"REINVIGORATING THE
CIVIC MISSION OF
PUBLIC EDUCATION
SHOULD BE THE TOP
PRIORITY FOR ANYONE
CONCERNED ABOUT
THE FUTURE HEALTH
OF OUR GOVERNMENT
AND OUR SOCIETY."

-Supreme Court Justice Sandra Day O'Connor-

2017 IMPACT II

Curriculum

“Commitment to Quality Education for All”
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 individual and 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.

The Ventura County IMPACT II program is a partnership between the Ventura County Office of Education and several Community Sponsors.

IMPACT II puts cutting edge classroom projects into the mainstream, turning students on to learning.

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Amgen Foundation
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Superintendent’s Award
Focused on: Role of Public Education in our Society
State Farm Insurance Company

Ed Lyon Excellence in Education Award
State Farm Insurance Company

1-Page Recipient Recognition Ad
Ventura County Star

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We developed a project about weather for our Kindergartners. This was a 4 month project covering multiple subject areas. Students learned about different types of weather. We researched how weather occurs and how to prepare for it. We even had an expert from the field pay us a visit! Students wrote grants to local businesses to fulfill a need for our school. After much investigation and exploration students worked together to write and produce a newscast that was broadcast to the entire school.
Blowin’ In The Wind – A Kindergarten Project All About Weather

The primary hope for our weather project was that our students would build 21st century skills: collaboration, creativity, communication, and critical thinking. We noticed the Kindergartners developing these important skills during this comprehensive project. Not only did our students learn imperative standards, but began nurturing the seeds for a life-long love of learning.

Our project began with the protocol “Think-Puzzle-Explore”. The Kindergarten teachers came to school dressed inappropriately for the day’s weather. Students were asked to discuss what they noticed and why it was not suitable for the weather. This conversation led students to explore ideas about cause and effect, weather preparedness and allowed us to formatively assess what our students knew about weather. Our driving question was “How can we as meteorologists, investigators, and reporters, create a newscast to inform, prepare, and support our school community during severe weather patterns?”

The project was broken up into two phases. Phase 1 focused on research and exploration, while Phase 2 emphasized writing and producing a newscast to be broadcast to our school. We used several routines from Making Thinking Visible and Expeditionary Learning throughout this project including Glass, Bugs, Mud, Think, Pair-Share, Science Talks, Mystery Quotes and Tea Party. Students had opportunities to do independent work and also worked in Crews which worked on their collaboration skills. The NGSS Standard that we focused on was Earth Systems, “Use and share observations of local weather conditions to describe patterns over time.” In addition to Science, Reading, Writing, Math and Art were integrated into this project as well as theater.

Some of the weather activities students were involved in were: creating a word wall with weather vocabulary, sorting activities such as sorting appropriate clothing for different types of weather, students observed and recorded weather patterns and graphed their observations. Students had opportunities to use polls and tallies, they investigated different weather types in depth (wind, rain, snow, etc. and the water cycle). After learning about the water cycle, students created their own water cycle wheels. They also were involved in activities where they had to use their 5 senses to describe various types of weather. We discussed weather tools, created weather tools such as rain gauges, weather vanes and an anemometer. Students also created their own personal weather station. Students kept weather journals, and they composed opinion pieces about various types of weather. We had authentic experts such as Danny Romero, meteorologist and TV personality for ABC7 come into the classroom and share his expertise and experiences with the students. Students had opportunities to use technology to create informative pieces about different types of weather. Students created various weather art. Throughout the project, we shared many literature books about weather. One of the books we focused on was The 3 Little Pigs. We read various versions and students were involved in a novel engineering project which they tracked in their investigative journals. This involved a 3 little pigs investigation where they recreated the houses built by the 3 little pigs. After students studied about hurricanes, students had to create new houses out of material they thought would withstand a strong hurricane (a huge fan simulated the hurricane.)
Our Crews were formed once students chose the role they wanted for the newscast. The five categories were: Sportscaster, Meteorologist, News Anchor, Entertainment and Health & Wellness expert. Students then worked in their crews and were responsible for learning all about their role. They watched some experts on television and when they had enough information, they were responsible for writing their own script for the newscast, rehearsing their lines, interviewing others for their segment, and for creating their costume/outfit for the production. We used a green screen to create the newscasts. The newscasts were then shared with parents and other classrooms at school.

For the service learning portion of the project, students wrote grant letters to various local businesses sharing what they had learned about weather and asked for school donations such as wind and weather vanes and rain barrels. Our school now has 3 large rain barrels at our school. Assessments were done throughout the project. Some of these were self-assessments that the students completed about their work habits and knowledge of the content, others were rubrics students did assessing how their crew was working and how their crew could improve on their collaboration with one another. Teachers also assessed the students on their writing during the grant writing phase to businesses.

We feel that this weather project had many positive effects on student learning. Students improved in their collaboration skills both during crew time and during their newscasts productions. The students had many opportunities where they could express their creativity and be artists. They were able to think critically like scientists and they became experts on a topic. This project empowered students because, not only were they experts, they had an opportunity to help their school by requesting weather-related donations. One of the biggest positive results we noticed was the confidence that the students gained during this project. They were able to be videotaped by themselves, knowing that so many others would be watching what they produced. Older students gave the Kindergartners many appreciations about their accomplishments. We hope that they will remember this project and the impact it had for many years.
Blowin’ in the Wind
A Kindergarten Project all about Weather
2016
Driving Question:

How can we, as meteorologists, investigators, and reporters, create a newscast to inform, prepare, and support our school community during severe weather patterns?

Our hope for this project was that our students would build 21st century skills: Collaboration, Creativity, Communication, and Critical Thinking. The two phases of our project provided ample opportunities to practice and refine all of these skills. Phase I centered on research and exploration, while Phase II focused on writing and producing a newscast to be broadcast to our school.

What We Know About Weather

- Weather changes.
- We have different types of weather.
- Tornadoes are strong winds.
- Weather can be dangerous.
- Snow is solid water.
- Wind can create dust devils.
- Clouds are made of water.
- Lightning can make fire.
- Clouds make snow.
- You have to prepare for weather.
Introducing the Project

The Kindergarten team came to school dressed in clothing inappropriate for the weather that morning. We asked our students to discuss what they noticed about our clothing and why it wasn’t suitable for the weather. This conversation led students to explore ideas about cause and effect, weather preparedness, and allowed us to formatively assess what our students knew about weather at the beginning of our project.
Weather Words

Students generated a word bank of weather vocabulary. Each student illustrated a different term to post on our word wall.
Research Begins

Students began investigating weather through various vocabulary activities. We wanted students to be familiar with terminology. One of our earliest activities was a whole group sorting activity. We read the book, What’s the Weather. The class then was given a particular type of weather and students had to discuss what would be the most appropriate clothing for that situation. We used a felt board to dress up bears with clothes for each type of weather.
In another activity students matched weather vocabulary to the correct picture.
Students practiced classifying and sorting appropriate clothing for different types of weather.
Weather Math: Patterns and Graphing

The Kindergarten classes monitored the weather daily, recording as a group and individually what the weather was like that day. As we recorded, we noticed patterns and practiced skills such as counting, recognizing more/less/equal values, and tallying. Students also polled, tallied, counted, and compared data regarding opinions of rain.
Focusing on Types of Weather

Over the course of several weeks we investigated various weather types including clouds, rain, thunderstorms, tornados, wind, hurricanes, and more.

Building pinwheels and exploring wind.

Creating our own miniature water cycle. Students also constructed water cycle wheels to take home and teach their families.
Students created their own water cycles in a bag. Students thought and wrote about what their five senses would experience in different types of weather.
The Kindergartners investigated the different types of weather instruments meteorologists use to study the weather. We constructed our own wind vane and anemometer using classroom materials. We also built a miniature weather station from a kit donated by a parent.
My Kindergarten Weather Journal

My Kindergarten Weather Journal 2016

Today is **MONDAY**
Today it is **EXPLO/EY**

It looks like this:  I am wearing this:

Today it is **SUNNY**

It looks like this:  I am wearing this:
My Kindergarten Weather Journal

Today is WEDNESDAY
Today it is CLOUDY.

It looks like this:       I am wearing this:

Today is TUESDAY
Today it is sunny.

It looks like this:       I am wearing this:

Today is FRIDAY
Today it is sunny.

It looks like this:       I am wearing this:
My Kindergarten Weather Journal

Temperature

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today is</td>
<td>cold</td>
<td>warm</td>
<td>warm</td>
<td>cold</td>
<td>warm</td>
</tr>
<tr>
<td>The temperature today is</td>
<td>75</td>
<td>70</td>
<td>68</td>
<td>64</td>
<td>70</td>
</tr>
</tbody>
</table>

Wind Observations

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wind or No Wind (Yes/No)</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Wind Direction (N S E W)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weather Graph

- Cloudy
- Sunny
- Rainy
- Windy
- Stormy

Graph (with blue color in the Windy section)
Composing Opinion Pieces About Weather

I like snowy weather because I can eat snowflakes.

I like sunny weather because I can swim.

I like rainy weather because I can
ABC 7’s meteorologist, Danny Romero, paid our Kindergartners a visit to talk all about the weather and what it’s like being a weather man for a new station. The students were active listeners for Mr. Romero, engaging in academic discussions about the weather. After his visit, students wrote Mr. Romero thank you letters.
Students Choose a Weather Type to Research Further

Once students had an understanding of what types of weather exist, they chose one weather type to investigate further. Students read from various informative texts including books, print articles, and websites. They illustrated this weather type and wrote at least one fact about it. After this process, students drew and painted their weather type, using peer review and revision to create high-quality work. We used the Chatterpix and iMovie apps to allow our paintings to come to life. Students were so proud of their movie, *Word to Your Weather*. 
Our Favorite Weather (oil pastel and watercolor)

You Are My Sunshine: Expressing Kindness for Each Other

Natural Material Tornadoes

Thunderstorm Sequence

Rainbow Tissue Paper Art

Rainy Day Art (watercolor and construction paper)
Weather Inspired Art

Cloud Art Inspired from *It Looked Like Spilled Milk* and *The Cloud Book*
Informative Text Examples
Literary Connections
The Three Little Pigs Investigation
To deepen our understanding of the effects of weather, and to apply literacy and STEM/engineering skills, we created a mini project within the weather project. To launch The Three Little Pigs project we laid out the materials the pigs used to construct their homes. We used straw, twigs, and bricks (Lincoln Logs) to mimic the pigs’ houses and then attempted to huff and puff and blow them down. Students loved bringing this well-loved story to life and testing the durability of both the materials and their construction.
Three Little Pigs Literature
The students used an investigative journal to track and explore their findings, record their opinions, and write their own version of *The Three Little Pigs.*
The Three Little Pigs

Pigs: good guys, short, curly hair, pink, small

Wolf: bad guy, fur, tall

My Favorite Part of the Three Little Pigs Was...

My Favorite Version of the Three Little Pigs Was...

The three little pigs that the two pigs got eaten.
My House

If not Hurricane, because Hurricane

The hurricane didn't withstand the popscicle sticks.

This is what I would have done differently next time.

My house didn't withstand the hurricane, Big Bap, my house.

Because they are strong, Rocks help.
Once upon a time, there was a big bad wolf. Three pigs and the moon were all that was left.

The three little pigs and the big bad wolf were friendly neighbors. They lived in peace and harmony. The moon was a constant companion, forever watching over them.
The 3 litl fish and the Big Bad Shark

Once upon a time there was a Big Bad Shark and 3 fish.
They lived under water and each fish had a home and the shark tried to eat the fish. He first tried to eat the sweet haws and he did. Then he moved on to the next haws and he ate the sour haws! But he did not eat the 3rd haws and that was the Bone haws.

The 3 fish skared the shark away.
Constructing our Own Little Pig Houses
Testing Our Houses Against the Big Bad Hurricane!
Creating Our Own Personal Weather Stations

Students constructed weather stations where they could display the temperature, wind strength, and type of weather.
### Forming Our Crews

Each crew worked collaboratively to write and produce a newscast for our school. During the early stages we discussed what it means to be crew. Students named their crews and created posters.

<table>
<thead>
<tr>
<th>Crew...</th>
<th>Passengers...</th>
</tr>
</thead>
<tbody>
<tr>
<td>they all sit in the front seat and drive</td>
<td>rides along</td>
</tr>
<tr>
<td>work together</td>
<td>- don't do their fair share</td>
</tr>
<tr>
<td>get along</td>
<td>argue</td>
</tr>
<tr>
<td>listen to each other's ideas</td>
<td>their idea is the best idea</td>
</tr>
<tr>
<td>compromise and work together</td>
<td>get little or nothing done</td>
</tr>
</tbody>
</table>

We are crew not passengers.
Creating a Newscast
The Newscast
Kindergartners Receive Fan Mail!
Letters of Praise from Newscast Audience
Service learning is one of the most important pieces of our projects. Students reflected on what they would like to do for our school community. Our gardens are a special part of our school and the students decided they wanted to work toward acquiring donations for our gardens. The Kindergartners wrote grant letters to Lowes, Home Depot, and Green Thumb explaining what they learned through the weather project and requesting donations such as rain barrels, rain gauges, thermometers, and wind vanes. Two of these businesses we heard back from and are in the process of donating some items. The City of Ventura has also recently donated rain barrels to our school.
Grant Letter Work Samples
Assessment

- Self Assessment (Content Knowledge)
- Work Ethic Rubric
- Teacher Observation
- Crew Assessment
- Writing Rubrics
In Conclusion

The Kindergartners acquired and developed important 21st century learning skills during this in-depth project including communication, creativity, critical thinking, and collaboration. Not only did they learn imperative standards, but the students also began nurturing the seeds for a life-long love of learning. What joy we had on this learning adventure with our Kindergartners!
2017 Ventura County Impact II Grant

District: Ventura Charter School  
School: Ventura Charter School  
Participant(s): Allan Viscarra  
                  Annie Brokish  
                  Allison Krist  
                  Liza Scheer

Lesson Plan Title: Bee the Change: Supporting Our Local Bee Community  
Lesson Plan Grade Levels: 1-2  
Lesson Plan Subject Areas: Science (Amgen Category)

How would our world be different without the honeybee? What part do bees play in pollination? Directed by the guiding question, “Why are bees important and how can we help bees in our neighborhood?” 1st and 2nd graders researched the role of bees as pollinators in agriculture and within ecosystems. The project culminated with a service learning experience in which students planted a bee garden on campus to help bees in our neighborhood. The project addressed standard NGSS LS2.A, teaching students that plants depend on animals for pollination or to move their seeds around.
Learning Target 1: I can label the parts of a plant and describe the functions of each plant part.

In order to understand the role that bees play in pollination, students first had to establish an understanding of plants and their parts.

- In order to research parts of a plant, students read grade appropriate text, watch educational videos on Flocabulary, and observe real plants in gardens. Crews record their findings on a graphic organizer.
- Students create a flip chart that illustrates a plant, labels its major parts, and describes the function of each part.

Learning Target 2: I can simulate a bee’s role in pollination.

Students demonstrate pollination by simulating the way that pollen is collected and transferred when a bee travels between flowers.

- Students create a paper flower with cheetos in the center to represent pollen.
- Students act out the role of a bee by flying from one flower to another which causes pollen (Cheeto dust) to spread from their fingers to other flowers.
- Students make connections between their simulation and how pollination actually occurs in the wild.
  Crews record their findings on a graphic organizer.

Learning Target 3: I can identify the three roles within a honeybee hive and describe distinguishing characteristics of each.

- In order to research the roles of bees, students read grade appropriate text and watch educational videos.
- A local beekeeper shared his knowledge about the roles that bees play within a hive and the part that bees play within our ecosystem.
- Crews sorted facts about each honeybee role.

A deeper understanding of bees and their role as pollinators encouraged students to offer their support of bees in our neighborhood. Students concluded that planting a “Bee Garden” and educating other students at our school would help our local bee community thrive.
Learning Target 4: I can plant a bee garden.

Students planted native plants that attract bees and help support bee populations.

- Students watch how-to videos about planting flowers.
- Students work in crews to plant flowers and maintain the garden by watering and weeding
- Students create signage to inform the community about bees, pollination, and the garden

Post-Assessment: After all research and investigation was complete, and after the bee garden was planted, students completed a final assessment to summarize their knowledge about the parts of a plant and their functions, the anatomy of a bee, and the importance of bees as pollinators.

In the end, students gained a deep understanding that plants depend on animals for pollination. They could simulate and explain a bee’s role in pollination. They wrote about their findings to justify the importance of bees as pollinators. And finally, they felt compelled to plant native flora to help bees thrive in our neighborhood.

In this project, students learned that bees are important because some plants depend on them for pollination which allows the plants to reproduce. This innovative project gave students the opportunity to play an active role in supporting our local bee community by planting native plants that benefit bees. Students overcame preconceived notions about bees, learned the importance of pollination, and developed an appreciation about the role that bees play as pollinators in agriculture and food production.

Our students believe that our neighborhood and the bees that call it home are better off from the learning and work that they did in this project.
Bee the Change: Supporting Our Local Bee Community
Supporting Document

Standard: (NGSS LS2.A) *Plants depend on animals for pollination or to move their seeds around.*

Pre-Assessment:

**Using the word bank, label the parts of a plant.**

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flower</td>
</tr>
<tr>
<td>Leaf</td>
</tr>
<tr>
<td>Bud</td>
</tr>
<tr>
<td>Stem</td>
</tr>
<tr>
<td>Roots</td>
</tr>
</tbody>
</table>

**Draw a line connecting the part of the plant to its function.**

<table>
<thead>
<tr>
<th>Flower</th>
<th>Leaf</th>
<th>Roots</th>
<th>Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>-makes pollen -makes fruit and seeds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-takes in sunlight and air to feed plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-delivers water and nutrients to the rest of the plant -supports the plant -helps plant reach light</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-takes in water and nutrients from the soil -stabilizes and holds plant in the dirt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Using the word bank, label the parts of a bee.**

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wings</td>
</tr>
<tr>
<td>Head</td>
</tr>
<tr>
<td>Thorax</td>
</tr>
<tr>
<td>Antennas</td>
</tr>
<tr>
<td>Abdomen</td>
</tr>
<tr>
<td>Pollen Basket</td>
</tr>
<tr>
<td>Eyes</td>
</tr>
<tr>
<td>Stinger</td>
</tr>
<tr>
<td>Leg</td>
</tr>
</tbody>
</table>

**Honeybee**

*Apis mellifera*
Why are bees important?

Bees are important because _____________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Learning Target 1: I can label the parts of a plant and describe the functions of each plant part.

Students created flip charts to illustrate, label, and describe the functions of each part of a plant.
Flocabulary helped students learn the parts of a plant through music and animation.
Learning Target 2: I can simulate a bee’s role in pollination.

Flocabulary helped students learn about a bee’s role in pollination through music and animation.
Students simulated pollination and observed how pollen (Cheetos dust in this case) is collected and transferred between flowers.
Students simulate the process of pollination and record their observations and conclusions.
Students made connections between the pollination simulation and how pollination occurs in the wild.
Learning Target 3: I can identify the three roles within a honeybee hive and describe distinguishing characteristics of each.

Students read these books to learn the importance of bees and the three roles within a honeybee hive.

**Book List:**
- *The Reason for a Flower* by Ruth Heller
- *Are You a Bee?* by Judy Allen
- *The Honey Makers* by Gail Gibbons
- *What If There Were No Bees?* by Suzanne Slade
- *The Life and Times of the Honeybee* by Charles Micucci
- *What is Pollination?* by Bobby Kalman
- *UnBEElievables* by Douglas Florian
- *Bees* by Melvin and Gilda Berger
- *Time for Kids: Bees!* by the editors of *Time for Kids* with Elizabeth Winchester
- *A Bee’s Life* by Donna Herweck Rice
- *National Geographic Kids: Bees* by Laura Marsh
Students get a closer look at bees in different stages of their development.
Students collaborate to organize facts about worker bees, drones, and the queen.
Students examine the inside of a hive!
Students try on the beekeeper’s protective gear.
Learning Target 4: I can plant a bee garden.

Students plant white sage, sticky monkey flower, and other native plants that attract and support bees.

Give the plants plenty of water!
Students take turns watering and doing garden maintenance.
Using the word bank, label the parts of a bee.

**Word Bank**

<table>
<thead>
<tr>
<th>Wings</th>
<th>Head</th>
<th>Thorax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antennas</td>
<td>Abdomen</td>
<td>Pollen Basket</td>
</tr>
<tr>
<td>Eyes</td>
<td>Stinger</td>
<td>Leg</td>
</tr>
</tbody>
</table>

**Honeybee**

_Apis mellifera_

**Why are bees important?**

**Bees are important because**

- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
- ____________________________
Why are bees important? 2/2

Bees are important because they pollinate flowers so that plants can produce fruits and vegetables. Bees also make honey for us.
Lesson Plan Title: Why Most Birds Can Only Survive in Their Habitat
Lesson Plan Grade Levels: 3
Lesson Plan Subject Areas: Language Arts/Reading; Science (Amgen Category)

Through two simulation games, reading and media presentations, third grade students study four specific wetland and coastline birds and learn about how their adaptations make them suited for their environment and habitat. In this unit, students learn that birds have a specific food type that restricts the areas where they can survive. Once students understand that birds have different beaks because they eat different foods, students can then begin to comprehend that most birds commonly find their food source in their particular habitat and that most birds cannot survive if their habitat is destroyed.
Why Most Birds Can Only Survive in Their Habitat

Through two simulation games, reading and media presentations, third grade students study four specific wetland and coastline birds and learn about how their adaptations make them suited for their environment and habitat. In this unit, students learn that birds have a specific food type that restricts the areas where they can survive. Once students understand that birds have different beaks because they eat different foods, students can then begin to comprehend that most birds can only find their food source in their particular habitat and that most birds cannot survive if their habitat is destroyed.

The following standards are addressed:

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

It is important to give students opportunities to experience science in different modalities and not just from reading or watching a video. Life science in elementary school is often limited because of lab constraints. This unit allows students to actively participate in two simulation games outside in the school yard. The games give students the opportunity to begin to understand the importance of protecting our environment and limiting human impact on areas that are habitats for plants and animals.

Students also have the opportunity to discuss, view presentations and write a brochure about the snowy plover that can and have been used to inform the public about ways to limit bird habitat destruction. Students also gain awareness about the different types of birds, how they survive and what habitat they live in. Understanding that it is important to preserve many different types of habitats for different types of plants and animals will help students become informed students of our environment.

As a culmination to this life science unit and to an additional earth science unit about watershed and wetlands, students visit a the Carpinteria Salt Marsh where they learn about the plant and wildlife that live there among which are the Savanah Belding sparrow, the hummingbird, blue herons and egrets. Finally students write letters to their state senator to encourage the preservation of wetlands.
Lesson Plan: Why Most Birds Can Only Survive in Their Habitat

Our Environmental Impact – Part One

Background
Students should be familiar with life science vocabulary words related to ecosystems and the environment.

NGSS
Third graders are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

Objectives
This is an introductory lesson to prepare students for the following performance task:

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Materials
10 – 15 brightly colored index cards (On each card write one type of food that people leave as trash on the beach. See suggestions below.)

<table>
<thead>
<tr>
<th>chicken bones</th>
<th>chips</th>
<th>hot dog</th>
<th>corn on a cob</th>
</tr>
</thead>
<tbody>
<tr>
<td>half-eaten sandwich</td>
<td>cookies</td>
<td>rib bones</td>
<td>popcorn</td>
</tr>
<tr>
<td>bread</td>
<td>hamburger</td>
<td>tortilla</td>
<td>cake</td>
</tr>
</tbody>
</table>

25 – 30 Small plastic eggs covered with masking tape

Sandbox or beach
Pre-Simulation Preparation – 15 to 20 minutes daily for at least 4 days

Introduce vocabulary while reading informational facts about animals on http://kids.nationalgeographic.com/kids

Learn vocabulary through Spelling City.com, crossword puzzles and bingo.

Day 1 – 30 to 45 minutes

Organize facts about animals according to descriptive headings:

- Size, Shape and color
- Behavior
- Habitat
- Food
- Nesting
- Conservation

Use Claim/Evidence chart to help students respond to the following statement:

Snowy plovers are carnivores.

What is the evidence for that statement? Snowy plovers eat insects found in seaweed, so they are carnivores.

Engage Day 2 – 45 minutes

Show first 11 slides of PowerPoint presentation - Learning to Protect our Environment

Use the following VTS routines when looking at the first 8 slides: Think, Pair, Share and/or See, Think, Wonder
Explore

Tell students that the snowy plover is an endangered animal and that we need to make sure that we take care of our beaches. Then ask students to answer the following question, “Why is it bad to throw trash on our beaches?”

While they are writing have a parent volunteer or yard duty, stick the index cards in the sand and place the plastic eggs in the sandbox in and around the cards.

Students should be able to see the cards at a distance, but not the eggs. Have the students sit far enough away from the sandbox, so that you can ask them about the index cards. “Pretend that the index cards represent food that has been left behind by people at the beach. What will that food attract?” Question them until they say a bird and then ask them what kind of bird.

Tell students that they are going to pretend they are seagulls.

Separate students into groups of 3 to 4 students about 20 to 30 feet away facing the sandbox.

Tell students that when you say go, they are to run to the sandbox and pick up the pretend trash. When students are at the sandbox, they will notice the eggs. Most students will also pick up the eggs. If students asks if they can pick up the eggs say, “What would a seagull do?”

Explain

Tell students to turn in the eggs. Have them hold onto the cards and ask students to share out what kind of trash they found. Ask them if it decomposes? What will it most likely attract? Why is it bad for the snowy plovers if seagulls are attracted to their nesting area?

Elaborate

Have students write a second response to the question, “Why is it bad to throw trash on our beaches?”
Extend

**Time: 2 weeks during Language Arts and Computer Lab time**

Have students design a brochure that will promote awareness about the snowy plover.

**Part 2**

**Class Time: 2 hours**

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Give students the handouts labeled: *Labeling Animals by What They Eat*. Then give students the following handout: *Bird Adaptations - Beaks*. Read and answer the worksheets.

Tape the following objects on the board after showing them to the students: forceps, skewer, pipette and medium sized binder clip. Show the presentation *California Wetland and Shoreline Birds*. Do a Visible Thinking discussion on what each bird might eat and how their beak helps with getting their food. Then ask students which utensil could represent or work like the bird beaks in the presentation. They should be able to come to the following conclusions:

- Forceps: snowy plover’s beak
- Medium sized binder clip: sparrow’s beak
- Pipette or dropper: hummingbird’s beak
- Bamboo skewer: heron or egret’s beak

Have students respond to the questions on *Understanding What Birds Feed on by the Structure of their Beaks*. While they are writing, have a parent volunteer or yard duty prepare the habitat area:

**The Snowy Plover Area:** (best on sidewalk or concrete)
Netting with small bits of black construction paper sprinkled on top of the netting. The netting is used to represent seaweed and the black construction paper represents flies. (The small bits of construction paper can be made quickly using a three-hole punch.)

**The Savannah Belding Sparrow Area:** (best on a grassy about 10 to 15 feet behind the netting)

In short grass, sprinkle some black eyed peas, which represent seeds that are found near pickle weed in salt marshes.

**The Hummingbird Area:** (grassy area about 5 feet away from the black eyed peas)

Place 10 mL of red liquid made from a few drops of red food color in 7 to 10 small test tubes or small Dixie cups. The test tubes should be in a test tube rack. If using small Dixie cups place these in a cup holder that will protect them from tipping over when students attempt to remove the liquid, which represents nectar found in flowers. You can decorate this area with plastic flowers to help students identify the hummingbird area.

**The Heron and Egret Area:** (large range with food found in the snowy plover, sparrow and hummingbird area)

Place small sponges (approximately 8 inches by 5 inches in size) in all above areas. Place a few in front of the seaweed to represent fish (glue a paper fish on one side of the sponge). Place a few sponges in the wetland area to represent crabs or crayfish (glue paper crabs or crayfish onto the sponges). Place a few in the hummingbird area to represent lizards. Place a few in the field about 5 to 10 feet away from all the other areas to represent gophers, mice and other small animals found in fields (glue pictures of these types of animals onto the sponges).


Second Simulation Game

Before going outside divide your class into 4 groups and give them a utensil that will match with the bird they represent. Give students a small cup to represent their stomach. Students with the skewers are the herons, so they get a sandwich bag. Tell students they cannot pick up any “food” that doesn’t fit in their stomach. This is important because students with the medium sized binder clips will be able to pick up the sponges, but they are only to pick up the seeds (black eyed peas). Outside direct them to find their habitat that has their food. Remind the sparrows that they eat seeds and not insects.

After 5 minutes of picking up food with their utensils, have students sit and discuss what they noticed about the range of area where they could get food. Which bird had a greater area for getting food? Which birds had the hardest time getting food? The heron will have fish, frogs and gophers, so it has a large range.

Now have students walk to the other side of the field, while you destroy the habitat and remove some of the feeding areas. Remove the netting that represents seaweed to simulate what happens to the snowy plovers’ feeding area when beaches have the seaweed removed for tourists.

Have students walk back and ask them to search for food again. Which birds had a more difficult time now that their habitat was destroyed? Why is it important that birds have areas that are nearby where they can feed? What if the wetland area was paved over to make an airport or a skateboard park? Where would the sparrow live? What if hummingbirds could not find any flowers?

Back in the classroom have students get in groups according to which bird they represented outside. Each group should have at least 1 hummingbird, 1 sparrow, 1 egret/heron and 1 snowy plover. Have students share out about their experience outside and orally give a response to how
their beak worked and why their bird has that type of beak. Do they think that their bird could live somewhere else if their environment changed? Why or why not? After students have discussed, give the writing assessment.

Give students the opportunity to do research on the snowy plover, hummingbird, Savannah Belding Sparrow, heron and egret. Have students make informational brochures to distribute at Earth Day celebrations.

Finally after an earth science unit on watersheds and wetlands, take students to a wetland area to observe the birds in their natural habitat. Have students write letters to their local representative and senator asking them to preserve the wetlands because of their environmental importance.
Learning to Protect our Environment

What negative impacts on our environment can we change?
3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*
What would happen if we left trash on the beach? What if we left leftover food behind? Would that help or hurt the snowy plovers?

Write your answer in your science journal. When everyone is finished writing, we will go outside and do an activity.
After the activity, show the rest of the presentation.
https://www.youtube.com/watch?v=__sUDairhQ8

https://www.youtube.com/watch?v=SmiNol6rgcE

https://www.youtube.com/watch?v=SmiNol6rgcE
aves playeras anidan en el suelo, camuflándose con el entorno. Sus nidos consisten en CAVIDADES SIMPLES y poco profundas que realizan en la parte seca de la playa, acondicionadas o SEMICUBIERTAS CON VEGETACIÓN, PIEDRAS O CARAColes.

LOS HUEVOS, así como también LOS PICHONES, poseen una COLORACIÓN CRÍPTICA, que ayuda a mimetizarlos con el entorno y protegerlos de los ataques.

Son difíciles de ver !!

EL TRÁNSITO DE VEHÍCULOS 4X4 AFECTA HÁBITAT CRÍTICO PARA LAS AVES PLAYERAS y puede aplastar a nidos y pichones. Evita hacerlo en bordes de playas o humedales.

Cuida la vida: si caminas por la zona de playa seca, hazlo con mucha precaución.

Todos somos #avesplayeras.
### Slide 1
Show the following video clips and discuss:
- [https://www.youtube.com/watch?v=fP54QWi-aiM&feature=youtu.be](https://www.youtube.com/watch?v=fP54QWi-aiM&feature=youtu.be)

### Slide 2
Make a connection from butterflies to plovers 3-LS2-1. Construct an argument that some animals form groups that help members survive.

3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

### Slide 4
Why is this tractor on the beach? Take possible answers, but do not give away the reason why. It is there to clean up the seaweed on the beach.

### Slide 5
Who might this person be? What is she doing? What is on the sand? (She is a biologist noting the width of the wrack line.) The wrack line is where the seaweed washes up on shore and attracts flies and other insects. People don’t like the seaweed and they want it removed from the beach. Is this a good or bad for the environment?

### Slide 6
Why is she taking notes? And what might she be studying? What might she have in the jar?

### Slide 7
What is the little bird standing next to? Why is the bird there?

### Slide 8
What do you notice about picture? What colors are the snowy plovers? How does their color help them survive? The snowy plovers are camouflaged with the colors of their feathers, which helps to protect them against predators.

### Slide 9
What do you notice? How is the nest different from other nests? What color are the eggs and why do you think they are that color? How does the coloration of the eggs and the plover help it blend into the sand?

### Slide 10
What do snowy plovers eat? What would happen if we left trash on the beach. What if we left leftover food behind? Would that help or hurt the snowy plovers?

### Slide 12
Stop here ask students to discuss and write a response to the question about leaving trash and food behind on the beach.

### Slide 13
Stop and take students to do sea gull simulation game.

### Slides 14 - 18
Information about snowy plovers.
<table>
<thead>
<tr>
<th>Slide</th>
<th>Question/Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide 1</td>
<td>What is a wetland? What animals might you find there besides birds?</td>
</tr>
<tr>
<td>Slide 2</td>
<td>A hummingbird has a long slender bill, so that it can probe for nectar found in flowers. Is the hummingbird a carnivore? How do you know? Where would hummingbirds find their food? In the simulation game students who are hummingbirds will use pipettes.</td>
</tr>
<tr>
<td>Slide 3</td>
<td>A snowy plover has a thin long tweezer-like bill, so that it can pick up insects. Where is the nest? What do you see around the nest? Where do plovers find most of their food? In the simulation game, students who are plovers will use plastic tweezers.</td>
</tr>
<tr>
<td>Slide 4</td>
<td>A Savannah Belding sparrow has a short, thick conical beak, so that it can crack seeds. (medium sized binder clip) What is it sitting on? (Pickleweed. The plant is called pickleweed because it tastes salty and sour. This particular sparrow only makes its nest in pickleweed, which is found only in salt marshes.) In the simulation game students who are sparrows will use a medium-sized binder clip.</td>
</tr>
<tr>
<td>Slide 5</td>
<td>Herons and egrets have long dagger like bills, so that they can spear fish and other small animals. (skewer) Are egrets and herons herbivores? What are they? What small animals might they eat? Where would herons and egrets find their food? In the simulation game, students who are herons or egrets will use a skewer.</td>
</tr>
<tr>
<td>Slide 6</td>
<td>If herons eat small animals, which animals do you think they will eat?</td>
</tr>
<tr>
<td><strong>Student pictures of outdoor activities</strong></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Students are first shown the different habitat areas. This is the snowy plover area and one of the areas of food for the heron and egret.</td>
<td></td>
</tr>
<tr>
<td>Students have been told to find their food. These students have paper bags, so they are egrets, but they have missed the fish in the ‘ocean’ and have gone to gather up the frogs and other small land animals.</td>
<td></td>
</tr>
<tr>
<td>Hummingbird area, which has test tubes filled with red food coloring to represent nectar and the sponges represent small land animals such as lizards, frogs, mice that the herons and egrets can spear.</td>
<td></td>
</tr>
<tr>
<td>Beans represent seeds that the children who are the sparrows pick up with medium-sized binder clips.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Snowy plovers, students with tweezers, pick up ‘flies’ (small bits of black paper) off the ‘seaweed’ (the netting), herons and egrets, students with wooden skewers pick up the fish (sponges).</td>
<td></td>
</tr>
<tr>
<td>At the salt marsh, learning to use the binoculars and trying to get a closer view of a blue heron on the marsh.</td>
<td></td>
</tr>
<tr>
<td>Students visiting the Carpinteria Salt Marsh learning about the plant life, observing birds and other wildlife.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Students sort clam shells and learn about clams, another food source for herons at the marsh. When clam stick their foot out they can get caught and eaten by herons and egrets.</td>
<td></td>
</tr>
</tbody>
</table>
Describe what each bird can and cannot eat according to its beak and how that has an effect on where they can live and survive.
Describe what each bird can and cannot eat according to its beak and how that has an effect on where they can live and survive.

