poems (rubric assigned), journal writing, discussion, and tests. The unit promotes the use of higher level thinking skills as students are identifying, defining, analyzing, and utilizing literary elements. They are also reading, interpreting, dramatizing, and discussing various pieces of literature. The unit addresses the needs of all learners by tapping into creative thinking as well as objective analysis of information. All in all, this unit is instructional, inspirational, and one I will continue to use; it embraces the affective domain so overlooked in our ever-increasing push to standardize.

The following standards are met with this unit:
1.1 Analyze idioms, analogies, metaphors, and similes.
2.1 Compare and contrast the features of consumer materials to gain meaning from documents.
2.2 (C) Connect students’ own responses to the writer’s techniques.
2.2 Deliver oral responses to literature.
2.5 Recite poems using voice modulation, tone, and gestures to enhance meaning.
3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g. ballad, lyric, couplet, elegy, ode, sonnet).
3.5 Identify and analyze recurring themes across traditional and contemporary works.
3.6 Identify significant literary devices that define a writer’s style.
Every year, my 8th grade class reads *The Diary of Anne Frank* as part of their language arts curriculum, and in going through the text with the class, I am always struck by the students’ difficulty in grasping the nuances in the relationship between the members of the Secret Annex and how these nuances lend to the various moods of the play. The students have tended to reduce the tensions and emotions to a character simply being “mad” or “mean”. Part of the reason for this is the fact that the students fail to read the text closely and thereby lose some of the ironies and underlying humor of the dialogue. The California State Common Core standard for Reading Literature (8.RL.6) clearly requires that students analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

In order to address this weakness, my fellow teacher and I devised a plan to get students to take on the role of each of the characters and interact with each other through online social media. These students are already very familiar with Facebook, MySpace, Twitter, and so on, and understand the interactive, personal nature of such sites. We had also introduced them to Edmodo.com, a safe, student-friendly social media website that they used to write their book reviews and share information about historical characters that they were researching. We believed that they could therefore transfer this familiarity with Edmodo to create a simulation of Facebook and, in so doing, reach a deeper understanding of the stresses and tensions that the Frank and Van Daan families were subject to in their cramped living space. The collaborative nature of Edmodo also addresses a Speaking and Listening anchor standard (CCRA.SL.1) in Common Core: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

In preparation for this, we gave the students a “five-finger” exercise, in which they were to brainstorm in a group and come up with the feelings and attitudes each character would have toward the other members of the Secret Annex, based on evidence in the text. We then employed Sandra Kaplan’s depth and complexity icons to provide students with a graphic organizer. They drew a “detail daisy” whereby the center, the “ovary” of the flower, was the character while each petal represented the feelings and attitude toward a different character. One student came up with the idea of using a menorah instead, seeing as there are eight candleholders for the eight characters and the central character could be depicted in the servant candle or shamas. Both the brainstorm and the graphic organizers helped the students to realize and flesh out some of the complexities of the human relationships in the Annex. Armed with a better understanding, the students were now ready for the next step. They were randomly assigned the names of the characters of the Diary of Anne Frank and given the following prompt: “Write two ten-line diary entries as two different characters from "The Diary of Anne Frank". One of the characters will be assigned to you. The other one will be one of your own choice. Start your paragraph with the name of your character. Focus your writing on the thoughts and feelings you have toward the other characters in the Annex. Make sure that your statements are based purely on the text, and that they are written in the first person "I". Please include a picture of your character.

Also, while staying in character (the one that is assigned to you), respond to one of the other characters, and again, make sure that your statements are based on the text.” We then included a model diary entry from a character as well as another character’s response: this helped to clarify for the students what it was that we expected of them.

Once the students started posting online, the excitement grew. They loved the chance to see each other’s postings, and they also enjoyed the role-playing aspect of it as they responded, in character, to the posts. As so often happens, students came up with creative suggestions: why not use some of the Facebook–ian factoids such as “About”, “Friends” “Photos” and “Likes” to make the character more authentic. So this was adopted with the strict proviso that the information about each student’s character would be derived from the text and not made up. For example, one of the students posing as Mrs. Van Daan expressed her desire to be able to play her Bechstein piano one day, while another student as Peter said that he looked forward to the day when he could go to a movie – little details that were gleaned by a careful, close reading of the text.
Our rubric for grading the student posts and responses is as follows: A maximum of 20 points for writing a 10-line (at least) entry that is closely aligned to the text; 10 points for using correct grammar and spelling; 10 points for doing a second entry as another character; 10 points for responding authentically as one character to another character, for a total of 50 points.

The beauty of communicating via social media such as Edmodo is that it is cross curricular and lends itself to a wealth of ideas. The students themselves saw the potential and asked their history teacher about using it to discuss the Civil War. They also wondered about using it to have a brainstorm with their classmates about ideas for the Science Fair. What has inspired us as their language arts teachers is that through the power of online role play we witnessed students become not only energized and engaged but also gain a much deeper understanding of characters’ points of view.
Screen shots of Edmodo

For full website, go to http://www.edmodo.com/public/honors/group_id/2298867
Ariana B. to Honors

Miep-
What can I do? Every time I go to the secret annex to bring supplies to the Frank family, Van Daan family, and Mr. Dussel, I can see how thankful they are for me. That is not a bad thing, if it did not represent how much they need me. Every time I go to see them I try to bring them something that can brighten their spirits up. Once and a while I will bring flowers to brighten the room up. To celebrate the new year I used all of my sugar and made them a cake. I will do anything they ask me to do. Whether that involves books, food, yarn, or cigarettes for Mr. Van Daan...

Show Full Post

13 hours ago

Janae F. - Peter

Miep, you don’t know how thankful we are for all the risks you take for all of us everyday. Someday we will repay you.

12 hours ago

Alyssa A. to Honors

Anna Frank.

Hello Diary! Finally, I can write in you again without all the others looking and being nosy. As I was looking through the window, I realized I miss going outside. Father tries to cheer me up and have fun when we’re here but it’s not the same. I like Father. He understands me, unlike Mother, who treats me like I’m a baby. I love her, but she doesn’t get me like Father does. I feel as though Mother and the other adults favor Margot over me, since she’s always perfect. I know Peter likes me better than Margot, he told me himself! I really like Peter more than before, now he’s more open and fun to talk too. Honestly, I don’t think Peter and his parents are alike at all. Mr. VanDae is greedy and harsh, while Mrs. VanDae is very materialistic. Also, they take Miep for granted, which Peter doesn’t do too. Miep does a lot for us; she should have some time for herself instead of running errands for us. I want the war to end soon, so maybe Peter and I can go to the cinema. I have to go diary, Mr. Dussel wants to go in the room. He’s so impatient, like a little 4-year-old

Show Less

Yesterday

Alyxia V. - Oh, Annakol I am not trying to baby you, I just don’t want you to get hurt in any way, shape, or form.

Yesterday
Transfer Triples is an open-ended project that gives students a great deal of flexibility as they combine their knowledge of heat transfer with their creative abilities. Each student invents their own superheroes with the powers of conduction, convection, and radiation. In addition, students apply their knowledge of these processes of heat transfer to real world examples.

Prior to beginning the project, students are engaged in 3 laboratory investigations that demonstrate each of these processes. Thus, students have had an opportunity to learn about and experience each process first hand prior to beginning this project.

The Transfer Triples project brings the learning out of the textbook and into the real world as students search for examples of heat transfer that apply to their day-to-day activities. In addition, it allows students to creatively apply those powers to a superhero of their own design. The project is cross curricular and multidisciplinary in nature because common core standards are addressed as students write their explanations and the layout, design, and illustrations provide students with a visual arts component. (At higher grade levels, a math component can be added. For example, students can use the inverse square law to compute the amount of heat energy being transferred through radiation from a heat source.)

Multiple learning styles are addressed in this project as students participate in the laboratory activities as well as independent research in order to gather background information for this project. Thus, students get an opportunity to “learn by doing”, to collaborate and discuss, to do independent reading and research, and to present their results in a format that includes writing, artistic skills, and creativity. The project allows the teacher to differentiate to meet the needs of individual students because the project is open ended enough to allow students to present what they have learned in their own unique way and by finding examples that they not only relate to on a personal level, but also that they understand on an intellectual level. Thus, learning is student-centered and personalized.

The California state science standards addressed by the project, and by the laboratory activities that proceed the project, are sixth grade standards 3a, 3c, 3d, 4a, 4b, 4c, 7a, 7b, 7c, 7d, and 7e. The concepts in the project easily expand to other areas in the students’ course of study. For example, an understanding of convection currents is a building block to the students’ understanding of plate tectonics, winds, and ocean currents.

The laboratory activities presented with this unit allow the students to experience the three types of heat transfer first hand. Students hypothesize and predict the outcome of each experiment. This makes the learning far more real than simply reading out of a textbook.

The lab Bumping Molecules deals with conduction. Students observe a metal rod that has paper clips attached at regular intervals with candle wax. The rod is heated at one end and the students predict the order in which the clips will fall and explain how heat was transferred along the rod. Students also graph the results of this experiment.

Hot, Hotter, Hottest is a lab activity dealing with heat transfer through radiation. In this activity, thermometers are placed at three different distances from a heat source and students record changes in temperature on each thermometer at one minute intervals. They then make a triple line graph of their results and explain how the heat transferred from the heat source to the thermometers.

Students experience convection in the lab Wandering Water. There are two flasks containing different colored water. The water in one flask is hot and the water in the other is cold. One flask is inverted on top of the other and students observe how the water mixes. First the warm is on
top and the cold is on the bottom. Students observe that there is no mixing until we put the cold on top and the warm on the bottom. Students then explain how and why the convection current works.

Each laboratory activity takes about one class period and leads to lots of discussion on the part of the students as they get a handle on the key concepts of conduction, convection, and radiation. The lab activities and ensuing discussions make an excellent conduit into the Transfer Triplets project. The project takes student learning to the next level by asking students to apply their knowledge of conduction, convection, and radiation to real world examples that they observe in their own day-to-day activities. Thus, student learning and achievement are positively affected by this activity that is both challenging and engaging.

The assessment of the project is easily accomplished with a rubric. Students, however, are so excited by the idea of creating their own superheroes with the powers of conduction, convection, and radiation that their work generally far exceeds the expectations set down by the rubric. Students create a project that they enjoy sharing with their peers and feel proud to hand in to the teacher. In addition, the knowledge gained through this process tends to stay with students longer because it was both meaningful and fun to do.
**Bumping Molecules**

(Conduction)

**Purpose:** To see how heat travels through objects and to compare how fast heat travels in different substances.

**Materials:** • ring stand  
• metal rod  
• Bunsen burner  
• paper clips  
• conductometer  
• wax

**Procedure:** (Part 1)
1. Attach paper clips to a metal rod at equal distances along the rod.
2. Heat one end of the rod and observe the time it takes for each paper clip to be released from the melted wax as the heat travels along the rod.

**Hypothesis:**

**Observations:**

<table>
<thead>
<tr>
<th>Clip (number)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Time (seconds)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Observations:**

**Illustration:** (labeled, colorful, titled)

**Conclusion:** (Tell the name for the type of heat transfer you observed and describe the process. Also tell about the order in which the paper clips fell and explain why they fell in that order.)
Procedure: (Part 2)

1. Attach paper clips with melted wax at the ends of each metal rod on the conductometer.
2. Heat the center of the conductometer.
3. Observe and time how long it takes for the release of the paper clips from the melted wax as the heat travels to the end of each rod.

Hypothesis: 

Observations:

<table>
<thead>
<tr>
<th>Type of metal (name)</th>
<th>Copper</th>
<th>Iron</th>
<th>Brass</th>
<th>Zinc</th>
<th>Aluminum</th>
<th>Steel</th>
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<td>Time (seconds)</td>
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Other Observations:

Illustration: (labeled, colorful, titled)

Conclusion: (Tell the name for the type of heat transfer you observed and describe the process. Also tell about the order in which the paper clips fell and explain why they fell in that order.)
Lab: Hot, Hotter, Hottest
(Radiation)

**Purpose:** To observe the transfer of heat energy from a radiant source. To determine the effect of distance from the heat.

**Materials:**
- 3 Celsius thermometers
- 200 Watt lamp

**Procedure (Part I):**
1. Place three thermometers at distances of 5, 10, and 15 cm from the light source.
2. Turn on the lamp and record temperatures at one minute intervals.
3. Record and graph your data.

**Hypothesis:**

**Observations:**

<table>
<thead>
<tr>
<th>Time (minutes)</th>
<th>5 cm</th>
<th>10 cm</th>
<th>15 cm</th>
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</table>

**Illustration:** (title, label, color)

**Conclusion:** (Tell what type of heat transfer you are observing and describe the process.)
Lab: Wandering Water
(Convection)

Purpose: To observe currents created in water when it is unevenly heated.

Materials: • 2 flasks
• hot & cold water
• beaker
• food coloring
• ring stand
• Bunsen burner

Procedure (Part I):
1. Fill one flask with cold water.
2. Place five drops of food coloring in a second flask and then fill with hot water.
3. Place an index card over the top of the hot water bottle and turn it over, upside down, on top of the cold.
4. Remove the index card and observe what happens.
5. Reverse the bottles (cold on the top; hot on the bottom) and observe.

Hypothesis:

Observations: (at least 3)

Illustration: (title, label, color)

Conclusion: (Which is more dense, hot or cold water? Why does the hot and cold water flow when placed together? What is convection?)
Procedure (Part II):
1. Place a beaker of water over a Bunsen burner so that the flame will heat only one side.
2. Place a drop of food coloring in the water and observe its path.
3. Add additional drops until you can clearly see the path taken. (This is the convection current.)

Hypothesis: (What path do you think the water will move along?)

Observations: (at least 3)

Illustration: (Use arrows to indicate the direction of the water flow.) (title, label, color)

Conclusion: (What is a convection current? How does it relate to hot and cold water?)
Transfer Triplets Rubric

Grading Rubric:

Definitions (accurate and in your own everyday language)

- Conduction (3)
- Convection (3)
- Radiation (3)

Written explanations (accurate and in your own everyday language)

- Conduction (5)
- Convection (5)
- Radiation (5)

Illustrations (shows creativity, accuracy, and effort)

- Super hero (5)
- Scientific diagram (labeled) (5)

Other considerations

- Neatness (3)
- Effort (3)

Total Score (40)

COMMENTS:
Transfer Triplets

Background: You will make comic book style super hero characters that will represent the three methods of heat transfer. Your characters will be the transfer triplets and they will have the powers of conduction, convection, and radiation.

Purpose: To apply knowledge of three methods of heat transfer, conduction, convection, and radiation, to real world examples.

Materials:
- Heat on the Move data sheet
- Two sheets of unlined paper

Procedure:
1. Fold your 2 sheets of unlined paper to make a booklet or a brochure. Staple in the centerfold.

2. One 2 page section of the booklet or brochure should be used for each of the three methods of heat transfer:
   - Conduction
   - Convection
   - Radiation

3. Each section should include:
   - a colorful comic book type character who has the super power of conduction, convection, or radiation.
   - a definition of each type of heat transfer. (NOTE: Use your notes or the textbook for this information. DO NOT use a dictionary or the internet.)
   - a colorful scientific diagram (labeled) showing a real life example for each type of heat transfer. Under the diagram include a caption that explains how heat transfer works in your example. (Include an explanation of density and molecular motion where it is needed.)
   - a written explanation (in your own everyday language) describing the process of heat transfer in that section (Remember to tell what is happening on the molecular level.)
IMPORTANT NOTES:
• All written data should be in your own every day language
• Be sure that all writing is legible and NOT obscured by color
• Make sure your factual data is complete and accurate

Observations:
• This project is due on ________________

Conclusion:
• Be creative, have fun, and learn lots!
Transfer Triplets: An Adventure in Heat Transfer
Samples of Student Work

Convection Boy

I'm Convection Boy. I transfer heat by making direct contact. This heat transfer is called conduction. When a molecule gets enough heat from the heat source, the molecules start to move faster, and then the molecules which are heated will go to the area which does not have any heat. Then the object which is heating the heated molecules will cool down. This process happens again and again. Imagine you are about to sit down on a cold tile floor, but when you sit down, the molecules from your body which is heated goes to the cold tile floor. Your body will feel cold. Convection is making direct contact to transfer heat. This can happen for a solid, liquid, or gas because solid, liquid, or gas is all made of molecules.

Convection Mermaid

As a Convection Mermaid, I transfer heat by convection. Convection is the movement of liquids or gases move (swimming) transferring heat as they move. Convection is what happens for a liquid or gas. When a liquid or gas gets heated the molecules expand (bump up) and move faster. As the liquid or gas gets heated at the bottom, they rise up toward the surface. When the liquid or gas cools down, the liquid or gas will cool down. The liquid or gas would cool down and move back to the bottom of the container. This process is called convection. Convection transfers heat by the movement (bumping) of currents. The transfer of heat by convection is why water can only happen for a liquid or gas.
Science Sleuth is a project designed to help students enhance the scientific skills of making observations and recording data. These skills are essential to the study of science and, once mastered, will be used repeatedly in future lab activities throughout the school year as well as in future science classes. The project, and the lessons leading up to the project, provides the students fun and creative ways to build their knowledge, master the necessary skills, and express what they have learned. Students are challenged to look at ordinary things in a new and different way that captures their attention and engages them.

Giving the students a simple observation quiz sets the stage. We ask five to ten questions about everyday items that the students have seen many times. For example, “Which hand does the Statue of Liberty hold the torch in?” and “What direction does Lincoln’s head face on the penny?” This leads to an interesting discussion about looking at something versus making observations of that object.

Students are next introduced to the concepts of quantitative observations, qualitative observations, and inferences during a class discussion. The students write the terms into their Making Observations lexicon and we look together at a picture of Calvin and Hobbes to find examples of observations and of inferences. By asking the students to use a new skill with familiar characters, the task seems less intimidating and easier to master.

The next lesson, Inferences and Observations in the Funnies, builds on what students have already learned and takes this knowledge to the next level. We begin with a teacher directed examination of a comic strip from the newspaper or the internet. Students take turns making quantitative observations, qualitative observations, and inferences about the comic. Then a new comic is shown and students pair/share their observations and inferences. When the whole class comes together, students share their favorite observation or inference and the class has to tell whether it is a quantitative observation, qualitative observation, or inference.

By now most students are experts and the students use their own comic and work independently to make observations and inferences.

The Science Sleuth project is a fun way for the students to put together all that they have learned about making observations in a creative format. Students make a small six page booklet of things they have observed. We begin by letting each student make observations of their own fingerprint. Guidelines are given for the other objects that are to be observed, but students still have an opportunity to choose within those guidelines so they are observing something they find interesting. The objects get successively more challenging as the students become more experienced. For example, by the end, students are asked to observe a moving object. It is challenging for students to focus on just the motion, not the object itself as they make their observations. Thus, by looking at familiar things in new and different ways, students are encouraged to transform their thought processes and think more creatively.

The California State Science Standards addressed by this project are sixth grade standards 7b and 7d, which relate to investigation and experimentation. Different learning styles are also addressed as we practice observation skills orally, in writing, as a pair / share activity, and through artistic illustrations of the objects observed. Students have a great deal of freedom to select the items they want to observe and how they want to portray those items in their booklet. Thus, the project is student-centered, rather than being textbook driven.

Science Sleuth also integrates common core standards and is cross-curricular in nature. Students are incorporating writing in their observations and visual arts in their illustrations. While students are shown some strategies for making their illustrations stand out and for making their observations clear and well organized, there is a great deal of leeway for personal expression throughout the project.

Students enjoy Science Sleuth because it provides them with real world activities that are both challenging and engaging. During the course of the activity, students come to class and excitedly share with the teacher, and with their peers, things that they noticed during their observations. Science Sleuth is expandable, because students continue to make observations throughout their study of science.
Each lab activity that they do, for example, has a section for them to list their observations. This project can expand to other grade levels by simply increasing the complexity of things that students are expected to observe.

Science Sleuth is a good activity for students of different ability levels. Observations can be more teacher-directed for students who are having difficulty and more independent for stronger students. Even though each of the student made booklets is unique, the key components of the project are easily graded with a rubric.

Student learning and achievement are positively impacted by this project because not only is the skill easy to master, but also the activity is engaging enough to hold student interest. Students are always excited about the project and proud of their finished product.
**Making Observations**

**Observation:** To use your senses to notice something.

**Qualitative Observation:** To notice the qualities or characteristics of what you are observing.

**Quantitative Observation:** To notice the amount (number) of something that you are observing.

**Inference:** To make a guess or conclusion about something based on what you have observed. (This conclusion may or may not be true.)

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**Examples:**

- **Qualitative Observation:**
  - The tiger has stripes.
- **Quantitative Observation:**
  - The tiger is holding up two fingers behind the boy’s head.
- **Inference:**
  - The boy and the tiger are making faces in the mirror.
Teacher Directions:

• Put any comic from the newspaper or an internet source on the overhead.
• Ask students for definitions of Qualitative Observation, Quantitative Observation, and Inference.
• Ask for a qualitative observation from each student.
• Ask for quantitative observations from 5 to 10 students.
• Ask for an inference from 5 to 10 students.
• Put a new comic on the overhead.
• Do a pair/share where students work in pairs to brainstorm observations and inferences. Each pair should write down their best (most unique / interesting) one idea for each category.
• Go around the room asking each student to “take your best shot” and share their favorite inference or observation. Then ask the rest of the class whether it is a qualitative observation, quantitative observation, or an inference.
• Students then use their own comic to make observations and inferences. These should be written in the Inferences & Observations in the Funnies data table.
Observations & Inferences in the Funnies

Name__________________
Period__________________

Directions: Use the comic that you brought to class to make 3 qualitative observations, 3 quantitative observations, and 3 inferences. Write your observations and inferences in the appropriate boxes below. When you are finished, attach your comic to this sheet. (If you need help with the definitions, refer to your lexicon, *Making Observations*)

<table>
<thead>
<tr>
<th>3 Qualitative Observations:</th>
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<th>3 Quantitative Observations:</th>
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<table>
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<tr>
<th>3 Inferences:</th>
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Science Sleuth

Background: Observations hold the key to scientific discoveries. Good scientists must train themselves to use their senses to notice everything around them. A science sleuth is like a detective trying to solve a mystery by looking at all of the "clues" or evidence.

Purpose: Your job is to be a science sleuth by making careful observations and recording what you find in your science sleuth sketchbook.

Materials: • 6 page booklet • colored pencils • inkpad • various household objects

Procedure:
1. Your cover should include:
   • A descriptive title
   • An appropriate, colorful illustration (NO COMPUTER GRAPHICS)
   • Your full name, date, and period.
2. Each page will include the following:
   • A descriptive title
     • A colorful illustration, placed on backing paper, with at least three parts of the illustration labeled.
       o Draw the illustration on a separate piece of paper (outside the booklet). NO COMPUTER GRAPHICS.
       o Cut out your illustration.
       o Cut a slightly larger backing paper from a different color of paper.
       o Attach the backing to your illustration and then attach both into your booklet.
   • At least 5 observations on each observation page (pages 2 through 6).
     o Observations should be complete sentences in a numbered or bulleted list.
     o Remember not to use the words "it" or "they" in your observations.
     o Remember that observations are factual (NO OPINIONS!) and based on things that you have actually observed with your senses.
     o Observations should be both quantitative and qualitative. AT LEAST 2 QUANTITATIVE OBSERVATIONS (made with a measuring device) ARE REQUIRED FOR EACH OBJECT.
     o The expectation is that you will make more in depth and detailed observations (such as texture, temperature, condition, changes over time, etc.) NOT more common observations (such as color, size, shape, etc.) If you observe something basic, include it with other observations. For example, "The yellow flower has 27 petals."
   • Quantitative observations should be made with some sort of measuring device, such as a ruler, a timer, a thermometer, a measuring cup, a scale, etc.
Observations:
Here are the topics for each page:

• Page 1: What is an Observation? (done together in class)
  o Define observation in your own words
  o Explain in 2 or 3 sentences how observations are made
  o List at least 3 tools used by a scientist to make observations
  o Draw, color, and label one tool used by a scientist. Put this illustration on backing paper and add it to your booklet.

• Page 2: Fingerprint (done together in class)
  o Use an inkpad to make a thumbprint on a piece of paper
  o Cut the thumbprint out and attach it to backing paper
  o Attach the thumbprint to your book.
  o Make 5 observations following the directions in step 2 above.
  o Use the magnifying glass provided by your teacher for at least one of the observations. (Observe something that you cannot see with just your eyes.)

• Page 3: A flower (including petals, leaves, and stem)
• Page 4: A piece of cloth
• Page 5: A common household liquid (examples: water, milk, juice) (All observations should be about the liquid, NOT about the container holding the liquid.)
• Page 6: A moving object (All observations should be about the movement, NOT about the object that is moving.)

Conclusion:
• NEATNESS COUNTS!
• Be sure to proof read and correct spelling errors.
• Learn lots. Have fun!
• Your project is due on ___________________________
Science Sleuth: Unlocking the Mystery of Scientific Observations
Samples of Student Work.

1. The water is slightly moving because of the air conditioner hitting the water.
2. The light reflects against the water which hits my eyes.
3. The clear water shines as it.
4. I just cleaned the wood floor.
5. There are little pieces of dirt in the water.

After 25 min. the water got

Great job!

Observations of Orange Juice

- The Orange Juice smells like Orange mango.
- The Orange Juice tastes like freshly squeezed orange mixed with mango.
- The orange juice is poured into a cup.
- When the Orange Juice is poured into a cup, a smile is shown.
- After the cup is in the refrigerator for a long period of time, condensation forms on the cup.
- The white pulp is still visible.
Lesson Plan Title: Secrets Revealed of Ancient China
Lesson Plan Grade Levels: 6, 7, If content is adjusted, the strategies can be used for all grades.
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), History/Social Science, Theater

Time Duration- 5+ days

Lesson Design
1) Standards/Rationale- 6.6.5 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. Additional standards indirectly practiced include- Creation/Invention in Theater 6.2.2, 6.2.3 Role and Cultural Significance of Theater 6.3.1 Writing Standards 6.3 and 7.3

2) Purpose (objectives) - Students will work cooperatively in groups to create a PowerPoint and act out their assigned scene(s) from the 6th grade History standard on China.
   - Students will create a PowerPoint that will be part of the background of the play. The PowerPoint may include music, various sounds, and any relevant pictures (characters, costumes, background, and scenery) that demonstrate the scene they are acting out. The timing of the PowerPoint must be coordinated to match the scene.
   - Optional- Each group to write at least 5 additional lines of dialogue to be incorporated into their assigned scene based on facts. The conversation will be improvised or made up between characters, but all content discussed will be fact.
   - Optional- Students will add any pertinent information to the “Overview Summary/Additional Facts”. This will be read aloud by a narrator to introduce each scene.
   - As extra credit, students can create or gather various components for the scene (costume, scenery, or props).
Students will also practice cross curricular activities with Language Arts skills, conducting research, and improving their digital literacy by learning how to-
   - Conduct research via the Internet or other mediums
   - Save and import digital pictures and sound from the Internet into a PowerPoint
   - Work cooperatively with a group
   - Write and act out dialogue with proper intonation and pacing
   - Learn components of a play including staging
   - Demonstrate an ability to take the perspective of another person

3) Anticipatory Set (focus) –
   - Show pictures of China (gather pictures of characters and architecture in play)
   - Show short YouTube videos such as - [http://www.youtube.com/watch?v=DLnxfYjPqKU](http://www.youtube.com/watch?v=DLnxfYjPqKU)

4) Input – See play below (Scenes 1 to 4)

Directions-
1. Make a copy of the play for each student.
2. Read through the play and reiterate that each scene is written, but students may add additional lines to the scene and create the PowerPoint as background visuals and sound.
3. Read any pertinent curriculum materials and textbook. A suggestion is to read the material aloud whole group highlighting areas that will be in the play. Take Cornell Notes (or give them to students as needed).
4. Assign student groups to a scene (keep groups small, perhaps six students). Depending upon class size and ability level, a group can be assigned more than one scene and the same scene can be assigned more than once. There are no female roles, so females can play the male roles as well. A student can play a main role and also a minor role in the same act such as a worker.
5. Optional- Instruct students to get parent signature checking whether or not they can attend play and/or assist with costumes or props. If you choose to not involve the parent, remove this section from the student directions page.
6. Model how to add dialogue to the play.
7. Play any available videos on the Qin Dynasty while students have the play out to jot down ideas for the PowerPoint- visuals, sound, costume, and props.
8. Show information on General Meng Tian as well as all the other dynasties at the website- http://www.history-of-china.com/qin-dynasty/mengtian.htm
9. Show the attached pictures of armor, weights & measure, coins, the Warring States, Shi Huangdi, Meng Tian, etc. A rotating visual of the various dynasty territories can be seen at http://es.wikipedia.org/wiki/Archivo:Territories_of_Dynasties_in_China.gif
10. Students will use their textbook, lecture notes, and the Internet to for additional research for their scene.
11. Show how to add pictures and sound into PowerPoint. Find sound clips via the Internet and use a microphone to record the sound. Then, insert this sound into the PowerPoint. Students should print their PowerPoint when finished to use as guide during play.
12. Demonstrate how to work cooperatively and act out a portion of a scene. Show how PowerPoint, props, and other members of the class can join in the scene as background warriors or terra cotta soldiers. Print copies of the attached terra cotta mask on a stiff card stock or laminate for several members of the class to join in on the appropriate scene as background. Direct students to cut them out and attach a stretchy string so that the mask can be worn. Students can bring gray colored clothes.

5) Modeling (show me) –
If available, use a Visualizer or SmartBoard to project the textbook or Internet so that the whole class can see the lesson.
   a) Read and discuss project directions.
   b) Teacher will demonstrate how to read a passage on the Internet or watch film clip and turn it into dialogue in the play.
   c) Instruct how to safely research on the Internet and identify historically accurate webpages.
   d) Demonstrate how to save a pictures/sounds and import it into PowerPoint
   e) Demonstrate acting out a few lines in a scene with the PowerPoint as the background.

6) Guided Practice (follow me) –
Students could be in front of their own computer to follow along and practice. If available, use a Visualizer or SmartBoard to project the Internet and PowerPoint so that the whole class can see the lesson.
   a) Demonstrate ways to research on the Internet.
   b) Show how to search for and save images to import into their PowerPoint
   c) Read material aloud and model how to write dialogue.

7) Checking For Understanding (CFU) –
   a) The project handout will be turned in by each student for grading. There will be a group grade and individual grade. It will indicate what each person contributed in the group.
   b) The teacher will allow time for in class practice of the play to determine if each student is contributing and offer any additional guiding.
   c) Students will take a weekly or end unit quiz of concepts discussed.

8) Independent Practice –
Students will use their textbook, lecture notes, and the Internet to find information on their assigned role in the scene. Each student will gather photos of the character, music, sound, and/or scenery to be included in a group PowerPoint, which will be timed to play accordingly as the scene is acted out.

9) Assessment- 
   a. The project will be assessed using the rubric provided on the directions.
   b. Students will take a weekly or end of unit quiz.
   c. The play will demonstrate group cooperation, coordination, and understanding.

10) Adaptations & Extensions-
   • Small packets with curriculum information can be simplified for student reference.
   • A list of websites can be supplied for student research. Add Bibliography requirement.
   • Difficulty level can be increased or decreased by adjusting or eliminating the quantity of dialogue lines to be added to the script. Allow use of script during play. Offer more suggestions for background PowerPoint slides.
   • For student comfort levels in performing the play, the audience can be adjusted smaller to include just fellow classmates, parents, or other smaller groups of classes.
   • Extra credit opportunities can be offered for adding additional lines of dialogue, bringing props, or creating a costume to wear.
   • Group should be mixed ability and heterogeneous.
   • Assist in assigning roles to ensure each student can participate in some manner
   • Learn and sing the Chinese Dynasty song each day as introduction. Give dynasty song as a handout and show YouTube video clip to demonstrate.
   • Add to the play to include additional 6th or 7th grade China standards.
Secrets Revealed of Ancient China

China’s secrets are revealed in the areas of geography, philosophies, dynasties, and inventions in this memorable five week unit. Each activity is creatively designed with a unique twist! All activities offer visuals, and are interactive and hands-on lending themselves to multiple learning modalities. The lessons have built in scaffolding for the range of ability levels, opportunities for communication and teamwork, and can be adapted to several subjects and grade levels. Cross curricular standards from history, language arts, technology, and theater are incorporated allowing students to be creative, expressive, and inquisitive.

**Secrets of China Map:** Students learn China’s secrets by creating a three-dimensional map using different ingredients. They become familiar with geographical and historical features of China, and how the spread of ideas and goods was difficult and isolated China. Students are given a laminated map of Asia. Using maps and teacher’s model, they add sand for the Gobi Desert, nutmeg for the Yellow River, coffee grounds/salt for the Himalayas, cloves for the terra cotta soldiers, yarn for the Silk Road, rice for the Great Wall, and pictures for historical places.

**Researching the Gems of China:** China’s gems are revealed as students research, “If you could travel to China, where would you visit?” Internet-based research is used to identify places to visit, locate pictures, and gather facts to write a persuasive essay (used modified Evan-Moor Corp worksheet).

**Secrets with a KWL Chart:** The KWL strategy was adapted so students are successful in offering what they know, want to know, and learned. A giant outline of China is placed on the wall. The “K” and “L” portions were started the 3rd day into the unit. Students offer more substantial information in line with the unit of study.

**Great Wall of Learning:** Students create eight visuals (two from geography, philosophies, dynasties, and legacy) of anything learned throughout the unit that will hang on the classroom Great Wall. The items were self-made and creative such as a three dimensional replica out of foil or play dough or pictures made into pop-ups. Students log items on the directions handout with an explanation. Student creativity lit up the Great Wall of Learning with pop-up art ranging from Mount Everest to a box of Daoism and Confucianism books in flames showing Legalists burning other philosophies ideas.

**Hidden Words PowerPoints & Hidden Words Recorded:** I created four Fill-in-the-Blank PowerPoints on Geography, Philosophies, Dynasties, and Legacy. Students were given the PowerPoint printout with key words eliminated and a Hidden Words Recorded handout to write down the missing key words. Additional visuals were offered with McDougal Little Video Series and Brainpop.com: “Silk Road” and “Great Wall of China”.

**Hidden Words Crossword Puzzle:** Utilizing words from the Hidden Words Recorded, students created their own Hidden Words Crossword. Students chose 16 of these words to make the crossword and wrote the “across” and “down” clues for each word used. For example, “ShiHuangdi” is one across with the clue of “China’s first emperor”.

**Secrets Pre-revealed Cornell Notes:** Students are provided with pre-created Cornell Notes with embedded state released test questions. As homework, students copy them onto flashcards. Then, as a warm-up or when done with tasks, students work independently or quiz each other.

**Facebook Poster:** To analyze each Chinese philosophy, students created a Facebook poster for Confucianism (Confucius), Daoism (Lao Zi or Zhuang Zi), or Legalism (Shang Yang or Han Fe Zi). To scaffold research was printed with areas highlighted to assist in analysis.

**Secrets of Ancient China Play:** As an interactive and cooperative way to learn about Shi Huangdi, I wrote a play focusing on Emperor Shi Huangdi’s Legalist style of ruling, his mausoleum, unification of China, coins, weights & measures, and the Great Wall. A twist is that students create a group PowerPoint as the background of their performance. To scaffold, students may add lines of dialogue. Students requested another round of the play for fun!
Secret “Am I” Headband Game: Idea adapted from the game, “Hedbanz.” As a fun way to practice the concepts learned, students choose a card without looking at it. They place the card on their headband for the group to see. Students take turns guessing their card by asking “Am I” questions. “Am I” questions are provided such as “Am I a philosophy?” Each card includes details about concepts the group can use to assist in feeding clues. Some creatively used charades as clues. (Referenced materials to create activities is from McDougal Littel World History Curriculum)

Ancient China’s Secrets Around the Room: Using the Promethean Board and ActivExpressions, Students move about the room to locate cards containing information to help them answer questions. Questions randomly appear, so students aren’t on the same question. This activity allows for immediate feedback of student understanding. Students enjoy looking at the Promethean Board for their progress. (Inspired from Henry Keatts museum activity) (Referenced materials to create activities is from TCI History Alive and McDougal Littel World History Curriculums)

Assessment: The project rubrics allow for demonstrated understanding. As students offer clues/guess concepts to the game and quiz partners, create a vocabulary crossword and act out concepts, teacher monitoring allows for immediate assessment and feedback. Students took a summative unit test.

History 6.6 Analyze geographic, political, economic, religious, and social structures of China.
1. Locate Chinese civilization in the Huang-He Valley during the Shang Dynasty
2. Explain geographic features that made governance and spreading ideas and goods difficult, isolating the country
3. Life of Confucius and teachings of Confucianism and Taoism
4. Political and cultural problems in the time of Confucius
5. Policies and achievements of emperor Shi Huangdi unifying China
6. Contributions of Han Dynasty and the imperial bureaucratic state
7. Significance of the “silk roads” and location
8. Diffusion of Buddhism

Theater 6.2.2 & 6.6.3 Creation/Invention in Theater

Language Arts: Writing 6.2.5 Persuasive Essay. Comprehension 6.2.1 Identify features of popular media (online information) and obtain information. 7.2.2 Bibliography. Reading 6.2.4 Clarify understanding of texts by creating reports. CCSS.ELA-Literacy.RH.6-8.7, SL.6.4, SL.6.5, SL.7.1a&b, W.7.6, WHST.6-8.9, RI.7.3
Shi Huangdi (speaking to Li Si) – Yes, we should have one font as well for this uniform written language. This will allow for greater communication and implementation of policies. With this script scholars can share information to a greater number of people and spread our culture. With this, our Chinese script can be read everywhere!

(PowerPoint slide reading end of scene 2, beginning scene 3)

SCENE 3
Shi Huangdi’s Unifying Northern China- The Great Wall
Characters- Narrator, Shi Huangsi, Meng Tian (General), Many Workers Building Great Wall, (2 speaking), Slave Worker, and PowerPoint controller.

Narrator - More than 2,000 years ago, China’s First Emperor, Shi Huangdi, built a great wall to protect his land from invaders from the north. Around 300,000 captured soldiers and military recruitments lived, worked and died in remote areas of the empire to complete this huge project. The Great Wall of China we know today is built on the foundations of the Qin wall. Before the use of bricks, the Great Wall was mainly built from packed earth, stones, and wood. Meng Tian was a general of the Qin Dynasty who helped fight against the Xiongnu and in building the Great Wall of China. Introduce Cast Roles(Cast lined up on stage, each step forward and then back as introduced)

Shi Huangdi- (concerned and talking to Meng Tian, Army General, PowerPoint slide of them talking to each other) - It is going to be impossible to wipe out northern tribes. I think the best way to secure China is to actually secure China from the inside.

General Meng Tian (asking Shi Huangdi) – What are you proposing?

Shi Huangdi- (speaking to Meng Tian, PowerPoint slide map of China & northern invaders)- We are going to connect all the walls in the north that were built by all the fighting territories.. This will be the Great Wall of China that will keep out all northern invaders as well as to keep the Chinese people locked in.

General Meng Tian (speaking to Shi Huangdi) - Do you realize that this will take years, maybe even 10 years, and this is more than 5000 miles of tough terrain.

Shi Huangdi- (impatiently replying to Meng Tian loudly) Yes, get 1 million people in China’s labor force to build this wall!

Shi Huangdi- (speaking to Meng Tian)- I want the wall wide enough for 6 soldiers to ride side by side. It must be 15 to 30 feet thick and reaching heights of 25 feet. I want the southern side facing China defended by parapet (wall to protect soldiers) and the northern facing the barbarians crenulated (having a scalloped edge). Gather everyone you can and force them to work on this wall. Once it is complete, armies will be stationed along the wall as our first line of defense from invading nomadic tribes in the north. Set off signal fires as a warning.

General Meng Tian (speaking to Shi Huangdi) – Yes emperor. I will also station soldiers at each arch.

Shi Huangdi- (speaking to Meng Tian)- Excellent! And if anyone complains or tries to run away, they should be killed. (both exit the stage)

General Meng Tian (now at the Great Wall, speaking to workers) – We need the wall to have a wooden frame. Every 700-1000 feet, put a wood poll to make it stable. Fill it with gravel, reeds, water, and clay. Use a log to pound the earth.

Workers (Pretend to be working… some workers carrying a basket on back to bring supplies, some with hoes or shovels raking, and others are pounding the dirt and making the wall frame).
General Meng Tian – (dragging a new slave worker onto stage) - Overseer, make sure he gets branded with the Qin word in red and then put him to work building the wall (brand the slave).

Worker 1 (workers whispering amongst themselves) – I wonder what he did?

Worker 2 (workers whispering amongst themselves) – I heard that he didn’t pay his taxes. You know taxes have gone up 20 times and people just can’t pay it. As it is, about 1/5 of China’s labor force has worked on this wall. I bet about a quarter of them have died now and are buried right here in the wall.

Worker 1 (workers whispering amongst themselves) – I can’t wait until the wall is finished so that I can go home back to see my family.

SCENE 4
Shi Huangdi’s Mausoleum
Characters- Narrator, Shi Huangdi (Emperor), Li Si (Prime Minister), Several Terra Cotta Soldiers, Artists Assembling Terra Cotta Soldiers, Overseer, Enemy Attackers, Elixir Chemist, and PowerPoint controller.

Narrator – The First Emperor, Shi Huangdi, became more and more afraid of death. He wanted desperately to be immortal and live forever. He would drink mercury, which we now know is poisonous and most likely is what caused the emperor's death rather than preventing it. Just in case the elixirs did not work, in 215 B.C., at age 13, the Emperor also ordered the construction of a huge tomb for himself with flowing rivers of mercury, cross-bow booby traps to keep out plunderers, recreations of the Emperor's palaces, and an 8,000 clay soldier army to protect him in the afterlife with real chariots and weapons. The part of the tomb housing the coffin and the burial has not been excavated yet to see what’s really inside. Better technology needs to be developed to keep the artifacts and any paint from disintegrating. Introduce Cast Roles (Cast lined up on stage, each step forward and then back as introduced)-

Li Si (holding a stone with words written on it and talking worredly to Overseer) – What is this? Someone etched the words "The First Emperor will die and his land will be divided" onto the stone. Oh, keep it hidden from the emperor or he’ll take it as another sign that something bad is going to happen. The meteor that fell was already a bad sign.

Shi Huangdi- (enters the mausoleum area being carried in a chariot) – What is it that you are hiding? Bring it here! (The Overseer brings the stone to the emperor and bows).

Shi Huangdi- (says angrily to Li Si and the Overseer)-I know people are plotting against me to have me killed. Who wrote this sign? Since nobody will fess up to this crime, everyone in the vicinity will be executed. The meteor itself must be burned and then pounded into powder. I also want all historical records of my reign destroyed. If they don’t comply, they’ll suffer the consequence with their life. (The emperor in his chariot is carried off the stage).

Li Si (goes to see Shi Huangdi) – Emperor, we’ve burned alive more than 400 people, including your own son. Where do we stop?

Shi Huangdi- (speaking to Li Si)- We’ll stop once everyone complies. Now, I want you to build my mausoleum to keep my memory alive.

Shi Huangdi (shouts to Elixir Chemist, so he comes running onto the stage with a tin cup and hands it to Shi Huangsi): Bring me my elixir immediately! This better work and give me immortality. Enemies are plotting as we speak to kill me. I want to live forever! (Shi Huangdo sits down to drink the elixir as he talks with Li Si)

Li Si (speaking to Shi Huangdi) – What would you like to have in your mausoleum?
Shi Huangdi- (speaking to Li Si) - It must have more than 8,000 army terracotta soldiers to guard me in the afterlife that are about 6 feet tall weighing 600lbs. I want them facing in the direction of the barbarians to protect me. Each soldier is to look like a real individual, with unique facial features. There should be terracotta horses with real chariots and bronze weapons. The tomb must be 400 feet tall and taller than the Great Pyramid of Egypt!

Li Si (speaking to Shi Huangdi) – Yes Emperor.

Shi Huangdi- (speaking to Li Si) – I also want every ethnic group represented in each terra cotta soldier’s face. This will symbolize the unity of China. (Everyone leave the stage).

Worker 1 – (Several people put on terra cotta soldier masks. Everyone busily assembly terra cotta soldiers in mausoleum and several standing as if assembled already) - This is going to take us years to complete this many soldiers out of clay.

Worker 2 – (speaking to Worker 1) – Shh, be quiet or the overseer will have your head. We’ve done enough for the day, so let’s go get some sleep.

Enemy Attackers (Several people wearing Terra Cotta soldier masks, attackers run into the mausoleum. They’re wearing black armor and carrying torches) – Hurry into the mausoleum! We must destroy all these terra cotta soldiers. Smash it to pieces! (They push over Terra Cotta Soldiers and other things, PowerPoint slide of destroyed room or pieces of terra cotta soldiers).

Overseer (walking with overseer into mausoleum to find the destroyed terra cotta soldiers) – Oh no, Li Si! Shi Huangdi won’t stand for this! He will be furious!

Li Si (speaking to overseer panicked) – Quick, let’s get everyone here to start fixing everything broken. We can’t let the emperor see the damage.

Shi Huangdi- (enters the mausoleum days later being carried on his chariot and speaks to Li Si, PowerPoint slide of chariot) – Why is it taking so long?

Li Si (speaking to Shi Huangdi) – Emperor, we had to repair the damage from the invaders that tried to destroy the mausoleum. We have more than 700,000 laborers working to build your burial mausoleum. We are finishing adding trap doors and trying to get enough mercury to create the flowing river for protection. However, this project has nearly bankrupted the country.

Shi Huangdi- (speaking to Li Si) – You have been building my mausoleum for 37 years now. You must complete the mausoleum by next year. We must also go after the barbarians that tried to destroy my mausoleum.

Li Si (speaking to Shi Huangdi) – Yes Emperor. The interior of the mausoleum is now completed with a recreation of a garden with the mercury river running through it. Trees were fashioned with leaves made from green jade and the vault is inlaid with chips of lapis lazuli to look like the night sky.

Shi Huangdi- (speaking to Li Si) – Excellent job Li Si. To prevent the craftsmen from divulging the secrets of the mausoleum, all the workers are to be buried. (all the workers get on their knees and are covered with a brown blanket or paper to represent dirt).
Ancient China Play

Location & Date of Play:______________

Directions & Rubric- To gain a better understanding of standard 6.6.5, the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty, students will work with a group on an assigned scene to finish the scene and act it out. Each student will:

- Write at least 1 additional line of dialogue to be incorporated into their assigned scene based on facts. The conversation will be improvised or made up between characters, but all content discussed will be fact.
- Add any pertinent information to the “Overview Summary/Additional Facts”. This will be read aloud by a narrator to introduce each scene.
- Create 2 or more slide(s) for the group PowerPoint that will be part of the background of the play. The PowerPoint may include music, various sounds, and any relevant pictures (characters, costumes, background, and scenery) that demonstrate a scene. This timing of the PowerPoint must be coordinated to match the scene. Print entire PPT for play.
- As extra credit, students can create or gather at least one component for the scene (costume, scenery, or props).

/5 POINTS Parent signature obtained at the top.
/5 POINTS Write down your assigned scene topic- ____________________________________________
/15 POINTS Write down ideas that you could use as a visual, sound, or prop in scene or PowerPoint.

/30 POINTS Highlight and/or circle dialogue you added. Each student must add at least two lines of dialogue based on facts or additional summary details/facts to be read by narrator to introduce the scene.

Example- Shi Huangdi (angrily orders his chief architect)- Link the Great Wall to keep out northern Mongolian invaders.

/25 POINTS Print PowerPoint page(s) that you created (2 or more slides per student). PowerPoint must be rehearsed to go along with the scene. It will be used as a background. It might include any of the following- pictures, sounds, props, silent movie clips, and music.

/25 POINTS Student was prepared and rehearsed for play (script use okay, but spoke line with appropriate eye contact, loudness, intonation and pacing. Made effort to dress for the part.

/25 POINTS Student worked cooperatively with group and used class time appropriately.