**Hummingbird**

This bird is a hummingbird. The hummingbird can eat nectar and other liquids from flowers. It cannot eat big things because their beak is more like a pipette or straw so it can drink the nectar. It has to live in places where there is lots of flowers so it can live and survive.

**Snowy Plover**

This bird is a Snowy Plover. It can eat flies and other insects with its beak. It can not eat liquids like the hummingbird because its beak is not like a pipette. It has to live near or on beaches so it will have food to eat like bugs, flies, and other insects.
This bird is a sparrow. It eats seeds because it has a binder clip like beak so it can crack seeds to eat. It cannot eat things like meat because it cannot crack seeds. It has not to tear it. It has to live in forests and places where seeds are so it can eat and have food to survive.

The left bird is a heron. The right bird is an egret. They can eat fish and other meat. They cannot eat seeds because it's it can not eat break can not things like meat crack seeds. It has not to live by lakes and streams so there is fish to eat and survive.
Describe what each bird can and cannot eat according to its beak and how that has an effect on where they can live and survive.

<table>
<thead>
<tr>
<th>The hummingbird</th>
<th>The Snowy Plover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannot live in another animal habitat because they were not used to live their.</td>
<td>Cannot live in another's bird habitat because their and his food is cold there. A snowy plover cannot drink with his beak but it can stock it in little animals body like fish and that now they hunt food. Snowy plowers can live in the sand and their used to live there and theirs where they live food in the beach like fish.</td>
</tr>
<tr>
<td>Their humming birds cannot eat fish or seed and other things they can only drink liquid because their bicks are like straws.</td>
<td></td>
</tr>
<tr>
<td>The humming birds can live in flowers because humming birds are in the flowers drinking nectar.</td>
<td></td>
</tr>
</tbody>
</table>

The hummingbird and the Snowy Plover.
| The sparrow cannot live in another bird's habitat because if he goes in another habitat he wouldn't have his food there. |
|---|---|
| The egrets can live in other bird habitats because they more than one type of food and they are used to in a different habitat. |

A sparrow only can eat seeds with his beak because his beak is so strong he could crack the seed.*

Theire beaks help them eat fish, frogs and little thing that have**.
Checklist for Promoting Awareness about the Snowy Plover Brochure

_____ brochure is designed for the appropriate audience (You have been assigned one of the following age group/audience.)

· dog owners
· beach visitors
· potential volunteer
· school children

_____ brochure clearly describes the snowy plover
_____ size
_____ habitat
_____ food source
_____ problems and why it needs to be protected
_____ brochure contains tips for appropriate age group/audience

_____ brochure contains colorful drawings and/or graphs for appropriate age group/audience

_____ brochure information is factual and from reputable sources
_____ Sources of information are identified when appropriate
_____ brochure is 2-sided and appropriate to distribute to the appropriate age group/audience
Add Text Boxes and Images to Create Your Brochure.
Delete the Grey Lines
When You are
Done With Your
Brochure Layout.
FACTS ABOUT SNOWY PLOVERS

A Snowy Plovers is a little bird who lives in the ocean. And eats little bugs. And we are making them extinct. By leaving trash near their eggs. We can help by picking up trash. Then we all can be hero small or big we can save the world!!!
What is the snowy plover.

They have thick conical bills. They live on the beach and they eat small insects and flies found on seaweed.

People cause Snowy Plovers to get eaten. Or get stepped on. By leaving their trash on the ground and letting their dogs run wild.
Rubric for Brochure

**Task Description:** (Teacher may explain specific assignment in this space.)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>weight</th>
<th>Professional</th>
<th>Adequate</th>
<th>Needs Work</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>50%</td>
<td>□ Demonstrates in depth understanding of topic</td>
<td>□ Demonstrates understanding of the topic</td>
<td>□ Demonstrates little understanding of topic</td>
<td>□ Lacks understanding of topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Accurately utilizes researched information in the brochure</td>
<td>□ Employs research information with an adequate degree of accuracy</td>
<td>□ Employs research information with a fair degree of accuracy</td>
<td>□ Reports only the most basic parts of the information</td>
</tr>
<tr>
<td><strong>Written</strong></td>
<td>20%</td>
<td>□ Well organized content</td>
<td>□ Content is organized</td>
<td>□ Content lacks organization</td>
<td>□ Unorganized content</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td>□ Attractive and well designed format</td>
<td>□ Format is adequate</td>
<td>□ Format is difficult to follow and poorly organized</td>
<td>□ Hard to follow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Clear and easily understood message</td>
<td>□ Message is sufficiently understood</td>
<td>□ Message not clearly understood</td>
<td>□ Message difficult to understand; tendency to wander or ramble</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Computer generated with strong visual appeal</td>
<td>□ Computer generated with acceptable eye appeal</td>
<td>□ Computer generated but poorly designed</td>
<td>□ Handwritten or computer generated with little organization or skill</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>15%</td>
<td>□ Five sources used</td>
<td>□ Three sources used</td>
<td>□ Two sources used</td>
<td>□ Less than two sources used</td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td></td>
<td>□ Use of reliable sources</td>
<td>□ Sources have some reliability</td>
<td>□ Questionable reliability of sources</td>
<td>□ Little reliability of sources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Accurate analysis of research</td>
<td>□ Adequate analysis of research</td>
<td>□ Basic information with questionable accuracy</td>
<td>□ Inaccurate information</td>
</tr>
<tr>
<td><strong>Visual</strong></td>
<td>15%</td>
<td>□ Imaginative; original</td>
<td>□ Creativity is acceptable</td>
<td>□ Little creativity used</td>
<td>□ No originality</td>
</tr>
<tr>
<td><strong>Appeal</strong></td>
<td></td>
<td>□ Use of graphics make the message “come alive”</td>
<td>□ Use of graphics adequate to present message</td>
<td>□ Poor selection of graphics</td>
<td>□ Graphics do not tie in with the message</td>
</tr>
</tbody>
</table>

Assignment Score _____________ + Beyonder/Bonus _____________ = Final Score _____________
June 6, 2016

To Barbara Boxer,

Can you make a committee to design to not build over wetlands because they could prevent floods from happening? I'm a student at E.P. Foster and I care about wetlands. A lot of people are building over wetlands. I'm 9 and I'm young. Even though I'm young, I know that endangered birds lived in wetlands and they could be extinct. (I'm in 3rd grade.)

Sincerely,

Angel R
Dear Barbara Baker,

My name is Desiree. I am in third grade and I go to E.P. Foster. I am 8 years old to. I will tell you how important the wet lands are. Wet lands are important because fish are dying.

Sincerely,

Desiree
Dear Bardara Boxer

I boesu do you Kowe beown wetland are poit boesu they have ameul in it. My name is Hilario and am Age old 9 and i live in California. I boesu we and my class Room 21 to a filltip to the salt marsh and laceder a clames. Do you no to do hop the Salt marsh boesu poeple are throwin' stuff in the water and the fish are dieing boesu. The x are not live some fish do not live in the Salt marsh bouse they are dieing. Do yow Kowe they x not live in the Salt marsh bouse poeple are meind to thomd.

Form Hilare to Bardara Boxer.
Dear Barbara Boxer,

I think that saving the wetlands are very important for the animals that live there. The reason I know this is that my school EP Foster the Third grade has been talking about them and all of the animals that live there and to protect the green turtle and to the bird beak and how it died out one time and I want to yell this letter to the three branches of government.

Sincerely,

Alex
Dear Barbara Boxer,

Please save the wet lands. Here are some reasons why you should save the wet lands. Reason number one you should save wet lands because they can filter water before the water goes to the ocean. I also forgot to tell you about me. I'm 10. I'm in 3rd grade. I like soccer. I also went to the Carrapentea salt marsh. I also am from Ventura. Only back to the reasons. Reason number two they protect us from floods. I hope you liked my reasons.

Sincerely,
Jaime

June 6, 2016
Sent u

Dear Barbara Boyer,
I think we should take care of the wetlands.
I got that from Bill Nye the Science Guy.

3rd grade
Dear Barbara Boxer,

I think we should protect the wetlands because then we might not see animals. And the plant might die too! And the wetlands are beautiful! I know that because I went on a fieldtrip with my class in your senator's We went to Carpenteria Salt Marsh. I'm in 3rd grade so all the 3rd graders go and some gate students. The first part of the fieldtrip was long and the other part was a little long but it was fun! That's why I think we should protect the salt marsh.

Sincerely, Fernanda Martinez.
Dear Barbra Boxer,

This is why we should protect wetlands. First is that we should protect wetlands because animals are dying. The next thing is that some people are littering. Now let me tell you who I am. I am in third grade, my school is E.O. Foster and I’m writing about this because I really want the wetland to be clean so the animals can live. This is why I want the wetland clean.

Sincerely,
Juan Pablo
Dear Barbara Boxer,

We should make a law about wetlands because they can prevent floods. They give life to billions of organisms and wild animals. My name is Diego M. I am a student at E.P. Foster STEM Academy. We should protect them also from pollution.

Sincerely, Diego
Dear Barbara Boxer, my class wants to tell you to know that we don't like people to build over wetlands. My first reason is it could help stop flooding. My last reason is that it filters polluted water.

Now I will tell you facts about myself. My name is Miguel-Angel Mercado, I am 8 yrs. old. I am a student at E. P. Foster, Mercado is SuperMacho in Spanish. Lastly I like trains.

Sincerely: room 21
Dear Barbara Boxer,

Our class went to the salt marsh. When we got there, we learned about animals that live in the salt marsh. Then, we went to another salt marsh and learned about clams. Finally, we went back to Eip Foster.

Sincerely, Jesus
Dear Barbara Boxer,

I think we should protect wetland because wetland can protect us from floods. Wetlands act like sponges because if there is a madger rain, California's wetlands provide tremendous benefits to the state from tourism and recreation. Wetlands protect communities from floods and sea level rise. Many residents don't realize they live and work at or below sea level and are protected by outdated levees. I'm a 3rd grader and I went to the Salt Marsh and that is how I know so many facts.

Sincerely,
Bryanna Gama
Dear Barbara Boxer,

I think we should protect our wetland because then we might not have enough animals. We should also protect it because a wetland is a home for animals like clams: Bent Nose, Jack Knife, Little Neck. I am a third grader and I now this because we went on a field trip to the Carpenteria Salt Marsh. It is important to me because a Salt Marsh has a lot of plants.

Sincerely,
Karina
Dear Barbara Boxer,

The reasons we should protect wetlands are they help us with
flooding also islands way far in the ocean
have oil platforms that make fish
or maybe other animals that live in water.
For example, in a video of Bill Nye the
science guy I saw a dead car wheel
and so I think wetlands should be
protected because there could be
endangered.

Sincerely, Miguel Le
9 years
3rd grade teacher Mrs. Cronie
Dear Barbara Boxer.

I'm on E.P. Foster School. My name is Daniel Pluma. I went to a field trip and I learned about the salt marsh. And I read about plants and odors things. Sincerely I like the field trip.

by: Daniel Pluma
Dear Barbara Boxer,

I think they should not deep over the well again because ence you don't know Name is Max School E. D. Foster Room 21.

Sincerely
Matt
Dear Barbara Boxer,

why are some wetlands so muddy?
I like when we want to the salt marsh because we saw animals. Also my name is Ashley. Thank you for reading.

Sincerely,

Ashley
Dear Barbara Boxer,

Why do we need an warer?
And I am 9 years old. I am in Rome 21. And I am in 3 grad.
The Honorable Barbara Boxer
United States Senate Office
Bldg: Washington, DC 20510-0505

Sincerely Love Zoe
Step 3: Using evidence from the text or lab to support your claim, write your conclusion. (Scaffold the use of frames by modeling first and then encouraging students to use the frames that start with the evidence in a dependent clause before the statement.)

<table>
<thead>
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</table>

because

When _______________________, I understood that _______________________.

Evidence

Claim

Since _____________________, I can infer/conclude that _______________________.

Evidence

Claim
Step 3: Using the evidence from the text or lab to support your claim, write your conclusion.
Students germinate seeds to discover what seeds need to germinate. Groups of students have 2 sets of five seeds of peas, sunflower, beans or radish seeds. One set is taped to the window and the other set is placed in a black pocket made out of construction paper. Students then observe and take notes on the progress of their plants. Once seeds have germinated, they are transplanted to a mini hydroponics set-up to prove that plants do not need soil to grow. Then seedlings are transplanted into the school garden. Finally students write an explanatory essay answering the following question: How do plants mainly get what they need to grow? Students use evidence from their experiment, and the following texts *Seed to Plant* and “Inside a Seed” to include in their essay.
Guiding Questions:

What do seeds need to germinate?
Will seeds germinate faster in the dark or in light?
Do seeds need soil?
Why did the seedlings in the dark grow taller?
Is taller better?
How can you tell if a plant is healthy?
Will the yellow leaves on the seedlings grown in the dark turn green once they are in the light?
Do plants need sunlight?
Do plants need soil to grow?
How did our experiment prove this?

Standards Addressed:

Science:

5-LS1-1.
Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]

Science and Engineering Practices

Support an argument with evidence, data, or a model.

Language Arts:

Key Ideas and Details:
CCSS.ELA-Literacy.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.5.7
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-Literacy.RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RI.5.10
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Text Types and Purposes:
CCSS.ELA-Literacy.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5E Learning Sequence
5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water

ENGAGE - Phenomenon

Bring a potato, sweet potato, and bean, leave out for students to observe and notice what happens. Read *From Seed to Plant* by Gail Gibbon.

EXPLORE (lab)

Each pair of students:
- 10 seeds and 2 sandwich bags.
- 2 soaked paper towels
- 1 envelope made out of black construction paper big enough to fit a sandwich bag

Fold the wet paper towels into a width of about 2 inches and the length of the bag. Place a paper towel in each bag and then place the seeds on the towel evenly spaced out and all on the same side. Put one bag in the black construction pocket and hang the other bag on the window. Observe and take notes every day. Have students write predictions about which seeds will sprout first.

EXPLAIN (class discussion/article)

Read the article “Inside a Seed” and reread *From Seed to Plant*. When the seed sprouts it has used the food stored in the seed. In order for the plant to continue to grow, the leaves need sunlight to make food.

EXTEND (Emphasis is on plants do not need soil to grow.)

Transplant seedlings with the paper towels into 9 oz clear plastic cups with 0.5 inch hole drilled in the center of the bottom. Insert a 15 cm × 5 cm piece of towel through the hole, so that there is ~4 cm sticking into the small cup and ~11 cm hanging out into another larger container full of water and nutrients (decomposed matter, such as worm juice). Monitor growth of plants by measuring height of the plant. Use a transfer pipette to soak paper towels and roots with 3% hydrogen peroxide, so that mold does not grow.

EVALUATE (The essay is the final assessment.)

Observational notes, measurements

Write an explanatory text describing what was learned during this unit. Use evidence from the lab investigation, *From Seed to Plant*, “Inside a Seed” and other Internet articles to write an explanatory text. Use explanatory text template to help organize essay.
<table>
<thead>
<tr>
<th>Pictures Taken by Students for Documentation</th>
<th>Day 7 – Radish seedlings placed inside black pocket are taller, but have yellow leaves.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Picture 1" /></td>
<td>Day 7 – Radish seedlings placed on window are shorter, but have dark green leaves with some red.</td>
</tr>
</tbody>
</table>

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Day 10 – Time to plant in cup. These are seedlings grown in the dark.

Day 10 – These radish seedlings did not grow as tall as the seedling in the dark, but their stems appear to be stronger and their leaves are a dark green. Their also appears to be stronger roots.
Day 15 - Seedlings were transplanted into a cup with water, worm juice and hydrogen peroxide on day 13. The seedling that was yellow because of growing in the dark is now turning green from being in the sunlight. The stem is still abnormally long for a radish seedling, so the coffee stirrers are there to support it.

Visiting our garden after planting and observing how much our plants have grown two weeks later.
2/6/17

I learned that the seeds can grow faster in the dark.

The plants can grow faster in the worm juice.

The results were that the ones in the dark grew in 3 days.

Day 12: 2/3/17

The biggest plant is 8.9 mm. The second tallest plant is 4.4 mm. The third tallest plant is 3.7 mm. The fourth tallest plant is 3.0 mm, the shortest plant is 0.7 mm.
Notes

- Seeds come in different shapes and sizes.
- Inside each seed is a beginning of a new plant.
- Notice how hard the beans are.
- The plants that are in the dark have more thinner stems.
- The plants that are in the light looked smaller, weaker stems, and were healthier.
- All seeds have food that is affected by light.
- If you let a plant grow in the dark, the leaf will get thin.
- If the leaf turns yellow then means the leaf is not getting enough food.
- If the leaf is green it is healthy and it's making food.
Paragraph 3 of body:
(Plant in the Jar)
Write your 3rd claim:
When we did our experiment on which will grow better, and when it was almost done we put our beans that grew tall in a jar which had water and worm juice, worm juice has Nitrogen, Phosphate, and Potash.
On day 14 when our plants were in the jar mold started growing so then we poured some hydrogen pyroxide and then the air and hydrogen pyroxide started reacting and made the mold started sizzling.

Write your supporting evidence from the text:
In the article (Plants without soil) it states that the plants need support nutrients, protection from adverse temperatures, an even supply of moisture, and they need oxygen around the roots.
From Seed to Plant Notes

All seeds grow into some type of plant that made them.

Seeds have food in them.

Seeds need water.

Sun shines on seed, seed coat breaks and begins to grow; this is called germination.

Leaves make food for plant from water and minerals in soil, sun light, and air around plant; this is why the seeds already have food in them.

Sun shines and warmth; the seed rail split; the seed coat of seed breaks open and begins to grow; this is called germination.

In our experiment, we did not have the soil but the seed coat broke open. The seed coat broke open because all it need was water and sun.
Body 1

Write your supporting evidence from the lab...

to Plant" the author was partly incorrect because she wrote "when the sun shines and warms the ground, the seed coat breaks open and the seed begins to grow. This is called germination." A root grows down.

...Write your supporting evidence from the text:

Body 1

For some parts, see paragraph 2 in our typed essay.
You have been provided with a text related to the lab activities. Using your lab notes and examples from the text, explain how, why and what you discovered and observed. Your response needs to include an introductory paragraph, 2 to 3 body paragraphs and a conclusion.

Rough Draft Template for Informative/Explanatory Text

Rewrite the prompt and highlight or underline the important words in the prompt.

Using my lab notes and __________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Your Title: ________________________________________________________________________________

Introduction: (Make a general statement about your lab conclusion and whether or not the informational reading passage supports your conclusion.)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Paragraph 1 of body:
Write your 1st claim:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

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Write your supporting evidence from the lab:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Write your supporting evidence from the text:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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**Paragraph 2 of body:**
Write your 2nd claim:
__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________
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__________________________________________________________________________

Write your supporting evidence from the lab:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Write your supporting evidence from the text:
__________________________________________________________________________
Paragraph 3 of body:
Write your 3rd claim:

Write your supporting evidence from the lab:

Write your supporting evidence from the text:

Conclusion: (Make sure to restate your introduction using different sentence structure and words.)
Rewrite your explanatory text rough draft making sure to use transitions when adding your information, comparing and contrasting or explaining a cause and effect.

**Transitions to Connect the Claims and Evidence**

<table>
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Developing Writing with Scientific Investigations:

Obtaining, Evaluating and Communicating Information
5 E Learning Sequence

- Engage
- Explore (hands-on activity or lab)
- Explain (class discussion/video/article)
- Extend (another lab?)
- Evaluate (science notebook, explanatory text or formal assessment)
## Connections among Science, Engineering, and Literacy

<table>
<thead>
<tr>
<th>Practices</th>
<th>Science and Engineering Practices</th>
<th>Literacy Expectations</th>
</tr>
</thead>
</table>
| Gather    | • *Obtain Information*  
            • *Ask Questions/Define Problems*  
            • *Plan and Carry Out Investigations*  
            • *Use Models to Gather Data*  
            • *Use Mathematics & Computational Thinking* | • *Ask questions to gain understanding.*  
• *Obtain information* through careful reading of relevant and reliable text, graphs, charts and listening to reliable sources.  
• Develop and organize ideas, concepts, and observations (data and measurements from investigations). |
| Reason    | • *Evaluate Information*  
            • *Analyze Data*  
            • *Use Mathematics and Computational Thinking*  
            • *Construct Explanations/Solve Problems*  
            • *Develop Arguments from Evidence*  
            • *Use Models to Predict & Develop Evidence* | • *Evaluate information for evidence and relate explanations and arguments to appropriate evidence.*  
• *“Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”* |
| Communicate | • *Communicate Information*  
            • *Use Argument from Evidence (written/oral)*  
            • *Use Models to Communicate* | • *Communicate* in meaningful ways through speaking and writing *that use evidence to support arguments.*  
• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
• Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |

**SOURCE:** Brett Moulding, December 2013.

http://sites.nationalacademies.org/DBASSE/BOSE/DBASSE_086296
4th and 5th Grade:
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

- Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Provide a concluding statement or section related to the information or explanation presented.
Write **informative/explanatory** texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant information.

- **Formal style**: (e)
  - May need to consider avoiding "I"
  - Be conscious of word choice (use "child" instead of "kid")
  - Vary sentence length
  - Avoid vague words (some, a few)
  - Avoid contractions
  - By selecting definitions, concrete details, quotations or other information and examples: (b)

- **Definition, Classification, Comparison/Contrast, Cause/Effect**: (a)
  - Description *
  - Problem/Solution *
  - Chronological *

- **Include**:
  - Formatting (headings)
  - Graphics (charts, tables)
  - Multimedia when useful to aid comprehension: (a)

- **Use precise language and domain specific vocabulary to inform about or explain the topic**: (d)

- **Use appropriate transitions to clarify the relationships among ideas and concepts**: (c)
  - At last
  - Conversely
  - However
  - Otherwise
  - In conclusion
  - Next
  - Furthermore
  - For example
  - Therefore
  - First, Second...

- **Introduce** (a) and develop (b) a topic
  - Ensure topic completely addresses prompt
  - Topic should be concise and focused
  - Ensure topic is developed throughout writing

- **Choices along the way throughout text composition**: *
  - Writer's workshop/conferences
  - Continually re-focus students to topic
  - Edit or revise details or examples that do not support topic

- **Provide a concluding statement or section that follows from the information or explanation presented**: (f)
Integrating Common Core Literacy Expectations and NGSS Practices

• **Lesson Objectives:**
  • Read and comprehend informational text independently and proficiently.
  • Integrate information from a passage and a science experiment in order to write knowledgeably about the unit.
  • Write an explanatory response to the prompt using evidence and details to support claims.
Commonalities Among the Practices in Science, Mathematics and English Language Arts

Based on work by Tina Chuek ell.stanford.edu
Step 3: Using evidence from the text or lab to support your claim, write your conclusion. (Scaffold the use of frames by modeling first and then encouraging students to use the frames that start with the evidence in a dependent clause before the statement.)

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When _______________________, I understood that _______________________.

Since _______________________, I can infer/conclude that _______________________.
Claim

Paragraph 3 of body:

A plant has tubes to carry water and minerals to its stem.

Write your supporting evidence from the experiment:

When we put celery in colored water, we observed that the tubes carried the blue and the red dye to the top of the celery but the red and blue dyes did not mix at the top of the celery because of the tubes which are called xylem.

Supporting evidence from the text:

Conclusion: (Make sure to restate your introduction using different sentence structure and words.)

In our science book on page 102, it states that tubes carry liquid and substances from the roots through the stem to the leaves.
Name: ______________________________  Date: ____________

You have been provided with a text related to the lab activities. Using your lab notes and examples from the text, explain how, why and what you discovered and observed. Your response needs to include an introductory paragraph, 2 to 3 body paragraphs and a conclusion.

**Rough Draft Template for Informative/Explanatory Text**

Rewrite the prompt and highlight or underline the important words in the prompt.

Using my lab notes and ________________________________________________

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Your Title: __________________________________________________________

**Introduction:** (Make a general statement about your lab conclusion and whether or not the informational reading passage supports your conclusion.)

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Paragraph 1 of body:
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____________________________________________________

____________________________________________________

____________________________________________________

Write your supporting evidence from the lab:

____________________________________________________

____________________________________________________

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Write your supporting evidence from the text:

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Rewrite your explanatory text rough draft making sure to use transitions when adding your information, comparing and contrasting or explaining a cause and effect.

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Before and After in the Dark

This is what the plant used to look like. And this is What it looks like now.
What Made the Plant Grow

The plants in the dark grew because they had enough food and energy in them and because they were looking for sunlight so that's why they are so tall. The plants and seeds in the light grew because they were in the sunlight and when they were in the seed they were using their own food and energy but when they sprouted and started growing leaves, the leaves started to make the food, the leaves started to turn green and that's how they grew.
Seeds in the Dark

The seed in the dark grew tall because it was trying to find sunlight and “break” out of the darkness (plastic bag covered with a piece of black paper). It was fully grown but when Mrs. Escamilla tried to put it into the jar the stem was too long and it broke. Once the main root or stem breaks, the plants cannot grow anymore.
They do not belong in our essays!
Isaac
March 2017

Growing seeds to plants

Plants don’t need soil to grow, but they do need energy and nutrients from the sun.

Seeds don’t need soil to grow. All the seed needs is water and food. It already has food and inside of the seed. For example, from the lab we put a few seeds in a Ziploc bag and a wet paper towel and it germinated and started to sprout and then grow into a plant. From the passage, *Plants Without Soil*, it states that plants don’t need soil but plants need the nutrients that the soil provides!

Seeds don’t really need sunlight to grow. In fact they grow faster in the dark than in the sunlight. During the lab, when we looked at the seeds that were in the sunlight they did not grow while the ones that were in the dark grew a little every day. The seed in the sunlight sprouted at least a week later than the seeds in the dark. That is how we know that seeds don’t need sunlight to germinate. In addition, the passage, *Investigating Light*, it states that “plant’s growth, responses, and its ability to make food is affected by lighting and its absence.”

Plants do need energy and nutrients from the sun and water from the rain to start growing and getting bigger and to start growing other things on the plant. For example during our lab, the seedlings that grew in the dark had yellow leaves. Then when we put the seedlings that were in the dark in the sunlight, the leaves turned green, so that is how I know that plants need sunlight to grow and that is how I know that plants need energy from the sunlight and water from the rain to make the food they need to grow.
For example, from the article, *Investigating Light* states that plants are not healthy in the dark, but are healthy in the sun because plants need the energy sun.

In conclusion, I learned that plants need energy from the sun to grow, but seeds don't need soil nor sunlight to germinate.
What Do You Think Seeds and Plants Need To Grow?

What do you think seeds need to grow? Soil? Water? If you think soil you’re right but you are also wrong. Seeds only need water to germinate. Some of these results may surprise you as much as it surprised us. We learned that seeds can grow with just water and so can plants.

In our experiment, the seeds started to germinate because of the water on the paper towel. The water softened the seed coat and the seed began to grow. The temperature also warmed the seeds. This happened on day 2 because we had radish seeds. Two seeds of our five started to germinate. The seeds used their food inside, so they could break out of the seed coat. However, on page 23 of the book *From Seed to Plant*, the author was partly incorrect because she wrote “A seed will not sprout until certain things happen. First it must be on or in the soil.” The part about the seed having to be on or in the soil was not true. It was not true because in our experiment, we grew our seeds without soil and they grew just fine. The seeds do not actually need the sunlight or the soil to start to germinate.

The seeds that grew in the dark were very different from the plants that grew in the light. Once the seedlings in the dark grew leaves, the leaves were pale and yellow and the stems were very long because they were trying to find sunlight to make food so they could be strong and healthy. So what was basically missing was photosynthesis. In our experiment this actually happened. The plants in the dark had very long stems and the leaves were yellow and pale, while some seedlings grown in the sunlight had green leaves, some seeds did not grow at all. After the
plants were big enough to be removed from the plastic bag, we grew them hydroponically which means to grow them in a solution of water and nutrients that they need. In the text *Plants Without Soil* it states that plants can grow without soil but you must provide the necessities that are missing from the soil.

We learned that seeds only need water to be able to sprout and that they have the nutrients inside of them already because the leaves of the previous plant made the food and some of it went to the seed. However, plants need water, sunlight, and nutrients to survive. Plants need these things because once the seedling grows leaves; the leaves are the parts of the plant that makes the food because the plant no longer has the food from the seed. In our experiment, we put the plants from the dark in the light and the next day the leaves were green instead of yellow. In the book *From Seed to Plant*, it states that “The leaves make food for the plant from the water and minerals in the soil, the sunlight, and the air all around the plant.” The only difference between the book and our experiment was that we didn’t put the plants in the soil until it was time to plant them in the garden.

In conclusion, the necessary requirement that seeds need to grow is water and the necessary requirements that plants need to survive is water, nutrients, and sunlight. We never knew that watching plants grow would be so exciting. If you were to watch plants grow, would you find it interesting and exciting?
Step 3: Using evidence from the text or lab to support your claim, write your conclusion. (Scaffold the use of frames by modeling first and then encouraging students to use the frames that start with the evidence in a dependent clause before the statement.)

- **Claim**
  - ______________________

- **Evidence**
  - Have students write their evidence from the text or from their observations.

- **Claim**
  - ______________________________________________________
  - because_________________

- **Evidence**
  - When ________________, I understood that ______________________

- **Claim**
  - ______________________________________________________

- **Evidence**
  - Since ________________, I can infer/conclude that _________

- **Claim**
  - ___________
Step 1: Evidence

Step 2: Claim

Step 3: Using the evidence from the text or lab to support your claim, write your conclusion.
Educators are often challenged by the onslaught of new technology and apps that our students use. Often as adults, we see only the negative in these apps - the time it takes children away from “reality,” the way so many lead to inappropriate behavior, and the way kids are becoming more and more narcissistic. But instead of focusing on the negative, we ought to focus on how we can use the latest and greatest to enhance our teaching and even further engage students.
Snap Chat the Past

Educators are often challenged by the onslaught of new technology and apps that our students use. Often as adults, we see only the negative in these apps; the time it takes children away from “reality,” the way so many lead to inappropriate behavior, and the way kids are becoming more and more narcissistic. But instead of focusing on the negative, we ought to focus on how we can use the latest and greatest to enhance our teaching and even further engage students.

With the implementation of Common Core State Standards (CCSS), teachers find themselves struggling to get students to take their thinking and knowledge to a deeper level, moving from a DOK 1 (depth of knowledge) to a DOK 3 or 4. They are fine with regurgitating information, but when it comes to applying that knowledge and/or creating something with it, they fall flat. This is where all those great technological gadgets and apps come in. By piggy-backing onto the excitement and obsession with the latest app, we can achieve instant buy-in to assignments and projects. This is how Snap Chat the Past was born.

I teach a sixth grade ancient civilization history course that is 90% ELL (English Language Learners). During our study of Ancient India, the students read about the lost cities of the Indus River Valley. The unique thing about these cities is that archaeologists and historians are still unclear as to why these cities “disappeared.” Archaeologists and historians have debated for years on what led to their ultimate demise. This, in and of itself, is somewhat interesting to many of the students, but again, getting them to think deeper about what happened, can be challenging. Our CCSS also emphasize the need for students to provide evidence with every answer they give, and this can be a difficult concept for a sixth grader. When developing the unit, I felt that the Snap Chat platform was a perfect way to teach how get students to be successful with high level thinking (DOK 3 & 4) and to provide evidence for their answers.

Snap Chat is the latest app that kids are using to communicate with one another. Those of us over the age of 18 probably have little to no knowledge of how it works. Basically, it’s a way kids can communicate through pictures, that, incidentally only last for a set period of time (5 seconds to 24 hours). I decided to use this concept and platform for students to decide which theory for the disappearance of the cities of the Indus River Valley they believed to be most plausible.

Students had four theories to choose from:

- A massive earthquake not only destroyed many of the buildings but altered the course of the Indus River.
- After years of pillaging the nearby forests, they are now just a barren landscape.
- The Aryans massacred much of the population.
- Regular rainfall has not occurred in many years. (drought)

Students were instructed to then list archaeological evidence for the theory that was chosen. Using the idea of the Snap Chat story line, (this is where you can put a group of pictures in a group and they are available for 24 hours and are shown in chronological order) students had to pretend they were living in one of the cities and come up with eight “photos” that depicted the fall of the city, providing evidence that backed up the theory they chose. After doing the photos, students then completed narrative journal entries that described what was happening with each photo.

This project definitely challenged my students. If I had approached this in any other way, I know the level of inquiry and engagement would not have been anything like what I got from the students. Snap Chat the Past was a great way to get them to think deeper and go beyond memorizing a bunch of facts that mean nothing to them. Students had to first decide what theory they felt was most plausible, then decide how they could best represent that theory with evidence by placing themselves into that time period. Although the project required them to go out of their comfort zone, they still felt comfort because they were using the platform of Snap Chat with which they are very familiar with. It’s amazing how they were willing to take risks and inquire more often doing this project than they were when we first studied the Indus River Valley.

Assessing students in this project was actually quite simple. For the journals, I used the narrative rubrics for the SBAC, (Smarter Balanced Assessment that is given in the spring). For the photos, I applied the same concepts as in the narrative, I looked for photos containing evidence that supported the theory, adherence to the time period, and creativity with comments on the photos. I did have them do a presentation of their final projects within their table groups, but this was informal for my ELL’s to get additional language practice, but this could be another way to assess the students if desired.

Since doing Snap Chat the Past with my students, I have applied this project to other subject matter. With my ELD (English Language Development) class we did a snap chat for cyberbullying – students created pictures of various bullying scenarios – traditional and cyber- then wrote about how students could effectively respond to bullies. In a few weeks my Language Arts class will be using the Snap Chat platform to become a character in a novel and show the evolution of the character through the novel.

Using the Snap Chat platform is a great way to get students to focus on providing evidence, whether it’s historical evidence or textual evidence. Many students commented about how exciting it was to do the project, in one of my classes, that is notorious for not turning in completed work, 100% of students completed the project AND did an extraordinary job! Although we have
moved on to other ancient civilizations, students still reference the information they learned doing the *Snap Chat the Past* and are applying it to what we are now studying.

*Snap Chat the Past* can be used for a variety of subject matter. Here are some examples:

- **Science**: Various Cycles (water, rock, etc.)
- **Math**: Steps to solve equations, conversions, proofs, etc.
- **Language Arts**: Key events in a novel that lead to the climax, creating a character that’s not in a book.

The possibilities are endless.

**CCSS Standards:**
- RH 6.1, 6.2, 6.5, 6.7, 6.9
- RI 6.7, 6.8
- W 6.3a-e, 6.4, 6.5
- SL 6.2, 6.3, 6.4, 6.5, 6.6
- L 6.2a-b, 6.6

*It should be noted that this project was done using pen and paper because my school does not have technology available for students to create these digitally. Hopefully next year we will be using computers or tablets!* 😊
Snap Chat the Past!
Journal Writing Tips and Rubric

Tips:
When writing your journals to support your pics, be sure to ask yourself these questions;

1. Am I using first person?
2. Are my entries consistent with the time period?
3. Are my entries understandable? (Have I remembered capitalization and correct punctuation?)
4. Do my entries provide evidence to support my theory?
5. Am I showing my understanding of the culture, religion and history of the Indus River Valley Civilizations?

Sample entry:

Dear Diary,

Today the leaders met to talk about what we are going to do. The forest is almost completely gone, as barren as a desert, and many are concerned about the need for fuel for our fires and fuel for baking the bricks to build new buildings. My father has spoken with the religious leaders and they seem to think our karma is not balanced and we need to cleanse ourselves from all the bad.

- A pic for this entry might be men gathered around a communal bath talking, or the barren land with few trees left on it.

Turn over for rubric.
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<th>Rubric:</th>
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Snap Chat the Past!
Background Information

In our studies of the ancient civilizations of the Indus Valley, we encountered the cities of Mohenjo-Daro and Harrappa. Both of these cities mysteriously disappeared. Because of our inability to read/translate the language of these ancient peoples, we have only been able to depend on archaeological evidence. A few theories have been presented, and in this activity you will decide which theory is the most plausible.

The Task

First you need to determine which theory for the disappearance of the Harappan cities you think is the most believable. (Please mark one.)

- A massive earthquake not only destroyed many of the buildings but altered the course of the Indus River.
- After years of pillaging the nearby forests, they are now just a barren landscape.
- The Aryans massacred much of the population.
- Regular rainfall has not occurred in many years.

Next, you need to answer a few questions that will help guide your project in the right direction. You will state which theory you have chosen and then respond to a few prompts.

Then you will create a snap chat picture story line. Imagining you are there in the midst of the chaos and change occurring in your Harappan city, you will draw (or create with printed images) 6-8 pictures that represent your experience. Each “photo” will show what you see and be captioned to help create a feeling of the seriousness of what’s happening.

Finally, you will create a journal that corresponds to each of the “photos” you create. In your journals you must demonstrate your knowledge of the Harappan culture and history, as well as an understanding of the consequences of what you think happened to the Indus valley civilizations.

Be sure to consult the rubric to check that you have met all the criteria for the grade that you want. This is a project grade, so be sure to do your very best work, and ask for help as soon as you need it.

Due dates are as follows:
Focus Questions answered:
Snap Chat Photos completed:
Journals completed:

Remember, an absence is NOT an excuse for incomplete, unfinished, or work not turned in.
Focus Questions:

1. The theory for the disappearance of the Indus Valley Civilizations is:


2. The evidence that I will use to support the theory is:

• 

• 

• 

• 

3. Planning for snap chat “photos”  
   (In each box describe what you plan on drawing and what evidence the photo supports.)
**Diary**

When writing your diary, you must make sure that your diary corresponds to your snap chat photos. Each photo will go with one diary entry. Use this planning sheet to make a rough draft. Your final draft must be hand written.

Entry #1:

Entry #2:

Entry #3:

Entry #4:

Entry #5:
Entry #6:

Entry #7: *(Optional for a grade of A)*

Entry #8: *(Optional for a grade of A)*
Fake news. It’s the buzz word of the day and the hot topic on social media. Our students, and most adults now look exclusively to social media for their news, much of it being fake. There’s just no way to escape it. With the new common core state standards (CCSS), we are requiring students more and more to look for evidence to support their arguments and opinions. With their limited life experience and only news sources on social media, our students, more than ever, have to constantly discern between real and fake news, a task that is quite challenging. So now, in addition to the curriculum we teach, we must also teach students how to know when their sources are valid.
Who Do You Believe:
Fake News and Propaganda in the Digital Age

Fake news. It's the buzz word of the day and the hot topic on social media. Our students, and most adults now look exclusively to social media for their news, much of it being fake. There's just no way to escape it. With the new common core state standards (CCSS), we are requiring students more and more to look for evidence to support their arguments and opinions. With their limited life experience and only news sources on social media, our students, more than ever, have to constantly discern between real and fake news, a task that is quite challenging. So now, in addition to the curriculum we teach, we must also teach students how to know when their sources are valid.

I decided that I would approach this in an entirely new way. I decided to teach them about fake news and propaganda (which often go hand in hand) while we were studying ancient China during history class. This approach helped students to be engaged in the topic and to also apply their knowledge in a new and exciting way.

Students were currently divided into dynasty groups, each team as an expert group on one dynasty. Their task was to become an expert and teach the rest of the class about their dynasty through a presentation. As they quickly discovered, one struggle of the ancient Chinese was governing their large dynasties where many cities were separated by geography. This challenge led many Chinese dynasties to use propaganda to help govern their people. I took this situation and used it as a background for teaching about propaganda and fake news.

I began with lessons on propaganda techniques, then moved to ways to identify fake news. I assessed student knowledge and understanding on these lessons with a quiz and then an activity where they read an article and had to provide three pieces of evidence proving their article was either real or fake. Now students had a good foundation for their understanding of fake news and propaganda, but understanding and practice are two very different levels of understanding.

The big task the students then had to accomplish was to create their own fake and real news articles about their dynasty. Each dynasty was given a topic and some suggestions for how to write their article, as well as a review of newspaper article writing and a rubric.

After the students wrote the articles, we exchanged the articles among the groups and students had to decide if the article was fake or real and provide three pieces of evidence to prove their opinion, (the same task they had done earlier with modern articles).

As I circulated the room I noticed all of the debates happening… students in rich academic conversation arguing why this article was clearly fake and that article was clearly real. They used all of the terms about propaganda they had learned as well as relied on evidence to back up their argument, (a challenging task for most sixth graders). All students were engaged and seemed to be enjoying themselves.

This activity was so valuable for my students. They were able to learn a skill, practice it and become better discerners of information. Since this project, students often come to me to share how they had explained to their mom or dad that an article on social media was fake news, or tell me that they spend a lot less time clicking on stories they immediately know are fake. I also find that my students are quick to question a source and ask for additional information before using it. In language arts we are studying heroes and it is remarkable how engaged in the text they are. I believe they are trying to find flaws, and are looking for proof that the sources are true. Some of their questions are so insightful and really get me thinking and questioning!

This project could really be done within any topic or subject matter. How fun would this be for students in a science class, perhaps writing real and fake news stories about new discoveries or the latest medical breakthrough? Or students in a literature class reading a novel and writing a fake and real news story about a main character – a great way to emphasize character analysis! The possibilities are endless.

For our purposes the following CCSS standards were covered:
Propaganda Terms Quiz

1. A textile manufacturer wanting people to wear their product to stay cool during the summer shows people wearing fashions made from their cloth at a sunny seaside setting where there is a cool breeze with an American flag in the background.
   a. Name calling
   b. Transfer
   c. Fear
   d. Card stacking

2. A commercial for Sea Doo personal watercraft airs, and the song in the commercial says, “Everybody’s doing it, Sea Doo.”
   a. Name calling
   b. Testimonial
   c. Fear
   d. Bandwagon

3. A United States Senator creates a list of people to be questioned about possible links to communism, and he actually calls the people on the list “communists.” The list is published to be viewed by America.
   a. Glittering Generalities
   b. Bandwagon
   c. Name-calling
   d. Plain Folks

4. Actress Halle Berry appears in a Covergirl make-up commercial. She talks about the lipstick she is wearing, and the fact that it was created with her skin tone and features in mind.
   a. Testimonial
   b. Plain folks
   c. Name calling
   d. Card Stacking

5. A commercial for Listerine mouthwash airs, in which some statistics are given. One statistic listed is that “Listerine is 75% effective in fighting bad breath.”
   a. Testimonial
   b. name calling
   c. Fear
   d. Misuse of statistics

6. Ford Motor Company airs a commercial that shows Mike Rowe from Dirty Jobs dressed in plaid shirt with other farmers on their farms using their Ford F150 trucks in their daily life on the farm.
   a. Plain folks
   b. Non sequitur
   c. Fear
   d. Transfer
Xia Dynasty

Your task is to write one real and one fake news story about Yu the Great. You can include the myth about him, (but make story sound like it is a truthful account of what Yu the great did), who is involved and how his actions affected society.

For your real news story: Be sure you include all the necessary information about the Great Wall and its construction.

For your fake news story: Be sure you include at least 2 of the fake news identifiers. Remember, your story should sound true.

Here are some reminders about writing a news article:

As you write your news article you need to be sure you can answer a few questions:

What? The specific event that took place or will take place.
Who? The people involved.
When? Date and time.
Why? Reasons for the event taking place.
How? Connecting the facts.

A typical newspaper article contains five (5) parts:

Headline: This is a short, attention-getting statement about the event.

Byline: This tells who wrote the story.

Lead paragraph: This has ALL of the who, what, when, where, why and how in it. A writer must find the answers to these questions and write them into the opening sentence(s) of the article.

Explanation: After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions a reader might have after reading the headline and the lead paragraph. This section can also include direct quotes from witnesses or bystanders.

Additional Information: This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.
Shang Dynasty

Your task is to write one real and one fake news story about the development of bronze technology. You can include what it’s being used for, who is making, how it is made and the advantages of bronze.

For your **real news story**: Be sure you include all the necessary information about the Great Wall and its construction.

For your **fake news story**: Be sure you include at least 2 of the fake news identifiers. Remember, your story should sound true.

*Here are some reminders about writing a news article:*

As you write your news article you need to be sure you can answer a few questions:

**What?** The specific event that took place or will take place.
**Who?** The people involved.
**Where?** Places.
**When?** Date and time.
**Why?** Reasons for the event taking place.
**How?** Connecting the facts.

A typical newspaper article contains five (5) parts:

**Headline:** This is a short, attention-getting statement about the event.

**Byline:** This tells who wrote the story.

**Lead paragraph:** This has ALL of the who, what, when, where, why and how in it. A writer must find the answers to these questions and write them into the opening sentence(s) of the article.

**Explanation:** After the lead paragraph has been written, the writer must decide what other facts or details the reader might want to know. The writer must make sure that he/she has enough information to answer any important questions a reader might have after reading the headline and the lead paragraph. This section can also include direct quotes from witnesses or bystanders.

**Additional Information:** This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.
Zhou Dynasty

Your task is to write one real and one fake news story about the Mandate of Heaven to justify ruling. You can include what it is (a full description), who is involved, how it is made and the advantages the Zhou Kings ruling (what great things they are doing for the people).

For your **real news story**: Be sure you include all the necessary information about the Great Wall and its construction.

For your **fake news story**: Be sure you include at least 2 of the fake news identifiers. Remember, your story should sound true.

*Here are some reminders about writing a news article:*

As you write your news article you need to be sure you can answer a few questions:

- **What?** The specific event that took place or will take place.
- **Who?** The people involved.
- **Where?** Places.
- **When?** Date and time.
- **Why?** Reasons for the event taking place.
- **How?** Connecting the facts.

A typical newspaper article contains five (5) parts:

**Headline:** This is a short, attention-getting statement about the event.

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**Additional Information:** This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.
Qin Dynasty

Your task is to write one real and one fake news story about the building of the Great Wall. You can include the reasons why it’s being built, who is building it, how it will be built and the advantages of having the wall.

For your real news story: Be sure you include all the necessary information about the Great Wall and its construction.

For your fake news story: Be sure you include at least 2 of the fake news identifiers. Remember, your story should sound true.

Here are some reminders about writing a news article:

As you write your news article you need to be sure you can answer a few questions:

What? The specific event that took place or will take place.
Who? The people involved.
When? Date and time.
Why? Reasons for the event taking place.
How? Connecting the facts.

A typical newspaper article contains five (5) parts:

Headline: This is a short, attention-getting statement about the event.
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Additional Information: This information is the least important. Thus, if the news article is too long for the space it needs to fill, it can be shortened without rewriting any other part. This part can include information about a similar event.
<table>
<thead>
<tr>
<th>Statement of Purpose/Focus</th>
<th>Establishment of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response is fully sustained and consistently and purposefully focused: controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context</td>
<td>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: use of evidence from sources is smoothly integrated, comprehensive, and concrete effective use of a variety of elaborative techniques</td>
<td>The response demonstrates a strong command of conventions: few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td>3</td>
<td>The response is adequately sustained and generally focused: focus is clear and for the most part maintained, though some loosely related material may be present some context for the controlling idea or main idea of the topic is adequate</td>
<td>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details: some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques</td>
<td>The response demonstrates an adequate command of conventions: some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, &amp; spelling</td>
</tr>
<tr>
<td>2</td>
<td>The response is somewhat sustained and may have a minor drift in focus: may be clearly focused on the controlling or main idea, but is insufficiently sustained controlling idea or main idea may be unclear and somewhat unfocused</td>
<td>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details: evidence from sources is weakly integrated, and citations, if present, are weak or uneven use of elaborative techniques</td>
<td>The response demonstrates a partial command of conventions: frequent errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td>1</td>
<td>The response may be related to the topic but may provide little or no focus: may be very brief may have a major drift focus may be confusing or ambiguous</td>
<td>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: use of evidence from the source material is minimal, absent, in error, or irrelevant</td>
<td>The response demonstrates a lack of command of conventions: errors are frequent and severe and meaning is often obscure</td>
</tr>
<tr>
<td>0</td>
<td>A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target].</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXIT TICKET

Name: _______________________ Date: ___________ Period: ________

What color was your article? ______________

3. My article was (choose one)
   a. Real
   b. Fake

4. Three reasons (evidence) I knew my article was real or fake:
   4. ________________________________
   5. ________________________________
   6. ________________________________

3. Why is it important to evaluate what we read and share on social media?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

EXIT TICKET

Name: _______________________ Date: ___________ Period: ________

What color was your article? ______________

1. My article was (choose one)
   a. Real
   b. Fake

2. Three reasons (evidence) I knew my article was real or fake:
   1. ________________________________
   2. ________________________________
   3. ________________________________

3. Why is it important to evaluate what we read and share on social media?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
What is the role of government, and what is the role of public schools in ensuring human rights? These are the two main essential questions that students took on in this 5 week unit on The Giver. In this dystopian novel, the government, in hopes of creating a better way of life for its people, denies many rights to the community it serves. As a result, the utopia they hoped to create becomes a dystopia. The questions students explored as they read were many: What are our human rights; How were they developed?; What is the role of government in ensuring them; and What is the role of public education in helping ensure human rights?
What is the role of government, and what is the role of public schools in ensuring human rights? These are the two main essential questions that students took on in this 5 week unit on The Giver. In this dystopian novel, the government, in hopes of creating a better way of life for its people, denies many rights to the community it serves. As a result, the utopia they hoped to create becomes a dystopia. The questions students explored as they read were many: What are our human rights; How were they developed; What is the role of government in ensuring them; and What is the role of public education in helping ensure human rights?

INTO: To begin the unit, students watched a video made by the United Nations on the Universal Declaration of Human Rights. This video explained the history of human rights and explained each of the 30 human rights recognized by the United Nations. Students then engaged in a gallery walk of images of the human rights and then help a Socratic Seminar in which they discussed which human rights they felt were particularly important and why. It was interesting to note that many students said that the Right to an Education was really important.

THROUGH: Students begin the novel, The Giver. As an introduction to the concept of dystopia, students engage with a dystopian image and using the Visible Thinking Routine of “Think, See, Wonder.” As they analyze the image, they begin to paint two very different pictures of life in the “glimmering city” and the poor town below. This serves as talking point about how communities may not be as “perfect” as they seem, and people have to look at all aspects of society to try to improve the whole picture for everyone. Students then began The Giver. As they read, they charted what human rights were protected by the government in the community and which were violated. They also examined how the setting affected the plot and theme. In the novel, people have a right to medical care, education, housing, and basic needs, but their rights to freedom of expression, the press, and thought were violated. Many lively discussions resulted about whether rights were violated or protected within the novel. For example, in The Giver, the government assigns people their spouses and children. In this case, is the government violating or protecting the right to a family? Citizens in this world are also assigned their jobs? Does that violate or protect the right to work? Students argued both sides of these questions using claim, evidence, and reasoning techniques. They cited quotes from the text to support their claims about human rights in the novel. In addition, students studied grammar in this unit; they focused on compound sentences both in their writing and in the reading. Students also acquired targeted vocabulary.

BEYOND: To apply what they had learned, students researched a human right that they were interested in. They then used what they had learned in their research to write letters to our new president. They wrote to President Trump about a human right they hope he and his administration would ensure. Students wrote on a variety of topics such as education, discrimination, immigration, freedom of expression, and the right to rest and play. In each letter, they cited evidence from their research. As a result of this learning experience, the students learned how to cite sources, how to write a business letter, how to address an envelope, and how to contact the President and members of Congress. (Note: We debated sending emails to President Trump, but we decided to send letters. We looked at the White House website. Students learned that they can email the White House, and we discussed how to write a formal email.)

Finally, we ended this unit with a Socratic Seminar about the role of government and public education in ensuring human rights. The students came to some consensus that the role of government was to ensure as many rights as possible for the largest number of people. They could see the challenges in this undertaking. Sometimes, ensuring some human rights impact others. They discussed that the government has a limited amount of money that can be used. The students were asked how they would spend their resources if they had the “power of the purse.” They also discussed the role of public education in ensuring human rights. Many
students concluded that it is the role of public education to teach students about their human rights and to teach students to become engaged members of society who participate in government.

This unit was deep! Students participated in the democratic process by using their human right of freedom of expression and writing to the President. Their letters reflect their own ideas about what issues need attention in our society. Students wrote from their hearts about their own experiences and they cited evidence about current events and problems that affect them and their families. They also engaged with literature and practiced having collegial discussion. All students felt empowered to speak their truths, regardless of how their families voted. We discussed that advocating for what you believe in is the right of all of us, Republicans, Democrats Greens, and Independents. Students were assessed using grammar tests, Chapter reading graphic organizers, and letters, all of which provided evidence of learning.

CCSS.ELA-LITERACY.RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.L.7.1.B
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CCSS.ELA-LITERACY.W.7.2
Write informative/explanatory texts to examine a topic.
CCSS.ELA-LITERACY.SL.7.1.A
Come to discussions prepared, having read or researched material under study.
<table>
<thead>
<tr>
<th>Rights</th>
<th>Rights</th>
<th>Rights</th>
<th>Rights</th>
<th>Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We are all born free with equal rights</td>
<td>2. We have a right to live</td>
<td>3. We have a right to be treated fairly by the law</td>
<td>4. We have a right to freedom from slavery</td>
<td>5. We have a right to be treated with dignity and respect</td>
</tr>
<tr>
<td>6. We have a right to not be deprived of our freedom</td>
<td>7. We have a right to equal protection under the law</td>
<td>8. We have a right to seek justice</td>
<td>9. We have a right to be free from inhumane treatment</td>
<td>10. We have a right to freedom from cruel and unusual punishment</td>
</tr>
<tr>
<td>11. We have a right to equal protection from other communities</td>
<td>12. We have a right to be free from war</td>
<td>13. We have a right to be free from discrimination</td>
<td>14. We have a right to be free from persecution</td>
<td>15. We have a right to be free from hunger</td>
</tr>
<tr>
<td>16. We have a right to be free from fear</td>
<td>17. We have a right to be free from want</td>
<td>18. We have a right to peaceably to gather</td>
<td>19. We have a right to be free from violence</td>
<td>20. We have a right to join trade and hold property</td>
</tr>
<tr>
<td>21. We have a right to have a safe and stable home</td>
<td>22. We have a right to a social safety net</td>
<td>23. We have a right to work and join trade unions</td>
<td>24. We have a right to play and rest</td>
<td>25. We have a right to health</td>
</tr>
<tr>
<td>26. We have a right to education</td>
<td>27. We have a right to enjoy the sciences and arts</td>
<td>28. We have a right to enjoy a free and fair community</td>
<td>29. We have a responsibility to our environment</td>
<td>30. No one is above the law</td>
</tr>
<tr>
<td>31. We have a right to freedom of religion and thoughts and thoughts and thoughts and thoughts</td>
<td>32. We have a right to have a right to our own things</td>
<td>33. We have a right to make a country that is governed to get a country that is governed to get</td>
<td>34. We have a right to never to want what we want to think and say</td>
<td>35. We have a right to gather peacefully</td>
</tr>
</tbody>
</table>
VI. APPENDICES

Universal Declaration of Human Rights
(Child-Friendly Version)

Article 1. Right to equality:
You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

Article 2. Freedom from discrimination:
You have all these human rights no matter what your race, skin colour, sex, language, religion, opinions, family background, social or economic status, birth or nationality.

Article 3. Right to life, liberty and personal security:
You have the right to live, to be free and to feel safe.

Article 4. Freedom from slavery:
Nobody has the right to treat you as a slave, and you should not make anyone your slave.

Article 5. Freedom from torture and degrading treatment:
Nobody has the right to torture, harm or humiliate you.

Article 6. Right to recognition as a person before the law:
You have a right to be accepted everywhere as a person according to law.

Article 7. Right to equality before the law:
You have a right to be protected and treated equally by the law without discrimination of any kind.

Article 8. Right to remedy by capable judges:
If your legal rights are violated, you have the right to fair and capable judges to uphold your rights.

Article 9. Freedom from arbitrary arrest and exile:
Nobody has the right to arrest you, put you in prison or force you out of your country without good reasons.

Article 10. Right to fair public hearing:
If you are accused of a crime, you have the right to a fair and public hearing.

Article 11. Right to be considered innocent until proven guilty:
1) You should be considered innocent until it can be proved in a fair trial that you are guilty.
2) You cannot be punished for doing something that was not considered a crime at the time you did it.

Article 12. Freedom from interference with privacy, family, home and correspondence:
You have the right to be protected if someone tries to harm your good name or enter your house, open your mail or bother you or your family without good reason.

Article 13. Right to free movement:
1) You have the right to come and go as you wish within your country.
2) You have the right to leave your country to go to another one, and you should be able to return to your country if you want.

Article 14. Right to protection in another country:
1) If someone threatens to hurt you, you have the right to go to another country and ask for protection as a refugee.
2) You lose this right if you have committed a serious crime.

Article 15. Right to a nationality and the freedom to change it:
1) You have the right to belong to a country and have a nationality.
2) No-one can take away your nationality without a good reason. You have a right to change your nationality if you wish.

Article 16. Right to marriage and family:
1) When you are legally old enough, you have the right to marry and have a family without any limitations based on your race, country or religion. Both partners have the same rights when they are married and also when they are separated.
2) Nobody should force you to marry.
Utopian Brochure Assignment Sheet

utopia -

society -

What would your ideal society look like? Today you get to create that society in your mind and present it in the form of a brochure. You want your brochure to be persuasive; that is, you want to convince people to visit your community. This assignment is worth 20 points, and you have one period to complete it. Please make sure that your brochures have the following elements:

Page 1 - Hook.
- Original name of your society.
- Drawing that represents your utopia.
- A motto. (A phrase that shows what you stand for.)

Page 2 - Description
- Brief summary of your society (make it sound enticing so that people want to go there).

Page 3 - Setting (When and Where)
- Explain where your society is located. When did/does it exist (past, present, future?)
- Give a physical description of the society (geography and people).
- How does it feel to be a member of this society?

Page 4 - Government
- Who makes the rules?
- What are the rules?
- What happens if people break the rules?

Page 5 - Roles and Responsibilities
- What are the responsibilities of people in your society?

Each panel must include a graphic that represents the topic being described.

Think about what you love to do and tie in your personal experiences with your brochure. What occurs to you today? Remember this does not have to be your utopia forever; it's just for today. Your brochure is due at the end of the period. Have fun!
Do you know your human rights?

Human Right #1
We Are All Born Free & Equal

We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #2
Don't Discriminate

These rights belong to everybody, whatever our differences.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #3
The Right to Life
We all have the right to life, and to live in freedom and safety.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org

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Do you know your human rights?

Human Right #4
No Slavery
Nobody has any right to make us a slave.
We cannot make anyone our slave.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org

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Do you know your human rights?

Human Right #5
No Torture
Nobody has any right to hurt us or to torture us.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #6
You Have Rights No Matter Where You Go
I am a person just like you!

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #7
We're All Equal Before the Law

The law is the same for everyone.
It must treat us all fairly.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #8
Your Human Rights Are Protected by Law

We can all ask for the law to help us when we are not treated fairly.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #9
No Unfair Detainment

Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #10
The Right to Trial

If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #11
We're Always Innocent Till Proven Guilty
Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #12
The Right to Privacy

Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #13
Freedom to Move

We all have the right to go where we want in our own country and to travel as we wish.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #14
The Right to Seek a Safe Place to Live

If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org

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Do you know your human rights?

Human Right #15
Right to a Nationality
We all have the right to belong to a country.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #16
Marriage and Family

Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org

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Do you know your human rights?

Human Right #17
The Right to Your Own Things

Everyone has the right to own things or share them.
Nobody should take our things from us without a good reason.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

"I believe in trust"

Human Right #18
Freedom of Thought

We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org

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Do you know your human rights?

Human Right #19
Freedom of Expression

We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #20
The Right to Public Assembly

We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org

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Do you know your human rights?

Human Right #21
The Right to Democracy

We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

when you can’t support yourself.

Human Right #22
Social Security

We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #23
Workers' Rights

Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #24
The Right to Play
We all have the right to rest from work and to relax.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #25
Food and Shelter for All

We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #26
The Right to Education

Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org

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Do you know your human rights?

Human Right #27
Copyright

Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org
Do you know your human rights?

Human Right #28
A Fair and Free World

There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org

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Do you know your human rights?

Human Right #29
Responsibility

We have a duty to other people, and we should protect their rights and freedoms.

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT
For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org

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Do you know your human rights?

Human Right #30
No One Can Take Away Your Human Rights

LEARN HUMAN RIGHTS
THE FUTURE DEPENDS ON IT

For more information about free audiovisual products and publications you can use to make human rights a reality in your community visit YouthforHumanRights.org

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Visible Thinking

Identify: What do you see? (that I can touch in the picture)

Compare / Contrast: Do you notice any differences/similarities within the image?

Imagine: If you popped into this image, where would you prefer to land? Why?
<table>
<thead>
<tr>
<th>Chapter #</th>
<th>What happens in this chapter?</th>
<th>Draw a scene.</th>
<th>Human rights connection? (or not)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What part of the story is this?</td>
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<td>Summary:</td>
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</tr>
<tr>
<td></td>
<td>Summary:</td>
<td></td>
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</tbody>
</table>
Checking for Understanding
Setting in Literature

Setting refers to the surroundings in which characters in the story live. Things such as the physical location (the where), the time (the when), and the possibilities that are available (the rules) are all part of setting.

There are three levels of setting:

Micro- The smallest picture. The first level of setting is the micro-setting. This level of setting has the most immediate influence on the story. The micro-setting includes the ________________ of the main characters, their immediate surroundings, and the rules which they go by.

Meso- The middle picture. The second level of setting is the meso-setting. This level of setting generally possesses medium levels of influence on the main characters, and includes things like the main character’s _________________.

Macro- The big picture. The largest level of setting is the macro-setting. This setting is normally the most distant from the characters, and includes things like the ________________ in which the characters live.

WORD BANK

neighborhood, school, or job the government, and the country family and friendships
Label the micro-setting, meso-setting, and the macro-setting in the diagram below, and identify 2 examples of each from *The Giver*. (9 points)
Claim, Evidence, Reasoning - The Giver

I do it. Here's a trip down memory lane... - Napoleon Dynamite

Make a claim about Napoleon:
Remember a claim is a statement you believe to be true.

Give evidence from the text to support your claim. (quote, description, etc.)

Reasoning: Show how your evidence supports your claim.

We do it. Now let's try it with The Giver.

Which human rights are protected and which are violated in The Giver.

1. Human Right #4 - Freedom from slavery

Claim: The human right that ensures_________________________ is being protected/taken away in The Giver.

Evidence: In the text it says that ____________________________________________________________

Reasoning: This evidence shows that the right is being protected/taken away because ________________________________

2. Human Right #16 - The right to marry and have a family

Claim: The human right that ensures_________________________ is being protected/taken away in The Giver.

Evidence: In the text it says that __________________________________________________________
Using Text Sets to Explore a Focusing Question

Focusing Question

What is the role of government?

Your Evidence

<table>
<thead>
<tr>
<th>Text One: <em>Truth Serum</em> (poem)</th>
<th>Text Two: <em>NSA Leaker Snowden</em> (Non-fiction article)</th>
</tr>
</thead>
<tbody>
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</table>

What is the relationship between your two pieces of evidence?

So, based on that relationship, what conclusion might you make regarding the focusing question?
Truth Serum

BY NAOMI SHIHAB NYE

We made it from the ground-up corn in the old back pasture. Pinched a scent of night jasmine billowing off the fence, popped it right in. That frog song wanting nothing but echo? We used that. Stirred it widely. Noticed the clouds while stirring. Called upon our ancient great aunts and their long slow eyes of summer. Dropped in their names. Added a mint leaf now and then to hearten the broth. Added a note of cheer and worry. Orange butterfly between the claps of thunder? Perfect. And once we had it, had smelled and tasted the fragrant syrup, placing the pan on a back burner for keeping, the sorrow lifted in small ways. We boiled down the lies in another pan till they disappeared. We washed that pan.
NSA leaker Snowden says he'd like to come home, but not to prison

By Los Angeles Times, adapted by Newsela staff on 08.10.15
Word Count: 794

MOSCOW, Russia — Somewhere in the thousands of apartment buildings that ring the Russian capital of Moscow, Edward Snowden remains in hiding. He cannot come home.

Two years ago, he angered the American government by disclosing that it was collecting the cellphone calls of millions of ordinary U.S. citizens.

Snowden also released classified, or secret, files he took from his job with the National Security Agency, a government department that gathers information to protect the United States from enemies. Snowden’s leaks triggered a global debate on government
"Whether he intended to become a foreign agent, he has become one," said Kori Schake. She is a former National Security Council member and is now with Stanford’s Hoover Institution.

She worries that more of the secret information he stole could be made public by Snowden or others.

If what Snowden did wasn’t spying, "I can’t imagine what would be," Schake said.

Snowden never set out to stay permanently in Russia. He was reportedly attempting to fly through Moscow to a Latin American country. However, the American government canceled Snowden’s passport, leaving him stranded at the Moscow airport.

Sergei Markov, a Russian government adviser, said Snowden needed Russia’s protection.

“We can’t send him back just because America demands it,” Markov said.

"After Snowden"

Ronald Goldfarb, a former attorney who represented the United States, put together a book on security versus privacy in the Information Age titled "After Snowden."

"He has raised profoundly important issues," Goldfarb said.

Goldfarb said it is important to determine what information Snowden stole and whether it fell into the hands of hostile governments. It’s also not known whether the information did actual damage other than embarrassing intelligence officials who lied about how closely they were observing ordinary Americans, Goldfarb said.

Even if Snowden was willing to return to the United States and go on trial, that may not be possible if he waits too long.

Any deal could become a hot button issue in the presidential campaign. It seems unlikely that candidates with a serious chance of winning would risk standing up for the man responsible for one of the biggest thefts of classified information in history.

“This is the wrong time for the politics of it,” Goldfarb said.

Two Choices

Ben Wizner, a lawyer representing Snowden, acknowledges that his client is not likely to be going home soon.

“Right now he has two choices. Stay indefinitely there or report to a U.S. prison,” Wizner said, referring to the espionage charges that could bring a 30-year prison sentence.
Answer Key

1. Which of the paragraphs in the section "Charged With Spying" contains information that is LEAST relevant to a summary of the article?

   **Paragraph 3:**
   After taking the information, Snowden passed it on to journalists, who have received the highest honor of their profession. Laura Poitras, the director of a film about Snowden called "CitizenFour," has won an Academy Award.

2. Which section BEST supports the idea that returning to the U.S. without punishment would be difficult for Snowden?

   (A) "Charged With Spying"
   (B) "An Act of Conscience"
   (C) "Stranded In Russia"
   (D) "After Snowden"

3. According to the article, all of the following are obstacles to Snowden's return to the United States EXCEPT:

   (A) He stole classified information from the U.S. government.
   (B) He has raised a debate about security versus privacy in the United States.
   (C) He would likely be charged with spying and face a long prison sentence.
   (D) The current president or future presidents may not want to risk their own popularity by supporting him.

4. Why would the author include the quotes by Anatoly Kucherena, Snowden's lawyer in Russia?

   (A) to argue that Snowden is innocent of the charges against him
   (B) to represent Snowden's perspective in this situation
   (C) to suggest that Snowden will probably not avoid prison, even with a lawyer's help
   (D) to show that Snowden has gotten legal representation to support his case
Council #1 – The Giver

Introduction to Council:

Listen from the heart.

Speak from the heart.

Speak spontaneously.

“Keep it lean.”

Confidentiality

1. Open Circle

2. Dedications

3. Speed Round #1:

How are you feeling today?

4. Curriculum Check in:

Teacher: Review definition of human right.

How many human rights are there?

Where did they come from?

5. Speed Round #3:

Which human right is your favorite or means the most to you? Why?

6. Going Deeper:

Talk about a time when you had a right taken away.

OR

Talk about a right that you are particularly grateful for and why.

7. Do you think the world would change if everyone knew their human rights?

8. What power do we have (what can we do) if a right is being violated?

9. How can you share what you’ve learned about human rights?

10. Witness Round: What’s one thing that you heard today that stayed with you.


Debrief: How does Council connect to the curriculum? How was this experience for you?
If I Were the President (Well, actually, if I were in Congress...)

We are now finishing our unit on *The Giver* and human rights. We have studied the novel, examined human rights, and written letters to Donald Trump. We know that just because *The Universal Declaration of Human Rights* exists does not mean that the rights are being ensured by the government. Currently, the US government spends its discretionary funds in the following way:

![Percentage Chart]

57% Military spending

Everything else 43%

The question for you today is: If you could decide on how tax dollars are used, how would you spend them? What percentage would you give to the military? To education? To health and human services? To agriculture? To transportation? To housing? To energy? To labor? To the environment? What else might you include? (Note: Remember the President can make recommendations, but in our government, the Congress votes on how money is spent.) Please show how you would allocate funds using the bar below. Label the amount you would give to each department. Remember, all of your percentages need to add up to 100%. Then, using Claim, Evidence, Reasoning, explain your top choice.