Extra Credit
/15 POINTS Student brought in extra components for the scene (costume, scenery, props)

/130 TOTAL POINTS
Emperor Shi Huangdi

5 catty weight for weighing food and groceries

 бантяо coin

knife money (used before бантяо)

Qin soldier helmet

Suit of Armor
Li Si

General Meng Tian

Great Wall of Warring States Period
Bibliography


Qin Dynasty
First Emperor of China
- The next ruler was 1) _______ _______ (sheh" hwaeh" dee). Also known as Qin Shihuang.
- 2) _______ Dynasty
- 3) _______ Dynasty
- Legalist philosophy of ruling the country
- Ordered books to be burned with different philosophies
- Had Confucians killed

Qin Dynasty
Shi Huangdi Unites China
- Emperor Shi Huangdi
- In 221 B.C., ended battles between warring states, conquered rival states, and stopped nomadic invaders
- To strengthen his power and get personal control of the government, he
  - Wanted strong central government
  - Took land away from defeated nobles
  - Forced nobles to live at the capital to watch them

Qin Dynasty
Great Wall of China
- Emperor Shi Huangdi
- Linked the Great Wall
  - Smaller walls had been built already during Warring States period
  - Purpose was to keep out of
  - Wall started being built out of earth
  - Wall was later made out of stone and brick
  - Hundreds of thousands of peasants and criminals were forced to build the wall and many died
  - 4,400 miles long (with branches 4,200 miles)

Mandate of Heaven
- At the end of the Zhou period, several states were at war so according to the Mandate of Heaven, the ruling dynasty lost heaven's favor.
- This meant a new ruler was needed.
Qin Dynasty
Shi Huangdi’s Tomb
- Emperor Shi Huangdi
  - Died in 210 B.C.
  - Wanted immortality (to live forever)
  - Built a tomb for himself
    - 7,000 _____ (baked clay) with weapons and horse-drawn chariots were placed in the tomb
    - They all face east in the direction of invaders to protect him in the afterlife
    - His body has not been found yet (waiting for better preservation techniques before opening his tomb)

Han Dynasty
- After Shi Huangdi died, his son ruled.
  - He wasn’t a good ruler and civil war erupted
- 8) ______ (lee “oo bahng)
  - Defeated the Qin
- He ended civil war
- Started the Han Dynasty
- Kept same policies as Qin, but lowered taxes and had less harsh punishments
- Set up 9) ______, which is when appointed officials ran offices/government

Han Dynasty
- Han rulers put family members and people they trusted into government positions
- Tested people (civil service exam) on knowledge of Confucianism to find most educated and ethical
- His wife, Empress Lu, ruled when Liu Bang died
- Lu would put young kids on throne so she had the power
- When Lu died, all her relatives were executed
CHINA
THE QIN
AND
THE HAN DYNASTIES

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First Emperor of China
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  - First Emperor of China
  - Qin (chihn) Dynasty
  - Legalist philosophy of ruling the country
  - Ordered books to be burned with different philosophies
  - Had Confucianists killed

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- Emperor Shi Huangdi
  - In 221 B.C., ended battles between warring states, conquered rival states, and stopped nomadic invaders
  - To strengthen his power and get personal control of the government, he
    - Wanted strong central government
    - Took land away from defeated nobles
    - Forced nobles to live at the capital to watch them

Qin Dynasty
Shi Huangdi Unites China
- Emperor Shi Huangdi
  - United lands together by forcing peasants to build highways and irrigation projects
  - Raised taxes to pay for the projects
  - Set government standards for weights, measures, coins, writing, vehicle size, and road width
  - This made it easier to trade and do business everywhere in China

Qin Dynasty
Great Wall of China
- Emperor Shi Huangdi
  - Linked the Great Wall
  - Smaller walls had been built already during the Warring States period
  - Purpose was to keep out northern invaders
  - Wall started being built out of earth
  - Wall was later made out of stone and brick
  - Hundreds of thousands of peasants and criminals were forced to build the wall and many died
  - 4,160 miles long (with branches 4,500 miles)
Qin Dynasty
Shi Huangdi's Tomb
- Emperor Shi Huangdi
- Died in 210 B.C.
- Wanted immortality (to live forever)
- Built a tomb for himself
- 7,000 terra cotta (baked clay) soldiers with weapons and horse-drawn chariots were placed in the tomb
- They all face east in the direction of invaders to protect him in the afterlife
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<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What were the Silk Roads?</td>
<td>The overland trade routes linking China to the west were called the Silk Roads. The trail was from China through central Asia to Mesopotamia and Europe.</td>
</tr>
<tr>
<td>2 What two continents did the Silk Roads connect?</td>
<td>Europe and Asia.</td>
</tr>
<tr>
<td>3 The Silk Road trails stretched across Europe and Asia, so it was also called what?</td>
<td>Trans-Eurasian.</td>
</tr>
<tr>
<td>4 What items were traded on the Silk Road?</td>
<td>Goods leaving China were silk, paper, and pottery. Exchanging goods from the west were sesame seeds and oil, metals, and precious stones.</td>
</tr>
<tr>
<td>5 What is cultural diffusion?</td>
<td>The spread of ethnic ideas and customs to other areas of the world. Trade goods weren't the only things to trade on the Silk Roads. Ideas and customs were also traded. For example, central Asian military methods, Buddhism and western cultural styles reached China. Chinese art, silks, and pottery influenced western cultures.</td>
</tr>
<tr>
<td>6 What are examples of cultural fusion?</td>
<td>The spread of Buddhism into China, use of paper, wearing of silk clothing, and the invention of the wheel barrow.</td>
</tr>
<tr>
<td>7 Why are the Silk Roads called trans-Eurasian?</td>
<td>They stretched across Europe and Asia.</td>
</tr>
<tr>
<td>8 Why did Confucianism spread from China to Japan, Korea, and Vietnam?</td>
<td>Because of cultural diffusion.</td>
</tr>
<tr>
<td>9 Where was paper invented?</td>
<td>It was invented in China in A.D. 105.</td>
</tr>
<tr>
<td>10 Essay: Explain how China's trade also was a means of cultural diffusion.</td>
<td>The desire for Chinese goods, such as silk and paper by people outside of China, led to a global trade network. This trade also spread Chinese ideas and customs. Chinese arts, silks, and pottery influenced the cultures to the west.</td>
</tr>
<tr>
<td>Questions:</td>
<td>Notes:</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1 What is a philosophy?</td>
<td>It is the study of basic truths and ideas.</td>
</tr>
<tr>
<td>2 What is legalism?</td>
<td>It's a philosophy for strict use of laws to control behavior. These people want legal system plus strong government to force people to obey law, want harsh punishments if you break the law.</td>
</tr>
<tr>
<td>3 What is Confucianism?</td>
<td>A philosophy taught by Confucius wanting people to have proper conduct/ relationships within one's family and in society. Examples: Father - son, friend- friend, ruler - subject, husband - wife. Good conduct and respect begins at home. One of the most important was filial piety, which is to treat parents with respect, authority. Rulers should set an example of good morals and conduct.</td>
</tr>
<tr>
<td>4 What is filial piety?</td>
<td>It's a Confucian idea of respect for one's parents and ancestors.</td>
</tr>
<tr>
<td>5 Who was Confucius?</td>
<td>He lived 551 to 479 B.C. when there was a lot of conflict in China. He had ideas to end conflict and have peace in all relationships. All his teachings are in a book called Analects, forming the belief system known as Confucianism. The Chinese people turned to the teachings of Confucius because his ideas were thought to help restore order in China.</td>
</tr>
<tr>
<td>6 What is Daoism?</td>
<td>An ancient Chinese philosophy based on teachings of Laozi. Believe individuals had to live in harmony with nature and inner feelings. They don't argue about good - bad and try not to change things. Don't want to be involved with government. Yin and yang ideas. No one knows if Laozi really existed.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>What is the Yin and Yang?</td>
<td>Yin (black)- stands for all that is cold, dark, and mysterious. Yang (white) - all that is warm, bright, and light. Yin and yang - interaction of forces, help a person to understand how he/she fits into the world.</td>
</tr>
<tr>
<td>What are Legalism, Confucianism and Daoism?</td>
<td>They are all Chinese philosophies.</td>
</tr>
<tr>
<td>What is Laozi?</td>
<td>He's credited with founding Daoism, but Laozi may not really have existed.</td>
</tr>
<tr>
<td>What are the beliefs of Confucianism?</td>
<td>Followers should respect authority, practice good conduct and be a benefit to society.</td>
</tr>
<tr>
<td>What are the beliefs of Daoism?</td>
<td>Daoism followers were not concerned with good and bad, didn't try to govern change things or get involved in government.</td>
</tr>
<tr>
<td>ESSAY: What are the differences between Legalism and Daoism?</td>
<td><strong>Legalism</strong>: Human nature is wicked. People did good only when forced to. People need strict laws. Strong government. <strong>Daoism</strong>: People should live in harmony with nature. Didn't agree good and bad. Didn't try to change things. Didn't try to control people's behavior. Didn't want to be involved with government.</td>
</tr>
<tr>
<td>Questions</td>
<td>Notes</td>
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</tr>
<tr>
<td>1. Who was Shi Huangdi?</td>
<td>He was the first emperor of the Qin Dynasty. He unified and expanded China. He was a legalist ruler, wanted a strong central government, and wanted to get rid of the Confucian teachings. He wanted to burn all books that weren't about the legalist philosophy. He built the Great Wall of China and ended fighting among warring states. He united China under one rule.</td>
</tr>
<tr>
<td>2. What is Qin?</td>
<td>Qin is a state of ancient China.</td>
</tr>
<tr>
<td>3. What dynasty did Shi Huangdi found?</td>
<td>Qin</td>
</tr>
<tr>
<td>4. Which Chinese ruler built a large wall along China's northern border to keep out invaders?</td>
<td>Shi Huangdi</td>
</tr>
<tr>
<td>5. Describe the Han Dynasty.</td>
<td>This dynasty began in 202 B.C. and lasted until 220 A.D. It lasted over 400 years. Lui Bang started the dynasty, ended civil war, and reunited China after Shi Huangdi's son died. During the Han Dynasty, China was very successful and prosperous.</td>
</tr>
<tr>
<td>6. China was ruled by which dynasty for over 400 years?</td>
<td>The Han Dynasty</td>
</tr>
<tr>
<td>7. What is a dynasty?</td>
<td>A dynasty is a line of rulers from the same family.</td>
</tr>
<tr>
<td>8. What is a bureaucracy?</td>
<td>Bureaucracy is a way of governing in which officials are chosen by the ruler to run the office. Han rulers set up bureaucracy to enforce the Han emperor's rule.</td>
</tr>
<tr>
<td>9. Who was Wudi?</td>
<td>He was another Han ruler. He was called the &quot;Martial Emperor&quot; because he used war to expand China.</td>
</tr>
<tr>
<td>10. Which dynasty was Wudi emperor of?</td>
<td>Han Dynasty</td>
</tr>
<tr>
<td></td>
<td>Which dynasty was early China prosperous under?</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>What Changes did Shi Huangdi make to create a strong central government?</td>
</tr>
</tbody>
</table>
China Geography PowerPoint

- Directions:
  - Use Google Earth first locate China, the Great Wall, Yellow River, Yangtze River, Gobi Desert, Himalaya Mountains, Yellow Sea, Bohai Sea, East China Sea, South China Sea, Taiwan.
- Directions:
  - Give students a handout, "Hidden Words Recorded".
  - Pass out the "China Geography Fill-in-the-Blank" PowerNote (students don't write on the PowerNote Handout)
  - Instruct students to listen to the teacher present a PowerNote slide, then they look at their copy that has 9 words removed.
  - Students record the missing word on the handout provided above, "Hidden Words Recorded".

Geography

- Today, China is the world’s fourth largest country and home to approximately 1.35 billion people — nearly a quarter of the world’s population.
- The physical geography of mainland East Asia impacted the settlement of ancient China. In the southwest, the Himalaya Mountains prevented settlement. These are some of the highest mountains in the world such as Mount Everest.
- To the north of this plateau lies desert land, where temperatures are too hot in summer and too cold in winter to make it a good place for people to live. Some groups did roam the area, raising livestock and moving from place to place, but life was hard for them.

Rivers

- The Yangtze River begins in the west and finally ends in the east China Sea. It is the second longest river in China.
- The Yellow River, also known as the "Muddy River", has given China its nickname due to the yellow silt it carries. It is the second longest river in China.
- The Yangtze River is the longest river in China, and it has many important branches and tributaries.

Shang Dynasty

- The Shang Dynasty began about 1766 B.C. along the Yellow River because of the fertile land.
- Kings claimed to rule with the god's permission and were responsible for religious activities.
- They received messages from the gods through oracle bones (animal bones or turtle shells where priests scratched questions to gods, touched bones with heated rods to make them crack, and interpreted the cracks' answers on the bones).
- Respect for one's parents and ancestors was important. Spirits of ancestors could bring good fortune to the family.
- They were at war with the nomads in the north and west such as the Zhou (qin).

Zhou Dynasty

- The Zhou upended the Shang Dynasty in 1027 B.C., Wei Wang conquered the Shang.
- They believed in the "Mandate of Heaven" where trouble would come if rulers lost heaven's favor. They thought that if a ruler was bad or foolish, the approval of the gods would be taken away and it would be time for a new leader. Bad things would happen such as peasant uprisings, invasions, floods, or earthquakes.
- The fighting between the Zhou and Shang could have been a sign that Shang lost the Mandate of Heaven.
Warring States

- Nomads from the north and west invaded China after 800 B.C.
- They destroyed the city and killed the king.
- Kings became weaker than lords (local rulers that owed loyalty/military service to the king) for protection, but they grew very strong and less dependent on the king as their towns became cities.
- Lords fought constantly, which is called the Time of the Warring States in 403 B.C. There were 7: Qin, Qi, Chu, Yan, Han, Zhao, and Wei. The Qin won and annexed the other 6 states.
Fill-in-the-Blank
China Geography PowerPoint

Content from McDougal Littell World History Ancient Civilizations Textbook
Images from Google Images

Directions:
- Use Google Earth first locate China, the Great Wall, Yellow River, Yangtze River, Gobi Desert, Himalayas Mountains, Yellow Sea, Bohai Sea, East China Sea, South China Sea, Taiwan.
- Give students the handout, “Hidden Words Recorded”. Pass out the “China Geography Fill-in-the-Blank” PowerPoint (students don’t write on the PowerPoint Handout).
- Instruct students to listen to the teacher present a Powerpoint slide, then they look at their copy that has 9 words removed.
- Students record the missing word on the handout provided above, “Hidden Words Recorded”.

Geography

- Today China is the world’s fourth-largest country and is home to approximately 1.35 billion people—nearly a quarter of the world’s population.
- The physical geography of mainland East Asia impacted the settlement of ancient China. In the southeast the 1) prevented settlement. These are some of the highest mountains in the world such as 2).
- To the north of this plateau lies desert land, where temperatures are too hot in summer and too cold in winter to make it a good place for people to live. Some groups did roam the area, raising livestock and moving from place to place, but life was hard for them.

Rivers

- The melting snows from the mountains in the west create two of China’s most important rivers, the 3) and the Yangtze River.
- The Yellow River gets its name because of the yellow, windblown clay dust that gives it a yellow appearance.
- The 4) is the longest in China and third longest in the world. The Yangtze River irrigates the rice growing regions in the south of China.

Shang Dynasty

- 5) ______ began about 1766 B.C. along the Yellow River because of the fertile land.
- Kings claimed to rule with the god’s permission and were responsible for religious activities.
- They received messages from the gods through 6) ______ (animal bones or turtle shells) where priests scratched questions to gods, touched bones with heated rods to make them crack, and interpreted the cracks scratching answers on the bones.
- Respect for your parents and ancestors was important. Spirits of ancestors could bring good fortune to the family.
- They were at war with the nomads in the north and west such as the Zhou (poh).

Zhou Dynasty

- The Zhou fought with the Shang Dynasty in 1027 B.C. Wu Wang conquered the Shang.
- They believed in the 7) ______ _________ where trouble would come if rulers lost heaven’s favor. They thought that if a ruler was bad or foolish, the approval of the gods would be taken away and it was time for a new leader. Bad things would happen such as peasant uprisings, invasions, floods, or earthquakes.
- The fighting between the Zhou and Shang could have been a sign that Shang lost the Mandate of Heaven.
Warring States

- Nomads from the north and west invaded China after 200 B.C.
- They destroyed the city and killed the king.
- Rulers became weaker than local rulers who owed loyalty/military service to the king. But they grew very strong and less dependent on the king as their towns became cities.
- Lords fought constantly, which is called the "Time of the Warring States" in 403 B.C. There were seven: Qin, Qi, Chu, Yan, Han, Zhao, and Wei. The Qin won and the other 6 states.
China
Great Wall of Learning

To allow an extra opportunity to think about what you’ve learned regarding China, throughout the next few weeks you will create eight self-designed items to hang on the classroom wall (two from each category: geography, philosophies, dynasties, and legacy). You may create a representation of anything learned during the weeks spent discussing China, but it you must be able to hang it and it cannot be larger than the box below. Then, record the items that you brought in for the proper category and write a description of each item as it relates to China. Write your name on the front of each item.

Suggestions: Cut out letters from magazines/newspapers to create a vocabulary word with the definition. Make a three dimensional replica of an item, but make sure it’s light enough to hang. Trace a map and add stars cut out of paper pointing to areas discussed. Use foil or play dough to make a model replica of an item with a hole in it so that it can be hung. Draw a picture of a concept with pop-up items. This is your chance to be creative!

Rubric

/10 Two items for geography
/10 Two items for philosophies
/10 Two items for dynasties
/10 Two items for legacy
/10 Proper size and name on front
/10 Neat, colorful, self-designed item
/24 Log of items brought with an explanation of the item as related to China

/84 TOTAL

Your item cannot be larger than this box.
<table>
<thead>
<tr>
<th>Geography Items</th>
<th>Brief description of item as related to China</th>
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<th>Philosophy Items</th>
<th>Brief description of item as related to China</th>
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<th>Dynasty Items</th>
<th>Brief description of item as related to China</th>
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<th>Legacy Items</th>
<th>Brief description of item as related to China</th>
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Hidden Words Recorded

**Directions:** As you listen to the four PowerPoints presented over the next few weeks by the teacher (Geography PPT, Philosophies PPT, Qin & Han Dynasties PPT, and Legacy PPT), look at your copy of the PowerPoint. Selected words have been removed and numbered in the PowerPoint. Write down the missing words on the lines below. Then, use any 16 of these words to create a crossword puzzle on the back of this page.

<table>
<thead>
<tr>
<th>Geography PPT #1</th>
<th>Philosophies PPT #2</th>
<th>Qin &amp; Han Dynasties PPT #3</th>
<th>Legacy PPT #4</th>
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Use the words from all four PowerPoints to finish creating the crossword puzzle below:

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<tr>
<th>ACROSS</th>
<th>DOWN</th>
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<tbody>
<tr>
<td>1. What is the name of China’s first emperor?</td>
<td>1. Why the Great Wall was built?</td>
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S H I H U A N G D I
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Secrets of China Map

On your laminated map, reveal the secrets of China by decorating each of the below geographical items and landmarks. Use a map or the Internet to locate each item. Then, cut just the name of each item out to glue it to the correct geographical location. Glue on the below ingredients to highlight geographic areas and monuments.

Yellow River – nutmeg
Yangtze River – blue glitter
Gobi Desert – sand
Beijing – color yellow (national capital)
Himalayas – (top only) – white or silver glitter, or salt
– (bottom only) – dry coffee grounds
Outline of China – red glitter
Terra Cotta Soldiers – Cloves
Great Wall – Rice
Forbidden City – (Imperial Palace)
Silk Road – Yarn, string, thread
India
Japan
North Korea
South Korea
Philippines
Mongolia
Taiwan
Yellow Sea South China Sea Pacific Ocean Indian Ocean – Blue Glitter
Temple – (choose any) - tiny picture
Fill-in-the-Blank

Chinese Philosophies

Content from McDougal Littell World History
Ancient Civilizations Textbook
Images from Google Images

Directions:
• Students should take out their "Hidden Words Recorded" paper.
• Pass out the "Ancient China Philosophies Fill-in-the-Blank" PowerPoint (students don't write on the PowerPoint handed out).
• Instruct students to listen to the teacher present a PowerPoint slide, then they look at their copy that has 9 words removed.
• Students record the missing word on the handout provided above, "Hidden Words Recorded".

Philosophies

• The Time of Warring States period created a lot of disorder as warlords and kings fought for control over land.
• 3 different 1) ______, (study of basic truths and ideas about the universe) developed to try to end the fighting.
• Legalism  Confucianism  Daoism

Legalism

• This was a philosophy stressing the strict use of laws to control behavior.
• Some famous legalists were Fei Zi of Han Dynasty and Shang Yang, Shi Huangdi, and Li Si of the 2) ______.
• Strong central government will solve China's problems.
• Beliefs include that rulers should use the legal system with strict laws to force people to obey laws and behave.
• Human nature is wicked and people do good only if forced.
• Legalism will ensure people are afraid to do wrong.
• Reward people that do their duty.

Legalism

• Shang Yang was a 4) ______ that forced people to report people that broke the law.
• If you don't report them, you should be cut in two.
• Don't complain about the government or question what they do.
• Arrest anyone that questions government.
• Arrest anyone that teaches different ideas.
• 5) ______ with different philosophies or ideas.

Confucianism

• Philosophy created by 6) ______.
• He lived from 551 to 479 B.C. when there was a lot of conflict in China.
• He tried to create peace in relationships where respect for others is needed. His code of proper conduct for people in the family and society was:
  • Ruler and subject - Government leaders should set a good example and treat people with respect so they see what is correct and they'll be peace in society.
  • Father and son
  • Elder brother and junior brother
  • Husband and wife
  • Friend and friend

Confucianism

• Confucius' students recorded his ideas in a book called the 7) ______.
• Confucius believed good conduct and respect began at home.
• Husbands had to be good to wives, brothers kind to brothers.
• 8) ______ was his most important teaching. This means you must treat parents with respect.
Confucius

- Confucius has many quotes. These were found at: [http://www.quotationspage.com/quotes/Confucius](http://www.quotationspage.com/quotes/Confucius):
  
  - Before you embark on a journey of revenge, dig two graves.
  - It does not matter how slowly you go as long as you do not stop.
  - Our greatest glory is not in never falling, but in getting up every time we do.
  - Respect yourself and others will respect you.

Daoism (earlier it was called Taoism)

- Laozi (Taoists) is credited with the philosophy. However, some say he didn’t exist.
- Daoism is different than Confucianism and Legalism.
- Daoists believe in a universal force called the Dao, or the Way.
- The Dao guides all things. All creatures, except humans, live in harmony with this force.
- You must learn to live in harmony with nature and with inner feelings. Yin & Yang — two things interact with each other, the forces change, complement each other, and help you understand how you fit into the world.
- Don’t argue with good and bad or try to change things.
- Don’t get involved with the government.

- Confucianism and Daoism still influence the world.
**Legalism**
- This was a philosophy stressing the strict use of laws to control behavior.
- Some famous legalists were Fei Zi of Han Dynasty and Sheng Yang, Shi Huangdi, and Li Si of the Qin Dynasty.
- Strong central government will solve China's problem.
- Beliefs include that rulers should use the legal system with strict laws to force people to obey laws and behave.
- Human nature is wicked and people do good only if forced.
- Harsh punishments will ensure people are afraid to do wrong.
- Reward people that do their duty.

**Confucianism**
- Philosophy created by Confucius.
- He lived from 551 to 479 B.C. when there was a lot of conflict in China.
- He tried to create peace in relationships where respect for others is needed. His code of proper conduct for people in the family and society was:
  - Father and son
  - Elder brother and junior brother
  - Husband and wife
  - Friend and friend

**Philosophies**
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- 3 different philosophies (study of basic truths and ideas about the universe) developed to try to end the fighting.
  - Legalism
  - Confucianism
  - Daoism
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- Don't argue with good and bad or try to change things.
- Don't get involved with the government.

- Confucianism and Daoism still influence the world.
1. Card 9- Name the first emperor of China?
   A Shi Huangdi
   B Laozi
   C Confucius

   Correct answer - A

2. Card 9- What dynasty is Shi Huangdi from?
   A Qin
   B Han
   C Zhou

   Correct answer - A

3. Card 1- Name the highest Mountain in the world?
   A Pamir Mountain
   B Tian Shan Mountain
   C Everest Mountain

   Correct answer - C

4. Card 1- Name one of the world's largest deserts in China.
   A Sahara Desert
   B Gobi Desert
   C Taklimakan Desert

   Correct answer - B

5. Card 1 - What was the area called between the Yangtze and Yellow Rivers where most Chinese first chose to make their home?
   A Himalaya Mountains
   B Gobi Desert
   C North China Plain

   Correct answer - C

6. Card 1 - Present-day China is now the __________ largest country in the world.
   A first
   B third
   C tenth

   Correct answer - B

7. Card 1 - Look at the map to determine what country is on the northern border of China.
   A India
   B Mongolia
   C Korea

   Correct answer - B

8. Card 4- What did Shang royal priests scratch questions on to ask questions to the gods?
   A mountains
   B pictographs
   C turtle shells

   Correct answer - C

9. Card 4- Another name for the animal bones or turtle shells used to ask questions to the gods?
   A priest bones
   B oracle bones
   C Shang bones

   Correct answer - B

10. Card 4- The Shang developed their system of writing with these types of drawing.
    A seismograph
    B pictographs
    C autographs

    Correct answer - B

11. Card 4- What nomadic people did the Shang make war with?
    A Zhou
    B Han
    C Qin

    Correct answer - A

12. Card 2- What city was at the eastern end of the Silk Roads?
    A Ch' ang-an
    B Kashgar
    C Dunhuang

    Correct answer - A

13.
Card 2 - Which city was not part of the Han Empire?
A Dunhuang
B Kashgar
C Luoyang

Correct answer -B

Card 2 - How far would a traveler on the Silk Roads have to travel to reach Ch'ang from Dunhuang?
A about 200 miles
B about 400 miles
C more than 800 miles

Correct answer -A / C

15. Card 2 - Into what body of water does the Huang He empty?
A Bay of Bengal
B South China Sea
C Yellow Sea

Correct answer -C

16. Card 3 - When did the Qin dynasty begin?
A 230 B.C.
B 221 B.C.
C 202 B.C.

Correct answer -B

17. Card 3 - How many years passed between the collapse of the Qin dynasty and the beginning of the Han dynasty?
A one
B two
C five

Correct answer -C

18. Card 5- What dynasty defeated the Shang Dynasty?
A Zhou
B Han
C Qin

Correct answer -A

20. Card 5- What is the Mandate of Heaven?
Type in your answer.

Correct answer -A

21. Card 5 - A time of 250 years of disorder and war in China was known as what?
A Mandate of Heaven
B Warring States period
C Qin Dynasty

Correct answer -B

22. Card 6- Treating parents with respect, or ___________________ is one of the most important teaching of Confucianism?
A Mandate of Heaven
B filial piety
C Legalism

Correct answer -B

23. Card 6- What is the philosophy where followers respect authority and practice good conduct?
A Daoism
B Legalism
C Confucianism

24. Card 6- Proper conduct within one's family and in society was an important teaching of ______________.
A Daoism
B Confucianism
C Legalism
Correct answer -C

25. Card 6 - What book did followers gather Confucius saying in?
A Respect
B Confucianism
C Analects
Correct answer -C

26. Card 7 - Who founded the philosophy of Daoism?
A Daoism
B Buddhism
C Legalism
Correct answer -A

27. Card 7 - Yes or No... Daoists are not concerned with good and bad, and did not try to change things or get involved in government.
A Yes
B No
Correct answer -Yes

29. Card 7 - True harmony come from balancing the opposite forces of nature such as light and dark is called ________________?
A Legalism
B filial piety
C yin and yang
Correct answer -C

30. Card 7 - According to Daoism, the best rulers were those who ruled the ___________?
A most
B least
C harshly
Correct answer -B

31. Card 8 - Who founded Legalism?
A Confucius
B Laozi
C Hanfeizi
Correct answer -C

32. Card 8 - According to Legalism, people need ____________ to make them afraid of doing wrong.
A harsh punishments
B classes about respect
C lessons on Confucianism
Correct answer -A

33. Card 8 - Yes or No... Legalists allow you to question the government?
A Yes
B No
Correct answer -A

34. Card 8 - Legalist believe that people are naturally _______________.
A behaved
B respectful
C selfish
Correct answer -C

35. Card 8 - Yes or No... Hanfeizi felt that rulers should trust no one, not even their own families.
A Yes
B No

36. Card 9 - What ruling style did Shi Huangdi choose?
A Confucianism
B Legalist
C Daoism
37. Card 9 - Why did Shi Huangdi link walls from the Warring States period?
A for travel  
B for trade  
C to keep out invaders

Correct answer -C

38. Card 9 - Text in something that Shi Huangdi standardized for China.

Correct answer -B

39. Card 10 - What dynasty did the Han first conquer?
A Shang  
B Zhou  
C Qin

Correct answer -C

40. Card 10 - What is a large organization or a network of appointed officials that operates using a fixed set of rules and conditions.
A dynasty  
B bureaucracy  
C Mandate of Heaven

Correct answer -B

41. Card 10 - What did you have to do to become a government official?
A pass a civil service exam  
B win a battle  
C recite Legalism rules

Correct answer -A

42. Card 11 - What two continents were connected by the Silk Roads?
A Europe and Africa  
B Asia and Europe  
C Europe and Africa

Correct answer -B

43. Card 11 - Text in two facts about the Silk Road.

44. Card 11 - If you revealed the secret to making silk in the Han dynasty, what would happen?
A You’d get money  
B You’d be put to death  
C You’d be promoted  
D Option 4  
E Option 5  
F Option 6

Correct answer -B

45. Card 11 - Text in 6 types of items traded on the Silk Road.

46. Card 11 - What is the spreading of cultural traits, such as goods and ideas, from one culture to another?
A Mandate of Heaven  
B Legalism  
C Cultural Diffusion  
D Option 4  
E Option 5  
F Option 6

Correct answer -C
The physical geography of mainland East Asia effected the settlement of ancient China. China was isolated by huge mountain chains, deserts, and water. China is bordered by the Yellow Sea, East China Sea, Pacific Ocean, the Gobi Desert, and the Taklimakan Desert, and the Pamir, Tian Shan, and Himalaya Mountains. The Gobi Desert is one of the largest in the world. The Himalaya Mountains is where Mount Everest is located, which is the world’s highest mountain at 29,029 feet above sea. The weather is extremely cold here all year round preventing settlement. In the desert land, temperatures are too hot in summer and too cold in winter to make it a good place for people to live. Some groups did roam the area, raising livestock and moving from place to place, but life was hard for them.