Department: ___________________ Amount: ______%  
Department: ___________________ Amount: ______%  
Department: ___________________ Amount: ______%  
Department: ___________________ Amount: ______%  
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Department: ___________________ Amount: ______%  
Department: ___________________ Amount: ______%  
Department: ___________________ Amount: ______%
Claim: I would spend the most money on ____________________.

Evidence: (What would you use the money for? What is needed?)

Reasoning: (Why is this important?)
Simple Sentence Review
A sentence expresses a complete thought and contains a subject and a predicate, a capital letter and a punctuation mark.

The apple is red.

The tall, skinny boy runs after his wild dog at the baseball fields.

Subject: ___________________ Predicate: ___________________


Compound Sentences
A compound sentence is a sentence that contains two independent clauses connected by a coordinating conjunction. In other words, a compound sentence is a sentence that contains two complete thoughts connected with a comma and a FANBOYS (for, and, nor, but, or, yet, so). Please underline the independent clauses and circle the comma and FANBOYS in the sentences below.

Boy runs, and girl walks.

Dogs are friendly, but cats are independent.

My best friend loves PE, but I like Language Arts.

Let's try writing a compound sentence together. When we have our compound sentence, we'll underline the independent clauses and circle the comma and FANBOYS in the sentences below.

Independent Clause #1: ____________________________________________

Independent Clause #2: ____________________________________________

Now write you own compound sentence about what you like to do on the weekends. Please underline the independent clauses and circle the comma and FANBOYS in the sentences below.

Independent Clause #1: ____________________________________________

Independent Clause #2: ____________________________________________
SQWORL - Choosing a Human Right for Letter to the President
http://sqworl.com/0j5u9p

Part I - Review the List of Human Rights. Which 5 topics are particularly interesting to you? List them below.

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

Part II - Review the other sites and see if you can find a relevant quote regarding these human rights. If so, write the number of the human right and the quote in the table below.

<table>
<thead>
<tr>
<th>Human Right</th>
<th>Quote</th>
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</tbody>
</table>
Danna Lomax  
% Anacapa Middle School  
100 South Mills Road  
Ventura, CA 93003  

January 11, 2017  

President Donald Trump  
1600 Pennsylvania Avenue NW  
Washington, D.C. 20500  

Dear President Trump:  

Our seventh grade class has been reading The Giver and exploring the essential question: What is the role of government in ensuring human rights? As part of our unit, we learned about the history of human rights and studied The Universal Declaration of Human Rights. My classes feel that it is important for people to know their human rights and to share their ideas about them. With this in mind, I am writing to you about a human right that is particularly important to me, human right #26 - the right to education.  

As a public school teacher, I believe strongly in free, public education. Our democracy depends on having a well-educated population who can think critically about our world. A problem facing our current school system is educational inequality. As The Advocates for Human Rights reports, “there is a significant difference between the educational achievement of minority and poor populations and their wealthier white counterparts.” This gap in educational achievement makes it harder for children of color to graduate from high school and attend college. As a result, they tend to make lower wages and the cycles of poverty continue. This is unfair. We need to ensure that all students have equal educational opportunities, that all students receive high quality instruction, have the necessary materials, and learn in rich educational settings so that they may thrive from preschool to university.  

Since this is such an important issue, I ask you to please take action. I would like you to support free, public education. I really believe that communities that need the most help, should get the most help. It is my sincere hope that you will support public schools by urging Congress to provide funds for public schools in poorer communities so that all students have a chance to graduate from high school and college. Education is a human right that needs to be ensuring for all of us!  

Sincerely,  

Danna Lomax  
Bilingual Teacher  
(805)289-7900 x2109  
danna.lomax@venturausd.org
Dear ____________________:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Sincerely,

_______________________________

Student
Selecting Quotes

Quotes can support a claim by explaining the claim, describing it, and / or giving contrasting information.

I really want to spend the night at my friend’s house this weekend. I think my mom should let me go because I have been working really hard at school and at home.
Which quote should I use to provide evidence for why I should go?

“When you spend the night at a friend’s house, you take your toothbrush and sleeping bag to their house and sleep over there. You eat dinner with the family and stay up late.”

“I have been doing all of my homework, and chores and my grades are good.”

“Some people don’t do anything at home, and they have bad grades. Their parents are letting them go.”

“75% of kids like to sleep at their friend’s house.”

Now explain your reasoning.
Compound Sentences

Part I - Label each of the FANBOYS below:

F    A    N    B    O    Y    S

Part II - Please put a box around each independent clause and circle the commas and the coordinating conjunctions (FANBOYS) in the sentences below.

1. I read The Giver in Quarter 2, and I read Wonder in Quarter 1.
2. I liked the book, but the movie is better.
3. Mr. Musson was a great teacher, but he is gone.
4. I want to write about education, or I want to write about freedom of expression.
5. Ms. Figueroa's first name is Jennifer, and Ms. Holland's first name is Jennifer.

Part III - Please put a comma and the correct FANBOY in the sentences below:

6. Seventh grade is fun ___________ I am looking forward to eighth grade.
7. My letter to President Trump might be read by a secretary ___________ it might be read by the President himself.
8. I am going to give my best effort in writing my letter ___________ I hope someone in the White House reads it.
9. I may get a letter back this year ___________ it might take until next year to get a reply.
10. I don't know what the next project we are going to do is ___________ I am excited to begin.
Please write 5 compound sentences about the following topics:

11. Compare/Contrast 2 classes.

12. Discuss 2 characters in *The Giver*.

13. Discuss a hobby you like and one that doesn't interest you.

14. Discuss the two presidential candidates.

15. Discuss 2 human rights you think are important.
SQWORL - Choosing a Human Right for Letter to the President
Ms. Lomax Human Rights http://sqworl.com/Q5u9p

Part I - Review the List of Human Rights. Which 5 topics are particularly interesting to you? List them below.

1. Freedom from discrimination
2. Right to equality
3. Right to #human topic
4. Freedom of belief and religion
5. Right to rest and leisure

Part II - Review the other sites and see if you can find a relevant quote regarding these human rights. If so, write the number of the human right and the quote in the table below.

<table>
<thead>
<tr>
<th>Human Right</th>
<th>Quote</th>
<th>Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom to rest and leisure</td>
<td>State legislators across the country have launched an unprecedented series of initiatives aimed at lowering worker standards, weakening unions, and eroding workplace protections for both union and non-union workers.</td>
<td>theatlantic.com</td>
</tr>
<tr>
<td>Freedom of belief and religion</td>
<td>The First Amendment in the U.S. Constitution says that everyone in the United States has the right to practice his or her own religion or no religion at all.</td>
<td>aclu.org</td>
</tr>
<tr>
<td>Right to equality</td>
<td>&quot;equal rights of men and women, and protecting and promoting women's human rights is the responsibility of all states&quot;</td>
<td>ohchr.org</td>
</tr>
<tr>
<td>Freedom of discrimination</td>
<td>&quot;Systematic discrimination and racial bias continue to exist in the U.S. if...&quot;</td>
<td>theadvocatesforhumanrights.org</td>
</tr>
</tbody>
</table>
Alina Olivo  
% Anacapa Middle School  
100 South Mills Road  
Ventura, CA 93003  

January 20, 2017  

Donald Trump  
1600 Pennsylvania Avenue  
Washington, D.C. 20500  

Dear President Trump:  

Our seventh grade class has been reading *The Giver* and exploring the essential question: What is the role in government in ensuring human rights? As part of our unit, we learned about the history of human rights and studied *The Universal Declaration of Human Rights*. My class feels that it is important for people to know there human rights and to share their ideas about them. With this mind, I am writing to you about a human right that is particularly important to me, human right #1 - the right to equality.  

As an athlete, I believe strongly about the right to equality in sports. Our democracy basically labels the difference between the type of sports genders should play. I feel this wrong. Mia Hamm, the great American female soccer player once said, “My coach said I run like a girl, and I said if he ran a little faster he could too.” As this quote shows, people automatically discriminate and place women at a lower level than men. This is unfair because I myself and a lot of other women work super hard to just try and be known for our skills but just because we are women we may never be as appreciated as most professional men who play sports. For example, one time I saw a couple of boys playing football at the park, and I asked if I could play. They decided that I could play, but when it was time to pick the teams I was picked last. As we were playing I was doing really well, and they were shocked because they automatically assumed that I was bad because I was a girl. We need to ensure that women should be allowed to play with boys in most sports such as, Basketball / NBA, Soccer, Football, etc., so that they may thrive in ways that people would have never thought possible.  

Since this is such an important issue, I ask you to please take action. I would like you to support the right to equality in sports. So that women may have the chance to change history. It is my sincere hope that you will support equality in sports by urging Congress to allow women to at least be able to try out for sports no one would ever have thought possible. The right to equality is a human right that needs to be ensured for all of us!  

Sincerely,  

Alina Olivo  
Bilingual Student
Melanie Balboa
% Anacapa Middle School
100 South Mills Road
Ventura, CA 93003

January 20, 2017

President Donald Trump
1600 Pennsylvania Avenue NW
Washington D.C. 20500

Dear President Trump:

A few weeks ago our seventh grade class finished reading The Giver and we learned about the human rights and studied the history of human rights for a while. I think these rights are very important and should be protected, not taken away. When we studied the human rights, we noticed that most of these rights are taken away from people. We also noticed that some of these human rights are being protected.

A human right that I find really important is the human right #2 - the freedom from discrimination. I see a lot of people who are treated badly for having a different skin tone or for being a girl. Just like The Advocates For Human Rights points out, "...as a result of unequal pay and more limited access to high paying jobs, women, persons with disabilities, and racial, and ethnic minorities must all work more hours to achieve the same standard of living as white males." I don’t like how people are treated badly just for being different from white men. As a Latina, this seems sad.

As you probably know, discrimination is an important issue, I would really like if you can help with this problem. First of all, will you be sure to treat all people equally. I hope you will hire women and people of color to work in your administration. Also, I think not just the government, but also people should help because a lot of the citizens discriminate other people. You can encourage people to respect others and ask Congress to make laws against discrimination. This right should be ensured because people who are treated badly for being different then feel like they don't belong, and I think nobody should ever feel this way. Freedom from discrimination should be protected for everyone, and I really hope you can help with this even if it's just a little. I know this will make other people’s lives better.

Sincerely,

Melanie Balboa
Alys Campos  
% Anacapa Middle School  
100 S. Mills Road  
Ventura, CA 93003  

January 17, 2017  

Donald Trump  
1600 Pennsylvania Avenue NW  
Washington, D.C. 20500  

Dear Donald Trump:  

I am a seventh grade student at Anacapa Middle School in Ventura, California. My fourth period class and I were reading this book called The Giver and exploring the essential question: What is the role of government ensuring human rights? We all felt like it was right to know our human rights. With this in mind, I am writing to you about a human right that is very important to me, human right #24 - the right to rest and play.  

As a child, I strongly believe in the right to be able to rest and play. It is unfair that many children today have to work long hours and do not get time to relax. According to Human Rights Watch, for example, “It’s perfectly legal for a 12-year-old to work 50 or 60 hours a week in tobacco fields, as long his or her parents’ consent and the work doesn’t directly conflict with school hours.” I think such long hours should not be legal. I know a boy who is twelve years old and also in my fourth period class who helps his family in there restaurant. As a twelve year old it can put a lot of stress on just a teen or child because they have homework to do or after school activities. When kids have to work late for their parents or family members, they lose their eight hours of sleep therefore they are tired during school hours and not getting the knowledge that they need. I think everyone should have time to rest and play.  

Since this is such an important issue, I would like you to please take action. I would like you to support laws that restrict the hours children can work. I really believe that kids under 16 should not have to work no later than eight thirty. That way they can eat, do homework, play on their phones, and still get their eight to nine hours of sleep. The right to rest and play is a human right that needs to be ensured for all of us!  

Sincerely,  

Alys Campos  
Student
Rachel R. Gonzalez
% Anacapa Middle School
100 South Mills Road
Ventura, CA 93003

January 20, 2017

President Donald Trump
1600 Pennsylvania Avenue NW
Washington, D.C. 20500

Dear President Trump:

This semester at my school, Anacapa, we are being asked: What is the role of government in ensuring human rights? When I think about a human right that is most important to me, I am instantly reminded of Human Right #2, the right to be free from discrimination. This right is so simple, and still I see it being taken away from so many people each day. Even at my small middle school, I see discrimination and think this is because the American government does not take the right seriously.

As a young lady, I believe that everyone should get equal rights. Jobs and even schools should give everyone the right to be free of discrimination. I always hear about the unequal pay that minorities have to deal with. The worst part is that these people have the same skills, but white males get paid more. The advocatesforhumsrights.org says, “as a result of unequal pay and more limited access to high-paying jobs, women, persons with disabilities, and racial and ethnic minorities must all work more hours to achieve the same standard of living as white males.” This unequal treatment of workers scares me. If all people of a race are only getting little pay because of they are minorities, those groups will have lower incomes which will cause them to be looked down upon by people who feel they are better. When this happens, it creates a ripple effect and makes everyone think that minorities are inferior. I don't understand how or why this is happening, and I think the government needs to step in.

President Trump, if you ensure this right, then you will change millions of lives for the better. I want the generation after mine to know that discrimination is a terrible reality and to end it. I had to learn that. Please take this right seriously and make help discrimination disappear by ensuring equal pay.

Sincerely,

Rachel Gonzalez
A+ Student
Tyler Douglas
% Anacapa Middle School
100 S. Mills Rd.
Ventura, CA 93003

January 11, 2017

President Donald Trump
1600 Pennsylvania Ave. NW
Washington, D.C. 20500

Dear President Trump:

Our seventh grade class has been reading *The Giver* and exploring the essential question: What is the role of government and ensuring human right? As part of our unit, we learned about the history of human rights and studied *The Universal Declaration of Human Rights*. My classes feel that is important for people to know their human rights and a share their ideas about them. With this in mind, I am writing to you about a human right that is important to me, human right # 19-freedom of speech.

As a citizen of the United States, I believe in freedom of speech. Our democracy depends on being able to share ideas. If people were not to share their ideas their would not be any art, books and computers. We would only be able to know and do what we were told he would not know about history math or science. This right may be the most important because, as Xindex reports, “Freedom of expression is a fundamental human right. It reinforces all other human rights, allowing society to develop and progress.” Without this right, we could not even talk about the other human rights.

Since this is such an important human right, I ask you to please be aware of this and would like you to support freedom of speech. I really believe that some people out there need to be heard. I hope you will support this human right.

Sincerely,

Tyler Douglas
Student
Jose Castro
% Anacapa Middle School
100 South Mills Road
Ventura, CA 93003

January 11, 2017

President Donald Trump
1600 Pennsylvania Avenue NW
Washington, D.C. 20500

Dear, Trump:

My class of Language Art read *The Giver* and trying to find the essential question: What is the role
government in ensuring Humans Right? As part of this unit, we learned about the history of human rights
and studied *The Universal Declaration of Human Rights*. We think it’s important for people know their
human rights and to share their ideas about them. So what I am doing for my project is... sending you a
letter about what human right is important to me, so we can make a better country. The human right that is
important to me is human right #1 - Right To Equality.

As a Venezuelan kid, I believe strongly in Equality. In my country (before everything happened), we were a
family, a really big family. If someone from another country came to Venezuela, we tried to make him feel
like Venezuela were his country. We tried to treat all people equally. This is not true in the United States. In
the United States, all people are not treated the same. As the Advocates for Human Rights point out, “As a
result of unequal pay and more limited access to high-paying jobs, women, people with disabilities and
racial and ethnic minorities must all work more hours to achieve the same standard of living as white men.”
This quote shows that a white, American guy literally has to do less to make more money. That’s just
unfair. I know life’s not fair, but not in that way. Think about this... You are a Latino and you have to wake
up at 5 to pick strawberries. Then you earn very little and then you have a pain on your back for arching too
much to pick the strawberries. To make it worse, you don’t have the money for a hospital. This just make
me really mad because every Latino wants to achieve the “Sueño Americano,” but that dream is hard to
achieve in an unfair society.

Thank you for reading this, I hope you help our country, but what I really want is talk with you about this
situation face to face. I am hoping you can address the problem the of inequality. Thanks for your time.

Sincerely,

Jose Castro
Latino student
jcastromalave@venturaedu.org

262
Maria Lopez
% Anacapa Middle School
100 South Mills Road
Ventura, CA 93003

January 20, 2017

President Donald J Trump
1600 Pennsylvania Avenue NW
Washington, D.C. 20500

Dear President Trump:

Our seventh grade class has been reading *The Giver* and exploring the essential question: what is the role of government in ensuring human rights? As part of our unit, we learned about history of human rights and studied *The Universal Declaration of Human Rights*. My classmates feel that it is important for people to know their human rights and share their ideas about them. With this in mind I am writing to you about a human right that is particularly important to me, human right #13 - the right to move in and out of a country.

As a young latina girl with darker skin and a different accent, I strongly believe that we should have the right to move in and out of the country no matter the situation is. According to the [www.pewresearch.org](http://www.pewresearch.org) about 46% percent of hispanic people experience discrimination for being immigrants. I feel it is my job to get people to realize that we matter a lot in the United States for about 25% to 30% of people work in construction and the fields. A lot of labor is provided by immigrants, and they need to be treated with respect.

I wish to seek attention to this problem, for it is something that we should takes seriously in our community. I would like you to be a role model and treat immigrants with respect.

Sincerely,

María Lopez
Roberto
% Anacapa Middle School
100 South Mills Road
Ventura, CA 93003

January 20, 2017

President Donald J. Trump
1600 Pennsylvania Avenue, NW
Washington, D.C. 20500

Dear President Trump:

Hello President Trump, I'm a student from Anacapa Middle School. This letter is about immigration and how it can help America. A lot of people come to America to find a better life for their kids and themselves. Research states that in one year 1,192 people get killed in South America (45 out of every 100,000 people) and they emigrate to America to be safer and live in better conditions.

John F. Kennedy once said, “Immigrants have enriched and strengthened the fabric of American life.” This means that immigrants can help America become better. A lot of people make the stereotype that immigrants come to cause damage and waste time, but in reality it is not like that.

I want you to help immigrants, but I also want you to see that they are worthy to come to America. You can help America and the immigrants at the same time. You can make a difference in American history by acknowledging the contributions immigrants make to our country. Thank you for reading my letter.

Sincerely,

Roberto
Ana Montfort
% Anacapa Middle School
100 South Mills Road
Ventura, CA 93003

February 9, 2017

President Donald Trump
1600 Pennsylvania Avenue, NW
Washington, D.C. 20500

Dear President Trump:

In my 7th grade class, we have been reading the book The Giver. It has taught me about how the government can hide stuff from the people and how it can affect our society and the way we live. I have learned so much about the human rights and how they apply to absolutely every human alive, I feel that it is important for people to know what belongs to them and to know that no one can take away their human rights. I strongly believe that this country can be so much better. It can improve, and a wise and determined leader can lead this country to a better and brighter future. With this in mind, I am writing to you about a human right that I particularly admire and would love for all people to have and appreciate, human right #3 - the right to life.

As a human being, I absolutely believe that everyone alive in this world should have the right to exist and live a life full of hope and dreams. I believe that with hard work dreams can come true one day. I find it amazing when a person develops the ability to find his/her purpose in life, and that that purpose is to help the world be a better place and to help others in need. As Goodreads reports, "It's noticeable how everyone who is for abortion has already been born, and life is like a coin, you can spend it any way you wish, but you only spend it once." This quote really touched my heart because is true. How can you decide to take away the life of a newborn baby away when you have no idea how much that life costs or how much that newborn baby can achieve? It is not our choice to decide who lives or dies. We all have the right to live a fair life however we decide to do it. No one can take away our dreams and goals, for we are all humans and equal.

Since this is such an important issue, I ask you to please take action. I would love for you to support the campaign against abortion and to ensure that small people with big dreams can make them come true. I truly believe that this nation can become greater than ever, and I want for all people to respect and love each other. I always dream of a world with peace and humanity, and that starts with the power of life.

Sincerely,

Ana Montfort
Bilingual Student
(805)289-7900 x2109
AMontfortCastro@venturaedu.org
Margarita Vargas
% Anacapa Middle School
100 South Mills Road
Ventura, CA 93003

President Donald J. Trump
1600 Pennsylvania Avenue NW
Washington, D.C. 20500

January 20, 2016

Dear President Donald J. Trump:

Our class has been reading The Giver and exploring this essential question: What role of government in ensuring human rights? As part of our unit, we learned about the history of human rights and human rights and studied The Universal Declaration of Human Rights. My classmates and I feel that it is important for people to know their human rights and to share their ideas about them. With this in mind, I am writing to you about a human right that is particularly important to me, human right #1—Right to Equality before the law.

I chose Equality from other human rights, the reason is that is because once Malala Yousafzai said, “There should be no discrimination against languages people speak, skin color, religion”. I heard you were saying “When Mexico sends its people, they’re not sending their best... They’re bringing drugs. They’re bringing crime. They’re rapists. And some, I assume, are good people” and that you were deporting Latino families. It made me doubtful, the reasons are is when the moment I heard that I was thinking to myself “Isn’t America the one place everyone treated you equally?”. I also was thinking, “Is it going to be the year 1400’s all over again, the start of racial discrimination?” and “Why are you going through stereotypes? I have started seeing many people being hateful towards people with different religions and racist towards each other other—more than I have ever seen in this society since I was born. I do think the reason is because you were making comments about religion and races and some people who are racist might think it’s okay. I do not want this human right to be taken away from our society whether you are a person of color or not.

I want you to support equality for all people and let them enjoy their freedom. This world was meant to be a free where people can live in peace. I want you to make sure that all people are equal in the eyes of the law. Thank you for reading my letter.

Sincerely,

Margarita Vargas
Student
(805)289-7900 x2109
Paris Lopez
% Anacapa Middle School
100 South Mills Road
Ventura, CA 93003

January 20, 2017

Donald Trump
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear President Trump:

I am a seventh grade student at Anacapa Middle School. Our class and I are reading The Giver and we’re exploring the essential question: What is the role government in ensuring human rights? We are doing a project about which human right is important to us. I chose the right that’s the most important to me, human right #1— we are all born free and equal.

I strongly believe that men and women should have the same equality. Women all over the world have been treated very differently because of their gender. Men, too, are treated differently whether it’s for sharing feels or for being gay. As Emma Watson writes, “Both men and women should feel free to be sensitive. Both men and women should feel free to be strong. It is time that we all see gender as a spectrum, instead of two sets of opposing ideals. If we stop defining each other by what we are not and start defining ourselves by who we are, we can all be freer.” I think the meaning of this quote is that we shouldn’t be defined by our gender, but we should be defined by the way we are and by the way we act.

Gender equality is a very important issue, so I’m asking you to please take action. I support the right to equality, and think everyone should be treated equally. It is my sincere hope that you will set a good example or go around and spread the word. Equality is a right that all of us should have.

Sincerely,

Paris Lopez
Trilingual Student
Plopez@venturaedu.org
More and more, we educators are realizing the importance of the 4 R’s: Reading, Rigor, Relevance, and Relationships. This 4-6 week interdisciplinary, project-based unit focuses on reading a variety of texts at various levels of depth and complexity, personalization and application of learning, and building relationships both inside the classroom and out in the community. In this unit, students take on the essential question: What does it mean to be educated? They look at both formal and informal ways of being educated (school, travel, experience). They also explore Mexico and Mexican culture while reading the young adult novel, *What the Moon Saw*. The unit culminates in a project in which students interview an adult, learn about that person’s skill set, inquire about how they learned those skills, and then give an oral presentation about the person they interviewed.
More and more, we educators are realizing the importance of the 4 R’s: Reading, Rigor, Relevance, and Relationships. This 4-6 week interdisciplinary, project-based unit focuses on reading a variety of texts at various levels of depth and complexity, personalization and application of learning, and building relationships both inside the classroom and out in the community. In this unit, students take on the essential question: What does it mean to be educated? They look at both formal and informal ways of being educated (school, travel, experience). They also explore Mexico and Mexican culture while reading the young adult novel, *What the Moon Saw*. The unit culminates in a project in which students interview an adult, learn about that person’s skill set, inquire about how they learned those skills, and then give an oral presentation about the person they interviewed.

**Don’t Stay in School**

To launch this unit, students watched the video Don’t Stay in School ([https://www.youtube.com/watch?v=8xe6nLVXEC0](https://www.youtube.com/watch?v=8xe6nLVXEC0)). The point of this song is that unless a subject has a practical application, it should not be taught in school. The singer ends by proclaiming, “But I’m not going to take it. I’ll tell everyone my childhood was wasted. Don’t stay in school.” The class then had a lively discussion about the key ideas in this text. Surprisingly, most students disagreed with the video. They gave very cogent arguments about why people should stay in school. Although some students agreed that some topics in some classes seemed like a waste of time, they argued for staying in school and simply modifying some of the course offerings. After this evocative discussion, we were ready to delve into the unit and begin to tackle the question of what it means to be educated.

**What the Moon Saw**

Next students began reading *What the Moon Saw*. This novel is about Clara, a young girl from Maryland, whose father came from Oaxaca to the US. One summer the girl goes to visit her paternal grandparents, whom she had never met and about whom she knew very little. In this novel, Clara realizes that her grandparents, neither of whom had any formal schooling, are very wise and capable people who know many practical skills. Clara learns a lot about herself, her family, and what is important in life as a result of the summer she spends in Mexico.

As students read the novel, they engaged in a variety of experiences such as learning about the physical and political geography of Mexico, practicing key phrases in Spanish, reading nonfiction articles about a variety of subjects, writing poems about their lives, using technology to complete webquests on types of schools (charter, public, private, boarding, free schools, etc.) and citing evidence in the novel of different ways of becoming educated. They learned about Mixteco and other indigenous groups in Mexico, and they explored the concepts of acculturation and assimilation. This novel provided a rich variety of learning opportunities based on many of the ELA Common Core State Standards (CCSS.ELA-LITERACY.RL.7.1; CCSS.ELA-LITERACY.RL.7.2; CCSS.ELA-LITERACY.RL.7.3; CCSS.ELA-LITERACY.SL.7.4; CCSS.ELA-LITERACY.SL.7.5).

**So... What Does it Mean to be Educated?**

As a final project, students applied some of the concepts we had explored by interviewing an adult in their lives about a certain skill or knowledge that the person had learned. Their task was to find out how their person became educated and present those findings in a film, slide presentation, guest speaker presentation, and/or demonstration. The final project was graded using an oral presentation rubric. Students were graded on the written interview, organization of their presentation, quality of images used, speaking skills, and mechanics (grammar, spelling, punctuation).

The final products were impressive! Students made films, brought in family members as guest speakers, served home-cooked foods such as chili and cupcakes, and presented slide shows. The presentations were well done and lovingly presented. In the interviews, students asked the adults about their lives and how they became educated. The skills presented ranged from union plumbing to parenting and from carpentry to cooking. They people being interviewed talked openly and honestly about their lives.
Many of the adults had not had the opportunity to go to college, and they discussed why they wished they had stayed in school. The adults, without exception, talked to the students about the importance of staying in school. In the presentations, it was clear that parents and community members thoroughly enjoyed this experience. Many were grateful for the opportunity to talk about the importance of getting both a formal education and on the job training.

In addition to the various learning activities (webquests, quick writes, maps, poetry, graphic organizers, drawings, and test on the novel), students participated in a Socratic Seminar. Students had a final opportunity to discuss what they learned and what they felt it meant to be educated. This final whole group conversation was amazing! Students reflected on the entire unit. Many of the students were Latino, and they expressed gratitude for the chance to read about Mexico and Mexican culture, albeit through the eyes of a white author. They also reflected on the experience of the final project. Students said they learned things they never knew about their parents. Students also talked about what they felt it meant to be educated and the role of public school. The classes concluded that people learn many skills and knowledge outside of formal education, but they nearly all concluded that staying in school was the best course of action because a university education offered people more options and enriched their lives. They saw that many people had happy, fulfilled lives even though they hadn’t gone to college, but they wondered how the adults’ lives might have been better if they had had the opportunity to go to university.
Clara's Education

As you read, keep track of what Clara learns during her trip to visit her grandparents. Be sure to cite evidence from the text to support your ideas.

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<thead>
<tr>
<th>What does Clara learn?</th>
<th>Textual Evidence</th>
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Imagine you are going on a trip to Mexico for 2 months. What would you pack? List at least 10 items that you would pack. Why did you choose these items? Think of clothes and recreational items. Please describe at least one pair of shoes you would pack. What else might you take?

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<th>Items:</th>
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Inside Me

1. I am ________________________, (time of day).

2. I am a/an ________________________ (instrument) that plays ________________________ (type of music) and the sounds of ________________________ (name of favorite band).

3. I am ________________________ (color) like ________________________. (something that color)

4. I am ________________________ (emotion) that comes when ________________________.

5. I am ________________________ (character from book/movie) who ________________________.

6. I am a/an ________________________ (animal) that ________________________.

7. I am ________________________ (season) with all its ________________________.

8. I am ________________________ (place) because I ________________________.

9. I am ________________________ (plant/tree).

10. I am my ________________________ and my ________________________. (2 important people to you)

11. I am a girl/boy who likes to ________________________.

12. I am ________________________ (your name).
Assimilation vs. Acculturation

assimilation

acculturation

Who are the dominant groups in the novel?

Who are the minority groups in the novel?

Who are the dominant groups in our country?

Who are the minority groups in our country?

Quick Write

Has your personal experience been more about assimilation or acculturation? Please explain.
# Rubric for Oral Presentation and Slides

*What the Moon Saw*

<table>
<thead>
<tr>
<th>Preparation:</th>
<th>Meets Standard (6 points)</th>
<th>Approaches Standard (4 points)</th>
<th>Developing (5 points)</th>
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<tbody>
<tr>
<td><strong>Interview</strong></td>
<td><em>A thorough and engaging interview has been completed. All of the main points are included.</em></td>
<td><em>A thorough interview has been completed. Many of the main points are included.</em></td>
<td><em>Some of the interview has been completed. Many of the main points are missing/incomplete.</em></td>
</tr>
</tbody>
</table>

| Presentation: | | | |
|----------------|---------------------|--------------------------|
| **Organization** | *The introduction captures the audience’s attention and clearly states the speaker’s purpose.* | *The introduction states the purpose of the presentation, but it may not capture the audience’s attention.* | *The introduction does not state the purpose of the presentation and/or does not capture the audience’s attention.* |
| | *The body of the presentation is well organized and contains many relevant details.* | *The body of the presentation is organized and contains some details.* | *The body of the presentation lacks organization and contains few details.* |
| | *The conclusion offers a clear summary of the main points and ties together the entire presentation.* | *The conclusion offers a brief summary of the presentation and includes some of the main points.* | *The conclusion is missing or is unrelated to the presentation.* |

| Quality of Images | *The images used in the presentation are clearly related to the subject and lead the audience to a greater understanding of the material presented.* | *The images used are related to the subject of the presentation, but they may not lead the audience to a deeper understanding of the material.* | *The images used may not be clearly related to the subject of the presentation.* |
| | *The images are clear and crisp.* | *The images are identifiable although they may be somewhat difficult to see.* | *Some of the images are missing or are difficult to see or interpret.* |

| Speaking Skills | *It is clear that the speaker has rehearsed. S/he speaks loudly enough for the audience to hear and is easily understood by the audience.* | *It is evident that the speaker spent some time preparing the presentation. S/he speaks loudly for most of the audience to hear and is mostly understood by the audience.* | *The speaker needs more time to practice the presentation. S/he does not speak loudly enough to be heard and/or understood by the audience.* |
| | *The speaker uses academic vocabulary that is clearly related to the topic.* | *The speaker uses some academic vocabulary that is related to the topic.* | *The speaker does not use academic vocabulary related to the topic.* |
| | *The speaker maintains eye contact with the audience throughout the presentation.* | *The speaker maintains eye contact with the audience during much of the presentation.* | *The speaker avoids eye contact with the audience during much of the presentation.* |

| Mechanics | *There are no errors in grammar, spelling, or punctuation.* | *There are a few errors in grammar, spelling, or punctuation, but these errors do not interfere with the audience’s understanding of the presentation.* | *There are a significant errors in grammar, spelling, or punctuation, and these errors interfere with the audience’s understanding of the presentation.* |

**Grade:** __________ /30

---

This rubric was adapted from rubrics in the *Project Based Learning Handbook* written by Tom Markham (2003).
Tips for your presentation:

- **Don't sacrifice readability for style.** Don't sacrifice readability for style.
- Readable font: Sans Serif, Arial, Times New Roman
- Large Font: 28 pt. and larger
- Minimal Text: 7 lines maximum
  - 6 words maximum per line
  - Parallel structure (eg. begin with verbs)
- Relevant image on each slide
- Place charts on separate slide
  - Readable
  - Large text
- Use minimal animation....
  - Animation should support (not detract) from your information
What the Moon Saw
Final Project

In this unit, we read What the Moon Saw and explored the essential question: What does it mean to be educated? We talked about various ways of learning, knowing, discovering, and becoming educated. Now you are going to apply what you learned to your lives. You are going to do an interview and present your findings about one way a person you know learned to do/make something. You may interview a family member or a friend. The only requirement is that the person feels really accomplished in one area of expertise. The skill or knowledge does not have to come from formal education although it may. After you have finished the interview, you will create a presentation using Google Slides that you will present to the class. Along with your presentation, you may include a video (embedded), a live demonstration, or a guest speaker.

Each presentation should have the following slides:

_____ 1. A title slide that includes your name and the title of your presentation.

_____ 2. Introduction: What is the person’s name? What is your relationship to this person? How long have you known this person?

_____ 3. Personal History of the Person - Give details of the person’s life. What is the person’s experience with school? How did this person feel about going to school? Would s/he liked to have had more years in school? Why or why not? What topics would s/he like to investigate further?

_____ 4. What is the person’s life experience out of school? What skills/knowledge did s/he acquire outside of the educational system?

_____ 5. What is the skill or knowledge that the person is highlighting in this interview? How did the person become interested in doing it? How does s/he feel when they are experiencing it?

_____ 6. How did the person learn this skill? Did s/he have any mentors along the way?

_____ 7. What advice does this person have for people who are interested in learning this skill?

_____ 8. Reflection: What are your main take-aways from this experience? Thinking about all you have learned in this unit, what do you think it means to be “educated”?

As part of your presentation, you need to include:

_____ 3-4 images of the skill/person These could be photos or images that you cut and paste from the internet if it is too difficult to acquire images of the person engaged in the activity.

You may also include a video of the interview or a video demonstration of the skill. You may invite the person in as a guest speaker, and you may bring in the object that s/he creates to share with the class. The video, demonstration, and/or objects are NOT required elements in your presentation, but they will definitely enhance your final product.
Interview

1. Name of person you are interviewing ____________________________________________

2. What is your relationship? _____________________________________________________

3. Tell some key facts about the person's personal history, especially as it relates to school and learning.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

4. What skills did the person learn outside of school? How? ____________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

5. What skill are you highlighting in this interview? How did s/he become interested in this skill? How does s/he feel when s/he does this activity?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
6. How did the person learn this skill? Did s/he have mentors?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

7. What advice does this person have for people who also want to learn this (or any other) skill/knowledge?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

8. Reflect on the unit and this interview experience. What are your main take-aways? What do you think it means to be educated?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

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What the Moon Saw - Study Guide

Part I - Identify the following characters.

1. Clara -

2. Helena -

3. Loro -

4. Abuelo -

5. Dad -

6. Samantha -

7. Uncle Jose -

8. Aunt Teresa -

9. Maria -

10. Don Manuel -

11. Doña Carmen -

12. Silvia -

13. Doña Three Teeth -

14. Pedro -

Important Details from the Novel:
Part II - Compare and contrast Clara and Helena.

Name: ______________________ Venn Diagram

Helena's Life:

Clara's Life:

Exposition
Rising Action
Falling Action
Denouement

Climax

Exposition
Rising Action
Falling Action
Denouement
III. What does it mean to be educated?

Book:

Interview:

You:

Using the above sources write a paragraph in which you clearly explain your final evaluation of what it means to be educated. Please use specific examples/details/citations to support your thesis.
GIST Template

Name

Article Title

Article Source

1. Read the article.

2. Fill out the 5Ws and H.
   - Who:
   - What:
   - Where:
   - When:
   - Why (Why Important?):
   - How:

3. Write a 20-word GIST.

__________________________  __________________________  __________________________  __________________________
__________________________  __________________________  __________________________  __________________________
__________________________  __________________________  __________________________  __________________________
__________________________  __________________________  __________________________  __________________________
__________________________  __________________________  __________________________  __________________________
__________________________  __________________________  __________________________  __________________________
__________________________  __________________________  __________________________  __________________________
GIST Template

Name

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1. Read the article.

2. Fill out the 5Ws and H.

Who:

What:

Where:

When:

Why:

How:

3. Write a 20-word GIST.

__________________________  __________________________  __________________________

__________________________  __________________________  __________________________

__________________________  __________________________  __________________________

__________________________  __________________________  __________________________

__________________________  __________________________  __________________________
What the Moon Saw - Final Exam

Part I - Multiple Choice
4. This character has given up on her own dreams and sees herself through her mother and daughter. She spends her life taking orders from her cruel husband.

2. This character finds one of the main characters starving in the countryside and saves her life.

3. This woman is married to a disloyal man. She eats to try to fill her sad and empty heart.

4. This woman goes by the name of Abuela and is a famous healer in Yucuyoo.

5. This middle schooler is the protagonist of the story. She travels to Mexico to spend a summer with her grandparents.

6. This man is kind and has one brown eye and one green eye.
   a. Ta'nu   b. Abuelo   c. Pedro   d. Uncle Jose   e. Don Manuel

7. This man teaches Helena to heal. He is kind, loving, and compassionate.
   a. Ta'nu   b. Abuelo   c. Pedro   d. Uncle Jose   e. Don Manuel

8. This man hires Helena as a maid for his family.
   a. Ta'nu   b. Abuelo   c. Pedro   d. Uncle Jose   e. Don Manuel

9. This man is often unkind and drunk. He commits a crime with Aunt Teresa.
   a. Ta'nu   b. Abuelo   c. Pedro   d. Uncle Jose   e. Don Manuel

10. This character struggles with an angry heart because the people he loves move away. He plays the guitar.
    a. Ta'nu   b. Abuelo   c. Pedro   d. Uncle Jose   e. Don Manuel

Part II - True or False
11. Silvia tells the truth about Helena and frees her from jail.
    a. True   b. False

2. Clara's Dad is Abuela's son.
    a. True   b. False

13. Clara's Dad came to the United States from Yucuyoo with documentation for citizenship.
14. In Yucuyoo, Oaxaca the people speak Nahuatl as their first language.
   a. True   b. False

15. Clara packed perfectly for her trip to Yucuyoo.
   a. True   b. False

16. Pedro and Clara never find the waterfall.
   a. True   b. False

17. Pedro is a goat herder.
   a. True   b. False

18. In Oaxaca, Clara learns many things such as how to make tortillas, grow coffee, and heal.
   a. True   b. False

19. Helena had to marry Don Norberto, but she ran away on her wedding night.
   a. True   b. False

20. Pedro sees Clara before she gets on the bus to return to Maryland, and they touch hands.
   a. True   b. False

Part III - Clara or Helena or... Both

21. Her spirit animal is a heron.
   a. Clara   b. Helena   c. Both

22. She is a healer.
   a. Clara   b. Helena   c. Both

23. She went to jail for stealing.
   a. Clara   b. Helena   c. Both

24. She has been married.
   a. Clara   b. Helena   c. Both

25. She was educated outside of school.
   a. Clara   b. Helena   c. Both
A BLESSING OF MINE

BY: MARICELA RIVERA
PER 6

INTRODUCTION

NAME: FRANCES RIVERA

RELATIONSHIP WITH PERSON: GRANDMOTHER

HOW LONG HAVE I KNOWN THIS PERSON: MY WHOLE LIFE

BIRTHDAY: JULY 25, 1970
PERSONAL HISTORY

School in Middle to 10th

Can recall 3rd & 4th grade

Last learned 5th grade English

But very different not still had 20%

Could only in school for 4 years


LIFE EXPERIENCE

Had quite a bit of school

Didn't really like school

She regrets not staying in school

She would go back to school if she could
HOW SHE LEARNS THE SKILL OUT SIDE OF SCHOOL

- Learned how to cook from her aunt
- She tried the chile and wanted to see if she could make it like that
- Wanted to be good at cooking, so she tried
- Witnessed, then did it herself

LIFE OUT SIDE OF SCHOOL

Cook
Be with Grandma/Grandpa
Racken, decorate, embroider
Church activities
Be with family/friends
WHY DOES SHE LIKE TO DO IT

EAT FOOD WITH HER CHILDREN
WHEN SHE DOESN'T HAVE IT WITH HER FOOD SHE GETS UPSET
M одну FEEL GOOD TO KNOW SHE HAS CHILDREN TO EAT
TO TEACH HER GRANDCHILDREN HOW TO MAKE HER COOK
(EVERY TIME SHE MAKES IT IT'S ALWAYS DIFFERENT BUT BETTER EVERY TIME)

HOW SHE FEELS WAS INSPIRED & ADVICE

Saw her aunt do it
WANTED TO TEACH GRANDCHILDREN
Do something else
• Watch someone make it
• Look on the internet
• "It's pretty easy it's not like your stuffing a turkey" she says
WHY SHE THINKS STAYING IN SCHOOL IS IMPORTANT

"I think staying in school is important because it leads you to a bright future. I have many grandkids that are very successful right now because they have stayed in school. I didn't really like school but I would love to go back and learn again. There are many kids out there who want to go to school and they can't. Take it for granted. You kids are very lucky, stay in school like.

HOW IT REFLECTED ON ME

I learned stuff about my grandma I haven't known before. I think educated means open doors for your career in life. Also you will have a great future if you stay in school and pick the right future if you stay in school and pick right choices."
THANK YOU!!

THE END
Into the **Unknown**

By: Jordan O'dbrood

---

**School**

---

**Skills**
What does it mean to be educated?
by Chavez
Gabriel

Intro
- Charlotte Goumeres
- She is my Grandma
- I have known her for 12 yrs

What her life was like after high school
She was a bookkeeper at the Bank of America
for 25 yrs. She said I learned how to type and
balance accounts.

Why she became a banker
- She had to support a family
- She applied got the job and worked her
way up
What she thinks for people that want to go into the bank business

"It was a lot easier in the 70's but now you need a degree to clean toilet so keep on trying and never give up," said Charlotte.

What does it mean to be educated

"Education means a lot now. No one can take it from you. You get multiple opportunities," said Charlotte.

What I took away from this

What I took away from this was hard work and dedication allow you to have happy life.
The end
The Wood Arts
of Donaldo Modesto Hernandez Martinez

Introduction

- Full name
- Relationship
- How long have I known this person for?
- When was he born?
Personal History

- How long he was in school
- Yes he would have liked more years of school

What did he learn outside of school?

- The fields
- Taking care of plants
- Animals
- How to go out and find food
What is the skill that he is good at?

- Woodworking
- How did he get interested
- Does he like it or not?

How did he learn this skill

Was there anyone who helped you learn this skill?
Is it important to stay in school?

- It's hard to spell right
- Math equations can be hard
- Has to get help
What did I learn from this experience?

You can learn new things out of school
Be creative
Opportunities

Video: Making a cross

https://www.youtube.com/watch?v=uls102ncHVE&feature=youtu.be
What the Moon Saw

by Maya Lomeli
Introduction

PATRICIA AVILA BELTRAN

GRANDMOTHER

SINCE BIRTH!

Personal History

GRADUATED FROM OXNARD HIGH SCHOOL IN 1969

DECLINED FULL RIDE SCHOLARSHIP TO WAIT FOR FIANCE IN VIETNAM

GOT MARRIED IN 1970 WHEN HE RETURNED

REGRETS NOT GOING TO COLLEGE
Life Outside of School

Learned how to crochet
Learned to sew
Learned to cook

What I'm Highlighting

My grandmother's skill of crocheting
She became interested when she saw her mother doing it
She feels relaxed when she crochets, she also prays and meditates
Her Advice

Start with simple stitches

After a while move on to more difficult stitches

Finally learn to read patterns

Staying in School

She highly suggests staying in school

You can apply for better jobs if you go to college

You can be happy doing what you do
Reflection

YOU LEARN A VARIETY OF SKILLS

YOU DON'T NEED A FORMAL EDUCATION TO BE TRULY EDUCATED
These were all of the places my cousin went to.
The Introduction

His Name is Francisco Alva, he is my dad

The person I am interviewing is my step brother Nando Gatoe!
I have known him since I was born!
STAY IN SCHOOL

- She thinks it is important to stay in school
- Opportunities
- A good future

STAY IN SCHOOL?
My Mom's History

- Went to school in Mexico from 1st to 8th grade
- Went to school in CA from grades 9 through 11
- Dropped out halfway through 9th grade because she got depressed
- Got back to school in school 3 years later into 10th grade and got her Diploma
These were all of the places my cousin went to.

Staying in School

- She highly suggests staying in school.
- You can apply for better jobs if you go to college.
- You can be happy doing what you do.
Reflection

- What does being educated mean?, to me being educated is learning either by obtaining an education, learning from others or from personal experience.

Do you think it's important to stay in school?

- She thinks it's important to stay in school because it helps with discipline and to achieve your goals

- School teaches you a lot so you can learn and can do more in life, but by not staying in school you don't have a lot of options
What skills did the person learn outside of school? How?

We learned how to play soccer by practicing with my older uncle. We learned the skill, dribbling and speed.

What does it mean to be educated?

Education is everything

Right education
Thank you, and the end 😊👋👍
District: Conejo Valley Unified School District
School: Colina Middle School
Participant(s): Kari White
Christa Lamb

Lesson Plan Title: Reach for the Stars
Lesson Plan Grade Levels: 6-8
Lesson Plan Subject Areas: Language Arts/Reading; Science (Amgen Category)

Engaging topical video clips, creative website design, various nonfiction and fiction documents, collaborative research projects, and debates are all part of Reach for the Stars, a standards based, four-week unit for grades six and up. Designed to increase awareness in a student centered, inquiry led format, this stellar language arts and science based unit encourages students to evaluate and draw conclusions about the state of the United States’ space program, and its role in their future.
The Lesson Plan Narrative:
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Guiding Questions
What is the driving force behind space exploration?
Where is the final frontier?
What are the advantages of space exploration and how should it be funded?
Should we seek to colonize Mars?

The Unit

Stage 1 Behind the Science
A variety of educational videos are used to motivate students to dig into the challenge of the high level documents in this unit. Now engaged, students tackle “Leaving Main Street” by way of close read activities, a group summary and a word web on meanings of space exploration. In order to continue analyzing the document, students must consider their current stance on whether or not our government should fund the space program while our country still struggles with issues like poverty and terrorism. In a four-corner debate, groups create a claim supported with evidence from the text.

Next, students look at how space is portrayed in the media, including literature and movies. Is it accurate? Students complete a close read of Bradbury’s “Dark They Were and Golden Eyed” targeting the portrayal of natural selection and evolution. To check its accuracy and analyze its impact on setting and society, students investigate natural selection and evolution by participating in a lab where students assume the identity of a bird challenged with adaptations. Based on their published findings, the class analyzes what beak was the most effective. Their insight into the role of natural selection and evolution is tested as they analyze the article “Evolution Is Happening Faster Than We Think.” After a class discussion, students then design a real or fictional bird best suited for life on Mars. Students defend their design with evidence.

Continuing, students listen to the radio play version of “Dark They Were, And Golden-Eyed,” and evaluate the different elements of suspense on a Venn diagram. Lastly, students compare and contrast theme in “Dark They Were, And Golden-Eyed” and the Twilight Zone episode “And When the Sky Opened”, as they consider the question, “Does the process of natural selection and evolution mean the loss of identify?”
Stage 2 Approaching the Launch Pad
Better understanding the driving forces behind space exploration, students now move into consideration of the risks involved. Organized groups watch interviews of astronauts from the Space Station and read various nonfiction texts and documents addressing the various risks of space travel. Students apply close reading strategies and then jigsaw to present their evaluation of the risks. Once students have decided whether the reward of space exploration is worth the risks, they will move to the first stage of drafting an argument essay. Students work with a scaffolding activity creating their argument and supplying textual evidence to support the claim, complete a peer review and revisions before submitting essay.

Stage 3 Shooting for the Stars
Now to discuss the potential outcomes of colonization, students watch the Twilight Zone episode, “Will the Real Martian Please Stand Up.” Next, images are presented depicting space aliens and human interaction. Using their implicit and explicit inference skills, groups analyze the argument presented. Does the image argue for the colonization of Mars? Groups use evidence to support the claim. Students now watch a video of Kennedy’s famous “Moon” speech. Students identify the claim, note evidence to support the claim, and create a word bank of positive words to support the tone. Next, class discusses the effectiveness of the speech from different perspectives. How would Russia, U.S. citizens, and Martians or aliens view Kennedy’s position? Next, small groups begin work on an ad campaign for space travel to Mars. The campaign, presented as a billboard on the Glogster website, needs to attract or detract potential visitors. How would the U.S. government, Martians and private industry campaign for or against travel to Mars? Using the Circle of Viewpoints, groups pick a point of view, state a claim and provide evidence to support their claim. When billboards are complete, students participate in a gallery walk to present billboards.

Extensions
A variety of extension activities can be applied to the unit based on student achievement. Multiple Twilight Zone episodes address the challenges and risks of space travel. Students can view and draw comparisons and make connections.
Students can also conduct a parliamentary debate addressing one of the following issues:

- Humans should colonize Mars by 2050.
- The United States should no longer fund the space program.
- Government funding of NASA does more good than harm.
Achievement and Assessment

The unit promotes the use of higher order thinking skills while students analyze and interpret a variety of documents including articles, short stories, government documents, videos and pamphlets. The unit addresses individual needs and considers a variety of learners by accessing creative thinking in addition to an objective analysis. By adapting to multiple modalities, it encourages more participation. Student success is measured via tests, small and large group discussion, essays, claim writing, common formative assessments and completed projects.

Overall, the unit is instructional, student-centered, engaging and one we will continue to use. The unit is comprised of a variety of best practices that can subsequently be used in other units. Students are developing an interest in the future. Reach for the Stars helps the students look beyond our immediate environment, dream big and venture into a new frontier.

Connections to Curriculum

Common Core Reading Standards for Literature and Informational Text
Writing Standards 1a-e, 3 a-e & 4-9
Speaking and Listening Standards 1-6
Language Standards 1-6
Additional California Reading Standards for Science Grades 6-8 1-4

Next Generation Science Standards for Middle School

MS-ESS1-3

MS-LS2-4
WHEREAS a successful missile program is vital to our national security and a successful space program is vital to the national interest, therefore uninterrupted and economical operations at missile and space sites are imperative; and

WHEREAS manufacturers, construction concerns and labor unions involved in the missile and space programs have pledged their cooperation in avoiding uneconomical operations and work stoppages at missile and space sites, and

WHEREAS the Government has the clear responsibility for encouraging such cooperation and providing a proper framework for its effective operation:

NOW THEREFORE, by virtue of the authority vested in me as President of the United States, it is ordered as follows:

SECTION 1. For the purpose of developing policies, procedures, and methods of adjustment for labor problems at missile and space sites, there is hereby established a Missile Sites Labor Commission composed of: the Secretary of Labor, hereby designated as Chairman; the Director of the Federal Mediation and Conciliation Service, hereby designated as Vice-chairman; three representatives of the public, three representatives drawn from labor and three representatives drawn from management, as designated by the President.

Alternates may be designated by each member of the Commission.

In carrying out its duties the Commission shall consult fully with the Secretary of Defense, the Administrator of the National Aeronautics and Space Administration, and the Chairman and the General Counsel of the National Labor Relations Board, and such officers and the officers of other Government agencies concerned shall cooperate fully with the Commission.

The Commission is hereby empowered to employ an Executive Secretary and to delegate such powers to its Chairman Vice-chairman and Executive Secretary as it may deem appropriate. Subject to the provisions of Section 9 of this order, the Commission may employ such staff as may be necessary and may incur other necessary expenditures.

SEC. 2. The Commission shall arrange for the establishment at each missile or space site of appropriate Missile Site Labor Relations Committees. Such Committees shall be composed of representatives of manufacturers and construction concerns, labor organizations, contracting agencies and a Mediator assigned by the Federal Mediation and Conciliation Service. These Committees will be so constituted and instructed as to take account of any necessary and appropriate distinctions in representational interests. It shall be the primary functions of such Committees to anticipate impending problems and to arrange for proper disposition of them prior to the time that such problems become acute, utilizing fully all voluntary settlement procedures already in existence, and encouraging establishment of adequate grievances and jurisdictional procedures where such procedures do not now exist, to the end of preventing any interruptions of efficient performance of work. The Commission will take such steps as are necessary to assure that labor organizations will assign appropriate international union representatives to missile sites on which their members are working for the purpose of obtaining the full cooperation of each such international union.

SEC. 3. The Commission shall establish procedures whereby it will be advised of any labor relations problem at any missile or space site which it appears cannot be settled by the voluntary settlement procedures already in existence or by action instituted by the local Missile Site Labor Relations Committee. In such event the Commission shall establish such procedures as appear to it necessary and appropriate to produce a satisfactory settlement of such problem, relying in the first instance on presently established private or governmental procedures, including available legal proceedings, so far as these will be effective.
SEC. 4. The Commission is authorized to establish special panels, composed of members of the Commission or others (as designated by the Chairman of the Commission), to hold hearings in disputed matters over which the Commission has jurisdiction, to make findings of fact, to make recommendations for the settlement of such disputes, to obtain agreement for final and binding arbitration of such disputes, to mediate such disputes, to issue such directives and to take such other action as the Commission may direct. These panels will be so constituted as to take account of any necessary and appropriate distinctions in representational interests, and in the event of conflict between manufacturing and construction groups of either industry or labor the panel shall be composed of public members only.

SEC. 5. The Commission shall develop with the Federal contracting agencies and with the parties programs for obtaining, in collective bargaining contracts or other agreements or arrangements covering work at missile and space sites, the inclusion of effective commitments that there will be no lockouts or work stoppages at such sites, with adequate procedures being established for the expeditions resolution of grievances and labor problems at such sites.

SEC. 6. The Commission shall take such other action as will promote the policies of this order, and shall make recommendations to Government agencies, labor organizations or other authorized employee representatives and employers to assure efficient and economical completion of missile programs.

SEC. 7. Contracting agencies shall make appropriate assignments of labor relations representatives to each missile or space site on which they are operating and issue instructions and directives to insure that the policies and purposes of this Order are fully understood and will be carried out by the persons responsible for the Progress of work on a day-to-day basis.

SEC. 8. The National Labor Relations Board and the General Counsel of the Board are requested to establish accelerated procedures for dealing with matters at missile and space sites within the Board’s jurisdiction, in accordance with law, and to make such assignments of personnel as is necessary to this end; provided that voluntary procedures for the adjustment of such matters shall continue to be used wherever available appropriate and effective but the provisions of this Order shall not affect the authority of the Board under the National Labor Relations Act, as amended.

SEC. 9. The matter referred to in this Order is hereby found to constitute an emergency affecting the national interest within the meaning of the provisions appearing under the heading "Emergency Fund for the President—National Defense" in Title 1 of the General Government Matters Appropriation Act, 1961 (Public Law 86-642), approved July 12, 1960. During the fiscal year 1961 the expenditures of the Commission may be paid out of an allotment made by the President from the appropriation made under the aforesaid heading "Emergency Fund for the President—National Defense", and during the fiscal year 1962, to the extent permitted by law, such expenditures may be similarly paid from any corresponding or like appropriation made available for such fiscal year. Such payments may be made without regard to the provisions of (a) section 3681 of the Revised Statutes (31 U.S.C. 672), (b) section 9 of the act of March 4, 1909, 35 Stat. 1027 (31 U.S.C. 673), and (c) such other provisions of law as the President may hereafter specify. Members, and employees of the Commission and panel members appointed under this Order, shall, if not otherwise compensated, receive such compensation and allowances as the President shall hereafter fix, in a manner to be hereafter determined.

JOHN F. KENNEDY
THE WHITE HOUSE,
May 26, 1961

Executive Order Creating the Presidential Commission on Implementation of United States Space Exploration Policy

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release
January 30, 2004

EXECUTIVE ORDER
PRESIDENT'S COMMISSION ON IMPLEMENTATION OF UNITED STATES SPACE EXPLORATION POLICY

By the authority vested in me as President by the Constitution and the laws of the United States of America, and to obtain recommendations concerning implementation of the new vision for space exploration activities of the United States, it is hereby ordered as follows:

Section 1. Establishment. There is hereby established the President's Commission on Implementation of United States Space Exploration Policy (the "Commission").

Sec. 2. Membership. (a) The Commission shall be composed of not more than nine members appointed by the President, taking into account as appropriate the experience of such individuals with respect to governmental, scientific, and technical matters relating to space.

(b) The President shall designate one member of the Commission to serve as Chairman of the Commission.

Sec. 3. Mission. (a) The mission of the Commission shall be to provide recommendations to the President, in accordance with this order, on implementation of the new vision outlined in the President's policy statement entitled "A Renewed Spirit of Discovery: the Nation's Vision for Space Exploration" and the President's Budget Submission for Fiscal Year 2005 (collectively, "Policy").

(b) The Commission shall examine and make recommendations to the President regarding:

(i) A science research agenda to be conducted on the Moon and other destinations as well as human and robotic science activities that advance our capacity to achieve the Policy; (ii) The exploration of technologies, demonstrations, and strategies, including the use of lunar and other in situ natural resources, that could be used for sustainable human and robotic exploration;

(ii) Criteria that could be used to select future destinations for human exploration; (iv) Long-term organization options for managing implementation of space exploration activities;

(v) The most appropriate and effective roles for potential private sector and international participants in implementing the Policy; (vi) Methods for optimizing space exploration activities to encourage the interest of America's youth in studying and pursuing careers in mathematics, science, and engineering; and (vii) Management of the implementation of the Policy within available resources.

Sec. 4. Administration. (a) The National Aeronautics and Space Administration (NASA) shall provide, to the extent permitted by law, administrative support and funding for the Commission. The Commission is established in NASA for administrative purposes only.

(b) Members of the Commission shall serve without compensation for their work on the Commission. Members appointed from among private citizens of the United States, however, while engaged in the work of the Commission, may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in Government service (5 U.S.C. 5701-5707), to the extent funds are available.

(c) Insofar as the Federal Advisory Committee Act (5 U.S.C. App. 2) (the "Act"), as amended, may apply to the Commission, any functions of the President under that
Act, except for those in section 6 of that Act, shall be performed by the Administrator of NASA (the "Administrator"), in accordance with the guidelines that have been issued by the Administrator of General Services.

(d) The Commission shall conduct occasional meetings as appropriate, including at various locations throughout the United States, to solicit views and opinions from the public, academia, and industry.

(e) The Commission shall not have access to information classified pursuant to Executive Order 12958 of April 17, 1995, as amended.

Sec. 5. Report. The Commission shall submit its final report to the President through the Administrator within 120 days of the first meeting of the Commission.

Sec. 6. General Provisions. (a) This order is intended only to improve the internal management of the executive branch and it is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by a party against the United States, its departments, agencies, instrumentalities or entities, its officers or employees, or any other person.

(b) The Commission shall terminate within 60 days after submitting its final report.

GEORGE W. BUSH

THE WHITE HOUSE,

###
Circle of Viewpoints

Should we colonize Mars?
### 6-Step Summary Body Paragraph
(Burrito Fold Method)

#### Title = “Leaving Main Street”
Write a topic sentence using the six-part TS method

**Step 1:** Name It! Verbal It! Finish the Thought (main idea)

<table>
<thead>
<tr>
<th>“Leaving Main Street”</th>
<th>contends</th>
<th>That the United States should explore and extend our knowledge of space</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>That the United States should fund the space program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That the United States should put more resources into space exploration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That the United States should help develop its space program in order to explore the outer worlds/the vast stretches of the universe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>That the United States should help encourage continued curiosity</td>
</tr>
</tbody>
</table>

**Step 2:** Synonyms for verbs
Focuses on
- Explores
- Discusses
- Argues
- Claims

**Step 3:** Final Copy Topic Sentence
The article “Leaving Main Street” contends that the United States should

**Step 4:** Fact Outline
Make a short outline of the facts you will include.

**Step 5:** List transition words
- *in order that*
- *although*
- *in addition*
- *when*
- *for example*
- *thus*
- *as a result*
- *according to*
- *instead*
- *however*
- *furthermore*
Step 6: Use your fact outline to write the Final Summary Body Paragraph

TS: The article “Leaving Main Streets” contends that the United States should
CD: For example, it begins by
CD: In addition, there were many
CM: Although the need for space exploration has been questioned, the author
contends that
CD: Furthermore, according to the author
CD: Also,
CM: Because of our space programs,
CS: Thus, without
Argument Essay: Do the benefits of exploring Mars outweigh the risks?

Thesis/Claim:
Option 1: ______________________________________________________________________
Although the risks ________________,
Despite the risks apparent
real
the benefits are far more ________________.
clear
remarkable
striking
pronounced

Option 2: While the benefits of ______________________________________________________________________
are ________________,
evident
clear
the risks are far more ________________.
striking
pronounced
salient
Significant

Topic Sentence Suggestions:

NASA, established on October 1, 1958, created an organization which encourages the U.S. to expand its knowledge of the universe, taking into consideration, both its benefits and risks.

Exploring Mars definitely offers/suggests/exposes more……………………………

Because the exploration of Mars promotes ________________, its benefits will affect the U.S. space program for generations.

Because the exploration of Mars involves ________________, its risks will affect ________________

WORD BANK FOR BODY PARAGRAPHS:

Justify alternative certainty discredit assumption
Body Paragraph Structure:
- **TS:** Revise your claim from the opening in different words; see suggestions
- **CD:** For example,… TEXTUAL EVIDENCE
- **CD:** In addition, …. TEXTUAL EVIDENCE
- **CM:** Although…. COMMENTARY/WHAT DOES YOUR EVIDENCE MAKE YOU THINK/FEEL?
- **CD:** Furthermore,… TEXTUAL EVIDENCE
- **CD:** Also, …. TEXTUAL EVIDENCE
- **CM:** When…. What does the above evidence make you think or feel?
- **CS:** Restate your TS in different words.

**Body Paragraph 1**

**TS:**

______________________________________________________________________

CD: According to ______________________________________________________

______________________________________________________________________

CD: In addition, _________________________________________________________

______________________________________________________________________

CM: Because of these benefits/risks, both _________________________________and 

____________________________________________need______________________.

______________________________________________________________________

CD: As __________________________________________________________states,

______________________________________________________________________

while __________________________________________________________________

CD: Although exploring space ________________________________,

______________________________________________________________________

______________________________________________________________________

CM: Due to our government’s __________________________, the interest in

______________________________________________________________________

CS: As a result, ______________________________________________________
Body Paragraph 2: Reader Concerns (RC) and Counterarguments (CA)

TS: Not everyone agrees that…………………

RC: Why would someone disagree with your position?

CA: What evidence would you use to prove to them that their concern is invalid/wrong?

CA: What other evidence can you cite to convince them that their concern is inaccurate?

RC: Why else would someone disagree with your position? Another weakness in your claim.

CA: What evidence would you use to prove to them that this concern is invalid/wrong?

CA: What other evidence can you cite to convince them that their concern is inaccurate?

CS: Restate your TS in different words.

TS: Not everyone agrees that ______________________________________________________________________

__________________________________________________________________________________________

RC: For example, my opponents might point out that ______________________________________________________________________

__________________________________________________________________________________________

CA: According to __________________________________________________________________________

__________________________________________________________________________________________

CA: Even though __________________________________________________________________________

__________________________________________________________________________________________

RC: In addition, my opponents state that ______________________________________________________________________

CA: ______________________________________________________________________________________

__________________________________________________________________________________________

CA: Despite _______________________________________________________________________________

__________________________________________________________________________________________

CS: In conclusion, __________________________________________________________________________

__________________________________________________________________________________________
### Argumentative Writing Rubric (Grades 6-11)

**Score**

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Task: Writing Rubric (Grades 6-11)</td>
<td>Argumentative Writing Rubric (Grades 6-11)</td>
<td>Argumentative Writing Rubric (Grades 6-11)</td>
<td>Argumentative Writing Rubric (Grades 6-11)</td>
</tr>
</tbody>
</table>

**Purpose/Organization**

- The response is clear and focused.
- The response is well-organized.
- The response is structured.
- The response is coherent.

**Evidence of Purpose**

- The response shows evidence of a clear thesis statement.
- The response shows evidence of a central claim.
- The response shows evidence of a clear topic sentence.

**Relevance and Coherence**

- The response is relevant to the topic.
- The response is coherent.
- The response is logically structured.

**Development of Argument**

- The response develops an argument.
- The response supports the argument with evidence.
- The response uses logical reasoning.

**Credibility of Evidence**

- The response shows credible evidence.
- The response uses evidence to support the argument.
- The response uses evidence to argue against the opposition.

**Rhetorical Strategies**

- The response uses effective rhetorical strategies.
- The response uses persuasive language.
- The response uses emotional language.

**Textual Elements**

- The response uses appropriate textual elements.
- The response uses appropriate language.
- The response uses appropriate terminology.

**Syntax and Mechanics**

- The response uses correct syntax.
- The response uses correct mechanics.
- The response uses correct punctuation.

**Content and Depth**

- The response shows content and depth.
- The response shows a clear understanding of the topic.
- The response shows a clear understanding of the argument.

**Style and Tone**

- The response shows style and tone.
- The response shows appropriate style and tone.
- The response shows appropriate tone.

**Conclusion**

- The response has a clear conclusion.
- The response shows evidence of a concluding sentence.
- The response shows evidence of a concluding paragraph.

**Overall Effect**

- The response has an overall effect.
- The response is engaging.
- The response is persuasive.
<table>
<thead>
<tr>
<th>Evidence/Elaboration</th>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expository writing: incorporates the use of personal experiences that support the argument.</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>• Expository writing: supports the argument with evidence and examples.</td>
<td>3</td>
<td>NS</td>
</tr>
<tr>
<td>• Expository writing: develops a clear and logical conclusion.</td>
<td>2</td>
<td>1</td>
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<tr>
<td>• Expository writing: provides a clear main idea.</td>
<td>1</td>
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Performance Task Writing Rubric (Grades 6-11)
<table>
<thead>
<tr>
<th>Glog: Advertisement Billboard Rubric</th>
<th>Due Date:</th>
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<tbody>
<tr>
<td><strong>Group Members:</strong></td>
<td></td>
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<tr>
<td><strong>1 Standard Not Met</strong></td>
<td><strong>2 Standard Nearly Met</strong></td>
</tr>
<tr>
<td><strong>Claim</strong></td>
<td>Not claim included.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>No evidence and/or does not relate.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Billboard is disorganized and difficult to read.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Word choices are incorrectly used.</td>
</tr>
<tr>
<td><strong>Punctuation and Grammar</strong></td>
<td>Billboard has not been edited and has multiple errors.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The ideas are not developed, lack focus and are not original.</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Appearance is unfinished and reflects that little time and effort were put forth.</td>
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</table>
Topic: We should stop exploring space because the money spent on space missions could be put to better use here on Earth.

### Four-Square Chart

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<tr>
<th>Claim:</th>
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<tr>
<th>Solve: What could the money provide? Consequences? Would you ask of your opponents?</th>
<th>Write: What questions would you ask of your opponents?</th>
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</table>
"A New Boredom Study Is Anything But Boring"
A new boredom study is anything but boring

By Los Angeles Times, adapted by Newsela staff on 11.22.13
Word Count 699

Alex Austin, 14, listens while in Cristi Derow's eighth-grade American History class at Forestwood Middle School in Flower Mound, Texas, Sept. 21, 2012. Photo: Mona Reeder/Dallas Morning News/MCT

It turns out boredom isn't boring after all. There's a lot more to it than scientists had thought.

A new study of students in Germany reveals that there are five distinct types of boredom. That's one more than researchers had expected.

The newly discovered type is called "apathetic boredom." As it turns out, this is quite common among high school students, according to the study.

And boredom isn't just boring. It can be dangerous, either for the person who is bored or for the people around him or her. For instance, people who are bored are more likely to smoke, drink or use drugs. Kids who are bored are more likely to drop out of school and get into trouble with the law. Studies have also linked boredom with stress and other health problems.
Students Tested For Boredom

Given how common boredom is, and the problems it can cause, "it is rather surprising that to date there has been little research conducted on this specific emotion," the researchers noted.

To correct this, a team led by education researcher Thomas Goetz recruited two sets of test subjects: 63 college students and 80 high school students.

The researchers gave the students personal digital assistant (PDA) devices that beeped six times throughout the day. When the PDAs beeped, students were asked to complete a questionnaire about what they were doing and how they felt about it.

By gathering information about real-life situations, Goetz's team hoped to confirm psychological outlines of four distinct types of boredom:

— Indifferent boredom, a relaxing and slightly positive type of boredom that reflects "a general indifference to, and withdrawal from, the external world";

— Calibrating boredom, the slightly unpleasant state of having wandering thoughts and "a general openness to behaviors aimed at changing the situation";

— Searching boredom, the kind that makes you feel restless and leaves you "actively seeking out specific ways of minimizing feelings of boredom"; and

— Reactant boredom, which is so bad that it prompts sufferers "to leave the boredom-inducing situation and avoid those responsible for this situation (for example, teachers).