Because of China’s physical boundaries, the Chinese civilization developed in isolation for thousands of years. The hills, valleys, and plains areas are easy to navigate. The Yangtze River and the Yellow River (also called the Huang He River) provide fertile land for farming. Even the weather is milder. For these reasons, most ancient Chinese chose to make their homes in this area between the two rivers called the North China Plain. This is the center of Chinese civilization.

Present-day China is the third largest country in the world, after Russia and Canada. China includes about 3.7 million square miles. With a population of about 1.2 billion, more people live in China than in any other country. In ancient times, the only livable places in China’s Northwestern Deserts were areas near water. China’s land area was much smaller in ancient times.
CARD 4  Shang Dynasty

In ancient times, most of China’s early farmers settled on the North China Plain, near the Huang He (Yellow River). One of China’s earliest dynasties, the Shang (shung) dynasty, ruled the area centered in the Huang He valley from 1700 to 1122 B.C.E.

Parts of ancient China were controlled by different clans, or extended families. Rival clans frequently fought each other. Sometimes, one clan became powerful enough to rule all of ancient China and begin a dynasty. The Shang was one example of such clans. The Shang made war with nomadic people like the Zhou (joh).

The Shang family kings began to control some cities. They set up a dynasty, or rule by generations of one family. The Shang dynasty ruled from 1700 to 1122 B.C.E. and might have been the first Chinese to use a system of writing using pictographs (drawings to stand for words or ideas).

Shang kings claimed to be able to influence the gods to help people. Shang kings received messages from the gods through oracle bones, which were made of animal bones or turtle shells. Shang royal priests would scratch questions to the gods. Then, they touched the bones with heated rods to make them crack. The royal priests interpreted the cracks and scratched the answers on the bones. This was an early form of a writing system.
Around 1045 B.C.E., the Zhou, a group of people in northwestern China, moved into the central plains. The Zhou (joh) Dynasty ruler Wu Wang defeated the Shang Dynasty around 1027 B.C.E. Zhou kings thought that trouble would come if rulers lost heaven’s favor. If a ruler was bad or foolish, the people believed the approval of the gods would be taken away, which is called the Mandate of Heaven. The **Mandate of Heaven** is a power or law believed to be granted by god to rule China. If there was trouble such as a peasant uprising, invasions, floods, or earthquakes, then the Mandate of Heaven had been taken away. They must get a new leader.

The Zhou did not have a strong central government. Kings had family or trusted people in charge of regions. Using a system of relationships called **feudalism**, the king owned all the land and gave large pieces of the land to loyal supporters, called lords. In exchange, these lords sent soldiers to fight against enemies who threatened their king. The lords were rulers of their own lands, or states. They had absolute power over the peasant farmers who worked those lands. Peasants had their lord’s protection. In return, they gave a portion of their crops to the lord.

The Zhou ruled over a group of states in China, but in the later years of the dynasty, wars between these states plunged China into disorder. For a time, feudalism maintained political stability in China. But by the 700s B.C.E., the system was starting to break down. The lords of individual states became more ambitious and more powerful. Lords eventually became less dependent on the king and began to fight among themselves and other people.

Between about 770 and 453 B.C.E., a number of small states often quarreled with one another. They eventually grouped into seven larger states that fought for power. These wars brought some 250 years of disorder to China. This historical time is often called the Warring States period.
CARD 6- Chinese Philosophies - Confucianism

During later years of the Zhou dynasty, different leaders fought for control in China. The country was thrown into disorder. These troubles led Chinese thinkers to ask serious questions about the best way to have peace and order in society. Three very different answers emerged and became the philosophies of Confucianism (kuhn-FYOO-shuh-niz-uhm), Daoism (DOW-iz-um), and Legalism.

Confucianism is based on the teachings of Confucius (kuhn-FYOO-shuhs). This philosophy deeply influenced Chinese government and culture.

Confucius lived from about 551 to 479 B.C.E. He was born in the small state of Lu, in eastern China. He experienced firsthand the disorder that erupted when lords fought for power. Between 722 and 481 B.C.E., his own state was invaded many times.

Confucius thought that society and government had to change, if peace and order were to exist. In particular, rulers needed to govern wisely. Confucius wanted to teach men of good character to serve society as honest and fair government officials. The goal of Confucianism was to achieve a just and peaceful society. Confucius taught that society worked well when all people used standards of good behavior in their roles and in their relationships with others.

According to Confucianism, there are five basic relationships between people: ruler and subject, husband and wife, father and son, elder brother and junior, and friend and friend. All people must respect and obey those who are above them in status. Brothers had to be kind to brothers, but a younger brother always had to follow the wishes of his older brother. Filial piety, or treating parents with respect, was very important. Those with authority, such as rulers, fathers, husbands, and older siblings, must set a good example. They should be kind, honest, wise, and faithful. Confucius taught, “Do not do to others what you would not want done to you.”

After his death, some of these students collected his sayings in a book called The Analects. The teachings of Confucius had a major influence on Chinese culture. Here is an example from The Analects:

Confucius said to his follower:
The gentleman first practices what he preaches and then preaches what he practices.
CARD 7 - Daoism

The second great philosophy to come out of China’s time of trouble was Daoism \[\text{Daoism: a Chinese philosophy that emphasizes living in harmony with nature}\] (also spelled Taoism). Like Confucianism, it tried to provide answers to the problems that prevented right living and good government.

**The Founder of Daoism** According to tradition, the great sage, or wise man, of Daoism was Laozi (low-dzuh). His name is sometimes spelled “Lao-tzu.” Laozi was said to be the author of a work called the Dao De Jing (dow duh jing). The English version of the title is *The Classic of the Way and Its Power.*

Some modern scholars think that Laozi was a real man who lived in the late 500s B.C.E. Other historians believe that he was merely a legend. Scholars do agree that the Dao De Jing was actually written over time by many writers. The *Dao De Jing* preached a return to a simple and natural way of living.

**The Teachings of Daoism** Daoism was based on the ancient Chinese idea of the Dao (dow), or “the Way.” Dao was the force that gave order to the natural universe. Daoism taught that people gained happiness and peace by living in harmony, or agreement, with the way of nature.

To Daoists, nature is full of opposites, like life and death, or light and darkness. True harmony comes from balancing the opposite forces of nature, called \[\text{yin and yang: the Daoist concept of opposing forces of nature}\]. *Yin* means “shaded,” and *yang* means “sunlit.” In the same way, human life is a whole made up of opposites. It is impossible to have good without bad, beauty without ugliness, or pleasure without pain.

The Daoists taught that people followed the way of nature by living simple lives of quiet meditation. Notice, the Daoists said, how nothing in nature strives for fame, power, or knowledge. Similarly, people should neither feel self-important nor work to gain possessions or honors. Instead, they should accept whatever comes, like a blade of grass that bends when the breeze blows.

The Daoists believed that everyone must discover the Dao for themselves. Too many laws and social rules conflict with the way of living naturally and following the Dao. According to these teachings, the best rulers were those who ruled the least.

**The Influence of Daoism** Daoism encouraged rulers to govern less harshly. But Daoism’s more important influence was on Chinese thought, writing, and art. In time, Daoism developed into a popular religion.
CARD 8- Legalism

The third major philosophy that came out of China’s time of trouble was Legalism [Legalism: a Chinese philosophy that emphasizes strict obedience to laws]. A ruler should use the legal system to force people to obey laws, which will create an orderly society. They believe human nature is wicked and that people do good only if they are forced to do it. Legalists feel that strong government was the answer to China’s problems. Harsh punishments were needed to make people afraid to do wrong. It was very different from Confucianism or Daoism.

The Founder of Legalism Legalism was based on the teachings of Hanfeizi (hahn-fay-dzoo). Hanfeizi (also spelled Han-fei-tzu) lived from 280 to 233 B.C.E. He was a prince of the royal family of the state of Han. Hanfeizi lived to see the end of the Warring States period and of the Zhou dynasty.

Like Confucius, Hanfeizi was very concerned with creating peace and order in society. But he did not think that the Confucian teachings about proper behavior were the answer. Many of his ideas survive today in a book named after him, Hanfeizi.

The Teachings of Legalism Those who followed Legalism believed that most people are naturally selfish. Left to themselves, Legalists said, people will always pursue [Pursue: to strive to gain; seek to attain or accomplish] their own self-interest. They cannot be counted upon to have a good influence on one another. Therefore, it was not enough for rulers to set a good example. Instead, they should establish strict laws and enforce them, either with rewards for good behavior or with harsh punishments for bad behavior. Civil servants should be watched carefully and punished for doing a poor job. People who were caught criticizing the government should be banished to China’s far northern frontier.

In Hanfeizi’s time, rulers were frequently overthrown. To solve this problem, Hanfeizi taught that rulers must have absolute power backed by military might. Rulers should trust no one, not even their own families. Hanfeizi wrote, “He who trusts others will be controlled by others.”

This illustration of the afterlife shows the type of punishment Legalists recommended for those who disobey the laws.
CARD 9 - Qin Dynasty - Qin Shi Huangdi

Shi Huangdi (shee hwahng dee), a Qin dynasty ruler, was China’s first emperor. The Qin dynasty lasted only about fourteen years.

Shi Huangdi unified and expanded China. He ended the fighting between the Warring States, conquered rival states, and drove out the nomadic invaders. Shi Huangdi was a Legalist ruler. He wanted to get rid of Confucian teachings by killing 460 critics and Confucianists. He ordered all books to be burned that had any ideas that he didn’t like.

Shi Huangdi created a strong central government by weakening noble families and taking land away from defeated nobles. He forced the nobles to live at the capital so he could watch them.

Shi Huangdi wanted to unite the land under his control. He built highways and irrigation projects to link the lands together. He also set a standard for the length of cart axles so that they would be a size that would fit on the road. He forced peasants to work on these projects and created large taxes to pay for them. To make it easier to trade and do business throughout China, he also set government standards for weights, measures, coins, and writing. He standardized Chinese script so that there was only one communication system for all of China.

Shi Huangdi linked smaller walls that were built during the Warring States period to create the Great Wall. Walls were made of built earth, and later out of stone and brick. The wall is over 4,500 miles long and was built to keep out northern invaders. He made hundreds of thousands of peasants and criminals build it. Many died.

Shi Huangdi died in 210 B.C. He feared death and wanted immortality (or to live forever). He would have elixirs or pills made to consume that contained mercury. This might be the cause of his death though. Shi Huangdi built his mausoleum on Li Mountain near Xian. He had more than 7,500 terra cotta soldiers made with weapons and horse-drawn chariots. They were buried in his tomb to protect him in the afterlife.
CARD 10- Han Dynasty

The Han dynasty arose during a period of unrest. The Chinese people were unhappy with the harsh, Legalist rule of the Qin. After Shi Huangdi’s death, the first emperor of China, they rebelled against the Qin. Liu Bang (Lioo bahng), a rebel who had gained control of the Han kingdom, conquered the Qin army and established the Han dynasty.

Over time, Han emperors began to change the way China was ruled. Gradually, they incorporated Confucian ideals of moral behavior into Chinese government. Under Han rule, China had a golden age, a long period of stability and wealth. Education, literature, and art flourished. New practices, inventions, and discoveries improved people’s lives.

The Han emperors made significant improvements in Chinese government. They adopted the centralized government established by Emperor Qin Shi Huangdi. But they softened the harsh ruling style of the Qin emperor and brought Confucian ideas back into government.

Han emperors needed many government officials to help run the vast empire. The government of China during this time functioned as a bureaucracy. A bureaucracy is a large organization or a network of appointed officials that operates using a fixed set of rules and conditions. At each level of the bureaucracy, people direct those who are at the level below them.

One key improvement made by the Han concerned the way civil servants, or government workers, were hired. Before the Han dynasty, social status determined which government officials got jobs. The Han, however, based their choices on ability and knowledge. To become officials, young men had to pass a long, difficult civil service exam. It was based on the principles of classic Chinese writings. The candidates had to learn five books by heart. Legend says that the men then had to spend several days taking the exam in tiny rooms. All the while, they were watched by guards to prevent cheating.

The Han excelled in warfare. Their military methods and new weapons helped them expand their dynasty. At its height, the Han dynasty [Han dynasty: the dynasty that ruled China from about 206 B.C.E. to 220 C.E., the period following the Qin dynasty] reached west into Central Asia, east to present-day Korea, and south to present-day Vietnam.

The Han dynasty had a large and well-organized army. All men from about the ages of twenty-five to sixty had to serve two years in the army. The army was helped by new technologies. Advances in iron making improved the strength and quality of armor and iron swords.

Another favorite weapon of the Han was the crossbow. The Han invented the kite and used it in clever ways for military purposes (possibly to measure the width of a heavily guarded wall). Kites were used to send messages from one part of an army to another. They were also used to frighten the enemy.
CARD 11- Silk Road

Under Han rule, new trade routes allowed the Chinese to trade with other ancient cultures. The Silk Road was actually a network of smaller trade routes. It stretched for more than four thousand miles from China through central Asia to Mesopotamia and Europe (connected Europe to Asia). The Silk Road connected the Han and Roman empires.

The expansion of the Han empire made the Silk Road [Silk Road: a network of trade routes that stretched for more than four thousand miles across Asia] possible. The military campaigns of the Han drove back nomadic peoples in northwestern China, opening up trade routes [trade routes: a network of roads along which traders traveled] to the west.

These women are making silk. The Chinese closely guarded the secret of how to produce silk.

Silk as a Trade Good Silk is a fiber used to make cloth. It was a valuable good for trade because, at first, only the Chinese people knew how to make it. During the Han dynasty, the Chinese had discovered how to make silk out of the fibers taken from the cocoon of the silkworm. To protect the trade value of silk, the Chinese tried to keep their production process a secret. Under Han rule, revealing the silk-making process was a crime punishable by death.

Rome Trades Glassware for Silk When people of other cultures learned about silk, it became a highly prized material. The Romans, in particular, eagerly traded valuable goods for silk. Chinese silk was a luxury item. It was rare and expensive. Even the richest Romans could afford to wear only a strip or a patch of silk stitched to their white togas, or robes. Silk was so highly valued that traders willingly made the dangerous journey eastward to obtain it. Besides having gold to trade, the Romans had something else the Chinese prized: glassware.

Several dangers faced traders crossing the Taklimakan Desert. Bandits often attacked travelers on the northern route between Dunhuang and Kucha. Throughout the desert, sudden sandstorms sometimes buried travelers in sand. Mirages may have lured travelers off the main path to their
To protect themselves before entering the desert, travelers often formed long **caravans** [caravans: a group of people traveling together] of camels. One type of camel was especially suited for desert travel. Bactrian camels have double eyelids and nostrils that can close to keep out blowing sand. These camels could also carry enough food and water to ensure a traveler’s survival from one oasis to the next.

**Goods Exchanged Along the Eastern Silk Road** It was costly to carry goods over the Silk Road. For traders to make a profit, goods had to be valuable. They also had to be easy to carry so that merchants could transport more goods on fewer animals.

Silk was the perfect trading good because it was both light and valuable. Huge quantities of silk traveled along the Eastern Silk Road from China. Traded for other goods, the silk eventually reached the shores of the Mediterranean Sea. Then it was taken by boat to Rome and other Mediterranean cities.

Besides silk, the Chinese also traded their goods for horses, jade, furs, and gold, fine dishware (which became known as china), ornaments, jewelry, cast-iron products, and decorative boxes. In return, the Chinese received a variety of goods from other traders. The Chinese particularly valued horses from Central Asia. Other items from Central Asia included jade, furs, and gold. Traders from India brought various goods north to Kashgar. These included cotton, spices, pearls (from oysters), and ivory (from elephant tusks). From Kashgar, the goods made their way east to China.

**Goods Exchanged Along the Western Silk Road** Many goods traveled along the Western Silk Road and eventually ended up in China. Traders from Egypt, Arabia, and Persia brought perfumes, cosmetics, and carpets. Central Asian traders brought metal items and dyes, and sometimes traded slaves.

The trade between East and West along the Silk Road created **cultural diffusion** [cultural diffusion: the spreading of cultural traits, such as goods and ideas, from one culture to another, or within one culture], in which ideas and knowledge—as well as goods—spread from one culture to another. For example, the Silk Road also helped spread Buddhist beliefs. Buddhism had its origins in India. Because the Silk Road passed through many different nations, religious travelers using the route shared their teachings.
Fill-in-the-Blank

The Legacy of Ancient China

The Silk Roads

- The 3) _____ were overland trade routes about 4,000 miles long that 5) ________
- Silk was a luxurious fabric that many wanted, but only the Chinese knew how to make it at first
- Traders began carrying silk and other goods to trade on the Silk Road
- This trail went across the two continents, Asia and Europe, so it was called the 4) _____

Goods on Silk Road

- By 100 B.C., goods or items leaving China to trade were 5) _________, paper, and pottery.
- Goods leaving the West in Europe were sesame oil, metals, and precious stones.

Chinese Inventions & Discoveries

- Agriculture was important in China to feed the growing population.
- Many inventions were created to make life easier for farmers and to make more grain for trade.
  - Plow was improved
  - 6) ________ for horses to pull heavy loads
  - Wheelbarrow - move heavy loads by hand
  - Watermill - used river power to grind grain

Chinese Inventions & Discoveries

- Paper -
  - Books used to be made out of expensive silk
  - Cheaper way was to use old rags, mulberry tree bark, and fibers from the hemp plant
  - Important invention to assist in learning and for the government to 7) ________

- Silk -
  - A good item to trade since it was rare and beautiful
  - 1 lb of silk was equal to 1 lb of gold
  - China didn't have lots of the natural resource of gold or silver, so they traded silk for it
The Legacy of Ancient China

The Silk Roads
- The Silk Roads were overland trade routes about 4,000 miles long that linked China to Europe.
- Silk was a luxurious fabric that many wanted, but only the Chinese knew how to make it at first.
- Traders began carrying silk and other goods to trade on the Silk Road.
- This trail went across the two continents, Asia and Europe, so it was called trans-Eurasian.

Goods on Silk Road
- By 100 B.C., goods or items leaving China to trade were silk, paper, and pottery.
- Goods leaving the West in Europe were sesame oil, metals, and precious stones.

Chinese Inventions & Discoveries
- Agriculture was important in China to feed the growing population.
- Many inventions were created to make life easier for farmers and to make more grain for trade.
  - Plow was improved
  - Collar Harness for horses to pull heavy loads
  - Wheelbarrow - move heavy loads by hand
  - Watermill - used river power to grind grain

Chinese Inventions & Discoveries
- Paper:
  - Books used to be made out of expensive silk
  - Cheaper way was to use old rags, mulberry tree bark, and fibers from the hemp plant
  - Important invention to assist in learning and for the government to keep records

- Silk:
  - A good item to trade since it was rare and beautiful
  - 1 lb of silk was equal to 1 lb of gold
  - China didn't have lots of the natural resource of gold or silver, so they traded silk for it
Researching the Gems of China

China has many gems of amazing places to visit! If you could travel to China, where would you visit? Would you like to visit during ancient times or modern times? Research places to visit “anywhere” in China, and complete the below details.

Directions:

1) Research places to visit in China. Record each website “URL” address used:

   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

2) Choose two different monuments or places of interest to visit:

   ____________________________   ____________________________

3) Name the province or location of each place you’re visiting:

   ____________________________   ____________________________

4) List at least 5 “important and/or amazing” facts about each place that you’re visiting:

   1. ____________________________   1. ____________________________
   2. ____________________________   2. ____________________________
   3. ____________________________   3. ____________________________
   4. ____________________________   4. ____________________________
   5. ____________________________   5. ____________________________

5) Are you traveling during ancient or modern times, and why?


6) What will you see? Attach a picture of each place below (print from Internet):
Reveal Ancient China's Secrets
Around the Room

**Students:** Turn on ActivExpression.

Move about the room to help you locate answers. Questions will appear randomly. Choose the correct answer. Once finished, incorrect answers will reappear for you to fix.

If your answer is incorrect, press CLEAR. Scroll down to view longer questions.

**Teacher:** Place the information cards around the room in order (spread out as much as possible). Hit PLAY at the bottom of the screen.

Freeze the screen if you don't want all students to see responses.
Chinese Philosophies

Assignment Due Date: ____________

Directions & Rubric (State Standards 6.6 & 7.3): To better analyze each of the Chinese philosophies, you’ll be choosing one philosopher to create a “fake” Facebook poster. Your project will be to create a 12” x 18” poster to look like a fake Facebook for a historical figure. Choose from Confucianism (Confucius), Daoism (Lao Zi or Zhuang Zi), or Legalism (Shang Yang or Han Fe Zi). Some class time will be available as time permits.

1. /20 POINTS Look at the example provided to see how your poster should be designed. Organization, neatness, and spelling.

2. /5 POINTS Add a title to poster

3. /15 POINTS Working on project appropriately in class. Draft completed: ____________.

4. /55 POINTS Create your fake Facebook poster & include (pretend your are the philosopher and write everything in FIRST PERSON such as “I” am a Legalist):
   a. Profile picture of the person that created your philosophy
   b. Add profile details about your philosopher: name, dynasty, date of birth, married or not, children, and education.
   c. Add 2 posts about yourself (dynasty detail, accomplishments, life)
   d. Add 3 posts about your philosophy (1 post must try to get others to believe in it)
   e. Identify 1 friend and 1 enemy of your historical figure. Make up a response from each about your philosophy (next to it, place a picture of the friend or enemy with their name).
   f. Reply back to the friend or enemy (next to it, place a picture of your H.F.)
   g. Maps and description of where you lived, conquered, or travelled
   h. Add small pictures of friends and enemies with a description of the picture
   i. Links to descriptions of your philosophy
   j. Links to anything else related to your philosopher

5. /25 POINTS Draw a picture representing ideas in your philosophy. For example, equality could be represented by a balanced scale or love by a heart. Make this symbol the picture for your post and then, post an explanation of the symbol.

6. /15 POINTS Turn in these directions attached to your poster with the above parent signature.

TOTAL POINTS = /135 POINTS  Teacher Comments:
Lesson Design

1) Standards/Rationale - 6.6 and 7.3
This unit could easily be adjusted to also fit the state standard for other grade levels about Chinese philosophies. If teaching this unit for 7th grade, then students should already have some background on the philosophies from the prior year in 6th grade. However, students do not need prior background knowledge as the teacher will provide direct instruction with the China Philosophies PowerPoint.

2) Purpose (objective) - Students will research one of the following Chinese philosophies/philosophers: Confucianism (Confucius), Daoism (Lao Zi or Zhuang Zi), or Legalism (Shang Yang or Han Fe Zi). They will then create a fake Facebook profile for the person, which shares his or her religious, education, and government philosophy, accomplishments, conflicts, friends/enemies, dynasty details, biographical information, and pictures.

Students will also practice conducting research and improving their digital literacy by learning how to:
• Research on the Internet
• Save and import digital pictures from the Internet into Facebook
• Write in first person and demonstrate an ability to take the perspective of another person

3) Anticipatory Set (focus) -
Students will be asked if they’ve ever used Facebook before. The teacher will show an example fake Facebook page for a historical subject. The class will discuss what they know about the subject from the page. The three Chinese philosophies will be written on the board for students to look at to ponder which philosophy they will choose to research as the direct instruction is provided on each of them.

4) Input –
   a) Have the students make Cornell Notes on the three major philosophies or scaffold by providing the Cornell Notes attached.
   b) Show the Chinese Philosophies PowerPoint (give students the Fill-in-the-Blank version) along with the Hidden Words Recorded Handout. Lectures is based on curriculum materials.
   c) Compare and contrast the philosophies using Venn Diagram.
   d) Discuss and send home the assignment direction for parent permission & signature.
   e) Teacher will show a fake Facebook wall and the example poster to discuss what can be learned from viewing the page.
   f) Demonstrate recording bibliography information, ways to research on the Internet, search for images, and how to write in first person.
   g) Students will use their textbook, lecture notes, and the Internet to find information on their person/philosophy.

5) Modeling (show me) –
   a) Read and discuss project directions.
b) Show an existing fake Facebook wall and the example poster to discuss what information can be learned and found there.

c) Lead class discussions whole group on the three Chinese philosophies as students take Cornell Notes.

d) Have students create a Venn Diagram using their Cornell Notes. Then, ask students for ideas as you write them down on one large Venn Diagram.

e) Instruct how to research on the Internet

6) Guided Practice (follow me) –
   a) Read through the steps in the directions. Cut apart the sample Facebook poster. Have the students take turns coming up and quickly taping the main parts to a sample poster.

7) Checking For Understanding (CFU) –
   a) The teacher can use the Venn Diagram to determine if the students understand the similarities and differences between Confucianism, Daoism, and Legalism.
   b) The fake Facebook project will further demonstrate understanding.