A Very Boring Life

The short PDA surveys first asked student volunteers what they were doing. Were they in the middle of an "achievement activity," such as attending a lecture or studying for a test? Or were they doing something else, like eating, napping or having fun?

Students were then asked how they felt about what they were doing. If they felt bored, they were asked to rate their feelings of boredom, using a five-point scale that ranged from "calm" to "fidgety."

What researchers found is that the life of a German student can be very boring indeed.

During the two-week period of the study, the college students were bored 28 percent of the time. Life was even more dull for the high school students — they were bored 39 percent of the time.

Slightly more than half — 53 percent — of the boring experiences had by college students occurred during an achievement activity, compared with 66 percent for the high school students. This difference can perhaps be explained by the fact that college students have more freedom to walk away from a boring situation.
A Troubling Discovery

The big surprise for researchers was the discovery of a fifth type of boredom. Apathetic boredom accounted for 10 percent of all boredom among the college students, and 36 percent of all boredom among the high-schoolers.

This was a troubling discovery. Students found apathetic boredom even more unpleasant than reactant boredom, but they were far less likely to do anything about it. Apathetic boredom, the researchers concluded, shares some features with learned helplessness and depression.

"Apathetic boredom seems to be as bad as reactant boredom," Goetz explained in an email. "Reactant boredom seems to be related to aggression, apathetic boredom more to depression. From this perspective, reactant boredom might be 'dangerous' (for other people) while apathetic boredom might be 'dangerous for the people experiencing it.

The researchers hope to extend their studies of boredom to younger students, as well as to adults in the workplace. But Goetz said he didn’t expect any more boring surprises.

"I don’t think that there are more than the five types of boredom," he said.
Athletes face boredom, overtraining that threaten to derail sports careers

By Washington Post, adapted by Newsela staff on 08.24.16
Word Count 792

Anthony Ervin and Jax Mariash Koudele are champion athletes competing at the highest levels of their respective sports. Both have burned out and quit, but found their way back. How?

At age 35, Ervin is the oldest male swimmer on the U.S. team at the 2016 Olympic Games in Rio de Janeiro. He is competing in his third Olympics and has won two gold medals at Rio.

Koudele, 36, is a long-distance runner from Jackson Hole, Wyoming. She is on pace to become the first woman to complete the Grand Slam Plus, a series of seven-day, 155-mile running events in extreme climates. She heads to the Atacama Desert in Chile, in early October, and is on track to finish the series in Antarctica, this November.

Losing Energy, Achievement & Interest

Most people think of burnout as complete physical and emotional exhaustion. Yet, that is really just the last and worst phase of burnout, says Keith Kaufman, a sports psychologist who teaches at Catholic University in Washington, D.C.
The first stage is a sense of flatness, where performance lacks crispness and energy. The second stage is overtraining, where performance begins to level out and the athlete is not getting better. Kaufman said there’s a fine line between being at the height of performance and overtraining because it is so easy for athletes to overdo it. The final stage is what Kaufman said is the endgame for burned-out athletes.

Once you start going down that road, it can be hard to stop, he said. "You may see staleness, you might see overtraining, but you feel like you can’t stop. That’s where you see burnout really taking hold," Kaufman said.

Burnout can affect anyone who specializes in one activity — even kids on sports teams. Studies are showing that burnout increasingly can be found among younger athletes. They specialize in a single sport and compete in a very intense environment all year round, Kaufman said.

**Intrinsic Verus Extrinsic Motivations**

Motivation is key to both understanding and fighting burnout. Kaufman describes the two forms of motivation. The first form is internal, where your motivation comes from within your own sense of doing well, and the second is external, where you do it because of things outside, like medals or fame or money.

Kaufman said there is too much pressure on athletes today and they seek outside rewards. Instead of something being fun, it becomes a job.

Athletes start thinking, "I have to get this scholarship or get this medal," and it becomes something they feel forced to do, Kaufman said.

**But Nike Says Just Do It**

Ervin won a gold at the Sydney Olympics in 2000, then retired three years later at age 22. He had dreamed of the Olympics since his youth, and when he reached the top of his sport, he began questioning his reasons for doing something that took up all of his time.

Ervin climbed out of the pool, stayed out for a few years, and got out of shape. He tried to figure out who he was besides being a swimmer.

Koudele was a track star in high school, but got burned out. She came back to running years later because, she said, "I just missed running. It was so simple."

Koudele runs two businesses and is raising money for the LymeLight Foundation, which funds research to find a cure for Lyme disease.

The cure to burnout is simple yet incredibly hard — recovery and renewal, Kaufman said.

Part of the problem, Kaufman said, is that athletes and people in general tend to separate the different kinds of stress in their lives. There is work stress and relationship stress and sports stress, but most people don’t realize that stress is stress.
Koudele said that changing goals helped her, as well as doing things she enjoys. As a child, she loved the Golden Gate Bridge in San Francisco, so when she was there for a work meeting, she made it a point to run across the bridge.

She said it was fun because she forgot about the fact that she ran for 90 minutes and was tired. Instead, she did something that she wanted to do since she was a kid.

With Ervin, what brought him back to the pool was seeing the kids he was coaching love swimming. "I just wanted to recapture that playfulness of being in the water," Ervin said.

He got back into shape and made the 2012 U.S. Olympic team.

Now, four years later at Rio, Ervin is fully involved in helping the younger swimmers and swimming with the right mindset. When he asks himself, "Why am I doing this?" he can find satisfaction in simply being in the water. "I enjoy the labor in and of itself," he said.
Dusty wind, burnt orange sand; it's an empty place. It's not like home at all. No cars, or buildings or smoke in the air, it's peaceful and conciliating. When you're here problems from your past home fade away. I never want to leave, this is my new home. Mars is a magical place where sorrow and frustration do not exist. When we first landed we pervaded on the planet. From that moment on I would never want to go back to Earth and live in an atmosphere where people are judged based on age, size, race, or religion because here we are equal. This is my new home; knowing that this land will always be mine is enough to keep me alive. Now that I love this planet, I can't leave. While the benefits of exploring Mars could increase our knowledge on the topic. The possible damages could be significantly severe.

While the NASA space-station has evident reasons the risks are too pronounced. According to the article, "Danger! This Mission to Mars Could Bore You to Death!", they talk about the challenges and accomplishments they could gain for example, if you ran out of water you would be in almost as much trouble as you would if the water were to hit anything electronic in the rocket. However, the accomplishments would be having people know that you survived space. In addition, the risks could lead to significant decreases in the number of applicants and volunteers. Because of these risks both astronauts in space and in training need to be careful. However, one of the biggest risks is boredom because when an astronaut is in space for a long time they don't have much to do. And although exploring space can answer our questions about Mars and other planets, it could kill our most experienced astronauts. Due to our government's funding decisions, the interest in space exploration given less money. This way we can spend money that isn't needed to end world hunger or pay back the debt we are in. As a result, the risks are far too complicated and dangerous to be taking chances with.

Not everyone agrees that space exploration is a beneficial concept. For example, my opponents might point out that we are stretching the human brain and increasing knowledge but we are also losing money that isn't our's and could be using it for better situations like solving poverty or paying back debt. Also it's not just that we could be using our money better but we should be spending our money better. According to www.nasa.com, it states the many risks that could happen to the astronauts that are launched into space like if they ran out of irreplaceable supplies, if the rocket were to stop working properly or if one of the astronauts began to suffer from boredom and refused to cooperate with their teammates. Even though my opponents may be right that it would be good to know more about space exploration and multiple other planets but they are only focusing on the positive side of the story. They aren't looking or even thinking about how bad the future could be if exploring space doesn't go as planned. If we don't explore the "world beyond our thoughts" than we could end up in extreme debt, even worse than the 20 trillion dollar one we are in the midst of right now. Our country's debt could be so abiding that no-matter how much we try to get out of this debt we dug down too deep to get out now. Now it's just a little bit too late for us to repay everything we owe to other countries. In conclusion, the possible benefits could lead to success in our country including, repaying what we owe(debt), increasing our knowledge on space exploration, and expanding what we know and learn in school, the risks will always be more significant than anything else.

When I think of Mars I think of space and the galaxy and how far away that all is. And no-matter how great the feeling of being one of the very few but extremely lucky people to ever be in space could be, it could never be as amazing as knowing that I'm always safe and happy and free on Earth. And I know that Earth is another planet and that it is also in the galaxy, it's been my home, and it always will be because it's the only planet with wifi.
As I exited the rocket, the wind blew with a force that was tenfold the strengths of anything on earth. As I trekked from my lonely capsule to the small colony of us earth people, I say a glint of gold of in the distance, but it must have been a trick of the light a trick of the light, because the only color in my new home seemed to be brown, except for the garden full of ingredients of Earth. The next day, the garden had... changed... I can't explain how but the roses seemed not quite white, but almost lime. I knew that if I was to survive in space, Mars would have to be altered, or it will be us who changes. Despite the risks of space exploration are apparent, the benefits are far more striking.

According to Danger! This Mission to Mars Could Bore you to Death, "Astronaut Candidates go through two years of training before they're even approved to fly." In addition, only the best were chosen, since, "...6000 applicants and only 8 were chosen." Because of these benefits, both chosen applicants and new applicants need the best skills to pass both physical and mental training. Furthermore, current tests are underway because some astronauts must train to survive chronic boredom while acting out scenes from John Carpenter films to keep them sane. Some results of the exploration of Mars would be new land in which societies could be built, crops could be planted, and even if neither happens, "If we stop exploring space, soon society will have forgotten what it means to be human," says Leaving Main Street. Due to our government's funding, the interest in space has dramatically declined, resulting in a domino effect of ignoring what's above us. As a result, some people have weighed the risks of space travel more than the benefits, but there are always citizens and NASA to keep believing in the Martians above us.

Not everyone agrees that space travel is a recommended source of intellect and is more than just a waste of our time. For example, my opponents might point out that many people have died in space. According to NASA, only, "439 people have died in space," and considering how many years we have been in space, this is nothing. And my opponents argue this even though that during the 10-20 years that cell phones have been so widespread, "3328 people have been killed in distraction related car crashes," which is almost 8 times more than the deaths through space exploration. In addition, my opponents might point out that working scientists should spend less time on making silly rockets, and more time advancing medicine. They say this even though, "people have yet to arrive on mars, much less, our solar system, and that's only a fraction of a fraction of the universe." Even more absurd, doctors themselves say it's surprising how, "quickly medicine can progress." In conclusion, the benefits such as knowledge and newly solved mysteries are far more beneficial than complaints about the efforts already made to explore our surroundings.

My first two thoughts when my mom first told me of the planet mars was red and rust. These are what would engulf the planet when the dust storms came screaming over the mountain tops, and this is what we would planet plants in if we further on decided to live there. There is only one way, although, we can have a home on mars. People must understand that these planet brothers, Earth and Mars, are not twins. Seeing how scientists and astronauts will continue to work to find the most beautiful and deadly areas of the universe, I think that mars, one day, will become just as striking as Earth.
From my tallest peaks to my lowest basins. My wind creates all, while I’m the creator I’m also the . Now abandoned I lay, waiting for something again, as Mars I sit in solitude. It was at that moment I realized more were coming. Although the risks of expanding our space exploration program are apparent, the benefits are far more pronounced.

The exploration of mars promotes adventure, its benefits will affect the U.S space program for generations. Here are reasons to expand our space program. According to "Leaving Mainstreet" a successful space program will benefit the economy, with improvements of national security and jobs by the needed personal in expansion. In addition "Leaving Mainstreet " also says that nasa’s explanation will only lead to more competition like SpaceX. If we go to mars then we would help expand our nation and world together and maybe find new life that we can teach and learn from. Because of all these benefits of making more jobs, and benefiting the economy all of these call for a need of expansion in in space exploration. However, space exploration will be expensive because we will need to put more money into the program while still using the money conservatively. Although space exploration can cause astronauts to get chronically bored, we will have to give them extensive training so they can be ready. Due to our country's debt the interest in space exploration has decreased. As a result many other nation have beat us in space technologies.

Not everyone agree that we should expand our space exploration program. For example, my opponents might point out that we don't have the money to go to space. But according to the Washington Post if we tax the super rich 30% more then we can fund the program easily. Even though we already have enough money to fund the program with the tax. In addition, my opponents state that it would risk too many lives, but annually 1.3 million people die in car accidents according to road crash statistics. Despite the only 14 people ever dying overall in space accidents. In conclusion, the benefits of space travel outweigh the risks.

I am Mars, they have come and they have gone. They have built and they have destroyed. I stay the same as they change. I now realize they did not live but they only became one of mine. Despite the risks of increasing our space exploration program are apparent the benefits are far more clear.
Walking on Mars, the sun burns on the surface, like a desert. As I explore the abnormal terrain, I find a lush oasis full of water and edible sources. I start to walk back to where I began. It was at that moment, that I had found something spectacular, and could be our new home. Despite the risks of exploring mars are apparent, the benefits are far more significant.

Exploring mars promotes adventure and experience, the benefits will affect generations of the US Space program. According to Leaving Main Street, humans naturally need something new, and need to "reach out". In addition, is we stop exploring space and doing things "in our genes", we will soon forget what it is like to be human. Because of these benefits, both our human genes and natural instincts need us to continue on without research and learning experience. However, some may say otherwise because it is too risky using all this money on ideas that may end in death, while others say that it encourages adventure and perseverance. Although exploring space has many risks, we should continue expanding our knowledge, keeping our genes and natural instincts alive, and continue developing our technology and apprehension about the unknown. Due to our government's successful space programs, the interest in exploration has given thousands a chance to get a job and earn money. As a result, space exploration is a vital part of our lives, and losing it would make many very melancholy.

Not everyone agrees that the exploration of space program should be continued, and is a fantastic addition for humans. For example, my opponents might point out that we are in debt 20 trillion dollars. According to the US Government, we have spent enormous amounts of money on space, and most of our debt was from Space Exploration. Even though we are in debt, it was NOT from exploring space, and in fact only six-tenths goes to the space program. In addition, my opponents state that putting people's lives at risk is too dangerous. In actuality, we endanger people's lives every day in cars, and other technology like planes. Despite that it is still a risk, most Americans die or get injured in a plane, motorcycle, or car crashes. In conclusion, we should continue the exploration of space because it does not increase to the massive debt we already have. and injures less Americans than other technology.

"Mars," when I hear the name, I'm not quite certain what I think of first: the redness of the dry ground, the hot and parched wind against my face, or even the scalding hot air. Although the risks of the space program are real, the benefits are far more striking.
I look down at my tinted green skin covered in golden dirt. I hear a faint whisper in the air coming from behind me; it slowly gets louder until finally, I feel something grab me. I whip around as quickly as I can. It's my mother. She tells me to stop fiddling with my hovercraft and get some food. I go into the kitchen, and at that moment, I realize how good Martian life really is. My mom had made me my favorite food pb&j. Life on Mars is full of excitement and new technology. Life on Mars is extraordinary.

Because the exploration to Mars promotes science and technology, it benefits will affect the U.S. space program for generations. According to the short story, "Dark They Were And Golden-eyed", Bradbury states that, "She was golden and slender as his daughter," which means people will evolve on Mars and we can learn from how they have evolved. In addition, according to "Danger! This Mission to Mars Could Bore you to Death!" the author, Maggie Baker, states "Humanity's greatest voyage" is going to Mars. Because of these benefits, both money and physical resources need to be left to the space exploration programs disposal. However, exploring space does have its risks because of the apparently long voyage, which scientist estimate will take about 8 months each way. In addition, according to "Danger! This Mission to Mars Could Bore You to Death!", the author states, "Six people are in a nearly windowless geodesic dome," which could make the voyage boring and uninteresting. On the other hand, this also means that scientists are preparing for the danger of this voyage, and are therefore making sure that it is as safe as possible. Due to our government's large salary cap, the interest in going to Mars should be of top priority. With our vastly growing population we could use Mars as a second place of life. As a result, traveling to mars could create allies and improve our reputation as a country.

Not everyone agrees that it is of the greatest urgency to travel to mars because of apparent concerns and risks. For example, my opponents might point out that venturing into space might lead to deaths of astronauts as well as waste of millions of dollars in case of catastrophe. According to Maggie Koerth-Baker, "Astronaut Candidates go through two years of training before they are approved to fly," which means they are going through rigorous training so we know that these are the best people for the job. Even though these people are going through training there is room for error. But the selection process is highly selective, according to Pearson, "The 2013 class, for instance, had 6,000 applicants and only 8 were chosen." In addition, my opponents state that we might not even be able to get to Mars at this point. Despite these ideas, according to Maggie Koerth-Baker, "With current technology, the journey will take more than eight months each way" and that therefore we do have the available technology to get there. In conclusion, you realize that not everyone agrees on the mission to Mars, but that the benefits far outweigh the risks.

When I think of Mars, I think of the innovation, the technology, and even the culture we have developed here. I think of how I developed to fit into this society from the life on Mars. I walk and get on my hovercraft. What if our brave settlers on Mars never took the risk of coming here? Maybe we would have never created the cure for cancer, the holographic cell phone, or even my favorite: the hovercraft. It was at this point I realized that I have everything I could ask for on this planet, Mars.
Humans constantly want a new adventure including exploring outer space, but they fail to realize that this adventure has major consequences, even death. The topic is, "Do the benefits of exploring Mars outweigh the risks?", the benefits of exploring Mars do not outweigh the risks. There are many unknown things about Mars and space, so why would we risk putting a human in danger? These and many other reasons are why I strongly disagree to putting human lives on Mars.

We do not know how humans would evolve by living on Mars. In the short story, "Dark They Were, and Golden-Eyed" the humans from Earth began to live on Mars, and they began to evolve to Mars’s environment, by the end of the story, they didn't even remember that they were from Earth. If this truly happens when we travel to Mars, we could start even more wars. If the people do not remember that they are from Earth, it could cause chaos, and the last thing Earth needs are more wars. We are already fighting enough wars on Earth, and we are losing enough lives because of those, we do not need to be involved in any more words. In the article, "Danger! This Mission to Mars Could Bore You to Death!", it clearly demonstrates the effects of extreme boredom during space travel. This article demonstrates how boredom can cause your mind to go crazy, "What if, millions of miles from home, a chronically bored astronaut forgets a certain safety procedure? What if he gets befuddled while reading an oxygen gauge?...bored people are also prone to taking risks, subconsciously seeking out stimulation when their environment bores them." This shows that sending people to space is dangerous. What if the astronaut who was reading an oxygen gauge does something wrong causing him/her and the other astronauts to die. That would mean multiple people never coming home. Multiple people never seeing their families again. Multiple people dead in space. We are risking many human lives for a cause that is extremely unnecessary.

The opposing opinions might argue that we could find new ways to help the economy, but we could help the economy on Earth with our Earth resources. Our Earth economy is already struggling, so why would we want to add on to that struggle? If we create another economy on Mars, it’s one more thing that people have to stress over, it’s more money that we are going in debt. The spaceships that we would need to get to Mars will cost millions of dollars that we don’t have. The United States alone is in trillions of dollars in debt, we cannot waste any more money on things that are completely unnecessary. By going to Mars, it won't help our economy, it will just hurt it.

By sending people to Mars, we are losing lives, hurting our economy, and much much more. We cannot risk the consequences of going to Mars. With every failed mission are parents who get a dreaded phone call that their son/daughter has died, or a child who will have to grow up without a mother/father. We cannot risk human lives just to feed our hungry curiosity. We cannot risk putting money that we don’t have into a spaceship to go to Mars. We cannot let any more lives be lost. We must stop this while we are ahead. We must win this fight. We must save lives and our economy. We must remember that no amount of curiosity is worth a human life.
"Exploration is really the essence of human existence" - Frank Borman. Since the beginning of time humans have satisfied their curiosity through exploration. When asked, "Do the benefits of exploring Mars outweigh the risks?", according to "US News" 75% of Americans support this notion. As humans, we constantly expand our knowledge of the world we live in today, through expeditions as far as space to explorations as deep as the bottom of the sea. Throughout the "A Starry Home" unit we have encountered several articles and stories that give us an idea of the complexities, yet necessities of space exploration including "Leaving Main Street" and "Danger! This Mission to Mars Could Bore You To Death" by Maggie Koerth-Baker.

To begin, studies have shown that Mars is the second best planet for human life, right after Earth, which means in case of an emergency we will have another chance for the human race to survive. According to NASA, not unlike Earth, Mars has a 24-hour day and polar ice caps. In addition, Mars axis is tilted compared with its orbit, just as Earth is tilted on its axis which means Mars goes through seasons, just like Earth. Mars, as cold as it is, is not as oppressive an environment as almost any other place we can think of going in the Solar System, therefore through much research and a lot of geological advancements on Mars, one day we can settle there and begin a new civilization. Additionally, according to the article "Leaving Main Street" wide ranging exploration and achievements encourage the next generation expand and explore their curiosity in "STEM" (Science, Technology, Engineering, and Math) subjects. In modern times, children are evidently veering away from these vital subjects, which could be detrimental for the future of our society. What has proven to attract more people to these kinds of subjects is seeing a fellow human succeeding in one of these tasks. For example, watching Neil Armstrong being the first human to step foot on the moon inspired many to become astronauts and astronautical engineers. To summarize, exploring Mars could lead to colonizing in the future and even one day becoming as populated as Earth or it can encourage the next generation to become the astronauts that will become the first men or women to walk on the face of Venus as long as we stay committed and determined.

Some may argue that the trip's conditions may be too dangerous for a human to handle. This, however, is not true. According to "Danger! This Mission to Mars Could Bore You To Death", before any astronauts go on the long journey they are thoroughly trained in simulators or environments that resemble the journey's destination in some way both physically as well as mentally to withstand even the most severe of conditions. In addition, the astronauts are given special gear and equipment to help aid their expedition. These hard facts eliminate the concern of safety for our astronauts.

To conclude, Mars exploration would be a huge accomplishment in human society, for "If we stop exploring space, soon society will have forgotten what it's like to be human. It's human to wonder about things we can't see, to look what's over the horizon." -"Leaving Main Street". Adults are the one who set the example for the next generation, so do we want the next generation to sit and what the Earth die and have nowhere to go or do we want the next generations to one day populate each and every one of the other planets in the solar system. Our every accomplishment affect our future, so let's accomplish as much as we
The World of Space is treacherous!

If we go to someone else's home... They might get revenge... And you wouldn't want that.

Don't go to Mars!!!
Who knows?
We could start a war against two worlds!!!

Weren't trillions in debt because of Mars!!!

Debt
Space Exploration
Science takes us into a whole other world!

Welcome to Mars
Earthlings! Please visit our planet. We have hotels, ski hills, and even parks! We build homes for new comers and we have schools for any age.
Come visit now. Call 999-888-7777!
Stay Away!

They Are Different!

They Are Evil!

They'll Kill Us!

Aliens. People have been afraid since the beginning of time. Now they want to trespass on their home? Stay away! Stay alive!

Mars is a Martian Only Planet

Say no to NASA and prevent the trip to Mars that could risk many peoples lives

This Could Destroy Humanity!
Come To Mars!

There are many things you can experience on Mars:

- You can dust stuff.
- You can meet real-life martians.
- Mars is filled with unknown wonders.
- Sunset, dinner, and star gazing.

Hi!
Come to Mars! You will have a Blast!

Come one, come all to Mars! Here on Mars you can do everything you can on Earth!

Show your adventurous side!

Be motivated in what you want to accomplish!

Reach great heights!
Humans Should Colonize Mars
From The Animals

Benefits of Humans on Mars
1. Discover new frontiers
2. Develop new technologies
3. Earth can flourish
4. Continue human species
5. Find new life on Mars
6. Encourage STEM

Our dying world is afflicted by every human every day. If humans leave Earth to go run another planet, animals will be able to live peacefully. With less global warming, ice caps will stop melting, with less pollution, the oceans will be pure, and with less humans, animals will dominate. In the story The Last Dog by Katherine Paterson the so-called toxic world outside Brock's home dones had time to heal with no human contact. If humans leave the current Earth and populate Mars, the tortured planet will finally regain health.

Every year 150 billion innocent animals are killed and abused for the use of humans (ADAPTT.org). Humans have polluted the Earth's air causing many animals to go extinct, become endangered, and habitat suffer. If humans leave this dying planet to heal itself, the loads of powerless animals may have a chance to recover.

Earth will be better without Earthlings!!!
The Bee movie for free

COME TO MARS

MARS

I love bees

Eat and sleep as well as feel like an astronaut

Only a fee of $500

Bee an space explorer go to Mars

Free protection

Mars is like Earth it can hold life
"See the world. It's more fantastic than any dream made or paid for in factories."

Ray Bradbury
Our kids are bombarded with enormous amounts of information daily from television, radio, and the internet (social media, news sites, Tumbler, Snapchat, Instagram, etc.). CNN reports that many teens, on average, spend a mind-boggling "9 hours a day" using media. The goal in this unit is to help students think critically about what they see, read, and hear via media sources. *Brunelleschi to Bucky* is a 4-6 week trans-disciplinary unit that incorporates English Language Arts, Social Studies, Math, Engineering, and Art and asks students to think critically about information and try to understand what is at the heart of any material that is presented. The essential question for this unit is: *How does a society's art and engineering reflect its values?* As such, students examine a variety of articles, art, engineering, and media to determine the values reflected in the pieces.
Our kids are bombarded with enormous amounts of information daily from television, radio, and the internet (social media, news sites, Tumbler, Snapchat, Instagram, etc.). CNN reports that many teens, on average, spend a mind boggling “9 hours a day” using media. The goal in this unit is to help students think critically about what they see, read, and hear via media sources. *Brunelleschi to Bucky* is a 4-6 week trans-disciplinary unit that incorporates English Language Arts, Social Studies, Math, Engineering, and Art and asks students to think critically about information and try to understand what is at the heart of any material that is presented. The essential question for this unit is: *How does a society’s art and engineering reflect its values?* As such, students examine a variety of articles, art, engineering, and media to determine the values reflected in the pieces.

Five seventh grade teachers worked together to plan and implement this project. The unit focused on art and engineering from the time of the Renaissance to the present. While, for example, students studied the beginning of the Renaissance in Social Studies, they read about Buckminster Fuller’s concepts regarding Spaceship Earth in ELA and built geodesic domes in Math. There was a great deal of crossover and teachers used common terms such as humanism, values, domes, etc., shared graphic organizer (claim, evidence, reasoning), completed similar writing tasks (argumentative writing), and publically displayed work around campus. Each discipline also incorporated its own learning experiences and standards as follows:

Language Arts: We closely examined a variety of art and engineering artifacts and articles and studied argumentative writing.

INTO: We utilized value cards, so that students had a common language for identifying artists’ and engineers’ values. Students identified their own values. They used claim, evidence, and reasoning to write about why their values were important.

THROUGH: Students did close readings of a variety of texts: including a variety of artforms (Frida Kahlo, political art including Bansky), video clips from various artists (like Pharrell’s Grammy Performance regarding Black Lives Matter), several NEWSELA articles about various artists and engineers, and clips and articles about Buckminster Fuller. Finally, students had the opportunity to choose their own piece of art/architecture/engineering, and, using a claim-evidence-reasoning graphic organizer (borrowed from science) wrote an essay about how the artist’s or engineer’s piece reflected his/her values. Students also engaged with grammar lessons on writing compound and complex sentences.

BEYOND: In groups, students wrote Donors Choose grants (argumentative writing) that reflected their group’s values. They used their language arts and argumentative skills in service of their values. Grants included funds for the music department, Spanish class, 6th grade, PE, cafeteria ladies (to name a few) to show that they valued art, health, love, and education. Out of the 21 grants written, 19 were funded! Our school received over $13,000 in donations thanks to these student led grants.

ASSESSMENT: Students’ argumentative essays and grants were assessed using the district’s writing rubric. Students were also assessed on formative grammar tests and claim, evidence, reasoning, worksheets and paragraphs.

Social Studies:

During this unit students learned how to use art as a lens to analyze the transition from medieval art and humanism. On a macro level students examined how humanism signaled Europe’s cultural and economic evolution.

INTO: In staying true to our focus on media literacy and in bringing the essential question into present day, we began by examining modern images produced as a response to the deaths of Trayvon Martin and Mike Brown.
THROUGH: Students looked at the difference between Medieval and Renaissance art. They discussed how art and engineering pieces reflected the values of the artists of the time. Students explored, in particular, the works of Brunelleschi, da Vinci, and Michelangelo.

BETWEEN: Students chose an art piece from the Renaissance and altered it to fit and reflect their own values. These art pieces then became a part of the domes students constructed in math class.

ASSESSMENT: Students were assessed on gallery walks, packet from da Vinci circles, weekly quizzes on the Renaissance, quick writes and a final chapter test.

Math:

INTO: Students looked at Renaissance art, and used ratios to change the scale. They personalized the art to reflect their values.

THROUGH: Students learned about geometry as they competed to build domes using paper and tape. They learned about the engineering design process and explored concepts such as the herringbone pattern in Brunelleschi’s dome. They also drew scale drawings of geometric figures and calculated volumes and circumferences.

BETWEEN: Finally, students built large scale models of Buckminster Fuller’s geodesic dome.

ASSESSMENT: Students were assessed on geometric drawings, scale drawings, and unit tests.

Students LOVED this unit, and they benefited in a number of ways. First of all, as their grants were funded (one after the other after the other), students realized that their words have power and that other people share their values. Secondly, students found true application for their learning. 6 months after writing their grant, 2 students saw a need on campus, and the asked if they could write a grant to meet the need. They wrote the grant, and it, too, was funded, and their 8th grade class received a new set of books within 4 weeks. Thirdly, students began to make meaningful connections across subject areas and were able to consciously transfer what they were learning in one class to another. Finally, students began to think critically about the underlying values in the art and engineering they encountered, and they now have a critical framework for doing so that they can use for the rest of their lives.

Standards:

ELA: CCSS.ELA-LITERACY.RI.7.1; CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.SL.7.1;
CCSS.ELA-LITERACY.L.7.1.B; CCSS.ELA-LITERACY.W.7.8; CCSS.ELA-LITERACY.RH.6-8.1;
CCSS.ELA-LITERACY.RH.6-8.4

Math: CCSS.MATH.CONTENT.7.RP.A.2; CCSS.MATH.CONTENT.7.G.A.2; CCSS.MATH.CONTENT.7.G.B.5
# PROJECT DESIGN: OVERVIEW

**Name of Project:** Brunelleschi to Bucky  
**Duration:** 4-6 weeks

**Subject/Course:** English Language Arts 7 (Integrated with SS/Math/Art)  
**Teacher(s):** Danna Lomax  
**Grade Level:** 7

**Other subject areas to be included, if any:** Arts, Engineering, Character Education

## Significant Content

### WRITING:

- **W7.1:** Write arguments to support claims with clear reasons and relevant evidence.
  - CCSS.ELA-LITERACY.W.7.1.A
  - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - CCSS.ELA-LITERACY.W.7.1.B
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - CCSS.ELA-LITERACY.W.7.1.C
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - CCSS.ELA-LITERACY.W.7.1.D
  - Establish and maintain a formal style.
  - CCSS.ELA-LITERACY.W.7.1.E
  - Provide a concluding statement or section that follows from and supports the argument presented.

### READING-INFORMATIONAL TEXT:

- **CCSS.ELA-LITERACY.R.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.R.7.2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

### LANGUAGE:

- **CCSS.ELA-LITERACY.L.7.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - CCSS.ELA-LITERACY.L.7.1.A
  - Explain the function of phrases and clauses in general and their function in specific sentences.
  - CCSS.ELA-LITERACY.L.7.1.B
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - CCSS.ELA-LITERACY.L.7.1.C
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

### SPEAKING AND LISTENING:

- **CCSS.ELA-LITERACY.SL.7.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

<table>
<thead>
<tr>
<th>21st Century Competencies</th>
<th>Collaboration: Grant writing teams</th>
<th>Creativity and Innovation: Creation of art and/or engineering pieces</th>
</tr>
</thead>
<tbody>
<tr>
<td>(to be taught and assessed)</td>
<td>Communication: Councils and Interviews</td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking: Multi-dimensional perspectives</td>
<td></td>
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</tbody>
</table>

**Project Summary**

(include student role, issue, problem or challenge, action taken, and purpose/beneficiary)

In this unit, students will analyze various forms of art and engineering and investigate the concept of values. They will examine works of art/engineering and try to determine what values are reflected in each piece. In addition, they will consider their own personal values and write an argumentative essay (in the form of a Donors Choose grant) that reflects their values.

**Driving Question**

How does a society's art and engineering reflect its values?

**Products**

Individual: Selection of a piece of artwork with written analysis. In addition students will create a work of art, song lyrics, or engineering sketch, or Bumper stickers.

Specific content and competencies to be assessed: see above

Team: Team Grant posted on Donors Choose

Specific content and competencies to be assessed: see above
## Project Design: Overview

<table>
<thead>
<tr>
<th>Public Audience</th>
<th>Publication of grant on Donors Choose website</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Experts, audiences, or product users students will engage with during/at end of project)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Needed</th>
<th>On-site people, facilities: doc camera, computer, laptops, iPads, journals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Equipment: computers</td>
</tr>
<tr>
<td></td>
<td>Materials: copies of articles, songs, music, movies, etc</td>
</tr>
<tr>
<td></td>
<td>Community Resources: guest speakers (photographers, artists, filmmakers, engineers, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection Methods</th>
<th>Journal/Learning Log: Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Individual, Team, and/or Whole Class)</td>
<td>Chart of various artists</td>
</tr>
<tr>
<td></td>
<td>Whole-Class Discussion: Council; Socratic and Philosophical Chairs</td>
</tr>
<tr>
<td></td>
<td>Survey: Upon Completion</td>
</tr>
<tr>
<td></td>
<td>Focus Group</td>
</tr>
<tr>
<td></td>
<td>Fishbowl Discussion: Socratic</td>
</tr>
<tr>
<td></td>
<td>Other: Claim-Evidence-Reasoning graphic organizers; quick writes; paragraphs</td>
</tr>
</tbody>
</table>

| Notes: | |

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**For more PBL resources visitbie.org**

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<table>
<thead>
<tr>
<th>Final Product(s)</th>
<th>Learning Outcomes/Targets</th>
<th>Checkpoints/Formative Assessments</th>
<th>Instructional Strategies for All Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations, Performances, Products and/or Services</td>
<td><strong>Compound &amp; Complex Sentences</strong>&lt;br&gt;content &amp; 21st century competencies needed by students to successfully complete products</td>
<td>Weekly quizzes</td>
<td>provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments</td>
</tr>
<tr>
<td>(individual and team)</td>
<td><strong>Argumentative Essay on work of student's choice</strong></td>
<td>Claim-Evidence-Reasoning graphic organizers (multiple opportunities to practice)</td>
<td>Modeling, cooperative learning</td>
</tr>
<tr>
<td></td>
<td><strong>Argumentative Writing</strong></td>
<td>DonorsChoose Grant</td>
<td>*Cooperative Learning&lt;br&gt;*Group Values Graphic Organizer&lt;br&gt;*DonorsChoose writing packet&lt;br&gt;*Teacher conference for revision and editing</td>
</tr>
</tbody>
</table>
## Argumentative Writing Rubric (Grades 6–11)

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
</table>
|       | The response is fully sustained and consistently focused:  
|       | • claim is clearly stated, focused and strongly maintained  
|       | • alternate or opposing claims are clearly addressed*  
| 4    | • claim is introduced and contextualized clearly within the context  
|      | The response has a clear and effective organizational structure creating unity and completeness:  
|      | • effective, consistent use of a variety of transitional strategies  
|      | • logical progression of ideas from beginning to end  
|      | • effective introduction and conclusion for audience and purpose  
|      | • strong connections among ideas, with some syntactic variety  
|      | The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
|      | • use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete  
|      | • effective use of a variety of elaborative techniques  
|      | The response clearly and effectively expresses ideas, using precise language:  
|      | • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose  
|      | The response demonstrates a strong command of conventions:  
|      | • few, if any, errors are present in usage and sentence formation  
|      | • effective and consistent use of punctuation, capitalization, and spelling |

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 3    | The response is adequately sustained and generally focused:  
|      | • claim is clear and for the most part maintained, though some loosely related material may be present  
|      | • context provided for the claim is adequate  
|      | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
|      | • adequate use of transitional strategies with some variety  
|      | • adequate progression of ideas from beginning to end  
|      | • adequate introduction and conclusion  
|      | • adequate, if slightly inconsistent, connection among ideas  
|      | The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:  
|      | • some evidence from sources is integrated, though citations may be general or improper  
|      | • adequate use of some elaborative techniques  
|      | The response adequately expresses ideas, employing a mix of precise with more general language:  
|      | • use of domain-specific vocabulary is generally appropriate for the audience and purpose  
|      | The response demonstrates an adequate command of conventions:  
|      | • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
|      | • adequate use of punctuation, capitalization, and spelling |
# Smarter Balanced

## Argumentative Writing Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
* may be clearly focused on the claim but is insufficiently sustained  
* claim on the issue may be somewhat unclear and unfocused  
  The response has an inconsistent organizational structure, and flaws are evident:  
  * inconsistent use of basic transitional strategies with little variety  
  * uneven progression of ideas from beginning to end  
  * conclusion and introduction, if present, are weak  
  * weak connection among ideas  
  The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
  * evidence from sources is weakly integrated, and citations, if present, are uneven  
  * weak or uneven use of elaborative techniques  
  The response expresses ideas unevenly, using simplistic language:  
  * use of domain-specific vocabulary may at times be inappropriate for the audience and purpose  
  * frequent errors in usage may obscure meaning  
  * inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the purpose but may offer little relevant detail:  
* may be very brief  
* may have a major drift  
* claim may be confusing or ambiguous  
  The response has little or no discernible organizational structure:  
  * few or no transitional strategies are evident  
  * frequent extraneous ideas may intrude  
  The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:  
  * use of evidence from sources is minimal, absent, in error, or irrelevant  
  The response expression of ideas is vague, lacks clarity, or is confusing:  
  * uses limited language or domain-specific vocabulary  
  * may have little sense of audience and purpose  
  The response demonstrates a lack of command of conventions:  
  * errors are frequent and severe and meaning is often obscure |

A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target].

* Begins in 7th grade
What Does a Society’s Art and Engineering Say about Its Values?

<table>
<thead>
<tr>
<th>Artist / Engineer</th>
<th>Artform / Construction</th>
<th>Describe the Piece</th>
<th>What does this art/engineering say about the person’s values? (Think: Why might someone create this work?)</th>
</tr>
</thead>
<tbody>
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</table>
What Does a Society’s Art and Engineering Say about Its Values?

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</tbody>
</table>
Values

Please cut out your value cards. Separate them into 2 piles: REALLY IMPORTANT TO ME and NOT AS IMPORTANT TO ME. Then put the NOT SO IMPORTANT TO ME values in the envelope provided. You will need these. (Don’t lose them.) Next, look at the REALLY IMPORTANT TO ME values and determine the 10 most important to you today. Put the others in the envelope for later. Write those 10 values on the lines below. After you write your top ten values, you may put them all in the envelopes.

Top Ten Values:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Now, circle your top 5 values above. These can change, so they just have to be your top 5 for today. Top Five Values:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

From this 5, determine your #1 VALUE for today: ______________________________________

On the lines below explain why this is your top value:

Claim:  
________________________________________________________________________
Evidence:  
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Reasoning:
________________________________________________________________________
________________________________________________________________________
<table>
<thead>
<tr>
<th>LIFE</th>
<th>COMPASSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>An appreciation and respect for all living things</td>
<td>Understanding the suffering of others and wanting to do something about it</td>
</tr>
<tr>
<td>FREEDOM</td>
<td>DEDICATION</td>
</tr>
<tr>
<td>The power to act, speak or think without externally imposed restraints</td>
<td>The act of binding yourself (intellectually or emotionally) to a course of action</td>
</tr>
<tr>
<td>CREATIVITY</td>
<td>ACCOUNTABILITY</td>
</tr>
<tr>
<td>A high degree of innovation and originality</td>
<td>Being obliged to answer for one's own actions</td>
</tr>
<tr>
<td>WORK</td>
<td>RELIGION</td>
</tr>
<tr>
<td>Deriving great value from your job</td>
<td>Belonging to an organized religion</td>
</tr>
<tr>
<td><strong>HUMOR</strong></td>
<td><strong>COOPERATION</strong></td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>The ability to laugh at oneself and find humor in all things</td>
<td>Working together for a common purpose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TRUSTWORTHINESS</strong></th>
<th><strong>ADVANCEMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability, deserving of confidence</td>
<td>Personal and professional growth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LOYALTY</strong></th>
<th><strong>WEALTH</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faithfulness to another person or group</td>
<td>Desire for substantial monetary income</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SECURITY</strong></th>
<th><strong>RECOGNITION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Having the essentials you need to live and be safe</td>
<td>To receive special attention, to feel important</td>
</tr>
<tr>
<td>BEAUTY</td>
<td>PROFESSIONALISM</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>An appreciation for and seeing the beauty in all things</td>
<td>Commitment to quality; pride in your work</td>
</tr>
<tr>
<td>MORALITY</td>
<td>PATIENCE</td>
</tr>
<tr>
<td>Desire for high ethical standards; a strong sense of right and wrong</td>
<td>The capacity for enduring hardship or inconvenience</td>
</tr>
<tr>
<td>SPIRITUALITY</td>
<td>SUCCESS</td>
</tr>
<tr>
<td>A way of living that emphasizes a constant awareness of the spiritual dimension of nature</td>
<td>Attainment of professional position, favor or eminence; achieving your goals</td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td>POWER</td>
</tr>
<tr>
<td>Being answerable to someone for something or being responsible for one's own conduct</td>
<td>Ability to lead, direct, persuade, control</td>
</tr>
<tr>
<td>RESPECT</td>
<td>HONESTY</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Unbiased consideration and regard for the</td>
<td>A high regard for fairness,</td>
</tr>
<tr>
<td>rights, values, beliefs and property of all</td>
<td>straightforwardness, sincerity, truthfulness</td>
</tr>
<tr>
<td>people</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>EMPATHY</td>
<td>INTEGRITY</td>
</tr>
<tr>
<td>Feeling concern for and understanding</td>
<td>The quality or state of being of sound moral</td>
</tr>
<tr>
<td>another's situation or feelings</td>
<td>principle; uprightness, honesty, sincerity</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>JUSTICE</td>
<td>HEALTH</td>
</tr>
<tr>
<td>Fairness, balance, equality</td>
<td>Physical and mental well-being</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>LOVE</td>
<td>FAITH</td>
</tr>
<tr>
<td>Strong personal feelings of caring and</td>
<td>A strong belief in a supernatural power</td>
</tr>
<tr>
<td>affection</td>
<td>or powers that control human destiny</td>
</tr>
<tr>
<td>HELPFULNESS</td>
<td>KNOWLEDGE</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Sense of concern for and outreach to the needs of others</td>
<td>Seeking and learning new information and insights</td>
</tr>
<tr>
<td>WISDOM</td>
<td>INDEPENDENCE</td>
</tr>
<tr>
<td>The ability to apply knowledge, experience, understanding, common sense and insight</td>
<td>Freedom from control or influence of another or others, self sufficient</td>
</tr>
</tbody>
</table>
106 Values
A to Z

1. Accessibility
2. Accountability
3. Achievement
4. Adventure
5. Approval
6. Art
7. Balance
8. Beauty
9. Bravery
10. Challenge
11. Change
12. Charity
13. Clarity
14. Commitment
15. Community
16. Compassion
17. Competence
18. Competition
19. Confidence
20. Credibility
21. Dependability
22. Desire
23. Determination
24. Dignity
25. Discipline
26. Diversity
27. Education
28. Environmentalism
29. Ethics
30. Faith
31. Fame
32. Family
33. Fashion
34. Fidelity
35. Independence
36. Fitness
37. Flexibility
38. Freedom
39. Friendship
40. Frugality
41. Fun
42. Gallantry
43. Generosity
44. Grace
45. Gratitude
46. Growth
47. Guidance
48. Happiness
49. Harmony
50. Health
51. Honesty
52. Honor
53. Hope
54. Humility
55. Humor
56. Imagination
57. Independence
58. Individuality
59. Integrity
60. Intellect
61. Intimacy
62. Kindness
63. Knowledge
64. Leadership
65. Learning
66. Liberty
67. Logic
68. Longevity
69. Love
70. Loyalty
71. Majesty
72. Making a difference
73. Marriage
74. Optimism
75. Order
76. Organization
77. Originality
78. Partnership
79. Patience
80. Passion
81. Popularity
82. Power
83. Pride
84. Privacy
85. Relief
86. Religion
87. Reputation
88. Resilience
89. Resolve
90. Respect
91. Responsibility
92. Science
93. Security
94. Solidarity
95. Solitude
96. Sophistication
97. Spirituality
98. Teaching
99. Trust
100. Uniqueness
101. Unity
102. Valor
103. Variety
104. Victory
105. Virtue
106. Other
GIST Template

Name

Article Title

Article Source

1. Read the article.

2. Fill out the 5Ws and H.
   
   Who:
   
   What:
   
   Where:
   
   When:
   
   Why (Why Important?):
   
   How:

3. Write a 20-word GIST.

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
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   ____________________________
<table>
<thead>
<tr>
<th>Evidence</th>
<th>Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Your facts that serve as proof. This is often a quote, data, or observation from a reliable source.)</td>
<td>(Explain your evidence. Make it very clear how you evidence backs up your claim.)</td>
</tr>
</tbody>
</table>

Adapted from the Integrated Middle School Science Partnership
Claim: (Use your value cards or list to help you decide which value you think this person's work shows.)

This artist/engineer values ____________________________________________.

Evidence: How do you know? Choose a quote or example from the text.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Reasoning: Why do you think the quote or example demonstrates the value you chose? Why is the work important?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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____________________________________________________________________

____________________________________________________________________
Dream Jobs: Graffiti artist

Graham Snowdon, The Guardian, adapted by Newsela staff  Grade Level 7  Word Count 896

The whiff of aerosol paint lacquer hangs over the entrance to a murky tunnel below the platforms of a London subway station. "THE TUNNEL. Authorized graffiti area," proclaims a billboard spelling out the rules, including: "You don't have to be a gangster to paint here, so please don't behave like one."

I venture into the tunnel where I have arranged to meet graffiti artist Olivier Roubieu. It's a surprise to find him halfway along the tunnel, cheerfully spraying arcs of aerosol paint onto a wall like an orchestra conductor. Behind him, a dozen or so teenage Italian tourists are watching with fascination.

Roubieu has been making a living primarily as a graffiti artist for five years. For an hour and a half before my arrival, he has been working on a three-meter-wide (almost 10-feet-wide) photo-realistic reproduction of a girl. When finished, he wants the picture to go into an instructional book he is making about graffiti art. "Today I'm following a photograph because I want it to be right, but normally I'd just work off the top of my head."

An Art School Background

Roubieu – easygoing, open, with a soft French accent – is nothing like what I'd expected from his gangster-macho image. As he cheerfully admits, it's one that comes with the hip-hop music influence on many graffiti artists.

"You don't really have a rivalry among graffiti artists," he says. "If you do street art maybe there's some, you know, 'friendly wars' going on. But I can honestly say that of all the people I've met in the graffiti world, 99 percent are cool. Everybody's just helping; it's a big family."

Unlike many other graffiti artists, Roubieu came into the graffiti world from an art school background, having studied in France where he grew up. "I was really, really bad," he recalls, laughing. "I just used to sketch all the time and draw graffiti letters and stuff, and I wanted to start a business making T-shirts." Having moved to England, he did just that, experimenting when customers started asking him to customize their clothing designs,
More commissions followed, but he found it hard to make ends meet until, a couple of years ago, he decided to throw all his energy into graffiti art. "To be an artist you have to be so dedicated and it came to the point that it was so hard, I was contemplating quitting," he says.

Commissions From Banks And Pubs

Inspired by a visit to a trade show in Las Vegas, Nevada, his response was to start painting "like there was no tomorrow." The gamble paid off and Roubieu's various commissions now range from the boardroom of a bank to the wall of a restaurant, to airbrushing a design onto a car. One of the most unusual came from a pub wanting a life-sized sculpture of a camper van smashing out of a wall.

Roubieu doesn't have a problem with illegal graffiti artists who scrawl their tags along railway lines. "The good thing about painting down here is it's legal, so the police come and see me and, as I paint legally, it's fine. But a lot of people don't realize that I wouldn't be here if it wasn't for illegal writers. Some people say they saw some illegal writing on the track side and they didn't like it."

As we talk, a van draws up behind us, ominously marked "Graffiti Removal." The people inside peer at us for a few moments, then turn around slowly and retreat back up the tunnel.

Roubieu still has a couple of hours' work before the painting of the girl will be finished. It's a legal wall, so he has no need to worry about it being removed, in theory at least. He gives the van a half-glance over his shoulder and smiles.

"Actually, one of those guys wants me to paint his bedroom for him," he says, lowering his voice conspiratorially. "But you know, I'm not sure if he has the cash."

Job Stats

Pay: "Your guess is as good as mine. It can be a lot, it can be a little. Honestly, no idea. I live off it, put it that way." For a large wall mural, Roubieu says he might charge £400 to £1,000 (about $500 to $1,230), "depending on the level of detail."

Hours: "Sometimes it can be work, but mostly it's not. Sometimes I'll do a 16-hour day and when I go home I'm dead. But you've got that satisfaction that you've made people dream."

Work-life balance: "When you're really pushing it, it doesn't allow space for anything or anyone. You don't really have a social life. But once you start getting more recognition, you can relax a bit."

Best thing: "When you pick up the phone and someone says, 'Hi, I want something.' And you think, 'Uh huh, what's it gonna be this time?'"

Worst thing: "Health. I'm really cautious. It makes me sad to see my mates painting without masks, without gloves. They know it's gonna harm them. But it's a choice."

Overtime

Roubieu misses French cooking but regards English food highly: "As a foreigner myself I know how a lot of them don't experiment, so they'll never know proper English food. It's a shame because it's so rich. My favorite? Ah ... shepherd's pie!" His favorite holiday destination is "America. I really enjoyed Las Vegas. Everything is different."
Portraitist Oree Original Honors People of Color Killed by Law Enforcement

Artist Oree Original (Manjula Varghese)

By Jessica Jones and Kelly Whalen JANUARY 16, 2017

Natasha McKenna, Eric Garner, Alan Blueford, Corey Kanosh, Errol Chang, Aiyana Jones, Troy Davis.

The Oakland street artist who goes by Oree Original never wants us to forget their names.

"I feel it is my responsibility as an artist to make these names popular," says the 32-year-old Chicano artist, who has created dozens of portraits of people of color killed by law enforcement as part of his ongoing project, Justice for Our Lives.

The simple but striking black and white digital drawings have been presented at Bay Area locations like Sole Space in Oakland and San Francisco's Yerba Buena Center for the Arts. They've helped to fuel street protests and vigils around the world inspired by the Black Lives Matter movement.

Oree Original, who hails originally from Los Angeles and moved to Oakland in 2009, makes every portrait available for download at no cost, and uses social media to get new work out. He also leads talks and workshops at schools and community centers, which almost always culminate with participants wheat pasting or screen printing the portraits. At a recent Exploratorium After Dark Thursday, the artist encouraged participants to go home and research the stories behind the portraits they worked with.

The self-taught artist found inspiration for his project when, in 2014, he attended the annual vigil at Fruitvale BART station for Oscar Grant, the 22-year-old African-American man fatally shot by BART Police Officer Johannes Mehserle on Jan. 1, 2009. He was moved not only by Grant's story but by the Bay Area's activist spirit. When he returned home later that night, he decided to make his first portrait of Grant.

Since then, Oree Original has created 56 portraits. When researching his subjects, he often speaks with their family members. The artist recognizes he's honored just a fraction of the men and women who have been killed by law enforcement in recent years, and says he will continue to make the portraits until the violence stops.

Text by Kelly Whalen; Video by Jessica Jones
Reading Guide: Buckminster Fuller: On Display in Chicago

Please number each of the paragraphs. Next write the main idea of each paragraph in the corresponding box below.

<table>
<thead>
<tr>
<th>Paragraph #1</th>
<th>Main idea:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph #2</td>
<td>Main idea:</td>
</tr>
<tr>
<td>Paragraph #3</td>
<td>Main idea:</td>
</tr>
<tr>
<td>Paragraph #4</td>
<td>Main idea:</td>
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<tr>
<td>Paragraph #5</td>
<td>Main idea:</td>
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<tr>
<td>Paragraph #6</td>
<td>Main idea:</td>
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<tr>
<td>Paragraph #7</td>
<td>Main idea:</td>
</tr>
<tr>
<td>Paragraph #8</td>
<td>Main idea:</td>
</tr>
<tr>
<td>Paragraph #9</td>
<td>Main idea:</td>
</tr>
</tbody>
</table>
Some people think Buckminster Fuller was a genius. Others say he was a kook. Find evidence to support both sides of this argument.

**Source #1**

<table>
<thead>
<tr>
<th>Genius:</th>
<th>Kook:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Source #2**

<table>
<thead>
<tr>
<th>Genius:</th>
<th>Kook:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do you think Buckminster Fuller was a genius or a kook? Use at least 3 pieces of evidence to support your ideas.
Hunter Braithwaite visited the Buckminster Fuller exhibit at the Chicago Museum of Contemporary Art, and says he “started off thinking that this guy was a genius, then shifted to kook, then settled on a mix of the two.” You can determine for yourself by checking out the exhibit, on display through June 21st.

In this season of layoffs, the clichéd “doing more with less” seems inescapable. But did you know that the term wasn’t coined by a regional manager somewhere, but by Buckminster Fuller, inventor of the geodesic dome, almost-inventor of the flying car, and founder of the modern day sustainability movement? Now you do.

Here is the backstory: Fuller, twice-expelled from Harvard, unemployed, and unable to provide for his family, contemplates suicide on the shore of Lake Michigan. In the end, he decides against it, choosing instead to help as much of humanity as possible while using the smallest amount of resources. Or, to do more with less. If this came as a revelation, and you find yourself in the Chicago area before June 21st, check out Fuller’s retrospective “Starting with the Universe” at the Museum of Contemporary Art.

Luckily, the exhibition’s curators do not share Fuller’s passion for resource conservation. “Starting with the Universe” is a maximalist account of Fuller’s life. Mining years of journals, the show is an in-depth narrative of Fuller’s personal and professional growth. The walls are silkscreened with quotes, drawings, and enormous portraits of Fuller. There are models of his houses and developments. Unfortunately, the Dymaxion car isn’t present. With a length of thirty feet, it wouldn’t fit in the museum’s freight elevator.

The exhibition charts Fuller’s ambition as he moves from single-family homes to planned communities, from domed cities to plans for reallocating international resources. And toward the end of his life, things really took off. He made blueprints for cities that floated in the ocean. After that, he planned cities that floated in the sky. Some of these blueprints are little more than scribbles on notebook paper, but they raise the universal question, “what could he do had he lived for another decade?” The last room of the exhibition baits the viewer to pick up where Fuller left off. It is the Dymaxion study center, where visitors can browse over 400 volumes by and about Fuller.
But why is a man this prolific and accomplished anything less than a household name? The exhibition has it that since Fuller's professional life varied so greatly, there has been no easy way to study him. This puts the blame on his audience—something that shouldn't be the case.

Yes, Fuller is difficult to pin down. He was, in his words, a Comprehensive, Anticipatory Design Scientist. While he was a dreamer, he wasn't a trained architect, or designer, or diplomat. At the end of the day, Fuller seems more Howard Hughes (or Heinlein) than da Vinci.

This might explain why his legacy is passed back and forth between disparate intellectual communities. And what a legacy it is.

For everything that Fuller accomplished, there is a humorous counter-example of shortcoming. He invented the geodesic dome. That's great, but geodesic domes are loud, hot, and leak. He almost invented the flying car. That's a big almost. The project was scrapped when the driver was killed in an accident. He could be considered a progenitor of the modern day Green movement, but he laughed at talk of overpopulation and believed in isolating man from the natural world.

And as a person who devoted his adult life to scientific development, he firmly believed that humans came to Earth from outer space.

It is within these knots of contradictions that we find Fuller's legacy. After considering his constant strivings and repeated failures, it seems that Fuller matters precisely because he didn't change the world. He represents the blind ambition, creativity, and will of the 20th century. Looking at Fuller through this lens, his efforts are more important than his actual accomplishments. It's fitting that today's world, let down by its actual accomplishments (the SUV, the Dow Jones, plastic bags), should focus again on human potential. Maybe that is Buckminster Fuller's greatest contribution.

R. Buckminster Fuller holds up a Tensegrity sphere. 18th April, 1979.

"Making the world's available resources serve one hundred percent of an exploding population can only be accomplished by a boldly accelerated design revolution."

There are few men who can justly claim to have revolutionized their discipline. R. Buckminster Fuller revolutionized many. "Bucky," as he was known to most, was a designer, architect, poet, educator, engineer, philosopher, environmentalist, and, above all, humanitarian. Driven by the belief that humanity's major problems were hunger and homelessness he dedicated his life to solving those problems through inexpensive and efficient design.

The grandnephew of the American Transcendentalist Margaret Fuller, Bucky was born on July 12, 1895 in Milton, Massachusetts. He was twice expelled from Harvard. Later, Bucky married Anne Hewlett in 1917 and went into the construction business with her father. A decade later he witnessed the first of many business failures, when, due to economic difficulties, he was forced out
of the company. Despondent over these failures and family problems, he resolved to focus his energies on a search for socially responsible answers to the major design problems of his time.

Recognizing the inefficiency of the automobile, Bucky spent the late twenties designing a car that would incorporate the engineering advances of the airplane. In 1933, he presented the first prototype of the Dymaxion car. The Dymaxion car could hold twelve passengers, go 120 miles per hour and used half the gas of the standard car, utilizing aerodynamics construction and only three wheels. While demonstrating the car to investors, it crashed, taking one life. Though the crash was later determined not to be the fault of the car, he was never able to find adequate funding.

As World War II ended and housing crises in America became more acute, he turned his sights to what would remain his life-long dream. Using airplane construction methods and materials, Bucky set out to create a pre-fabricated house that could be easily delivered to any location. It would be fireproof and inexpensive and constructed out of light weight materials. In 1945 however, with thousands of orders in place for his new Dymaxion House, Fuller once again ran into difficulties with investors and had to end the project.

Unsure of his next step and without a job, Bucky accepted a position at a small college in North Carolina, Black Mountain College. There, with the support of an amazing group of professors and students, he began work on the project that was to make him famous and revolutionize the field of engineering. Using lightweight plastics in the simple form of a tetrahedron (a triangular pyramid) he created a small dome. As his work continued it became clear that he had made the first building that could sustain its own weight with no practical limits. The U.S. government recognized the importance of the discovery and employed him to make small domes for the army. Within a few years there were thousands of these domes around the world.

Having finally received recognition for his endeavors, Buckminster Fuller spent the final fifteen years of his life traveling around the world lecturing on ways to better use the world’s resources. A favorite of the radical youth of the late 60’s and 70’s, Fuller worked to expand social activism to an international scope. Among his most famous books were NO MORE SECONDHAND GOD (1963) OPERATING MANUAL FOR THE SPACESHIP EARTH (1969), and EARTH, INC. (1973) in which he writes “In reality, the Sun, the Earth, and the Moon are nothing else than a most fantastically well-designed and space-programmed team of vehicles. All of us are, always have been, and so long as we exist, always will be—nothing else but—astronauts.”
Photographer documents Baltimore's riots — and his work goes viral

By Washington Post, adapted by Newsela staff on 08.04.15
Word Count 692

Baltimore, Md. — Devin Allen plans to get the word "smile" tattooed on his trigger finger. He will do this partly to remember his West Baltimore neighborhood, where many of his friends have been shot and killed by guns. The tattoo is also about the fact that Allen is a photographer.

In late April, a man named Freddie Gray died of an injury he received while being held by the police. Many people from Baltimore were upset that this happened. They blamed the police for Gray's death. They protested his death on the streets. Before long these protests became riots, where people, homes and shops were hurt and damaged.

Allen took pictures of the protests.

He uploaded dozens of his photos to Instagram and Twitter. The photos were shared with his several thousand followers in real time.

Then Time magazine put one on the cover.

The cover photo is a shot of a single blurred figure running from a wall of police.
Lots Of Other Baltimores

During the protests, his images went viral and he now boasts nearly 79,000 followers on Instagram and more than 10,000 on Twitter. Before the protests Allen thought about moving to New York to be around a larger artistic community. Now he realizes that there's still work to be done in his home town and other towns like it.

There are lots of other places like Baltimore, where people outside the inner city can't understand that there is still conflict between people from different races. By capturing that in an image, he says, he can give people a glimpse of why riots happen.

"My pictures are supposed to keep you aware," he says. "To make you think. To make you feel."
Boston Marathon runner's paintings honor the great race

By Associated Press, adapted by Newsela staff on 04.15.15
Word Count 672

Alexandra Gast (left) and Hope Phelan of Easthampton, Massachusetts, view "Heartbreak Hill," part of a collection of Boston Marathon-inspired paintings on display at Marathon Sports in Brookline, Massachusetts, March 27, 2015. An artist and a competitive distance runner, Phelan created a series of whimsical paintings that celebrate the race and deliberately ignore its terror scars. Photo: AP/Patrick Phelan

BOSTON — Hope Phelan is a competitive distance runner with a new goal. Phelan wants to use her skills as an artist to recapture the joy of the Boston Marathon. She has created a series of paintings that celebrate the annual event — and deliberately ignore the deadly bombings that ruined the 2013 race.

"Wellesley Scream Tunnel" depicts the women of Wellesley College encouraging athletes as they pass. "Heartbreak Hill" captures triumphant runners as they conquer the toughest section of the race. "The Home Stretch" shows competitors passing Boston's famous Citgo sign as they near the finish line.

"I was trying to bring it back to the way I remember it," said Phelan, 26, a professional painter and art teacher who grew up south of Boston and visited every April to watch the race. "I wanted to bring the fun back."
Turning The Memories Around

On April 15, 2013, Phelan had finished her first Boston Marathon in just over three hours. She was a few blocks away celebrating when she heard the explosions and saw people running and screaming.

To help her deal with those difficult memories, Phelan made a dark, serious painting she titled simply "Boston Marathon 2013." She threw splashes of red paint at it to imitate the blood on the street that day. "It was really emotional and expressive," she said.

On the first anniversary of the bombings, Phelan was inspired to raise money for the people hurt in the attack. She created pieces that looked quite different from her first marathon painting. They were bright, colorful depictions of athletes and spectators interacting along the famous 26.2-mile course that ends in Boston.

One playful piece, "The Finish Line," was painted on one of the foil blankets finishers are given to keep warm. The backdrop for another is a collage of Phelan's race bib numbers.

Simple Goal Of Racing

Phelan's paintings are sold under the name she had before she got married, Hope Rathnam, on a website called Etsy.com. The Boston Marathon paintings are also being featured at Marathon Sports, a running shop along the Brookline, Massachusetts, section of the race route. They will be on display there through the April 20 running of this year's race.

Two years after bombs killed three people who were watching the race and wounded more than 260, Phelan's art reflects the running community's desire to restore America's most beloved marathon. Runners want to go back to the simple goal the race's founders had in mind 119 years ago: an amateur footrace to see who is the fastest.

Springtime In Boston

Tom Derderian, a Greater Boston Track Club coach and author of "The Boston Marathon: A Celebration of the World's Premier Race," says the race is an important part of springtime in Boston. He describes the massive event as a "celebration," pointing out that it takes place, "at that time of year when there is hope again."

Derderian is also involved in the making of a new documentary film about the annual marathon. He says that, eventually, the bombing will just be one horrible incident in the history of the race.

"A terrible crime was committed," he said. "But as the years go by, the Boston Marathon will be more and more of a footrace and less and less of a crime scene."
"The City Is So Determined"

Phelan wants to help bring the race "back to normal." She hopes her art will encourage others to re-embrace its people and pageantry.

"The Boston Marathon is like a parade. People are screaming and it’s loud and there's water being thrown at you," she said.

Caitlin Marquis is a Boston-based researcher, runner and a fan of Phelan’s paintings. She says Phelan's personal connection to her work is what makes it so special. "There is so much joy that leaks into the paintings that couldn’t get there any other way except for her love of running," she said.

"The city is so determined to recapture the race, and these paintings are definitely in keeping with that joy," Marquis said.
Quiz

1. Which of these BEST describes Phelan's current paintings?
   (A) They capture meaningful moments for runners in the Boston Marathon.
   (B) They capture stories of people who plan to run the Boston Marathon.
   (C) They capture memorable events from past Boston Marathons.
   (D) They capture ideas for improving future Boston Marathons.

2. Which section of the article gives details about Phelan's experiences in the 2013 Boston Marathon?
   (A) "Turning The Memories Around"
   (B) "Simple Goal Of Racing"
   (C) "Springtime In Boston"
   (D) "The City Is So Determined"

3. Why did the author include quotes from Phelan throughout the article?
   (A) to give information about how Phelan first became an artist
   (B) to explain Phelan's motivation for creating her art
   (C) to tell more about Phelan's plans for creating future art pieces
   (D) to reveal how skilled Phelan is as an artist

4. According to details in the article, who would be MOST interested in Phelan's current paintings?
   (A) people who want to know more about the 2013 Boston Marathon bombing
   (B) people who have run the Boston Marathon and who have an interest in its traditions
   (C) people who have an interest in making changes to the Boston Marathon in the future
   (D) people who want to collect paintings from sporting events like the Boston Marathon
Answer Key

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Confederate flag is reworked as art

By Associated Press, adapted by Newsela staff on 10.20.14
Word Count 599

Artistic image of an elderly man pointing at an artwork. The artwork features a collage of stars on a dark background. The text reads:

ORANGEBURG, S.C. — Leo Twiggs' paintings could be seen as upsetting by some people. Many of his artworks make use of the Confederate flag — the flag of the rebel South during the Civil War. Others feature faceless men with bulls-eyes on their backs. These and other haunting images he has developed reflect his experience living as a black man in the South.

If some see the work as trying to divide people, that is not at all Twiggs' intention. The 80-year-old South Carolina artist says he hopes the works help people understand their shared history, even for those outside the South.

"This Confederate flag, the Civil War, they are part of the history of all of us," Twiggs said. "You take the stars off the bars, and it becomes a cross, maybe a railroad crossing. It can become a crossing over," something that we remember, but also "cross over" and perhaps get past.

Tattered, Tired And Rough

Twiggs said he is enjoying his best year as an artist. He has had more than 70 solo art
Two of the new shows highlight his use of Confederate flags. The flags are rendered in red, white, or blue and smudged with brown or blood-red splotches. In several, the outlines of brown figures float in the background. Many flags are tattered, looking tired and rough. A black cow stands watch in some, recalling an animal Twiggs cared for as a child, growing up in racially segregated St. Stephens.

"We were poor, but we had dignity," Twiggs said of his childhood. "Ours was a struggle that speaks to a struggle experienced by all mankind."

Gallery owner Sandy Rupp said Twiggs has been exploring flag images since the 1970s.

"He's not trying to divide everybody," Rupp said. Rather, Twiggs is trying to color the Confederate flag with his own experience.

Twiggs sees the Confederate flag "as a historic symbol, a symbol of white supremacy that he makes into his own," Rupp said. "He makes it his flag, and gives it its power."

**Each Work Is A Process**

It takes up to a month to complete each composition. Twiggs starts by using a metal pen-like tool to drip warm wax on a rough piece of fabric. He colors it with hand-mixed vegetable dyes, and then removes the wax with an iron, repeating the process over and over.

Museum director William Eiland said that for many in the South, the Confederate flag is a symbol of a South that does not feel a need to be sorry for its actions during the Civil War period. It may even represent a South that is rising again, he said.

Twiggs, however, takes that image and alters it until it "becomes part of his experience," Eiland said.

**Images Of Another Time**

Other themes fill Twiggs' work as well. The rebel Confederate flag turns into a white railroad-crossing sign, symbolizing the tracks that divide many rural Southern towns, and divide white and black neighborhoods. Black mothers from long ago pose in their Sunday-best clothes. White male bosses in wide-brimmed hats stand over ghostly black and white figures.

Twiggs said his "Targeted Man" series of faceless men bearing bulls-eyes recalls the racist Ku Klux Klan wearing white robes and burning torches to frighten African Americans, and keep them from getting their civil rights. Once the United States came under assault during the Sept. 11, 2001, terror attacks, however, Twiggs said he realized the images also symbolize something larger: "We are all targeted, we all have things to fear."
Quiz

1. According to the article, which of the following sentences is NOT CORRECT?
   (A) Leo Twiggs’ paintings demonstrate creativity and thought.
   (B) Leo Twiggs is insensitive by nature.
   (C) Leo Twiggs’ paintings are influenced by his personal experiences.
   (D) Leo Twiggs is a thorough and attentive artist.

2. Select the paragraph from the section "Tattered, Tired And Rough" that BEST shows Twiggs’ success as an experienced artist.

3. Read the following sentence from the section "Tattered, Tired And Rough."

   The flags are rendered in red, white, or blue and smudged with brown or blood-red splotches.