8) Independent Practice –
Students will use their textbook, lecture notes, and the Internet to find information on their person/philosophy and create a fake Facebook poster.

9) Assessment-
The project will be assessed using the rubric provided on the directions.

10) Adaptations & Extensions:
Small packets with the information can be simplified for student reference. Research can be printed and verbiage labeled a to j to match the project steps. A list of websites can be provided. Students can be grouped to work on one Facebook poster. To add challenges, students can write and post Haiku poems about the philosophy and the quantity of posts can be increased.
Example Fake Facebook poster that I created.

Shang Yang (born with name Wei Yang)

Statesmen for the State of Qin at Chinese statesmen studied at specialized in criminal law, high military posts. From Wei, China. Born on ca. 390.

Shang Yang (born with name Wei Yang)

http://www.philtar.ac.uk/encyclopedia/china/legal.html

August 15, 2011 · Like · Comment · Share · See Friendship

Shang Yang (born with name Wei Yang) This is a link to details about the Legalist philosophy.

August 15, 2011 · Like

Shang Yang (born with name Wei Yang)

Don't hate me because I'm a Legalist!

300 B.C. · Like · Comment · Share · See Friendship

Shang Yang (born with name Wei Yang)

Read "The Book of Lord Shang" to find out more about the Legalist philosophy.

350 B.C. · Like · Comment · Share · See Friendship

Shang Yang (born with name Wei Yang) It teaches that laws are meant to keep the stability of the state from the people because people are innately selfish and ignorant.

350 B.C. · Like

Shang Yang (born with name Wei Yang)

This is Xiayang (also known as Helen-Yang) - where I built the capital in China.

350 B.C. · Like · Comment · Share · See Friendship

1 people like this

Shang Yang (born with name Wei Yang)

It was such a great victory to conquer my home state of Wei I can now build a new capital at Helen-Yang.

350 B.C. · Like · Comment · Share · See Friendship

Shang Yang (born with name Wei Yang) The city, Helen-yang, (also called Xiayang) is in north-central China on the north bank of the Wei River about 12 miles northwest of Xi'an.

350 B.C. · Like

Shang Yang (born with name Wei Yang)

You may not like this, but there will now be a double tax on households with more than one son living in the household.

356 B.C. · Like · Comment · Share · See Friendship

Shang Yang (born with name Wei Yang)

I believe in the rule of law and consider loyalty to the state to be above that of the family.

August 15, 2011 · Like · Comment · Share · See Friendship
Persuasive Paragraphs

Now that you know so many of China's secrets, use your knowledge to write a Persuasive Essay convincing someone with only one day in China to choose your "must see" place to visit. Use your Ancient China travel research for facts to include in your argument. Then, use www.EasyBib.com to create your bibliography.

Topic: If you had three days to visit China, what's the best place to see.

Write the topic as it appears on the task card.

1. How do you feel about the topic?

Write your opinion here. The great wall of China would be a nice and fun place to visit if you had a limited amount of time.

2. What facts support your opinion? Evidence / Reasons

List supporting details here.

Facts: 3,728 miles long. The great wall is one of the oldest and largest man-made items. It is more than 3,728 miles long and built in 770 BC. It took 500,000 prisoners, peasants and soldiers to build it. Many died and were buried right in the wall. Another reason the great wall is the best historical place to visit is that you can go bungee jumping, ski left and down on a bobsled. This makes the fun.

3. How would you summarize your ideas?

Write your summary here. As you can see, the great wall of China is the best place to visit if you have a short amount of time. It history, beauty, and a ride up and down the wall make it a worth while place to see.

Bibliography

"Get 19 Facts About The Great Wall of China!" Get 19 Facts About The Great Wall of China!

Bonus: Write another paragraph supporting the opposite viewpoint.
Secrets of China Map Student Project

Researching the Gems of China Student Project

Name: Olivia R.  Date: 12-18-12

Ancient China Travel

If you could travel to China, where would you visit? Would you like to visit during ancient times or modern times? Using your knowledge about the history of China, research places to visit “anywhere” in China, and complete the below details.

Directions:
1) Research places to visit in China.
2) Choose two different places to visit:
   - Great Wall
   - Forbidden City
3) Name the cities you’re visiting:
   - Hong Kong
   - Beijing
4) List 5 facts about each place that you’re visiting:
   1. Great Wall: Located on the northern border of China, it stretches over 13,000 miles.
   2. Forbidden City: Once the residence of Chinese emperors, it features ancient architecture.
   3. Great Wall: It has been a symbol of China’s history and culture.
   4. Forbidden City: The palace complex was built over 600 years ago.
   5. Great Wall: It has been listed on the UNESCO World Heritage List.
5) Are you traveling during ancient or modern times, and why?
   - Ancient times: I don’t have any preference.
6) What will you see? Attach a picture of each place below (print from Internet):
Ancient China Quiz
Chapter 8 Lesson 1 to 4

What river bank did early Chinese civilization first develop?
A. Yangtze
B. Huang He (Yellow)
C. Nile

The ruler Shi Huangdi founded which dynasty?
A. Han
B. Qin
C. Shang

Which philosophy believes that a universal force guides all things and to live in harmony with nature?
A. Confucianism
B. Daoism
C. Legalism

Which philosopher would have had the idea that proper conduct and respect for family and society creates peace and harmony?
A. Liu Bang
B. Shi Huangdi
C. Confucius

Which emperor ended fighting between Chinese states and united China under the Qin dynasty?
A. Liu Bang
B. Shi Huangdi
C. Confucius

Which of these items was not a Chinese contribution to Europe and the rest of the world?
A. the wheelbarrow and gunpowder
B. silk and paper
C. the wheel and fire

Which philosophy stressed the importance of proper conduct in society?
A. Confucianism
B. Daoism
C. Legalism

Which philosophy believed that laws must be strict and punishments harsh to keep order?
A. Confucianism
B. Daoism
C. Legalism

The Silk Road connected China and
A. Africa
B. Europe
C. North America

The best example of cultural diffusion is
A. the sailing of a Chinese ship to Japan
B. the sale of silk from one merchant to another in China
C. the spread of Buddhism into China

What is a way of governing where officials chosen by the ruler run offices?
A. Dynasty
B. Legalism
C. Bureaucracy

What is the Confucianism idea of treating parents with respect?
A. Legalism
B. Filial piety
C. Yin and Yang

If a Chinese emperor lost the gods' support and approval to rule and keep ruling, he must have held the
A. Mandate of Heaven
B. Filial Piety
C. Legalist views

These were used in the Shang dynasty to send messages to the gods.
A. Burning Confucianism Books
B. Oracle Bones
C. Bureaucracy
Great Wall of Learning
Facebook Poster Student Project

Like

SanDisk

Peace

Strive

Life

和水
Student PowerPoints from Secrets of Ancient China Play

Legalism

Characters
- Confucius
- Laozi
- Mencius
- Mozi
- Shang Yang
- Sun Zi
- Taoist
- Legalist
- Mohist

Founding Date

The End of Shang; Beginning of Zhou
Secrets of China Play

Secret “Am I” Headband Game
Reveal Ancient China’s Secrets Around the Room
Secret "Am I" Headband Game

Laminate one set of Card Prompts & Picture Cards for each group. Only give Card List to students struggling.
Laminate sentence strip for each student to wear as headband. Attach velcro to ends to make adjustable and to front.
Round all corner edges so they're not sharp. Attach velcro to back of each picture card. Students get into
small groups of 2 to 5 sitting in a circle facing each other. Place the Picture Cards face down so you can't see the card.
Each student takes a Picture Card without looking at it.
Each student places their Picture Card on their headband/forehead without looking at it, so only the group can see it.
Take turns asking the group "Am I" questions (3 guess and then lose turn) until they can guess their card. Textbook
or PPT can be referenced. Clues can be given from details on the card. The Card Prompts can be used to give suggested
"Am I" stems, but aren't mandatory. After a student in guesses their card, they take another Picture Card and repeat.

<table>
<thead>
<tr>
<th>Card Prompts</th>
<th>Card List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I used with farming?</td>
<td>oracle bones</td>
</tr>
<tr>
<td>Am I a philosophy or religion?</td>
<td>Mandate of Heaven</td>
</tr>
<tr>
<td>Am I a person?</td>
<td>Gobi Desert</td>
</tr>
<tr>
<td>Am I an invention?</td>
<td>Himalaya Mountains</td>
</tr>
<tr>
<td>Am I a place?</td>
<td>Yellow River</td>
</tr>
<tr>
<td>Am I cold?</td>
<td>Yangtze River</td>
</tr>
<tr>
<td>Am I used for trade?</td>
<td>Shang Dynasty</td>
</tr>
<tr>
<td>Am I a dynasty?</td>
<td>Zhou Dynasty</td>
</tr>
<tr>
<td>Am I an emperor?</td>
<td>Legalism</td>
</tr>
<tr>
<td>Am I used for religious purposes?</td>
<td>Confucianism</td>
</tr>
<tr>
<td>Am I an inventor of something?</td>
<td>filial piety</td>
</tr>
<tr>
<td>Am I a harsh ruler?</td>
<td>Daoism</td>
</tr>
<tr>
<td>Am I against other philosophies?</td>
<td>Shi Huangdi</td>
</tr>
<tr>
<td>Am I a believer in respect?</td>
<td>Mount Everest</td>
</tr>
<tr>
<td>Am I a symbol for something?</td>
<td>Laozi</td>
</tr>
<tr>
<td>Am I a mountain?</td>
<td>Confucius</td>
</tr>
<tr>
<td>Am I a river?</td>
<td>Analects</td>
</tr>
<tr>
<td>Am I something that can be read?</td>
<td>Buddhism</td>
</tr>
<tr>
<td>Am I a man-made object?</td>
<td></td>
</tr>
</tbody>
</table>

Card list can be used to scaffold lesson for struggling students.
Belief in heaven's orders that the right to rule is granted by heaven, heaven will appoint new rulers if they're selfish/ bad rulers
Right to rule is based on virtue of the ruler. If things go wrong, then you must get a new ruler.

Shell or bone from ox or turtle is used to scratch questions on for the Gods. It's heated until it cracks. Cracks were interpreted.

Longest river in Asia, and third longest in the world.

Lords became stronger than king

Longest Chinese Dynasty between Shang & Qin.
**The GREAT WALL OF CHINA**

- Built on northern border of China to keep out invaders.
- Made of stone, brick, tamped earth.
- Emperor Shi Huangdi connected it.

**WEIGHTS AND MEASURES**

- Shi Huangdi standardized this to stabilize the dynasty.
- Unit of measurement 5-catty weight.

**DRAGON**

- Symbol of power, strength, good luck.
- Emperor wears one with 5 claws as symbol of strength and power.

**WARRING STATES PERIOD**

- 7 states in China fighting.
- Shi Huangdi of Qin won & united them all under the Qin Dynasty.
I AM...

**Yellow River Map**

Second longest river in China and 6th longest in the world.

---

**I AM**

**Shang Dynasty**

Shang kings started Dynasty in 1766 B.C. Used chariots to defend themselves. Fought with the Zhou (joh) and lost. Kings used oracle bones to get messages from the gods. Developed writing using pictographs.
**I AM...**

**THE GOBI DESERT**
Large desert in Asia.
Borders northern China and southern Mongolia.

**CONFUCIANISM**
Philosophy of proper conduct in family and society.
Five relationships - father/son filial piety - respecting parents

**I AM...**

**HIMALAYA MOUNTAINS**
Mountains between India & Tibetan Plateau
Crosses 5 countries
Home to Mt. Everest

**LEGALISM**
Chinese philosophy
Legal system will force people to obey.
Harsh punishments
Believe humans are selfish

Shang Yang formed Legalism
I AM...

Respect your parents.
Confucianism philosophy

FILIAL PIETY

I AM...

Teachings of Laozi.
Universal force of the Dao (the Way) guides all things.
Live in harmony with nature.

DAOISM

I AM...

First Chinese Emperor of Qin Dynasty
Obsessed with immortality & drank elixirs with mercury
Made terra cotta soldiers and linked Great Wall.
A Legalist

SHI HUANGDI

I AM...

Students recorded Confucius ideas in this book.

THE ANALECTS BOOK
I AM...

**PAPER**

Invented in A.D. 105
Important for learning & keeping records. Used to be made of silk. Cheaper way was with old rags, tree bark, & fibers from hemp plant.

I AM...

**WATERMILLS**

Has gears, axle, and lever.
Invented to grind grain
Machine that made a farmer's life easier.
Made of wood and round.
Used to power trip hammers, the bellows in smelting iron

I AM...

**CULTURAL DIFFUSION**

The spread of ideas and customs from one culture to another
Silk Road helped spread military methods, Buddhism, and styles to China.
Art, silk influenced the western culture

I AM...

**WHEELBARROW**

One-wheeled cart to transport items
I AM...
World's tallest mountain
29,000 ft. above
sea level.
Part of Himalayas
Border of China & Nepal.

MOUNT EVEREST

I AM...
Created Daoism
Philosopher from Zhou Dynasty
No one knows if he really existed

LAOZI

I AM...
Religion & philosophy created by Siddhartha Gautama
Lead a moral
life & develop wisdom.
4 Noble Truths
& Eightfold Path are
the foundation of this
philosophy taught by the Buddha

BUDDHISM

I AM...
represents male/female
dark/light
water/fire
opposite forces are interconnected &
complement each other

YIN AND YANG
I AM...

Ended Zhou (Joe) Dynasty

Conquered six remaining warring states

Legalism was only philosophy

Had the 1st Emperor of China Shi Huangdi

QIN DYNASTY

I AM...

Trade route connecting Asia to Europe

Silk and spices were traded

The Silk Road

HAN DYNASTY

I AM...

After the Qin Dynasty

Lasted 400 years

Emperor Liu Bang

Lessened harsh punishments and adopted Confucianism

Gave civil service exam

The Terra Cotta Soldiers

8,000 soldiers made of terra cotta clay

Shi Huangdi created for protection in tomb.
I AM...

Made life easier for farmers.
Goes on a horse to allow it to haul heavy loads.
Has a strap

COLLAR HARNESS

I AM...

Need a worm to get the product to make this beautiful item.
Can be traded.
1 lb. of this was equal to 1 lb. of gold.

SILK
2013 Ventura County Impact II Grant

<table>
<thead>
<tr>
<th>District:</th>
<th>Pleasant Valley School District</th>
</tr>
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<tbody>
<tr>
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<td>Las Colinas Middle School</td>
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<tr>
<td>Participant(s):</td>
<td>Nancy Feder</td>
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Lesson Plan Title: The Underground Railroad & Quilts - A Heritage of Giving
Lesson Plan Grade Levels: 8
Lesson Plan Subject Areas: Language Arts/Reading (SAGE Category), History/Social Science

Actively engaging middle school students in the learning process can be a challenge. By including hands-on creative projects that link history to the present, and provide an opportunity to serve others, the plight of slaves and the fight for abolition of slavery comes alive in the classroom.

Today students use codes every day to text/email. Using prior knowledge, with a partner, students write down as many texting codes as they can in one minute. Students share their lists with the class. Slaves used secret codes also as they were forbidden by law to learn to read, write, gather in groups or even talk while working. Desperate to escape the harsh conditions of slavery, slaves and others against slavery developed the Underground Railroad, a code for a secret system to help slaves escape to the North and freedom. Other code words used were stations, station masters, conductors, stockholders, passengers, and Heaven. With a partner, using Marzano’s similarities and differences, students create a vocabulary chart listing the actual definition of the word and then brain storm what they think each code word meant. Students share their ideas with class and each term/code is clarified. Students finally discuss with partner how the code word is similar to the real definition.

Teacher introduces quilts to the class using actual quilts or pictures of quilts/quilt blocks. Students are asked the purpose of quilts? Quilts also provided non-written, non-verbal coded messages to slaves waiting to escape the South and make their way to freedom via the Underground Railroad. Teacher shares examples of quilt blocks and the secret message each provided.

Each student then selects a quilt block to construct. Teachers can select from three options. Option 1 Each student is given a piece of white paper (8” x 8”) and colored construction paper. The student cuts out the colored paper to assemble the quilt block and glues it on the white paper. Option 2 Using computers, students can go to www.quiltingboard.com/tutorials-f-10/designing-quilt-patterns-using-excel-paint-t10 and using this tutorial can construct their chosen quilt block using the computer. Option 3 Students select a baggie with fabric precut for the pattern block chosen. Students then are taught how to hand stitch and construct their quilt block using the method the slaves would have used. The blocks can then be sewn together to create a quilt to be donated to New Life Home Trust, which rescues abandoned babies in Kenya. Option 3 is the one students were most excited to do. Even the toughest boys entered the classroom and immediately asked if they were going to get to sew that day. They also thought it was “cool” to be making something for a baby in Africa.

Using Marzano’s summarizing strategy to demonstrate understanding, when students finish their quilt block they will then write a short summary of how quilts were used to assist slaves to escape to freedom and the message their block provided. The finished Underground Railroad Quilt (made of paper squares, computer generated squares or the actual fabric squares) can then be displayed along with the summaries of the blocks.

Am I my brother’s keeper? Harriet Tubman, Catherine and Levi Coffin, Osceola, Sarah Moore Grimke, Angelina Grimke Weld, Sojourner Truth, Rev. Jermain Wesley Loguen, Frederick Douglass, and others all risked their lives to better the lives of others. In pairs students are assigned a person who was instrumental in the abolition movement. Using the computer as a resource, students research their person to learn how he/she contributed to the fight against slavery and print a picture of their person. Then using think/pair/share, each pair also needs to answer, how does what this person did relate to the question, Am I my brother’s keeper? Each pair of students will then present their person and answer to the class.

People who have become their brother’s keeper are not limited to those who have gained a place in history books. The people, slaves and whites, who sewed quilts with coded messages, helped enslaved Africans follow a path to freedom. They acted selflessly and risked their lives to be their brother’s keeper. Students are asked to reflect and then answer the questions: 1) What are reasons why someone would have helped the slaves? 2) Would you have helped? 3) Have you ever reached out to help a person in need? 4) What
are some ways you might be able to help others in need? As a cross curriculum assignment in language arts students can be assigned to write a persuasive essay on the topic, Am I My Brother’s Keeper?

Service Learning Extension Project
Today, more than 150 years after the operation of the Underground Railroad, quilts continue to provide a sign of hope and caring for our brothers who are less fortunate. Students have the opportunity to become their brother’s keeper by participating in the after school quilt service club. The quilt club meets once a week after school for an hour and is open to all students. Students are introduced to New Life Home Trust in Kenya, through a DVD which highlights their work rescuing and caring for abandoned babies resulting from the HIV/AIDS epidemic. The quilt club students are taught how to use a sewing machine, given material, and shown step by step how to construct flannel baby quilts and school bags. The finished baby quilts and school bags are showcased during the annual school open house. Last summer I was able to take to Kenya a dozen flannel quilts and 50 school bags that were completed by quilt club members. By spending their time and effort to make these baby quilts and school bags, these students have become their brother’s keeper.
Codes in Quilt Patterns

Read the secret codes below for quilt patterns that people on the Underground Railroad used when helping escaped slaves find freedom.

- **Monkey Wrench** - code to tell slaves to gather their tools for the escape
- **Wagon Wheel** - code to pack up everything they needed for their escape
- **Tumbling Blocks** - code to mean begin running now
- **Bear's Paw** - code to follow the bear's tracks over the mountains, since bears knew where to find water and food
- **Crossroads** - code for the city of Cleveland, which had many trails to follow to go towards Canada
- **Log Cabin** - code for a station or safehouse for slaves to rest and get food
- **Shoo Fly** - code for people who would help you get whatever you needed for your long journey
- **Bow Tie** - code to wear better clothes so slaves would look like free blacks who lived in the north (churches helped slaves hide and get the needed clothes)
- **Flying Geese** - code to tell slaves to follow migrating geese who traveled north in the spring
- **Drunkard's Path** - code to tell slaves to travel in a zigzag path, never in a straight path, making it harder for slave catchers to track runaway slaves
- **The Star** - code to tell slaves to use the North Star as a guide
Quilt Club students at work.
Quilt Club Quilts on Babies at New Life Home Trust, Kenya
Underground Railroad Class Projects
As educators it is both our responsibility to instill in our students a love of learning, and our responsibility to create citizens that can compete in the workplace. In our rapidly evolving society this ideal is becoming a central focus of education, which can be seen with the introduction and adoption of the Common Core standards. Collaboration and critical thinking are the focus now of education; no longer do we just want our students to regurgitate information without synthesizing their thoughts. This was the challenge I faced when planning to teach middle school students the complexities and history of the Ancient Greeks.

This unit emphasized the importance of decision making and collaboration. Students were divided into groups of 4-6 (depending on class size) and then given a series of tasks that could only be successfully completed as a group. Ancient Greek society was divided into a number of city-states (poleis). These city-states competed with one another for land, resources, and power. The Ancient Greeks faced many challenges in order to survive and prosper. This setting creates the perfect opportunity for collaboration and critical thinking.

As a class, we studied the general history of Ancient Greece twice per week, and the other three days were dedicated to various tasks to establish their city-state, and survive and prosper - based on the knowledge gained through study of primary sources. When students were first divided into city-states they were given basic information about their city-state, which included climate, geography, and natural resources. When completing the tasks that followed, it was vital that students took into account the basic information. Here is a sampling of some tasks:

1. Give your city-state a Greek name (can be taken from maps or Greek mythology, cannot be Athens or Sparta).
2. Create a symbol that represents your city-state (you will use this on currency and to identify yourself in the Greek world).
3. Develop 10 laws and translate them into Greek- keep in mind the laws of the times, (your study of Greek democracy) including rights and responsibilities of men, women, children, and slaves.
4. Design a map of your city-state, remembering to include important geographical features and keeping in mind what type of geography would provide the best opportunity for survival.
5. Develop an economy; note the resources available to you and how you plan to trade with other non-hostile city-states.
6. Establish a culture, including music, art, crafts, holidays, food, etc.
7. Write a myth about your city-state. Include how your city-state was created and various gods that are worshipped in your city-state.
8. Convert your myth into a drama for our Greek Festival day. You will be acting it out, be sure you have appropriate masks.
9. Craft samples of art, crafts and food (non-edible representations) you will display on Greek Festival Day.
10. Design a travel brochure for your city-state, be sure your make your city-state appealing to tourists.
11. Recover and prosper after various “tragedies” strike your polis.

(Note that tasks are given one or two at a time so as not to overwhelm the students.)

The last task was definitely the favorite of students. When they arrived to class a list was posted outside the door describing a “tragedy” that had befallen their city-state; tragedies included war, natural disaster, sickness, and insect infestation. The city-state then had 24 hours to come up with a plan as to how they would survive and recover from the tragedy. This task took the most collaboration and critical thinking… there were no answers to be found in books, no way to research on the Internet- the answer had to be generated from within by synthesizing information and thinking critically. Surprisingly, this is where the students shined! They were able to come up with creative solutions and often times focused on the need for dependence on one another.

At the end of the unit, the students also had a Greek festival day. The Greeks were known for their amazing festivals and it was only fitting that all the work the students did would be displayed, and they would have the opportunity to show off their visual and performing arts skills with artwork and drama they had created. (This aspect of the unit also brings access to students that are more skilled in visual and performing arts.)
Students were assessed on this unit individually and as a group. (Students were provided a rubric for group assessment.) Individual assessment was based on a test where the students were given similar scenarios as they experienced in their own polis, and they had to explain and justify their strategies for surviving and thriving. I also had the students do self and group evaluations about each other. This is a difficult skill, even for adults, but an important skill in which to be competent. Self evaluation can be empowering and valuable in the workplace. Gaining an understanding of personal responsibility in a collaborative setting will help students in many different job settings.

This unit is meant for middle school students but can be easily applied to a high school curriculum and used to understand the complexities of other ancient and modern societies. I also believe it can be used at the upper elementary level (4th-5th grade) when studying American history, California history (particularly the Gold Rush and Westward expansion) and the Age of Exploration.

**California State Standards covered:** History 6.4.1-8; ELA, Reading 2.0.1-8, 3.0.1-8, Writing 1.0.1-6, 2.0.1-5, Listening and Speaking 1.0.1-9, 2.1, 2.2, 2.4, 2.5; Visual and Performing Arts, Theatre 1.0, 2.0, Visual Arts 1.0, 2.0, 3.0, 4.0.

**Common Core Standards covered:** Grades 6-8: Reading Standards for Informational Text, Writing Standards for Informational Text, Speaking and Listening—Presenting Knowledge and Ideas, Comprehension and Collaboration; Reading Standards for Literacy in History/Social Studies.
Ancient Greece

Assessment

You have successfully completed your study of the Ancient Greek culture. Through your group collaboration and the study of primary sources, you have gained a wealth of information... now it’s time to prove how much you have learned.

Read the following scenario, and write a response. Your response needs to be 100-200 words.

You are the leader of powerful city-state. You have recently conquered another city-state and you have discovered they are beginning to plot against you to take back their city-state. Devise a plan to squelch the possible uprising, peacefully overtake the new city-state (will you make them convert to your culture, or will you let them keep their own culture?), and describe how you will incorporate the new city-state into your economy, (You may decide what resources they have).

You have a lot of freedom with this scenario... decide the name of your city-state and the city-state you have conquered, as well as resources and your location and geography. Good Luck!

(Use this space as a planning area)
TRAVEL BROCHURE

After everything you have read about Athens and Sparta through study of primary sources, your assignment is to prepare a travel brochure that highlights your city-state. Highlights may include:

- Cultural activities (drama, music, arts)
- Recreation
- Athletics and sports
- Architecture and famous sites
- Accommodations
- Transportation
- Food

Be creative with your brochure. You may access travel brochures available in the classroom to modern destinations, keeping in mind your city-state is not a modern destination and ancient cultural norms must be considered.

You need to include on your poster a map of the city and possible travel warnings/alerts to warn tourists of any dangers they may encounter while staying in your city-state.
## Group Evaluation

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Unsatisfactory</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on the Task and Participation</td>
<td><strong>3 points</strong>&lt;br&gt;Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
<td><strong>2 points</strong>&lt;br&gt;Focuses on the task and what needs to be done most of the time. Other group members can count on this person.</td>
<td><strong>1 point</strong>&lt;br&gt;Focusses on the task and what needs to be done some of the time. Other group members must sometimes remind this person to keep on task.</td>
<td><strong>0 points</strong>&lt;br&gt;Rarely focuses on the task and what needs to be done. Lets others do the work.</td>
<td>/3</td>
</tr>
<tr>
<td>Dependability and Shared Responsibility</td>
<td><strong>3 points</strong>&lt;br&gt;Consistently punctual for group meetings, turns in all work on time.</td>
<td><strong>2 points</strong>&lt;br&gt;Usually punctual for group meetings, turns in most work on time.</td>
<td><strong>1 point</strong>&lt;br&gt;Sometimes late for group meetings, frequently turns in work after the deadline.</td>
<td><strong>0 points</strong>&lt;br&gt;Late for all or most group meetings, misses all deadlines for turning in work.</td>
<td>/3</td>
</tr>
<tr>
<td>Follows through on assigned tasks and does not depend on others to do the work, responsibility for tasks is shared evenly.</td>
<td>Follows through on most assigned tasks.</td>
<td>Does not follow through on most assigned tasks and sometimes depends on others to do the work.</td>
<td>Seldom or never follows through on assigned tasks.</td>
<td>Depends on others to do all of the work.</td>
<td></td>
</tr>
<tr>
<td>Listening, Questioning and Discussing</td>
<td><strong>3 points</strong>&lt;br&gt;Respectfully listens, interacts, discusses and poses questions to all members of the team during discussions and helps direct the group in reaching consensus.</td>
<td><strong>2 points</strong>&lt;br&gt;Respectfully listens, interacts, discusses and poses questions to others during discussions.</td>
<td><strong>1 point</strong>&lt;br&gt;Has some difficulty respectfully listening and discussing, and tends to dominate discussions.</td>
<td><strong>0 points</strong>&lt;br&gt;Has great difficulty listening, argues with teammates, and is unwilling to consider other opinions. Impedes group from reaching consensus.</td>
<td>/3</td>
</tr>
<tr>
<td>Research and Information-Sharing</td>
<td><strong>3 points</strong>&lt;br&gt;Routinely gathers research and shares useful ideas when participating in the group discussion. Defends/ rethink ideas relating to the group’s project goals.</td>
<td><strong>2 points</strong>&lt;br&gt;Usually provides useful research and ideas when participating in the group discussion.</td>
<td><strong>1 point</strong>&lt;br&gt;Sometimes provides useful research and ideas when participating in the group discussion.</td>
<td><strong>0 points</strong>&lt;br&gt;Rarely provides useful research or ideas when participating in the group discussion.</td>
<td>/3</td>
</tr>
<tr>
<td>Problem Solving</td>
<td><strong>3 points</strong>&lt;br&gt;Actively looks for and suggests solutions to problems.</td>
<td><strong>2 points</strong>&lt;br&gt;Refines solutions suggested by others.</td>
<td><strong>1 point</strong>&lt;br&gt;Does not suggest or refine solutions, but is willing to try out solutions suggested by others</td>
<td><strong>0 points</strong>&lt;br&gt;Does not try to solve problems or help others solve problems.</td>
<td>/3</td>
</tr>
<tr>
<td>Group/Partner Teamwork</td>
<td><strong>3 points</strong>&lt;br&gt;Consistently makes necessary compromises to accomplish a common goal.</td>
<td><strong>2 points</strong>&lt;br&gt;Usually makes necessary compromises to accomplish a common goal.</td>
<td><strong>1 point</strong>&lt;br&gt;Occasionally makes compromises to accomplish a common goal, and helps keep the group working well together.</td>
<td><strong>0 points</strong>&lt;br&gt;Rarely makes compromises to accomplish a common goal and has difficulty getting along with other group members.</td>
<td>/3</td>
</tr>
<tr>
<td>Always has a positive attitude about the task(s) and the work of others.</td>
<td>Always has a positive attitude about the task(s) and the work of others.</td>
<td>Occasionally is publicly critical of the task(s) or the work of other members of the group.</td>
<td>Is often negative and publicly critical of the task(s) or the work of other members of the group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All team members contributed equally to the finished project.</td>
<td>Assisted group/partner in the finished project.</td>
<td>Finished individual task but did not assist group/partner during the project.</td>
<td>Contributed little to the group effort during the project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work.</td>
<td>Performed nearly all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Completed most of the assigned work.</td>
<td>Performed a few duties of assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed some of the assigned work.</td>
<td>Did not perform any duties of assigned team role and did not contribute knowledge, opinions, or skills to share with the team. Relied on others to do the work.</td>
<td></td>
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</table>
Polis #1
Geography: rocky terrain
Climate: Mediterranean
Crops/Agric.: grapes, apricots

Polis #2
Geography: island, little farm land
Climate: moist climate
Crops/Agric.: fish, olives

Polis #3
Geography: hilly, dry (inland)
Climate: little rain
Crops/Agric.: olives, wheat

Polis #4
Geography: flat, desert-like
Climate: moist (lots of rain in spring)
Crops/Agric.: grapes, wheat

Polis #5
Geography: coastline
Climate: Mediterranean
Crops/Agric.: fish, grapes

Polis #6
Geography: island, rocky terrain
Climate: moist
Crops/Agric.: goats, fish
Attention!

Tragedy has struck your city-states! By ____________ you must find a way to keep your polis going. Come up with a 100 word (you can do more), plan explaining how you will sustain your population during these tragic times, and prosper in the future. (You may include drawings, diagrams, etc.)

**Polis #1**
A small insect has devoured your crop of grapes and destroyed your ability to trade this resource.

**Polis #2**
A large tsunami struck your island last night. One half of your island is in ruins, and many are homeless.

**Polis #3**
An earthquake caused severe landslides and destruction of some of your farmland.

**Polis #4**
Your usual moist spring was completely dry. You are now limited in your water supply.

**Polis #5**
A disease has struck your community. The disease affects children, the elderly, and women. Many are too weak to work.

**Polis #6**
A sneak attack from a hostile city-state has devastated your naval resources. Your harbor has also been destroyed.
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<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
<td>—/3</td>
</tr>
<tr>
<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
<td>Focuses on the task and what needs to be done most of the time. Other group members must count on this person.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A true team member who contributes a lot of effort, and encourages and supports the efforts of others in the group.</td>
<td>A strong group member who tries hard!</td>
<td>Sometimes a satisfactory group member who does what is required.</td>
<td>Sometimes chooses not to participate and does not complete assigned tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability and Shared Responsibility</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
<td>—/3</td>
<td></td>
</tr>
<tr>
<td>Consistently punctual for group meetings, turns in all work on time.</td>
<td>Usually punctual for group meetings, turns in most work on time.</td>
<td>Sometimes late for group meetings, frequently turns in work after the deadline.</td>
<td>Late for all or most group meetings, misses all deadlines for turning in work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows through on assigned tasks and does not depend on others to do the work, responsibility for tasks is shared evenly.</td>
<td>Follows through on most assigned tasks.</td>
<td>Does not follow through on most assigned tasks and sometimes depends on others to do the work.</td>
<td>Seldom or never follows through on assigned tasks. Depends on others to do all of the work.</td>
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<td></td>
</tr>
<tr>
<td>Listening, Questioning and Discussing</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
<td>—/3</td>
</tr>
<tr>
<td>Respectfully listens, interacts, discusses and poses questions to all members of the team during discussions and helps direct the group in reaching consensus.</td>
<td>Respectfully listens, interacts, discusses and poses questions to others during discussions.</td>
<td>Has some difficulty respectfully listening and discussing, and tends to dominate discussions.</td>
<td>Has great difficulty listening, argues with teammates, and is unwilling to consider other opinions. Impedes group from reaching consensus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and Information-Sharing</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
<td>—/3</td>
</tr>
<tr>
<td>Routinely gathers research and shares useful ideas when participating in the group discussion. Defends/ rethinks ideas relating to the group's project goals.</td>
<td>Usually provides useful research and ideas when participating in the group discussion.</td>
<td>Sometimes provides useful research and ideas when participating in the group discussion.</td>
<td>Rarely provides useful research ideas when participating in the group discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-Solving</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
<td>—/3</td>
</tr>
<tr>
<td>Actively looks for and suggests solutions to problems.</td>
<td>Refines solutions suggested by others.</td>
<td>Does not suggest or refine solutions, but is willing to try out solutions suggested by others.</td>
<td>Does not try to solve problems or help others solve problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group/Partner Teamwork</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
<td>—/3</td>
</tr>
<tr>
<td>Consistently makes necessary compromises to accomplish a common goal.</td>
<td>Usually makes necessary compromises to accomplish a common goal.</td>
<td>Occasionally makes compromises to accomplish a common goal, and sometimes helps keep the group working well together.</td>
<td>Rarely makes compromises to accomplish a common goal and has difficulty getting along with other group members.</td>
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<td></td>
</tr>
<tr>
<td>Always has a positive attitude about the task(s) and the work of others.</td>
<td>Usually has a positive attitude about the task(s) and the work of others.</td>
<td>Occasionally is publicly critical of the task(s) or the work of other members of the group.</td>
<td>Is often negative and publicly critical of the task(s) of the work of other members of the group.</td>
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</tr>
<tr>
<td>All team members contributed equally to the finished project.</td>
<td>Assisted group/partner in the finished project.</td>
<td>Finished individual task but did not assist group/partner during the project.</td>
<td>Contributed little to the group effort during the project.</td>
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<tr>
<td>Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work.</td>
<td>Performed nearly all duties of assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed most of the assigned work.</td>
<td>Performed a few duties of assigned team role and contributed some knowledge, opinions, and skills to share with the team. Completed some of the assigned work.</td>
<td>Did not perform any duties of assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work.</td>
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Welcome to your latest adventure! This unit of study of the ancient civilization of Greece will be like no other. Your understanding, and consequently your grade, will ultimately depend on how well you work with the people in your group and how well you use the individual strengths each person in your group brings to your group. You must COLLABORATE!

You will be required to work together as members of a city-state (this will make more sense when I explain it), and must use your collective intelligence and creativity to complete a series of tasks. Some of these tasks will require you to problem solve (think critically), be creative artistically, or a combination of the two. At all times, every member of your city-state will be required to participate. At the end of the unit you will do a self and group evaluation.

The best part of this unit is that it is a competition! You will be competing against the other city-states in your class and the end reward will be a Greek lunch made by _______________. (trust me, you want this reward!). Points are earned for success working together, work completed in a timely manner, neatness of completed tasks, success on pop quizzes, etc. Behavior is a key component to earning points; so please keep that in mind.

I look forward to finishing the school year with this unit! Good luck! May the best city-state win!
Outdoor Science Day Camp for students with moderate/Severe disabilities. Students attended a Science Camp facility provided by LAUSD facility, Malibu Creek Science Center. The camp provided a day program with hands on applications for learning and experiencing Science in the real world. The facility provided a program for our students with moderate to severe disabilities to access the same learning experiences as their general education peers with all the supports and special accommodations necessary. This past year was the first year that included students with moderate to severe disabilities. At the camp, students studied Life Science concepts such as: ecosystem, organisms, sustainability, weather and the ocean environment, as well as experience the world with a whole new perspective. The students incorporated the concepts developed in the classroom environment by being challenged to associate the classroom learning with the camp experience, as well as, create and attach new meaning to these concepts.

The program is coordinated with the California State Science Framework and Science Content Standards covering major areas for 6th through 8th grade and aligns with the CAPA format, covering 12 of the 18 CAPA Science Focus Skills as well. CA Science Standards for sixth grade:

**Ecology (Life Sciences)**

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.

b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.

c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

d. Students know different kinds of organisms may play similar ecological roles in similar biomes.

e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

**Structure and Function in Living Systems**

5. The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept:

a. Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.

f. Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.

g. Students know how to relate the structures of the eye and ear to their functions.

**Investigation and Experimentation**
9. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Plan and conduct a scientific investigation to test a hypothesis.

b. Evaluate the accuracy and reproducibility of data.

The program is administered by trained educators with degrees in science and experience in outdoor education. The classroom teacher accompanies the students on the trip and is available to assist with modifications and accommodations as needed to provide the most potential for learning for the students. Students attend the outdoor classroom and go on educational hikes while examining and experiencing the environment. In addition to the California State Science Framework, this population of students is provided the opportunity to learn functional skills and social skills in a less restrictive environment. The students participate in the planning and preparation for the trip, including, meal planning and scheduling during the trip. The students work together as a group in solving the questions and identifying the concepts learned. Our students also learned about shared learning on this trip. The excitement and anticipation experienced on the first exposure to this event extended beyond anything we could have developed in the classroom. The students used interpersonal skills such as; turn taking, conversation, providing personal space, respecting each other, adjusting to an unfamiliar environment and having fun together. We did not have any maladaptive behaviors during the entire day trip.

The Science Camp Program was a new opportunity for students with moderate to severe physical disabilities and cognitive delays. Our class was one of the first in Ventura County to attend the camp and lead the way for other classrooms to follow. As the Teacher, my knowledge of the program stems from experience with a group of my students and one other classroom that attended in the 2011/2012 school year with great success for both students and educators. The group of students had a diverse range of disabilities: Autism, Orthopedic Impairment, Cognitive Delays and Speech Impairments. The students hiked a small trail, viewed whales from the ridge, played in the kelp bed below, tried seaweed and had their first taste of cactus right from the plant. The students were introduced to microorganisms and touched tiny crabs from the tide pools. Each student completed a scavenger hunt worksheet based on their individual level of ability by exploring the camp’s grounds to find the items listed from the classroom lessons. Student success is measured on their engagement in the program, ability to identify concepts, problem solve ideas within the scope of the concepts being presented and the completion of the survey (scavenger hunt). Students received follow up instruction in the classroom environment utilizing the pictures and video content that were captured of their experiences at the camp. The student group came back so excited about Science and wanted to pursue more information about what they had learned at camp. As a result, we have been working on strengthening our commitment to teach our students Science at a depth they can comprehend and attempt to push the boundaries of their learning.

This year we are planning to expand on this opportunity and will be incorporating three other middle school classrooms to share in our experience. The students have demonstrated their connection to the experience at camp and translated it to their own environment. The kinesthetic, visual and auditory opportunities at the camp engaged the students and helped to solidify the information presented through the classroom curriculum.
**Subject:** Science  
**Strand:** Moderate Severe, Functional Academics  
**Grade Set:** CAPA 1 to CAPA 4

**Lesson Title:**  
Field Science Trip

**Key Words:**  
Investigate, locate, examine, tree, rock, water, animal, insect, living, non-living, ecosystem, habitat, hypothesis, compare, on, over, under, in, beside, in front of, behind, organisms, sunlight, cells, structure,

**CAPA Focus Skill(s):**  
the CAPA format, covering 12 of the 18 CAPA Science Focus Skills as well. CA Science Standard for sixth grade

**Materials (adopted curriculum):**  
Pre made worksheets and field study guides. Transportation for students with wheelchairs

**Lesson/Activity:**  
Students will have 8 weekly science lessons alternating between Concept introduction and Research in the form of classroom experiments in preparation for the field trip. Each lesson concentrates on a different environment to provide prior knowledge for the students in the outdoor classroom environment. Lessons include: Life Science-1) animal habitats and biomes, 2) plant systems and structures, 3) investigation of cells and matter and 4) Living/Non-Living concept. Students will complete a scientific based experiment for each area of study as a class lesson following concept presentations.

**Key Vocabulary:**  
habitats and biomes, systems and structures, cells and matter, Living/Non-Living

**Assessment:** (How will you know if they are learning it? What will you do if they are not?)  
Student’s ability to sort icons based on categories presented correctly with 80% accuracy using teacher observation. If student is not progressing, providing verbal or gestural prompts to initiate the activity or additional description of the categories will be provided as needed.

<table>
<thead>
<tr>
<th>MODIFICATIONS/ADAPTATIONS</th>
<th>Visual</th>
<th>Auditory</th>
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</thead>
<tbody>
<tr>
<td>Picture icons in color and photos of items, video and static photo presentations using the Smart Board and computer resources, The Great Outdoors</td>
<td>Verbal prompting as needed to initiate or comprehend activity. All lessons are delivered verbally with some auditory supports as needed. The Great Outdoors</td>
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<tr>
<th></th>
<th>Kinesthetic/Tactile</th>
<th>Technology</th>
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<tbody>
<tr>
<td>Students will be provided realia for each concept as presented; including plants, rocks, cell slides, and a visit by Therapy Dogs for the animals. The Great Outdoors</td>
<td>Light device, Static boards, Smart board, computer and computer software</td>
<td></td>
</tr>
</tbody>
</table>
In an eighth grade class, after having discussed topics and works such as the French and Indian War, the American Revolution, the War of 1812, Westward Expansion, the Trail of Tears, the Civil War, *Anne Frank*, *My Brother Sam is Dead*, and *Return to Manzanar* (among others), a student asked somewhat impatiently, “Teacher, this whole year has been about how people are not supposed to treat each other. What *are* we supposed to do?” Although educators, scholars, and international policymakers (such as UNESCO) acknowledge the critical importance of and advocate for the integration of peace education into the p-12 classrooms, peace studies is relatively new in most school curricula.

In this 6-week, project-based unit, peace education and service learning are integrated into the dual immersion curriculum. The unit consists of four phases: 1. pre-assessment, 2. teaching about peace through literature, 3. teaching for peace through experiential learning, and 4. performance assessment. The goals of the unit are for students to acquire global awareness, increase Spanish written, oral, and reading fluency, learn specific ways to promote peace, and take action to help others in the local and global communities.

**Phase I - Voice and Choice.** To begin, the teacher gave students an opportunity to have a voice in the topic and means of engagement for the unit. She gave them a survey in which they rated their choices of topics between 1 and 8, with 1 being their preferred topic. Topics were based on the availability of texts and included poverty, immigration, making friends, Central American culture and Spanish culture. The teacher also asked students to rank the kinds of experiences they wished to have within the unit. The experiences included art, drama, technology, kinesthetic activities, cooperative learning, and independent work. The students chose to study poverty via art and technology. As a result, the teacher created a unit based on the novel, *El lugar más bonito del mundo*, that deals with human rights issues in Guatemala. They chose art and technology as their preferred modes of engagement. Thus, the teacher created a human rights webquest in Spanish and a performance assessment in which students created films about human rights and specific ways in which students can build peace at the local and global levels.

**Phase II. Literature as a guide - Poverty in Guatemala:** In order to set the stage for learning, the teacher began the unit by reviewing the Geography of North America and reading non-fiction about global poverty. Students identified the countries in North America and discussed which are considered 1st world nations and which are considered developing countries. They read that there are enough resources to end poverty, but that there exists an unequal distribution of resources globally.

Next, the students began an exploration of the novel, *El lugar más bonito del mundo*. (This unit was taught in the middle school dual immersion setting, and, therefore, all of the materials used were in Spanish.) This novel is about a boy who is abandoned by his parents and works to help provide for his Grandmother. The main character, Juan, is only 7 seven years old and dreams of going to school. Ultimately, his dreams are realized, and he is able to attend elementary school. Juan is denied many basic needs: parents, a bed, an education.

Each day, the students read the novel, engaged in a variety of reading activities, and took a comprehension quiz. They empathized with Juan. The reading of the novel led to a discussion of human rights. Students began to make distinctions between rights and privileges. In addition, the students acquired new vocabulary and sentence structures in Spanish that were targeted during the reading.

**Phase III – Experiential and Service Learning.** After finishing the novel, the students engaged in a simulation experience of poverty. Students were asked to work in their cooperative groups to create paper chains. They had two guidelines: 1. Students could only use the materials in the bags. 2. The group that made the longest chain would win a prize. To simulate the unequal distribution of resources, students were given unequal amounts of resources. Some groups had abundant resources whereas others had few materials in their bags. The students immediately made a connection with the book. One group said, “¡Somos los pobres!” (We’re poor!) Some students asked to share resources, but no groups shared. In the end, the class reviewed the guidelines and discussed how
“group” might be defined. There were many “A-ha’s” in the class as they realized that everyone would have won had they shared resources or joined the chains. The class discussed ways to share in families, schools, and globally.

Next, the students conducted a webquest in Spanish to learn about what groups like UNESCO identify as basic human rights and ways of making peace. They also investigated the work of many people in organizations such as Amnesty International, Oxfam, Habitat for Humanity, Greenpeace, Oxfam, and the Global Education Fund are doing to ensure human rights globally. Finally, the webquest concluded with the students visiting the Kiva website and choosing a person in Guatemala to whom they made a teacher-sponsored micro-loan. The class chose to donate to a man who sells firewood and fruit in order to support his family and send his children to school. Many students expressed that they had been previously unaware of how many people are working for human rights.

**Phase IV – Performance Assessment: Human Rights Films.** In the final lesson of this unit, students created films in which they summarized the novel, reviewed the key concepts of human rights, and revealed specific actions they can take to promote peace in their families, schools, country, and planet. The lesson was created in response to students’ desires to learn using art and technology. The students worked in cooperative groups of three. They created storyboards of their films, a narration sheet, and images for their films. They used flip cameras to create films on human rights and peacebuilding. The films were graded using a rubric. Students were evaluated on content, Spanish language usage, and presentation components (organization, visuals, narration, and filming).

(Please see supplemental materials.)

In their films, students discussed what the most beautiful place in the world is to them. In one group’s film, a student said the most beautiful place in the world to him is where he feels the love of his family. Another student said the most beautiful place is where there is no war and everyone has what he/she needs. A third student shared that she felt the most beautiful place in the world is where she feels the love and support of her parents.

This unit was designed in order to integrate peace education into the pk-12 classroom and give attention to ways in which students can promote peace locally and globally. It was a rich unit that had many layers of learning including Spanish language acquisition, global awareness, economics, human rights, and methods of peacebuilding. It represents an effort to give increased curricular time to fostering peace and helping others both globally and locally.

This unit was created using the Common Core Standards for English Language and Ballard & Tighe’s IDEA Proficiency Test (IPT) as guides.
La familia

1. El tío vive cerca de Juan.
2. Juan vive con su abuela.
3. La hija de Juan se casó con otro nombre.
4. La abuela realmente quiere a Juan.
5. La mamá de Juan la abandonó.
6. Juan tiene ocho años.

Raza un dibujo de tu familia aquí.

Mi familia

1. Mi mamá siempre está conmigo. ¿Qué necesita?
2. Mi papá siempre está cuando me necesito.
3. Mi hermana y yo somos muy juntos. ¿Qué necesita?
4. Mi hermano siempre quiere ir a la escuela.
5. ¿Qué necesitas? —Tendría que pedir ayuda.

Vocabulary Acquisition

Spanish Language: Reading, Writing, Speaking and Listening

342
Las Herramientas
Sra. Lomax
Leer-Escribir

¿Qué es esta herramienta?
¿Para qué se usa?
Es un martillo. Se usa para...

¿Qué es esta herramienta?
¿Para qué se usa?
Es un serrucho. Se usa para...
¿Qué es esta herramienta?
¿Para qué se usa?

Es un rastrillo. Se usa para...

¿Qué es esta herramienta?
¿Para qué se usa?

Es un destornillador. Se usa para...

¿Qué son estos?
¿Para qué se usan?

Son clavos. Son tornillos. Se usan con un... para...
¿Qué es esta herramienta?
¿Para qué se usa?

Es una hacha. Se usa para...

¿Qué es esta herramienta?
¿Para qué se usa?

Es un taladro. Se usa para...

¿Qué es esta herramienta?
¿Para qué se usa?

Es una llave de boca. Se usa para...
Para Pensar

“Me miró como si yo ya fuera un hombre y me dijo que quizá a fuerza de estudiar llegaría algún día a descubrir por qué algunas personas eran pobres y otras ricas, y por qué algunos países eran ricos y otros pobres, porque ella había pensado mucho en ello y nunca había conseguido comprenderlo.” (Cameron, p. 64)

¿Por qué piensas que hay personas pobres y otras ricas?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

¿Por qué piensas que hay países pobres y otras ricos?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

¿Qué piensas que tú puedes hacer para aliviar la pobreza?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Prueba del día

El lugar más bonito del mundo (1-14)

1. ¿Cómo se llama el personaje principal de la historia? ____________________
2. ¿En cuál país ocurre la historia? __________________
3. Escribe una cosecha nombrada en la historia que crece en las plantaciones en Guatemala? ______________
4. En cuál pueblo vive el personaje principal? _______________________
5. Escribe una cosa mencionada en la historia que la gente acarrea en las calles. _______________________

Prueba del día

El lugar más bonito del mundo (15-22)

1. ¿Qué puesto tenía el papa de Juan? ____________________
2. ¿Por qué se pelearon los padres de Juan? ________________
3. ¿Adónde fueron a vivir Juan y su mama? ______________
4. ¿Cuántos hermanos tiene la mamá de Juan? ________________
5. ¿Cómo gana la vida la abuela de Juan? ____________________
6. Nombra dos cosas que no tienen en la casa de la abuela: ____________________
Nombre____________________
Fecha____________________

Prueba del día

El lugar más bonito del mundo (23-37)

1. ¿Qué puesto tenía la mamá de Juan? ____________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

2. ¿Qué llevaron la mamá de Juan y el padrastro de la casa de su abuela? ______________
   ___________________________________________________________________________
   ___________________________________________________________________________

3. En la casa de la abuela, ¿Dónde duerme Juan? __________________________________________________________________
   ___________________________________________________________________________

4. ¿Qué regla tiene la abuela? __________________________________________________________________________________
   ___________________________________________________________________________

5. ¿Cuándo no puede entrar en la casa de su abuela, ¿dónde va Juan a dormir? __________
   ___________________________________________________________________________

6. ¿Por qué se esconde Juan? __________________________________________________________________________________
   ___________________________________________________________________________

Prueba del día

El lugar más bonito del mundo (38-47)

1. ¿Qué pedió la abuela de la mamá de Juan? ______________________________________________________________________
   ___________________________________________________________________________

2. ¿Qué usó el tío Luis para arreglar la cama de Juan? __________________________________________________________________
   ___________________________________________________________________________

3. ¿Qué quiso hacer Juan cuando vio su medio hermano jugando en la calle? ______________
   ___________________________________________________________________________

4. ¿Qué trabajo hace Juan? _____________________________________________________________________________________
   ___________________________________________________________________________

5. ¿Cuánto dinero gana Juan cada día? ___________________________________________________________________________
   ___________________________________________________________________________

6. ¿Cuánto dinero le devuelve la abuela? ___________________________________________________________________________
   ___________________________________________________________________________
Prueba del día

El lugar más bonito del mundo (48-59)

1. ¿Qué es lo que hace Juan sentirse triste?

2. ¿Por qué Juan no pide a su abuela ir a la escuela?

3. ¿Qué lleva en su bolsillo Juan?

4. ¿Cuántos años tiene Juan?

5. ¿Por qué la doña Irene permite a Juan empezar escuela?

6. ¿De dónde encuentra el dinero la abuela para comparar los libros y cuadernos para Juan?

Prueba del día

El lugar más bonito del mundo (60-69)

1. ¿Por qué la abuela no lee la nota de la escuela?

2. ¿Qué dice la nota de la doña Irene?

3. ¿Por qué los padres de la abuela no querrían que ella fuera a la escuela?

4. ¿Hasta dónde andan la abuela y Juan?

5. ¿Qué dice debajo de la foto de San Pablo?

6. ¿Dónde cree Juan que es el lugar más bonito del mundo?
¿Derecho o Privilegio?

derecho – ____________________________________________________________________________________

privilegio – ____________________________________________________________________________________

Mira la lista abajo. ¿Cuáles piensas que son derechos? ¿Cuáles piensas que son privilegios? Escribe tus respuestas en las líneas a lado de cada uno.

1. ____________________ - educación primaria gratis
2. ____________________ - educación secundaria gratis
3. ____________________ - educación universitaria gratis
4. ____________________ - una computadora portátil
5. ____________________ - seguridad personal
6. ____________________ - protección igual de la ley; justicia en las cortes
7. ____________________ - libertad de viajar
8. ____________________ - un automóvil
9. ____________________ - casarse; tener una familia
10. ____________________ - tener un empleo
11. ____________________ - tener una casa
12. ____________________ - saber conducir
13. ____________________ - alimentación
14. ____________________ - recibir servicios médicos
15. ____________________ - tener videojuegos
16. ____________________ - poder descansar
17. ____________________ - tiempo para jugar y divertirse
18. ____________________ - agua corriente
19. ____________________ - electricidad
20. ____________________ - agua y aire limpia

¿Cuáles derechos crees que son los más importantes? ¿Por qué?
Escribe acerca de unos privilegios que haz tenido en tu vida:
El lugar más bonito del mundo

<table>
<thead>
<tr>
<th>¿Si pudieras regalarle cualquier cosa a Juan, que le regalarías?</th>
<th>¿Cómo sabes que le falta a Juan el regalo que le quieres dar? Usa el texto para explicar porque lo necesita Juan el regalo.</th>
<th>página</th>
<th>Comentarios</th>
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</tbody>
</table>
Comparar y Contrastar

Estamos leyendo una obra de ficción acerca de la vida en Guatemala. Hoy vamos a leer escritura no ficción acerca de la vida de la gente indígena del país. Comparamos y contrastamos la información que hemos aprendido de los dos textos.

- Para **contrastar**, utilizaremos la frase: *La información en los dos textos es diferente porque en el libro dice..., pero en el texto de geografía dice que...*
- Para **comparar**, utilizaremos la frase: *La información en los textos es semejante porque en ambos textos dicen que...*

1. **Para Mostrar Diferencias:**
1. Mientras en el libro ________________________________, en el texto de geografía dice ________________________________.

2. Mientras en el libro ________________________________, en el texto de geografía dice ________________________________.

3. Mientras en el libro ________________________________, en el texto de geografía dice ________________________________.

4. Mientras en el libro ________________________________, en el texto de
Para Mostrar Semejanzas:
5. La información en los textos es semejante porque en ambos textos dicen que ________________________________________________________________.

6. La información en los textos es semejante porque en ambos textos dicen que ________________________________________________________________.

7. La información en los textos es semejante porque en ambos textos dicen que ________________________________________________________________.

8. La información en los textos es semejante porque en ambos textos dicen que ________________________________________________________________.
Búsqueda de la red

I. Los Derechos - Usa el vínculo para encontrar los derechos de los niños y las niñas.
Una pista: los derechos están escrito en azul.  (http://www.unicef.org.co/kids/derechos.htm)

A. 

B. 

C. 

D. 

E. 

F. 

G. 

H. 

I. 

J. 

K. 

L. 

De todos los derechos nombrados, ¿cuál crees que es lo más importante? ¿Por qué?
II. Constructores de la Pax - Usa el vínculo para encontrar maneras de construir la paz.
   Una pista: los derechos están escrito en azul.  (http://www.unicef.org.co/kids/constructores.htm)

   1. ______________________________________________________________________________________
   2. ______________________________________________________________________________________
   3. ______________________________________________________________________________________
   4. ______________________________________________________________________________________
   5. ______________________________________________________________________________________
   6. ______________________________________________________________________________________
   7. ______________________________________________________________________________________
   8. ______________________________________________________________________________________
   9. ______________________________________________________________________________________
  10. _____________________________________________________________________________________

III. Agencias/Organizaciones
    Estas organizaciones trabajan para hacer un mundo mejor. Visita cada sitio de red. Responda a cada pregunta y haz un dibujo de lo que hace cada organización.

      ¿Cómo se llama la organización? __________________________________________________________
      ¿Qué es el objetivo de la organización? ______________________________________________________

¿Cómo se llama la organización? ____________________________________________________________

¿Qué es el objetivo de la organización? _______________________________________________________


¿Cómo se llama la organización? ____________________________________________________________

¿Qué porcentaje de la gente en Guatemala viven en pobreza? ________________________________

¿Cuáles son 3 objetivos de la organización?

____________________________________________________________
____________________________________________________________
____________________________________________________________

¿Cómo se llama la organización? ____________________________________________________________

¿Qué porcentaje de la gente en Guatemala son analfabetos? _______________________________________

¿Por qué muchos niños no terminan sus estudios en Guatemala?
________________________________________________________________________________________
________________________________________________________________________________________

________________________________________________________________________________________
________________________________________________________________________________________


¿Cómo se llama la organización? ____________________________________________________________

¿Qué es el objetivo de la organización? __________________________________________________________

Mira las páginas de Guatemala. Escoge tres personas o grupos a quiénes te gustaría dar un préstamo. Contenta las preguntas siguientes acera de cada uno. Favor de escribirlas en el orden de preferencia. (Número uno debe ser tu primera selección, número dos la segunda, y número tres la tercera.)

#1 – Yo pienso que debemos hacer un préstamo a este grupo:

¿Cómo se llama el grupo o la persona? _________________________________________________________

¿Cuánto dinero pide prestado? ________________________________________________________________

¿Para qué usará el dinero? ____________________________________________________________________

¿Por qué escogiste este grupo? ________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

#2 - Yo pienso que debemos hacer un préstamo a este grupo:

¿Cómo se llama el grupo o la persona? _________________________________________________________

¿Cuánto dinero pide prestado? ________________________________________________________________

¿Para qué usará el dinero? ____________________________________________________________________

¿Por qué escogiste este grupo? ________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

#3 - Yo pienso que debemos hacer un préstamo a este grupo:

¿Cómo se llama el grupo o la persona? _________________________________________________________

¿Cuánto dinero pide prestado? ________________________________________________________________

¿Para qué usará el dinero? ____________________________________________________________________

¿Por qué escogiste este grupo? ________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Si terminas antes de los demás, visite el sitio ilike2learn.com, y practica la geografía.
Proyecto Final

¡Felicidades! Haz repasado la geografía de América Central, leído El lugar más bonito del mundo, estudiado la diferencia entre derechos y privilegios, y hecho una búsqueda en la red de cómo promover la paz. También has aprendido vocabulario y estructuras en español. ¡Bien hecho!

Para el proyecto final, vas a trabajar en equipo y crear una película. Vas a aprender como hacer un tipo de película que se llama “Common Craft Film.” Vamos a mirar el video del Sr. Fogel (http://www.youtube.com/watch?v=oCI1zoxxsZo). Para hacer la película, sigue las instrucciones abajo:

1. Escoge un equipo de tres personas. Deciden entre ustedes quien va a ser #1, #2, y #3. Apunta sus nombres aquí:

   #1 _________________________________
   #2 _________________________________
   #3 _________________________________

2. La maestra va a darte el tema. Vas a escribir sobre:
   _____ I. Un resumen del libro (Introducción al proyecto)
   _____ II. El lugar más bonito del mundo según los personajes y cada uno de ustedes.
   _____ III. Derechos de miembros de una familia
   _____ IV. Derechos de estudiantes en una escuela
   _____ V. Derechos de ciudadanos en un país
   _____ VI. Derechos de personas en la planeta
   _____ VII. Como construir la paz (Conclusión)

   ****Asegura que todos ustedes tienen un derecho distinto para cada tema.****

   3. Completa la hoja de narración.

   4. Haz un dibujo en la caja del imagen que va a representar tus ideas.

   5. Haz dibujos más grandes para representar tus ideas. Recuerda hacer dibujos simples o usar objetos cotidianos.

   6. Deciden en los papeles.

      Grabación _________________________________
      Narración _________________________________
      Ilustraciones _______________________________

   7. ¡Practiquen!


   9. Comparten su video con el grupo.
      ¡Bien hecho!
El lugar más bonito del mundo

Parte I. – Introducción: El lugar más bonito del mundo - Un resumen breve del libro

1. ¿Dónde vive Juan? (incluye un mapa)

2. ¿Cuáles son los conflictos principales en el

3. ¿Cómo se resuelven los conflictos en

Parte II. El lugar más bonito del mundo - Los lugares más bonitos del mundo para los personajes

1. Para la abuela de Juan, el lugar más bonito

2. Para Juan, el lugar más bonito del mundo

1, 2, & 3. Para mí, el lugar más bonito del
III. - La familia más bonita del mundo

1. En una familia bonita, cada miembro de la familia tiene derecho a __________________________________________.

(Da ejemplo) __________________________________________

2. En una familia bonita, cada miembro de la familia tiene derecho a __________________________________________.

(Da ejemplo) __________________________________________

3. En una familia bonita, cada miembro de la familia tiene derecho a __________________________________________.

(Da ejemplo) __________________________________________

IV. - La escuela más bonita del mundo

1. En una escuela bonita, cada estudiante debe tener derecho a __________________________________________.

(Da ejemplo) __________________________________________

2. En una escuela bonita, cada estudiante debe tener derecho a __________________________________________.

(Da ejemplo) __________________________________________
3. En una escuela bonita, cada estudiante debe tener derecho a

(Da ejemplo)

Parte V. - El país más bonito del mundo

1. En un país bonito, cada ciudadano hay que tener derecho a

(Da ejemplo)

2. En un país bonito, cada ciudadano hay que

(Da ejemplo)

3. En un país bonito, cada ciudadano hay que

(Da ejemplo)

1. En una planeta bonita, cada persona necesita tener derecho a
2. En una planeta bonita, cada persona necesita tener derecho a ____________________________________________________________________________________.

3. En una planeta bonita, cada persona necesita tener derecho a ____________________________________________________________________________________.

VII. Conclusión - Construir la paz. - ¿Qué puedo hacer yo para construir la paz y hacer un mundo mejor?

1. Yo puedo construir la paz en mi familia/escuela/país/planeta por ____________________________________________________________________________________.

2. Yo puedo promulgar la paz en mi familia/escuela/país/planeta por ____________________________________________________________________________________.

3. Yo puedo promover la paz en mi familia/escuela/país/planeta por ____________________________________________________________________________________.
Hoja de narración

#1: ____________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

#2: ____________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

#3: ____________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

#4: ____________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

#5: ____________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Nombre_________________________
Nombre_________________________
Nombre_________________________
Hoja de narración

#1: Juan vive en San Pablo, Guatemala, que es una ciudad pobre en una montaña.

#2: Unos conflictos principales principues en el cuento son que su papá y mamá dejan a Juan, no tenía una cama y no podía ir a la escuela.

#3: Se resuelven porque Juan vive con su abuela, su tío hace una cama y la abuela ensaña como la vida no es tan mal en San Pablo.

#4: Para la abuela de Juan el lugar más bonito del mundo es donde puedes ser confiante en ti mismo.

#5: Para Juan el lugar más bonito del mundo es donde hay alguien que se te ama.
#6. Para el lugar más bonito del mundo es donde no hay guerra.

#7. Para el lugar más bonito del mundo es donde tienes todo lo necesario y donde hay amor.

#8. Para el lugar más bonito del mundo es donde hay alguien que quierce y ayude te en todos tiempos.

#9. piensa que en una familia bonita debes tener derecho a la diferencia. Por ejemplo, puedes ir a un colegio diferente de sus padres y te van a respetar como siempre.

#10. piensas que en una familia bonita, cada miembro de la familia tiene derecho a buen trato. Por ejemplo, un papá puede ir a un juego de fútbol de su hijo.

#11. piensa que en una familia bonita, debes tener derecho a apoyar uno a otro. Por ejemplo, si el niño no gusta fútbol pero el padre no, el padre debe apoyar el niño.
dice que en una escuela bonita, cada estudiante debe tener un ambiente sano. Todos deben tener una escuela limpia donde queden expresar ideas.

piensa que en una escuela bonita, cada estudiante debe tener derecho a seguridad personal. Porque cada persona necesita sentir seguro de ellos mismos emocional, físico, etc.

cree que en una escuela bonita, cada estudiante debe tener el derecho a la expresión de ideas. Un ejemplo es, que los niños deben escuchar uno a otro.

declara que en un país bonito, cada ciudadano tiene el derecho de tener medicina y un doctor por gratis. Por ejemplo, si tienes algo que no te sienta bien, debe tomar un doctor.

dice que en un país bonito, cada ciudadana hay que tener derecho a agua limpia. Porque todos necesitan agua limpia para beber y lavar su cuerpo, ropa, etc.

hace hincapié que en un país bonito todos tienen derecho a un trabajo. Un ejemplo es, si una compañía necesita trabajo y hay alguien pobre que rescata trabajo, la debe dar a él.
Piensa que en un planeta bonito cada persona tiene el derecho a ambiente limpio. Todo el ambiente debe ser sano y las humanos no deben tener gran impacto en la planeta.

Declara que en una planeta bonita, cada persona necesita tener derecho a justicia. Para que nadie va a "peron" y ser inocentu.

Dices que en una planeta bonita cada persona tiene el derecho de un hogar. Un ejemplo es, si una familia ejemplo es, si alguien vive en las calles, la ciudad debe hacer algo para ellos.

Puedo construir la paz por defender a las personas que no tienen derechos. Yo puedo hablar a las personas que guardan derechos a los humanos.

Puedo promulgar la paz en mi familia/escuela/pais/planeta por compartiendo con mis que son en situaciones difíciles. Como si te mires a alguien ser mal tratado, te acuélulas y hace un nuevo amigo.

Puedo hacer la paz en mi familia por no peleando con mis hermanas. Un ejemplo es, si mi hermana me pega no la pegare yo.
<table>
<thead>
<tr>
<th></th>
<th>Limitado (2 puntos)</th>
<th>Competente (4 puntos)</th>
<th>Ejemplar (6 puntos)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparación:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Story board</td>
<td>Tengo poco del story board hecho. Muchos puntos principales, ejemplos y/o dibujos no están terminados.</td>
<td>Tengo la mayoría del story board preparada. Tengo los puntos principales, algunos ejemplos y/o algunos dibujos por cada parte.</td>
<td>Tengo toda el story board completamente preparada. Tengo todos los puntos principales, ejemplos y dibujos por cada parte.</td>
</tr>
<tr>
<td>Hoja de narración</td>
<td>Nuestro grupo terminó la mitad (o menos) de la hoja de narración.</td>
<td>Nuestro grupo terminó la mayoría de la hoja de narración.</td>
<td>Nuestro grupo terminó toda la hoja de narración.</td>
</tr>
<tr>
<td><strong>Video</strong></td>
<td></td>
<td></td>
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<tr>
<td>Organización</td>
<td>La presentación no tiene una introducción ni/o una conclusión. La presentación no expresa los puntos principales clara o no da ejemplos.</td>
<td>La presentación tiene una introducción y una conclusión. Mi grupo pensó en la estructura de la obra. Los puntos principales están expresada claramente. Algunos puntos no están apoyados con ejemplos.</td>
<td>La presentación tiene una introducción y una conclusión obvia y clara. Está obvio que mi grupo pensó mucho en la estructura de la obra. Los puntos principales están expresadas claramente y con ejemplos interesantes.</td>
</tr>
<tr>
<td>Narración</td>
<td>El control del tono, la claridad y el volumen al hablar no son evidentes.</td>
<td>Habla con buena voz, con claridad, y con voz bastante fuerte para estar entendido/a.</td>
<td>Hable con una voz fuerte, clara y fácil de entender.</td>
</tr>
<tr>
<td>Recursos Visuales</td>
<td>Los recursos visuales no contribuyen al entendimiento de los puntos principales. Algunos recursos visuales son difíciles ver o entender.</td>
<td>Los recursos visuales aclaran e ilustran los puntos principales.</td>
<td>Los recursos visuales, altamente desarrollados y memorables, aclaran e ilustran los puntos principales.</td>
</tr>
<tr>
<td>Grabación</td>
<td>La cámara mueve mucho. Es difícil enfocar en los imágenes. La grabación distrae al público.</td>
<td>La cámara queda bastante inmóvil. Es fácil enfocar en el video.</td>
<td>La cámara queda inmóvil o mueve para dar un efecto especial. La grabación ayuda al público entender el video.</td>
</tr>
<tr>
<td>Español Gramática</td>
<td>La presentación contiene errores significativos que impiden comprender el contenido.</td>
<td>La presentación contiene solo errores menores, que no impiden comprender el contenido.</td>
<td>No hay errores.</td>
</tr>
<tr>
<td><strong>Calificación:</strong></td>
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<td></td>
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<tr>
<td>/42</td>
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</table>

Esta rúbrica fue adaptada de las rúbricas en *Manual para el aprendizaje basado en proyectos* escrito por Tom Markham (2003).
Screen Shots from Student Films on Human Rights and Peacebuilding
The “Court Case Power Point Research Project: Critical Thinking Concerning Constitutional Issues” is an innovative and creative lesson plan for U.S. History middle and high school students. It provides 8th, 11th, and 12th grade students with a launch pad from their textbook into researching U.S. Supreme Court cases that involved American children or teenagers who, with their families, fought for legal justice. Basic, but especially, higher order thinking skills are a key component of this project. This lesson plan is appropriate for both general education and gifted students. The curriculum can easily be modified to provide differentiation for special needs students or expanded for those students who request to go further than the requirements listed.

This technology-based research project supports many Language Arts (Writing, Listening & Speaking) and History Social Science (US8) Standards: W1.3; W1.5; W2.3d; LS1.0; LS1.3; LS1.4; LS1.5; LS1.6; LS2.0; LS2.3abcd; US8.2; US8.3 (see attached State Standards list). Students select, research, and present in a 3-5 minute oral presentation one of the listed U.S. Supreme Court cases involving American juveniles and their legal fight for their Constitutional rights (see attached). A wide variety of cases are listed under the four categories: Freedom of Religion; Freedom of Expression; Due Process and Other Rights of the Accused; and Equal Protection of the Laws. As not all of the cases were victorious for the plaintiffs, this allows the students to evaluate the justices’ decisions and the outcomes for both parties involved and, most importantly, how their decisions affect today’s youth and their legal rights on and off of a school campus.

This lesson plan’s curriculum positively affects student learning and achievement in that the students:

1. Summarize the background facts of the case with a base in language arts: Setting, characters, plot (climax, conflict), and theme
2. Discuss and translate the U.S. Supreme Court’s decision and its reasons
3. Analyze and evaluate this decision’s impact on American juveniles
4. Understand the difference between primary and secondary source documents and images and rely on evidence when presenting oral and/or written information
5. Become proficient in knowing how to create an effective power point which accompanies and enhances a speech: At least 7 power point slides containing no more than 5 words per bullet, no more than 5 bullets per page; at least 5 primary source document images; and at least four (4) different types of graphic organizers used throughout the power point; background color scheme, font style, font size, graphic organizers, and images used reflect the tone of this serious, business-style assignment
6. Demonstrate their ability to effectively utilize a variety of graphic organizers within their power point presentations
7. Become confident and knowledgeable in how to research a topic and present their findings in a well-planned speech with an introduction, body, and conclusion
8. Know how to create practical and effective color-coded index cards (cue cards) to assist them with their oral presentation
9. Demonstrate their ability to take research notes and complete a MLA bibliography
10. Demonstrate comprehension of and appropriately define and apply judicial courtroom vocabulary when describing the characters and plot of their court case’s story
11. Show depth and complexity of thinking when applying the impact of their historical court case to contemporary youth rights and restrictions

This lesson plan is most effective for student learning and retention after they have studied the Constitution’s Bill of Rights, especially Amendments 1, 4, 5, and 6. Additionally, a fieldtrip to the Hall of Justice for a court tour and watching the classic film, “12 Angry Men” (1957 black and white version), give U.S. History students greater depth of understanding about their Constitutional rights as American citizens and the justice system. With these two supplements, in addition to the U.S. History textbook, this project will be more meaningful to them because they will have been frontloaded with applicable information before they choose a court case that has personal interest for them.
Student success is assessed when they have completed their research notes (quantity of pages and quality of information), bibliography, and 3-5 minute oral presentation with power point and 1-3 index cards. The presentation sign-up list is available to students three weeks in advance so that they can choose their date without anxiety (see attached spreadsheet). A “Court Case Power Point Research Project” score sheet is handed to all students a week and half before speeches begin so that the instructor can teach the class tips and tricks on how to give an oral presentation confidently to an audience (see the double-sided score sheet). One side of the score sheet is a “sloppy copy” for the students to annotate during the practice sessions, and the other side is for the instructor to use in scoring the actual presentation. Each area is worth 10 pts (10 = A+, 5 = F, 0 = 0), and the emphasis is on students earning a Proficient (8 = B) or Advanced (9 = A, 10 = A+). It is VERY rare, after so much preparation during the 4-5 weeks of researching and training and teaching, for a student to earn less than 80% (less than Proficient) for the oral presentation, power point, and index cards. The key to students succeeding with this creative and innovative research project is with the instructor taking their students to the library for power point instructions more than once, teaching them how to research beyond the internet and Wikipedia, and doing regular accountability check-ins with them to see their notes, bibliography, power point, and index cards so far. The 8th grade teacher will have to take baby steps with their students, if their class has never done research or a power point presentation before this assignment.
Court Case Power Point Research Project
Critical Thinking Concerning Constitutional Issues

Directions: Select, research and present one of the following U.S. Supreme Court cases involving American juveniles and their Constitutional rights. Students are to work on and present this project by themselves, without partners. If a U.S. Supreme Court case involving a decision about juvenile Constitutional rights is requested for research outside of this list, please obtain your instructor’s approval before beginning the project.

Requirements:

Oral: Oral Presentation with Index Cards (100 pts; 40 pts)
- 3-5 minute speech contains an introduction with thesis statement, body, and conclusion with reworded thesis statement
- No more than three index cards containing a bulleted outline of the introduction, body, and conclusion with color-coded cues referencing the power point slide images and content
- Summarize the background facts of the case (setting, characters, plot, theme)
- Discuss and translate the U.S. Supreme Court’s decision and its reasons
- Analyze and evaluate this decision’s impact on American juveniles

Visual: Organized, Colorful, and Informative Power Point (90 pts)
- At least 7 power point slides containing no more than 5 words per bullet
- At least 5 primary source document images
- At least 4 different types of graphic organizers
- Background color scheme, font style, font size, graphic organizers, and images used reflect the tone of this serious, business-style assignment

Freedom of Religion:
1. The State of Tennessee v. Scopes (1925): Teaching evolution in Science classes
2. Wisconsin v. Yoder (1972): Compulsory education past 8th grade

Freedom of Expression:

continued on p. 2
Due Process and Other Rights of the Accused:
2. In re Gault (1967): Juvenile rights as defendant

Equal Protection of the Laws:

Due dates:

Research:
✓ Research Notes
✓ Bibliography w/5+ sources

Presentation:
✓ Oral Presentation
✓ Power Point
✓ Index Cards

continued on p. 3
State Standards:

Language Arts:
- **Writing 1.3** Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
- **Writing 1.5** Achieve an effective balance between researched information and original ideas.
- **Writing 2.3d** Organize and display information on charts, maps, and graphs.
- **Listening & Speaking 1.0** Students deliver focused coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
- **Listening & Speaking 1.3** Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- **Listening & Speaking 1.4** Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- **Listening & Speaking 1.5** Use precise language, action verbs, and appropriate and colorful modifier in ways that enliven oral presentations.
- **Listening & Speaking 1.6** Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- **Listening & Speaking 2.0** Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., exposition). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
- **Listening & Speaking 2.3**: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs.

History Social Science:
- **US8.2** Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
- **US8.3** Students understand the foundation of the American political system and the ways in which citizens participate in it.
<table>
<thead>
<tr>
<th>Court Case Power Point Research Project</th>
<th>Court Case Power Point Research Project</th>
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<tbody>
<tr>
<td>Name___________________________</td>
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<td>Case_______________________________</td>
<td>Case_______________________________</td>
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<td>Date____________________________</td>
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<tr>
<td>Evaluator___________________________</td>
<td>Evaluator___________________________</td>
</tr>
</tbody>
</table>

**Oral Presentation** (100 pts possible)

**Mechanics:**
- Volume
- Posture
- Enunciation
- Enthusiasm
- Eye Contact (knowledge w/out notes)
- Time (3-5 minutes)

**Content:**
- Introduction: Grabber, hint at body, & thesis
- Body: Opinions backed w/evidence
- Conclusion: Reworded thesis, remind @ body info, & final thought re: thesis
- Organized information

**Grand Total**

**Final Grade**

**Power Point** (90 pts possible)

**Appearance:**
- Organized appearance
- Large font size, images, & graphics
- Font style, color, and background tone

**Content:**
- 7+ slides: 5 bullets w/5 words rule
- 5+ primary source document images
- 4+ different types of graphic organizers

**Usage:**
- Actively used w/in speech
- Slides correspond w/oral information
- Assistant technical operator used

**Grand Total**

**Grade**

**Index Cards** (40 pts possible)

- Introduction, Body, Conclusion (IBC)
- Bulleted, ink quick notes
- Organization: I, B, C
- Color-coded cues re: slides

**Grand Total**

**Grade**
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday</strong></td>
<td></td>
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<tr>
<td><strong>(30 ExCr pts)</strong></td>
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<tr>
<td><strong>Core 1:</strong></td>
<td>1.</td>
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<td></td>
<td>2.</td>
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Brown v. Board of Education of Topeka
May 17, 1954

Background

Who
- Oliver L. Brown - African American father; plaintiff
- Board of Education of Topeka - defendant

What
- Denied admission to Topeka High School
- Sought relief from racial segregation

Where
- Topeka, Kansas

Issues

- African Americans couldn’t join white schools
- Blacks had shabby, old schoolhouses
- Whites had exquisitely built schoolhouses

Similar Cases

Fleary vs. Ferguson
1976
Powell vs. Alabama
1952
Hernandez vs. Texas
1954
Lun vs. Rice
1957

Verdict

- Segregation declared unconstitutional
- Unanimous decision (9-0)
- Effective in August 1955
- Blacks and whites in same school every grade K-12

Impact

- Could admit in White Schools
- Black girl in white school
- Profoundly affected blacks’ social lives
- No racial segregation in schools

- Warren Court
- Desegregation
- Integration

- Supreme Court socializes with some of the states
- Opposed by many in the South
Conclusion

- 3 parents offended by segregation
- NAACP sent Oliver L. Brown as plaintiff
- Wren case
- Blacks/Whites attend same schools

Brown after case
OVERVIEW
Imagine Buddha and Confucius traveling to the 21st century to use social media to inform people about their philosophies. This is what seventh graders attempted in The Buddha and Confucius Get Social! Project. This project engaged students in a cross-curricular social studies, language arts, and technology research project that encouraged students to use social media to present their knowledge. Through research, note-taking, and the use of technology, students learned about the life and teachings of Buddha and Confucius, compared and contrasted their systems of thought, and created a presentation of their knowledge of the subject through the use of social media.

PROJECT DESCRIPTION
The Buddha and Confucius Get Social! Project invited students to get creative with their knowledge in World Geography while using a context they are familiar with—social media—including Facebook, text-messaging, and Instagram. This cross-curricular, standards-based project was designed to connect history to the 21st century and help students see the connections from past to present. My seventh grade students enjoyed this project and were engaged the whole way through. The project began with students watching a video about two main religions in Ancient China—Buddhism and Confucianism. While watching the video, students took notes on each religion and compared and contrasted in class discussion afterwards. Students then expanded on their notes using their textbook and a gathered source of web sites provided by their teacher. Next, students chose social media templates to present their knowledge of each religion. Their choices included Facebook (a web site page with comments, friends, photos, and likes by Buddha and/or Confucius), text messaging (in which Buddha and Confucius exchanged comments on their philosophies), and/or Instagram (in which Buddha/Confucius uploaded photos of moments in their life or about their teachings with short captions). Ultimately, students enjoyed getting creative with their knowledge and presenting it a way that was engaging and exciting for them. Finally, students uploaded their final projects to our online classroom, Edmodo.com, where their classmates could enjoy viewing their work. Overall, approximately 100 seventh grade students participated and the California state standards they mastered through this project ranged from becoming an expert on the impact of Buddhism and Confucianism on Ancient China (World Geography 7.3.1, 7.3.3, & 7.3.6) and conducting research and note-taking, including a presentation using technology (Language Arts Writing Strategies 1.3, 1.4, 1.6).

RANGE OF BENEFITS
This standards-based cross-curricular project allowed students to integrate language arts and social studies, share their knowledge on history, and enjoy creatively presenting their knowledge through social media contexts using technology. Students have and will continue to be given the opportunity to further present their knowledge in social media formats, including what they learn about other historical figures, such as eminent people during the Renaissance era, and even characters in their language arts reading in the future. Ultimately, all students were equipped with the knowledge of significant historical figures, while being completely engaged and excited about the process of learning and presenting their knowledge in a format that is applicable to being a 21st century student.

Please enjoy examples of this project attached to the application.
ENJOY STUDENT EXAMPLES OF “THE BUDDHA AND CONFUCIUS GET SOCIAL!” PROJECT...

Buddha
I have many friends, and I met most of them along the silk road, we have different ideas of things, but still get along!

Buddha
Why don’t you reach nirvana or enlightenment with me while following the Middle Way!

Buddha
My friends post pictures about their way of life, which I may or may not agree with.
Hello Siddhartha! I just finished studying and quizzing my students on an exam, only one of the five passed!

Well that sounds interesting, but I would prefer to explain about ancestor worship while helping the community to be good people in society... like I always say, "Choose a job you love, and you will never have to work a day in your life!"

I enjoy logic as well, but moral character is also important. And rigid rules are also a value!

Well, Life is really simple, but we insist on making it complicated! I agree we need to live simply as Taoism always explains!

Hello Confucius!

Oh, I am just about to go meditate and explain nirvana to my respected followers.

Well I'd much rather free my mind with logic and reasoning, and avoiding desire to escape unhappiness.

I disagree. I once tried to live with rigid rules as an ascetic for six years, I'd rather respect my life... no offense! Why not just follow the middle way!

Hey Confucius! What's up?

I was just wondering if you could tell me a little about your religion.

Sure! You have to share some things about your religion in return 😊

Okay! 😊

Well, being a Buddhist isn't that hard. In this religion just look on the good side of things and avoid conflict!

That's sound great! In my religion we value respect, education, and logic very much.

We respect the rights to other people and we believe that desire is the root of unhappiness.
Hyperlinks in all pictures on next slide. Hope you enjoy! 😊
Pick a friend to visit!

Confucius

Buddha
**Confucius**

- Education is important
- Respect your elders
- My favorite quote:
  
  Surround yourself with the dreamers and the doers, the believers and the thinkers, but most of all, surround yourself with those who see greatness within you even when you don’t see it yourself.
- Life is a puzzle, use logic to fix it.
- Only the wisest become officials.

**Buddha**

- Siddhartha Gautama
- Hey look! My real name.
- All life is to be respected.
- Desire brings unhappiness.
- I came from India to China.
- Occasionally let life slip away and relax
- Respect the rights of other people.
Hello there. This is Constantin. This is Buddha, correct?

Yes, this is definitely Buddha here. How may I enlighten you today?

I don't need enlightenment today. I am here because I hear you have a very popular religion. But since I'm older, I have more wisdom than you, no? You spent what? 48 days under a tree while I gained education?

Well, I'm not here to fight. Haven't you learned not to fight and just enjoy peace? That would be better for you. To find peace and love in everything.

Yes, but I just wanted to point out that I have been here longer and that my religion would make more sense other than giving up everything you own.

I don't want to fight you. Let's just make peace and get this conversation over with. Then we can go out and bathe ourselves in the cool rain at the place where I used to dream of my temple.

Peace. We've got to reach peace. Once you reach peace, you can see beauty. One of my quotes states, "Everything has beauty, but not everyone sees it." Sooooo true!

Comment: True, man! You should always be able to reach beauty by peace. Buddha Buddha.

"Smart. It's good to have a good education. It can help you in life. Wisdom is for old people because they have experienced life. I have lots of wisdom.

Comment: So old people! Buddha Buddha."
Confucius

Two words for you all: Logic and Learning! I originally had a hard time finding a way to learn (there are no libraries in my time!), but now I am a big scholar official, and education should be a big part of your life.

I worship my ancestors, and I command you all to honor your family. The spirits will look after you all!

Want to be a better person? Study and serve the government!
OVERVIEW

To fall or not to fall? That was the question posed to seventh grade students this year in *The Fall of the Roman Empire Project*. This project engaged students in a project-based learning (PBL), cross-curricular language arts and social studies research project that culminated with students giving oral presentations explaining their opinions of the top reasons for Rome’s fall and introducing a community service project to help prevent the fall of America. Through research, writing, VTS (Visible Thinking Strategies) strategies, hands-on activities, web-based activities, and oral presentations, students learned about the weaknesses of the Roman Empire, compared and contrasted these weaknesses to those witnessed in the United States, and ultimately created a community service project to address a weakness seen in their community to help prevent America from the same fate as Rome.

PROJECT DESCRIPTION

*The Fall of the Roman Empire Project* is a project-based learning (PBL) unit, which invites students to answer the guiding question: *What factors cause a civilization to fall and how can it be prevented?* This cross-curricular, standards-based, month-long project is designed to make history come alive for students and help them see the connections from past to present and understand that we are living history right now and can make an impact in our own civilization. My seventh grade students have participated in and enjoyed this beginning-of-the-year project for the past two years. The project began with students analyzing the paintings by Thomas Cole entitled *The Course of Empire*, which depicts (through five separate paintings) the birth of civilization to the destruction of a civilization. Using a VTS strategy, students—during class discussion—were asked to closely observe the paintings and answer two main questions: 1) What do you see in this image? and 2) What makes you say that? Students then formed groups to research and take notes on the weaknesses of the Roman Empire using their textbook, research web sites selected by their teachers, and short video clips. Next, participating in another VTS strategy called “Cause & Effect Chain of Events”, students in their groups designed a poster showing the cause and effects of the weaknesses of Rome using post-it notes showing how one weakness could influence another weakness. These were then presented to the class. Ultimately, students in their groups ranked their top three reasons they believed influenced the fall of Rome the most. Using their research, students then wrote first person narratives (narrative being taught in Language Arts at this time) as a choice of a Roman—emperor/empress, Roman soldier, citizen/noble, farmer, merchant, homeless person, slave, or barbarian. These narratives were shared with their classmates on our online classroom, Edmodo.com. With a strong grasp of Rome’s weaknesses, students continued their discussion of how Rome’s fall could have been prevented, which then carried over into a conversation and Venn Diagram activity comparing and contrasting Rome’s weaknesses to those seen in America today.

Students were shown a visually stimulating slide show of photos of America and came to conclusions of those similar weaknesses around us today. Finally, students embarked on a mission to create their own idea of a community service project that could address a similar weakness in America—specifically in our own community—that could be implemented to help prevent the fall of our own society. Students started with a written plan of their community service project idea, created another cause-and-effect chart showing the positive effects of their community project, and finally created a flyer to advertise their project. Then came the culmination to the project. Finally, each group is assessed on their oral presentation of their top three reasons for the fall of Rome, their community service project idea, and how their idea would help prevent the fall of America. These presentations included live skits, videos, commercials, PowerPoint presentations, Moviemaker presentations, stop-motion videos, newscasts, interviews and meetings with school administration, puppet shows, posters, brochures, business cards, and more! For example, one group addressing crime initiated a crime box for our school campus to empower kids to report crime. This was presented in a skit through video, even using our principal as one of the “actors.” Another group supporting health created a community service project to teach elementary school children to “say no to drugs” and even visited a local 5th grade class to give their PowerPoint presentation and had the children color in coloring pages designed by the group. This group was not only recognized by the principal of the local elementary school, but also given sticker badges by the local policemen. Finally, one other example was of a team who addressed giving love to orphans, who ran a bake sale and toy drive to spread happiness to children in their community.

Overall, approximately 200 seventh grade students participated and the California state standards they mastered through this project ranged from becoming an expert on the fall of the Roman Empire (World Geography 7.1), conducting research and writing a narrative (Writing Strategies 1.3, 1.4, 1.6 and Writing Applications 2.1), and delivering an oral presentation (Speaking Applications 2.3).
RANGE OF BENEFITS
This standards-based PBL project allowed students to integrate language arts and social studies, express their viewpoints on history and current events, and empowered them to creatively help their community through hands-on activities and technology. As a beginning-of-the-year project, students were able to practice their skills in research, note-taking, writing in different points of view, creating technology pieces, and giving oral presentations, and at the same time examined history with “new eyes” as they personally connected history to modern-day society. They were also given the opportunity to extend the skills demonstrated in this project and the joy of learning into the projects for the rest of the school year. Likewise, through their creative projects, these students were able to confidently teach and stimulate the excitement for learning and being an active citizen. Ultimately, all students were inspired to be an influential part of their community and the world.
The Fall of Rome Project

Research & note-taking (above)

VTS strategy – “Cause & Effect Chain of Events”
(above and to the left)

Community Service Project Cause-and-Effect Chart (right)

Creating Community Service Projects...

Community Service Project Cause-and-Effect Chart (right)
Community Service Projects in Action!

Visiting a local elementary school to present "Say No To Drugs" using PowerPoint presentation and coloring pages.

Recognized by local policemen (to right)

Presentation Day!

The Top 3 Reasons Why Rome Fell

Cubs for Cancer

3/5/2013
First Person Narratives

Young Farmer Girl:
Dear Dary,

There’s so much to say. My mother is ill, my father is in war. There was no easy way to tell myself, I was going to die. My father was a farmer, we all were in fast. But he wanted to help the city of Rome and he became a soldier. My mother and I have been waiting for my father to die. We knew that the Barbarians were too harmful, merciless, to let my father flee. He put himself in a trap. My name is Lea, short but simple, just like me. I helped my baby brother in my spare time which meant whenever I wasn’t helping out in the farm. I was already old enough to start doing my own things. My brother is only three, he is ill along with my mother. They haven’t eaten in weeks, I already knew the feeling, my mother had to work, my father had to fight, my brother was only an infant. I could sacrifice a dinner or two every now and then.

I was tough for only being seventeen. There was no way that the Romans would be able to defeat the Visigoths, they were much too strong. My father sacrificed his life to work in the military for free because the people of Rome needed that money for themselves, they needed it to eat and take care of their families, they couldn’t give that much to the military, they were so greedy. The emperor is spoiled rotten with all of his slaves and servants, he sickens me. And don’t even get me started on his birt of a daughter. She gets whatever she wants. While they are sleeping the city of Rome is scavenging for every crook and penny.

We were suffering from inflation. Sadly, The bread costs more than two golden coins now! Well the coins aren’t even that golden those greedy people up in the higher class have used it all! Because people are becoming unemployed every day, there were more and more homeless people. We’ve already have three break-through in our small apartment all the way at the top of the building. But those silly emperors will probably die from a disease because the Visigoths could kill them! Our pipes were giving away disease, along with the over population in the Colosseum. Did you know that my mother made me eat the dead gladiator’s stomach? Gross! I almost threw up! But food is food, you know? Do you know how they chose our emperor this past election? Well we didn’t actually. The new emperor basically bought his way up the throne, it was between him and some other guy who apparently had less golden coins. But then my new emperor who had one too many golden coins raised our prices even more! I was so ashamed of him. I pity the fool. My mother envies him and it sickens me. I was thinking of crossing the border to Byzantine Empire where there was hardly any trouble. But they were probably next on the Visigoth hit list right after us. I heard that the Visigoths were mean and vicious. But my father says that some were nice and merciful. That they only came for food and shelter not to fight; they were all scared of the Huns. It wouldn’t be long before my father figured out who they really were.

But there is so much to sacrifice that you might as well let the Visigoths kill you. Why would you run if you knew they were everywhere? Why would you hide if you know you were going to be found? That’s why I don’t eat at all the time, so that my infant brother will have more of his life ahead of him. Why would you fight, if you knew there were so many? So why should you live, if you already know, that you’re going to die?

First Person Narratives

Roman Soldier:
Hello, I am a Roman soldier named James. I have been serving Rome for many years and I have noticed our military growing weak lately and we have really had to ration any food and water we get. Five years after I joined the army, the Roman Empire started going downhill. Each day feels shorter and shorter as we approach the cold winters. We have noticed with how much money they have spent on the military gear, has affected on our food. Each day, many of us fall from weakness and illness. Our group is slowly getting smaller and smaller. When we engage in battle with barbarians, many of us fall but some barely have the energy to make it out of the battle alive. Soon the barbarians will be able to get through. The Visigoths attack usually because we have taken their children as slaves and we can’t hold them much longer. What used to be a mighty empire slowly falls as the emperors don’t even care and they waste themselves getting drunk. Many of the emperors have also been assassinated.

We finally get to go to Rome for a day to be with our family which is lucky for us because usually men don’t get to ever see their families again. After the day we get off, we were called into battle. The Visigoths have pulled together a huge attack when the gates to Rome were opened. All the soldiers have been called for this battle. I charge in on my horse and when I arrive at the battle I can already see many Roman bodies lying on the ground and Visigoths slowly gaining ground. I meet a barbarian in battle my sword clanked against his. I did a quick maneuver to disarm him and finally take him down and then I move to the next guy. I do this for over an hour slowly falling back but their numbers this time seem endless. Soon I see some more soldiers who come to help us and we gain ground on the barbarians for only five minutes before they get the upper hand again. For another half an hour we fight a long battle when suddenly they pull back but for some reason I don’t think that was the last of them.

A few minutes later they make a rash with even more men, but luckily, all our men were still ready at the gates to meet them in battle. This time they were killing faster than ever and we needed more reinforcements fast. But this time I fought for only half an hour before I felt a sharp pain in the back of my neck and fell forward...
First Person Narratives

Roman Slave:

As a slave, I have never been happy. But as the homeless become dirty carnivals, and the streets smell of decaying corpses and moldy flesh, I feel more fortunate. But it all changed the day I went insane. My eyes twitched in the midday sunlight, the smell of burning tobacco from my master swirled in the air, crawling into my lungs. My heart beat so fast it felt it would suddenly stop from exasperation. The bugs crawled up my arms, and into my soul, eating up my memories. The image was foggy, for my eyes were swollen up, my vision blurry, I'm whipped, my skin breaks, I fall down in a thrashing display of uncontrolled lashing around. I was uncontrolled, as if the devil himself lived inside me. I fell down, like a dead animal rotting from raw flesh and moldy blood.

I woke up on the backside of an abandoned bullring, my tongue is like sandpaper, and I crave the taste of meat. Suddenly the insects lead me to a decayed body, cut in every which way from bloodshed in gladiator fights. I have to eat, but I must not eat a fellow slave. My hunger overwhelms me, I have to. The warmth is good, and next all I see is a pile of scrapped bones. All on my mind is RUN! I must leave before my hunger and insanity take command.

The king despatches me, but recently the rich have been dying from poisoning of lead. Service 'em right! Now the homeless seem to be better off than many wealthy citizens, although they complain that us slaves have taken all of the jobs that the unemployed lived off of. Why are they complaining? I only just got whipped this morning, or after noon; this reminds me of the large gash on my back. When I look it in the mirror! It was all insanity, I want suicide. The bugs crawl into my heart, take control, there no longer is the slave I once was. As I slowly depart from Rome, and the world, I think it's over. Rome deserves to fall. And insanity will always win.

First Person Narratives

Visigoth barbarian invader:

Hi, I am Manufra and I am a Visigoth. I live at the edge of the west right by the coast. We mostly eat fish because we live next to a river. My people are planning their attack on Rome. I live in a small hut with my parents and my two little sisters. My father works making plans for the attack. My mom usually tends to walk around the village. Most boys my age are training to hunt and fight. Girls usually just tend to the work. Kids usually are taught about our history and our ancestors.

Rome doesn't know that we are planning our attack because we are quite friendly with them. Tomorrow they are coming to trade. Everyone is very excited. I will inform you about it later because I must go to bed. This morning I got dressed and woke my sisters. We heard the Romans coming so we got everybody lined up. The Roman leader whispered something to the leader of our village and his face went pale. He ordered the children under ten to line up. I was a bit confused but went with it. I saw my sisters line up with the rest of the village children. At first they brought out a big rope and called over my sisters and a few other kids. At first I thought it was part of the trade but then I tied them up and everyone started screaming. My sisters were crying a lot. Then the leader yelled at the Romans to release the children but they just propped them up on a white horse.

My father and the other men started to fight but they just killed them off. My father got a nasty cut on his leg and was rushed to the medicare hut. The Romans left with my sisters and my mother and the rest of the mothers were crying. I felt so sad my heart sank. That night we had a meeting and we all agreed that Rome was going down. We trained and I trained till all the men were ready. We all planned where we would come in and cut off their supplies first to weaken them. This plan was made by my father who was most arranged with the Romans taking my sisters. Then after we would invade and planning to bring down Rome once and for all. The days passed quickly getting closer and closer to the attack day.

The day of the attack, my father asked me to go with them to tend to their needs while trying to conquer Rome. So on our journey we traveled through boats. It was very cold as a little bit of the young soldiers died. Everyone was really hungry because we had finished the food the day before. As we came closer and closer to Rome everyone was very anxious because my plan was while the men fought, I would find my sisters. We cut off supplies coming in by sinking the trade boat. So everyone was starving. Then we attacked. There was bloodshed everywhere. I made my way through Rome so quick I didn't even remember seeing anything. I heard my sisters screaming so I turned off to the sound. As I ran to the house a Roman soldier slit my throat and I died that night. We conquered Rome very easily because Rome had many weaknesses. I never found out if my sisters were saved or not. I am a ghost and I just wanted someone to know my story. Goodbye.
First Person Narratives

Homeless Person:

Half eaten bread, moldy cheese, and stale wine fall into the garbage. I scramble to the can, fend off other starvin' citizens and grab the meat. Because I am homeless, I live behind the palace near the garbage so I can collect the unwanted delicacies. "Common, Lena, give me some." My best friend Autumn walks (by the way, my real name is Magdalene). I scavenger a piece of cheese and bread for her and we take turns splitin' the wine. Tonight we ate a delicious feast.

I used to live in a nice house and I used to work as a farmer, but when the emperor raised the taxes I couldn't pay my workers and I had to let them go. Then I wasn't makin' enough income to pay the rent so my home was taken away by guards, now I am homeless. The emperor was chosen because he had the most money after the last emperor was assassinated. This new emperor is cruel and lazy! While half his empire is starvin' and homeless, he is stuffin' his face with fine dainty food in his palace. While the empire is bei' attacked by barbarians he is sittin' up in his castle doin' nothin'.

The palace homeless (that's what we call ourselves, those that live near the palace) walked to the gladiator show and watched the games. One homeless person bought a dead gladiator. When we got back, the other homeless starting eating the dead body. I ate some cheese and bread from the night before. Roma is starting to suffer from these barbarian attacks, and the lazy emperor is helpin' at all I'm gettin' ill from the dirty streets. Maybe I will find refuge somewhere.

Roman Merchant:

Sorry I didn't know you were there. I am a busy merchant these days. This little shop that you are standing in belongs to me. I guess since you're here I will tell you a story. It was 50 years ago, the Roman Empire had grown very weak. We all knew what was coming when the army started to auction of the throne to the highest bidder. I was in shock, I knew that the emperors before had been assassinated, but I did not know that the empire was unreasonable enough to sell the throne to those lazy and greedy rich people. The worst was when the greedy emperors would eat themselves sick and leave everyone else to starve and die. I would have to look down when I walked through the streets just so that I would not cry when I saw the homeless people dying. Then the wealthy began to die off because they thought it was a good idea to get lead pipes, obviously not if it killed them. Then people were over consuming alcoholic beverages and food. The blood shed that when on in the coloseum did not help one bit either. I even had to start raising my prices because roman people were using their gold on luxury items. The streets were not safe and violent crimes were taking place all over the empire. Then, because I live right by the corner I spotted something filthy coming our way. It was a black line over the horizon. We later found out it was the Visigoths, you could say we found out the hard way. They had surrounded our city. What would we do? The only thing I could do is flee. I fled to the empire of Byzantine, which used to be a part of the Roman Empire. I left just in time because a day later the barbarians broke into the city and raided the empire. All in Rome was lost. Thousands and thousands of people were killed I was so thankful I left. Now as you see I built a new shop. So that was my story. if I may ask are you going to buy that?
First Person Narratives

Roman Citizen:

Dear Journal,

This is the first page of my journal. This paper was found on the dirty streets in my ramshackle, crumbling town. Well, it’s not really my town. I don’t actually feel like I belong here. Of course, I wish I didn’t. I have no home like a citizen should. I have no job in the group process of a successful society like a citizen should. When I moved my family out here everything was fine. It was more than fine really. It was extraordinary. More wealthy and wonderful than you could ever imagine. But time has passed and with time comes change. There is always change. Even when you hope your life will never change. Even when you are striving for the best in your life, pages turn. I was striving for the best in my life: you know moving my family to this conquering civilization and all. I got a job as a farmer growing crops in a vast field that stretches for miles on end. Then the cruelty and corruption in our army and government settled in. This is where my pages turned.

I watched as the slaves marched in multiple single file lines. The loud boom of our ruler’s voice shouting commands sent vibration down my spine. I knew this was the end of it all. There were too many, the lot of them. So many slaves and so many bidders dying to buy! Near the close of the auction a tear trickled down my face. I wasn’t sure exactly what problems it was going to cause, but I knew deep in my heart what most people didn’t know: slavery was wrong. I don’t know how I knew this. It was like a very classified secret, although for all my years I didn’t know who told it to me. I just knew.

Time flashed by and before I knew it my family was up out of our home on the farm and down onto the cold concrete of the streets. We hit hard and so unexpectedly. Our replacement was the poor slaves. This was the heavy fall of my family and I. I can only guess now that pretty soon will arrive the fall of the great Roman Empire.