   Which of the following words BEST replaces the word "smudged" in the sentence above?
   (A) spoiled
   (B) smeared
   (C) blurred
   (D) botted

4. Read the first 3 paragraphs of the article. Which of the following words from the paragraphs indicates the idea of "defying authority"?
   (A) rebel
   (B) haunting
   (C) divide
   (D) upsetting
Answer Key

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   Paragraph 3:
   Twiggs said he is enjoying his best year as an artist. He has had more than 70 solo art shows over his career, and three new shows recently opened in his home state.

3. Read the following sentence from the section "Tattered, Tired And Rough."

   The flags are rendered in red, white, or blue and smudged with brown or blood-red splotches.

   Which of the following words BEST replaces the word "smudged" in the sentence above?
   (A) spoiled
   (B) smeared
   (C) blurred
   (D) blotted

4. Read the first 3 paragraphs of the article. Which of the following words from the paragraphs indicates the idea of "defying authority"?

   (A) rebel
   (B) haunting
   (C) divide
   (D) upsetting
Street art murals in New York prove that every picture tells a story

By Associated Press, adapted by Newsela staff on 10.09.15
Word Count 545

A mural by artist Marina Zumi adorns the side of a building in New York City, Sept. 10, 2015. Photo: AP/Mike Balsamo

NEW YORK — A woman in a head scarf gazes from the side of a New York building. On another building, a flock of spray-painted birds breaks free. In a different part of the city, a teal gazelle is shown against a black background, bare trees and a peacock feather.

The street art are among about a half-dozen murals painted around New York City and Jersey City, New Jersey. Their purpose is to draw attention to journalist Maziar Bahari’s campaign for press freedom and education in Iran. Bahari spent 118 days in jail there after he appeared on "The Daily Show with Jon Stewart" television show.

Art As Conversation Starters

Bahari's story was told in Stewart’s film "Rosewater." Bahari has founded a nonprofit group, Not A Crime, to focus on journalism and education for Iran's largest religious minority, the Baha’i. The group believes in one God and emphasizes that humans are equal and differences should be cherished.

Bahari hopes the art will get the attention of diplomats and world leaders attending the United Nations General Assembly, and start a conversation about human rights.
"At least some of them will talk about the situation of the Baha’is in Iran, some of them will talk about the journalists in Iran," Bahari said.

Spy Jokes Are Not Funny

Bahari was working for Newsweek magazine in June 2009. Iran’s Revolutionary Guards took him from his mother’s home in Tehran on charges of spying. Iran’s government is anti-West and does not allow freedom of speech. The charges against Bahari were based on a video of him joking with a "Daily Show" correspondent about being a spy. During four months in Tehran’s Evin prison, he was beaten, held in a cell by himself and treated very badly, he said.

He was released on bail after four months and left the country. He later was sentenced to more than 13 years in prison. The charges included spreading propaganda - or false information - against Iran, collecting secret documents and insulting Iran’s supreme leader.

Iran has imprisoned 30 journalists. It is second only to China in jailing reporters, according to the Committee to Protect Journalists. Cases like those of Bahari and Jason Rezaian have spotlighted the issue. Rezaian is a Washington Post reporter held in Evin prison for more than a year on spy charges.

These Art Pieces Carry Messages

The mural of the woman is a portrait of Atena Farghadani, an artist and activist serving a 12-year prison sentence in Iran. She created a cartoon that criticized a law limiting women’s ability to get birth control. The mural, created by artist Faith47, shows her without a mouth.

Another artist, Ron English, is painting a large, official-looking warning. It suggests that photography is not permitted.

Street art is a perfect way to deliver political messages, he said. "Everybody experiences it."

Argentine artist Marina Zumi created the mural of the gazelle. She said she hopes that her painting leads people to begin talking about social justice.

Parris Douglas was passing by and was drawn to the gazelle Zumi was painting.

"I feel like this is liberating," he said after asking Zumi what prompted the mural. "It’s the fact we’re allowed to express how we feel with anyone saying or telling us what we can and can’t do."
1. Which sentence from the article does NOT relate to a central idea?
(A) In a different part of the city, a real gazelle is shown against a black background, bare trees and a peacock feather.
(B) Bahari spent 118 days in jail there after he appeared on "The Daily Show with Jon Stewart" television show.
(C) The group believes in one God and emphasizes that humans are equal and differences should be cherished.
(D) Street art is a perfect way to deliver political messages, he said. "Everybody experiences it."

2. All of the following belong in a summary of the article EXCEPT:
(A) A journalist from Iran wants to improve education and freedom in that country.
(B) The murals have been removed from a half dozen buildings in New York City and Jersey City.
(C) Maziar Bahari was in jail for 118 days, where he was beaten and put in a cell by himself.
(D) People in Iran are not allowed to say what they feel about the government.

3. Which statement BEST explains the reason for the street art murals in New York City and Jersey City?
(A) The Iranian government wants people to be aware of what is going on in that country.
(B) Maziar Bahari wants Baha'i people and journalists in Iran to have more rights.
(C) Americans like to say what they feel without anyone telling them it's right or wrong.
(D) Cartoonist Atena Farghadani wants women in Iran to have access to birth control.

4. Based on this article, what does the Iranian government want?
(A) to make Iran more like the West
(B) to treat all people in Iran equally
(C) to have street art murals on buildings in Iran
(D) to control what the Iranian people say
Answer Key

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GIST Template

Name

Article Title

Article Source

1. Read the article.

2. Fill out the 5Ws and H.

Who:

What:

Where:

When:

Why (Why Important?):

How:

3. Write a 20-word GIST.

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Exploring Values - Group Grants

Part I - Who is in your group?

________________________________________________________________________

________________________________________________________________________

Part II - What are values the people in your group share?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Part III - Brainstorm ideas. What grant could you write that reflects this value?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Part IV - For whom do you want to write a grant?

________________________________________________________________________

Part V - Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Part VI - Action Steps (Do you want to conduct an interview? If so, do part VI. If not, go to part VII.)

Who will you interview?

________________________________________________________________________

Who will set up the interview?

________________________________________________________________________

Who will do the interview?

________________________________________________________________________
My Values

Please cut out your value cards. Separate them into 2 piles: REALLY IMPORTANT TO ME and NOT AS IMPORTANT TO ME. Then put the NOT SO IMPORTANT TO ME values in the envelope provided. You will need these. (Don't lose them.) Next, look at the REALLY IMPORTANT TO ME values and determine the 10 most important to you today. Put the others in the envelope for later. Write those 10 values on the lines below. After you write your top ten values, you may put them all in the envelopes.

Top Ten Values:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Now, circle your top 5 values above. These can change, so they just have to be your top 5 for today.

Top Five Values:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

From this 5, determine your #1 VALUE for today:

________________________________________________________________________

On the lines below explain why this is your top value:

Claim:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Evidence:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reasoning:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
PHOTOGRAPHY PERMISSION SLIP

Name of Child Participant: ____________________________________________

Name of Parent or Guardian (Releaser): ____________________________________________

Name of Teacher: ____________________________________________

This teacher is seeking or has earned a grant through DonorsChoose.org, a nonprofit organization serving public school students. At our website, www.donorschoose.org, teachers can request resources for their students, and individual donors can choose a request they want to fund. This teacher has taken the initiative to seek funding for an activity.

As a result, this teacher's class may receive resources for one or more requested student activities. In this event, we may show photographs of the activities taking place on our website at www.DonorsChoose.org, to the donor(s) who funded the request(s) as well as other visitors to our site. To help generate donor interest for this teacher's project(s), we may also display a picture featuring this teacher's class on our website for potential donors to view. In addition, we may allow our donors to display all photographs on their websites and social media channels and to otherwise use the photographs for publicity and promotional purposes.

With your signature below, you consent as follows:

- I am the legal parent or guardian (releaser) of the child participant named above. I hereby give permission for the participant to be photographed (with or without other classmates in a particular picture).
- I understand, agree and give permission for DonorsChoose.org to display the photographs on the DonorsChoose.org website.
- I understand, agree and give permission for DonorsChoose.org and its donors to otherwise use the photographs for promotional purposes.

Signature of Parent or Guardian (Releaser): ____________________________________________

Date ____________________________________________________________________________

If you prefer not to give permission please check the box below and sign and date the form.

☐ I do not give my permission for photos of my student to be used.

Signature of Parent or Guardian: ____________________________________________

Date: ____________________________________________________________________________
Student-Led Project: Teacher Packet

We have a hunch that you encourage your students to dream big. You’re always encouraging your students to think creatively: about the clubs they’d like to start, the languages they’d like to learn, the books they’d like to read, and the skills they’d like to master. We want to help you bring those student dreams to life.

How It Works

1. Introduce a student-led project to your students.
   - Make sure your classroom is eligible for DonorsChoose.org
   - Explore the student-led projects already on our site
   - Plan for any restrictions from your school or district on projects students can submit

2. Guide students through creating their project idea.
   - Help students brainstorm their creative ideas
   - Guide students in writing a project essay using the student packet

3. Create the project on DonorsChoose.org.
   - Select “Create a student-led project” on your Projects page and follow the directions from there
   - Review the project with your students to make sure everything looks as it should before you click “Submit”

4. Help your students promote their project.
   - Guide students through creating a fundraising plan
   - Share progress with your students as your project is funded
   - Check with parents before students advertise using social media

5. Thank the donors who made it all possible.
   - After we ship you the materials, take photos of your project in action
   - Guide students through writing about the donations’ impact
   - Upload the photos and the students’ impact letter online
Got an idea? Make it happen.

We know 2,033,266 people who are ready to get you books, laptops, field trips, and just about anything else you can imagine for your school.

How It Works

1. Think up a project.
Request books, technology, field trips—anything you’ve been dreaming of for your school.

2. Get your teacher to post it.
You’ll need to ask a teacher to post your project on our site.

3. Tell everyone you know.
We know more than 2 million people who can chip in to fund your project. The more people you tell, the better.

4. Your materials arrive.
Once your project is funded, we’ll send everything you asked for straight to your school.

Frequently Asked Questions

How do I know if I can create projects for this website?
As long as you are older than 13 years old and you’re in grades 7-12 in a public school or public charter school, you can partner with a teacher for creating your project.

What kinds of things can I ask for?
You can ask for books, calculators, robots, graphic novels, costumes, paper, team jerseys, plants, pencils, cameras, tools, paint, musical instruments—whatever your school, class, club, sports team, or performing group needs. If you can think it up, we can help you get it.

What are my chances?
90% of student-led projects on the site reach their goal. Heads-up: projects that cost less than $400 are the most likely to be funded.
Example Project

Lights, Camera, Action! Student-led Daily Newscasts!

We need a digital camera and camcorder, a wireless microphone set, a studio lighting kit, and rechargeable batteries to produce their daily newscast.

About My Students

My students are 3rd graders enrolled in a Company Name math class. They have stashed their own daily, student-led newscasts that are aired throughout the entire school each morning in every classroom. The class consists of a production group and a news production group.

My students decided to produce a daily newscast to be shared with the entire school to keep their peers up-to-date with important announcements and classroom activities. The class now established roles and responsibilities, including anchors, camera operators, reporters, editors, and photographers. They all participate collaboratively to create their own news shows, which allows them to produce a structured newscast that is completely student-controlled, student-directed, and focuses on middle school students.

The students within this ongoing project learn how to work together collaboratively and independently to create a fun, engaging product: a daily newscast. They learn about the roles and responsibilities of news anchors, broadcasters, and reporters. They also learn about photography, camera operation, interviewing techniques, and video editing. Through the editing software, students learn to enhance video clips, add special effects, audio clips, animations, and graphics. This will allow students to develop a basic, working knowledge of multimedia production.

In Their Own Words

"I'm going to keep every student on our school informed about the things they need to know. Our newscasts allow the younger students a chance to see what their older students are up to in our coming years. The newscasts give everyone a chance to see what happens in different classrooms and the next projects they can look forward to.

"Our teacher always go to be creative, innovative, and imaginative when brainstorming segment ideas, interviews, and videos. Producing a daily newscast requires everyone involved in the class or crew to work as a team. And this project shows that we are leaders of our school and of each job we have.

"This project is important to us because we can show the entire school our skills in reporting and editing. It also allows us to share things with all of the teachers and students, and gives them a team role all of the classrooms and other subject areas."

Where Your Donation Goes

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Light kit for morning newscasts (black)</td>
<td>1</td>
<td>$204.00</td>
</tr>
<tr>
<td>Reflective Mouse 10104_54B0 Digital Camera - 20 megapixels</td>
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<tr>
<td>Studio ramp for digital camera with LED lights (touch)</td>
<td>1</td>
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</tbody>
</table>

Project Activity

People from all around the country who support your project
Create Your Project

Project Writing Checklist

☐ Tell a story. Think about what you need, and be clear and specific. How will this project help you and your classmates? Your job is to convince readers to donate!

☐ Use YOUR voice. Donors want to help students like you get the things you need. Your writing should show your personality. (Just keep it school-appropriate, please.)

☐ Check your writing. Spelling and grammar aren’t just things your teacher likes to bug you about. Some donors won’t give to a project that has writing errors.

Project Title: 

This is your chance to hook readers in. Make it interesting and catchy!

What resources do you need to make your project a success?
This should be a short sentence, like "We need a dozen chess sets to practice for a city-wide tournament."

We need

What is your project idea?
What goal are you trying to accomplish?
How will you—with your teacher’s help—be a leader in bringing this project to life?

Usually, teachers are in charge of classroom materials and school projects. Not today! Your awesome teacher is encouraging you to take the lead. Explain how you’ll make this project happen.

Why is this project important to you and your school community?

What problem or challenge will your project solve?
Students, we can’t wait to hear what happened.

Congratulations! You created a project, and supporters stepped up with donations to bring your idea to life. It’s time to show your donors what you were able to do because of their help.

Your Impact Letter

1. Write your impact letter.
   Using this packet, you and your classmates describe what was possible because of your donors’ support.

2. Turn your letter in to your teacher. Your teacher will type up your letter and upload it to your project.

3. We’ll alert your donors. Your supporters will get an email with your letter!

Frequently Asked Questions

What should I write about? Your impact letter is a way to tell your supporters what was made possible by their donations. We’ve given you a few questions (on the next page) that your donors might be interested in knowing the answers to – use them to get started!

How long should my impact letter be? Aim for about 2-3 paragraphs, or at least 500 words. You can make it longer if you have more to share with your donors.

What are some tips for a really good impact letter? Here are a few!

1. Donors love getting to read about details that really make them feel like they were there for your project. Include specifics that really paint a picture of the experience.
2. Your donors gave because they’re excited to support you. Your writing should show your personality and be in your “voice.” (Just keep it school-appropriate, please!)
3. Finally, be sure to triple-check your writing for spelling and grammar—that really shows your donors you took the time to make your letter special.

Can we put in our names? It’s fine to include first names when you’re talking about your project, but no last names, please.
Write Your Impact Letter

Directions: Write a letter to your donors explaining the impact of their donations. Your letter should be approximately three paragraphs, answering questions like:

- How did these resources change school for you?
- Donors would love to hear what stage your project is at right now. For example, how did you use your new materials this month, or what are you planning to do with your supplies next?
- What have you learned through this project?
Frequently Asked Questions

What kinds of projects can my students create?

These projects can be for your classroom or for any student organizations (like clubs, sports teams, or performing groups). Students can create them individually, in small groups, or as a whole class. As long as it's a product of student creativity that students will help bring to life, it's a student-led project.

My kids need inspiration! How can I help get the creativity flowing?

Letting them browse through the student projects currently on the site might be a good idea. Students have come up with ideas like a comic book club, school garden, costumes for a school play, visit from a local celebrity, class trip to go camping, student-run recycling initiative, prep for the SAT/ACT, science fair project supplies, musical instruments for a school band, student-curated classroom library, literary magazine, access to AP materials, classroom furniture, awareness campaign for a local issue—the sky's the limit.

How can I introduce my students to this idea?

For this one, we checked in with some veteran teachers. Here were their recommendations.

Suggestions for middle school:

- Announce this opportunity in class and brainstorm ideas together
- Turn project submission into a contest, with students or the teacher picking their favorite project idea and essay to submit
- Organize students into teams that have different leadership roles in parts of the project, from writing the project essay to designing a marketing plan
- Include this as an assignment in a persuasive writing unit

Suggestions for high school:

- Advertise this opportunity in a classroom newsletter, school newspaper, bulletin board flyer, or morning announcements
- Introduce the idea to students at the beginning of the year and welcome students to brainstorm on their own
- Present the option to a specific group of students, like school government officers, an after-school club you supervise, or an AP class
- Include this as an assignment in a research-based project

How can I help my students pick out the right materials?

If you're supporting one student or just a few students in creating a project, you can shop together. But if you're working with a whole class, it might make the most sense for students to write out the materials they're requesting and then have you shop on their behalf.
How can I shop for the materials my students want?

You'll be shopping through the Go Shopping page in step two of creating your student-led project. Make sure that the materials students are requesting are available through our vendors and don't violate any school regulations. (Many schools and districts have specific restrictions on the materials students can use, especially with technology.)

How much can a student-led project cost?

The materials your students request must cost more than $100, and your teacher account must have enough points to support the total cost of materials.

Do I need extra points to create a student-led project?

You earn and spend points just as you do with a typical project. Depending on the price of the materials your students are requesting, you'll need 1-4 points to submit your project.

Who keeps the materials?

Because you're the teacher managing this project, the materials will remain the property of your school. Year after year, the resources you helped your students request will remain with you to support another group of learners. For a more detailed look at this, check out our Materials Ownership Policy.

I have an awesome idea for a project, but my students don't seem so keen.

You can still submit your idea as a project on our site! We've been supporting teachers' classroom ideas for almost 25 years. Just click the "Create a project" button in your account when you log in, and design your own project for your classroom this year.

What tips can I give my students to spread the word about their project?

Challenge both yourself and your students to come up with creative ways to fundraise: flyers, morning announcements at school, emails, fundraising events like car washes or bake sales, or anything else to raise awareness of your project. Just keep in mind that before students start posting about a project using social media, you'll want to check in with parents to get their OK.

How long should my students' essay be?

There are character limits! Each question students will be answering has a minimum response of 180 characters and a maximum of 500 characters. To make sure that you don't have any headaches typing in your students' essays into the project later, direct your students to write between 4-7 sentences for each question.

I have more questions. Where should I go?

Please contact us. We're happy to help!
¡Hala Madrid!

We need 2 soccer goals with nets and indoor and outdoor soccer balls to use in PE, lunchtime, and family soccer events.

About My Students
This is an amazing group of 4 boys who are respectful, caring, funny, artistic, and athletic. Alejandro, Osvaldo, Rigo, and Angel are all in our school’s dual language program, and they are committed to making our community a better place through fitness. These boys play soccer! ¡Hala Madrid! They are all English Learners who are thriving in both English and Spanish. These boys have their eyes on college and beyond. They are already thinking about their career and college paths, and they are excited about the future!

My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. These boys value LOVE and sports and health, and they hope to use their persuasive writing to convince you to support their grant that provides soccer goals, nets, and balls to the PE department. They love soccer, and they want to share the sport with others on campus. In preparing this project, students are using 21st century skills of critical thinking, collaboration, and communication in hopes of bringing their ideas to life. Thank you for taking the time to read their grant. If you value health and fitness, this is the project for you!

In Their Own Words
We value fitness and health. We have decided to put this value into action by buying new soccer balls and nets. We hope by buying these supplies, we will help kids get in shape and stay fit. At lunch, after we eat, we can check out soccer balls. Right now we only have 2 balls for 800 students to check out. We want more students to be able to play soccer at lunch. Students could also use these balls during PE class. We love our school and want to give back to the PE department by getting all of these wonderful supplies. Also, we have a family soccer tournament at the end of the year, and we could use these nets and balls during the tournament. We can use the nets and balls every day, all year long.

We are going to take the lead on this project all the way! We will make sure the goals and balls get the PE department and are able to be checked out at lunch. We will also make sure that students return them at the end of lunch. We will also talk to the students about taking good care of these soccer supplies.

This project is important to us because we love soccer, and we would like to see more students playing at lunch. We want students to be healthy and fit, and soccer is a good sport for staying in shape. We don’t have enough soccer balls and nets right now, but this project will help us get what we need. Thank you for reading our grant!
## Where Your Donation Goes

<table>
<thead>
<tr>
<th>MATERIALS</th>
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<th>QUANTITY</th>
<th>TOTAL</th>
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<tr>
<td>GOODS</td>
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</tbody>
</table>
Bee Our Friends: Field Trip to Bennett's Honey Farm

We need buses to take our 7th grade students on a field trip to Bennett's Honey Farm to learn about bees.

About My Students

The students submitting this project will be 8th graders next year, and they are ready to be at the top of the school! Their names are Kayden and Tatyana. These girls have a lot of girl power, and they are ready to help make our school a better place!

They are hardworking, kind, smart, dedicated, and, in their words, fun! They are involved in many activities on campus and believe in the power of education and building community to make the world a better place. They are looking forward to being the leaders on campus, role models in the classroom, and people who make a difference.

My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. These girls value education and giving back, and they hope to use their persuasive writing to convince you to support their grant that provides field trips for students in the 7th grade. They loved their Science class and want them to make great experiences for the students in Mrs. T's class next year.

In preparing this project students are using 21st century skills of critical thinking, collaboration, and communication. Thank you for taking the time to read their grant. If you value education and community, this is the project for you!

In Their Own Words

Our group values education and we loved our Science class. We want students to remember what they learn by having a great field trip to the honey farm. In science we learn about bees, how they produce honey, and how they help the environment. We want to take two classes to Bennett's Honey Farm. It's free to go there, but the transportation is pretty expensive. Our goal is to make this trip possible for younger middle school students.

We are being leaders by planning this trip. We are setting the date, contacting the transportation services, and writing this grant. We will continue to help Mrs. T. put this great trip together. We will fill out the permission slips and make sure all students turn them in. We will also talk to them about behavior on the trip.
This project is important to us because we love Science, and we didn't get to go on any field trips in 7th grade. We want to make this trip possible for other students. We want them to learn about bees and how important they are in our world. Thank you for considering funding this great trip!

Where Your Donation Goes

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<tbody>
<tr>
<td>Transportation</td>
<td>Ventura Unified School District Transportation</td>
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</tbody>
</table>

  - Trip cost $600.00
  - Vendor shipping charges FREE
  - State sales tax $0.00
  - 3rd party payment processing fee $9.00
  - Fulfillment labor & materials $30.00
  - Total project cost $639.00

Suggested donation to help DonorsChoose.org reach more classrooms $112.76

Total project goal $751.76

Still needed View calculation $0.00
Chromebooks for Mr. K

We need 4 Chromebooks to help our US History teacher make a class set so 8th graders can do projects in History that integrate technology.

About My Students
The students submitting this project are 7th graders who are looking forward to being 8th graders next year. Their names are Delaina, Victoria, and Martha, and these students are ready to help make our school a better place.

They are hardworking, kind and enthusiastic. They are involved in many activities on campus and believe in the power of technology to make the world a better place. They are looking forward to being leaders on campus and academic and behavioral role models in our school.

My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. The students in this group value education, technology, and helping others, and they hope to use their persuasive writing to convince you to support their grant that provides technology for the 8th grade US History class. Our school is a high poverty school, and some students do not have access to technology at home. This group wants to support their peers by providing these computers for students to use in class. This group is really thinking beyond themselves and considering their peers who may have fewer resources. In preparing this project, these students are also using 21st century skills of critical thinking, collaboration, and communication. Thank you for taking the time to read their grant. If you value education, technology, and helping others, this is the project for you!

In Their Own Words
Our group values education, We have decided to put this value into action by buying Chromebooks for Mr. K's class. We hope that by giving Mr. K Chromebooks, we will provide part of a class set so that students who may not have a computer at home can use these at school. We also really like this teacher, and we want to help him get the supplies he needs to teach his class. Mr. K is a really kind teacher! We hope we get to be in his class next year.

We will be leaders in this project by making sure that Mr. K gets the Chromebooks when they arrive. We will also help set them up, and we will talk to the other students about taking care of the Chromebooks when we use them during our History class next year.

This project is important to our school for many reasons. First of all, we are helping students who may not have computers to use at home. We are also helping Mr. K get the technology he needs to teach his class. Finally, we are helping make History more interesting by getting computers that will help us do projects.
Where Your Donation Goes

MATERIALS

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>COST</th>
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<td>$846.20</td>
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<tr>
<td>BUSINESS</td>
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Materials cost $846.20

Vendor shipping charges FREE

State sales tax $77.43

3rd party payment processing fee $12.69

Fulfillment labor & materials $30.00

Total project cost $966.32

Suggested donation to help DonorsChoose.org reach more classrooms $170.53

Total project goal $1,136.85

Still needed View calculation $0.00
Cool Stuff for the Copy Room

We need various supplies such as tape, staples, pencils, erasers, and glue sticks to stock the teacher copy room.

About My Students
The students submitting this project will be 8th graders next year, and they are ready to be at the top of the school! Their names are C.G., Nathan, Eric, and Brandon, and they are all in the seventh grade. These boys have a lot of boy power, and they are ready to help make our school a better place!
They are hardworking, kind, athletic, smart, funny, and, in their words, creative! They are involved in many activities on campus and believe in the power of giving back and building community to make the world a better place. They are looking forward to being the leaders on campus, role models in the classroom, and people who make a difference.
My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. These students value education and helping others, and they hope to use their persuasive writing to convince you to support their grant that provides resources for all of the teachers at our school. Our school is a high poverty school, and these students will be among the the first in their families to go to college. These students want to support their teachers by purchasing a variety of resources for the currently barren copy room. They really care about their teachers and want to make them happy. These boys are the sweetest! What's more, in preparing this project these students are using 21st century skills such as critical thinking, collaboration, and communication. Thank you for taking the time to read this grant. If you value education and community, this is the project for you!

In Their Own Words
My group values education, and our goal is to give our school’s teachers new materials that they can use in the copy room. Our teachers go to the copy room to print new upcoming homework create assignments, and design fun projects. Right now, there are not many supplies in the copy room, and teacher have to bring materials such as staplers, tape, pencils and pens from their classrooms to the copy room. We want to make it easier for them to work on assignments for us.
We are leaders because we have asked the teachers what they would like to have in the copy room, and we have written this grant. We will be sure that when the materials get here, they go into the copy room for all of the teachers to share. We will ask the teachers to leave the materials in that room and not take them to their classrooms. If the materials stay in the copy room then everyone can share them.
This project is very important for us because we want our teachers to have the required materials to teach us the best way of doing math, social studies, science, and grammar. This grant would, indeed, help the teachers at our school, and it would make our teachers very happy, too.
Where Your Donation Goes

MATERIALS

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Materials cost $383.39
Vendor shipping charges FREE
State sales tax $33.68
3rd party payment processing fee $3.75
Fulfillment labor & materials $30.00
Total project cost $454.22

Suggested donation to help DonateChoose.org teach music classrooms $30.16

Total project goal $534.38

Still needed View calculation $6.00
Dishing Up Love for the Lunch Ladies

We need aprons, candles, chocolate, coffee mugs, lotion, and reusable bags to show the love to our lunch ladies.

About My Students

The students submitting this project will be 8th graders next year, and they are ready to be at the top of the school! Their names are Serina, Caitlynn, and Mari. These young women have a lot of girl power, and they are ready to help make our school a better place! They are hardworking, kind, smart, dedicated, respectful, and, in their words, "sassy"! They are involved in many activities on campus and believe in the power of love to make the world a better place. They are looking forward to being the leaders on campus, role models in the classroom, and people who make a difference.

My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. These girls value LOVE and giving back, and they hope to use their persuasive writing to convince you to support their grant that provides gift baskets to the lunch ladies who make their food three times a day. They love their lunch ladies and want them to know how much they are appreciated. In preparing this project students are using 21st century skills of critical thinking, collaboration, and communication. Thank you for taking the time to read their grant. If you value LOVE and community, this is the project for you!

In Their Own Words

We value love, and we are putting our values into action by showing love to our lunch ladies. They serve us 3 meals a day, and our goal is for them to know how much we love and appreciate them. To show our love we are making thank you baskets for them. They put up with a lot of disrespect from some middle schoolers, but a lot of us really care about them. Our group is very thankful for how nice and polite these ladies always are! They make the best Chinese food and taquitos ever! We really want them to feel the love!

We will be leaders in this grant by showing people that we care about the lunch ladies, and hopefully they will do the same in the future. We are writing this grant for them, and we make the baskets and present them to the cafeteria ladies in front of the school. We will also model for other students how to be respectful to every adult and kid on campus.
This project is important because our school is a community, and we want everyone to feel loved and wanted. We want to make our school as positive and loving as possible. If our school is more loving, then our whole city becomes better. Little by little we can make the world more loving!

### Where Your Donation Goes

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>COST</th>
<th>QUANTITY</th>
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<td>Candlecopia Summer Breeze 3-Pack Scented Soy Candles - Includes Honeysuckle Jasmine, French Lavender &amp; Sweet Rose - 80+ Hours Burn Time in three 4-ounce Travel Tins • AMAZON BUSINESS</td>
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<td>Waterproof Picnic Insulated Fashion Lunch Cooler Tote Bag Travel Zipper Organizer Box, A70-Flower by BigbigMall • AMAZON BUSINESS</td>
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<td>Girl Cotton Polka Dot Cooking Salon Pinafore Vintage Apron Dress Christmas • AMAZON BUSINESS</td>
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Materials cost $552.42
Empowering Students through Art: Music and Fun with Mr. P

We need lots of musical instruments and art supplies to sing, dance, paint, and write our way through 8th grade Spanish class.

About My Students
The student submitting this project are part of our school’s dual language program. Three of them are native Spanish speakers and one is a native English speaker. Their names are Lizbeth, Christina, Jessica, and Maya, and they are in the seventh grade. These students are thinking globally and acting locally, and they are ready to help make our school a better place.
These girls are community builders who want to help make their school a better place. They are involved in many activities on campus and believe in cultural awareness, unity, and kindness. There is a lot of girl power in this group!
My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. These girls value art, music, global awareness, Spanish language, multiculturalism, and fun, and they hope to use their persuasive writing to convince you to support their grant that provides resources that celebrate Latino culture and Spanish language. In preparing this project students are using 21st century skills of critical thinking, collaboration, and communication. Thank you for taking the time to read their grant. If you value music, fun, and global community, this is the project for you!

In Their Own Words
The goal we are trying to accomplish is to buy art and music supplies for Mr. P’s Spanish class. He is the 8th grade two-way immersion teacher. We want to provide the supplies we need to learn Spanish vocabulary and language while we study Spanish speaking cultures from around the world. Every Friday, Mr. P. plays the accordion, and students join in. If we have more instruments, we can all play the songs from other cultures. This would help our students have fun while they learn, and would make our school and community better. We hope you will fund this project.
We will bring this project to life by partnering with you. Together, we will fund the things Mr. P. needs to make his TWI class even more fun and interactive. In addition to writing this grant and spreading the word, we will make sure the supplies get to Mr. P. and that the students take good care of them. This project is very important because it will make our Spanish class more engaging, and your help means the world to us! Once we get all our supplies we need, we will be doing educational and fun projects. With these projects we can learn Spanish and know about other cultures. It'll make our class stronger and smarter. We want to get into good colleges and find good jobs, and being bilingual will be an advantage for us. Help our school become better, stronger, and smarter. Thank you!

**Where Your Donation Goes**

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Pack of 144+ AMAZON BUSINESS

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Vendor shipping charges FREE
State sales tax $63.36
3rd party payment processing fee $10.39
Fulfillment labor & materials $30.00
Total project cost $796.24
Suggested donation to help DonorsChoose.org reach more classrooms $140.51

Total project goal $936.75
Still needed View calculation $0.00
Giving Back and Stocking 8th Grade!

We need a variety of school supplies such as protractors, compasses, pencils, paper, staplers, staples, tape, pens, markers, and colored pencils to do fun projects in our 8th grade classrooms.

About My Students

The students submitting this project will be 8th graders next year, and they are ready to be at the top of the school! Their names are Nicole, Michelle, Andrea, and Emmaly, and they are all in the seventh grade. These girls have a lot of girl power, and they are ready to help make our school a better place!

They are hardworking, kind, dedicated, and smart! They are involved in many activities on campus and believe in the power of education to make the world a better place. They are looking forward to being the leaders on campus, role models in the classroom, and people who make a difference.

My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. The students in this group value education, friendship, and helping others, and they hope to use their persuasive writing to convince you to support their grant that provides resources for the 8th grade classrooms. Our school is a high poverty school, and many teachers buy supplies for their classrooms with their own money. This group is really thinking beyond themselves and wanting to help stock the 8th grade classrooms for next year. What's more, in preparing this project students are using 21st century skills of critical thinking, collaboration, and communication. Thank you for taking the time to read their grant. If you value education and helping others, this is the project for you!

In Their Own Words

Our group values education, and we have decided to put this value in action by buying supplies for teachers. We hope that by getting teachers supplies it will help them have what they need to create fun projects. Our goal is to make teachers happy and give back to them for all they do.

We plan to make this project come to life by sticking with it and making sure we get all the right supplies. Once the materials arrive, we will make sure everything goes to the right classrooms. We will also encourage students to take care of all of the supplies so that they last for as long as possible.

This project is important to us because it helps our teachers have the supplies they need. With these supplies, they will make fun lessons, and we will learn a lot. This project improves education for all of the students in these 8th grade classrooms. We hope you will consider funding these supplies! Thank you!

Where Your Donation Goes

<table>
<thead>
<tr>
<th>MATERIALS</th>
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<th>QUANTITY</th>
<th>TOTAL</th>
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Materials cost $433.39
Vendor shipping charges FREE
State sales tax $39.66
3rd party payment processing fee $6.50
Fulfillment labor & materials $30.00
Total project cost $509.55

Suggested donation to help DonorsChoose.org reach more classrooms $89.92

Total project goal $599.47

Still needed View calculation $0.00
Giving Back and Stocking 8th Grade!

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About My Students

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<td>Crayola Ultraclean Broadline Classic Washable Markers (2-Pack)</td>
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<td>Geddes Home Office 12-Inch Wood Ruler - Set of 24 • AMAZON BUSINESS</td>
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Hungry for Hunger Games

We need 40 copies of the Hunger Games and various art supplies to engage with literature, learn about dystopian governments, and create art about our vision for a perfect society.

About My Students
The amazing students submitting this project are Valerie and Stephanie. Both of these soon to be high schoolers are smart, funny, and hard-working, and they believe in learning, unity, and kindness. These 2 girls have a lot of girl power, and they are putting it to good use! Both girls are thoughtful, caring individuals who want to make a difference in our school.
These young ladies are community builders! They are involved in many activities on campus such as music, WEB (Where Everybody Belongs), and peer tutoring. There is a lot of leadership and motivation in this duo! They both love reading and art, and these 8th graders want to help their teachers get the resources they need and help teach kids to learn to love reading and art!
I am so amazed by these 8th graders! They approached me and asked if they could please write a grant for books for their English Language Arts teacher. They are reading The Hunger Games in class, and the copies they have are falling apart. They want to engage with the literature and learn about various types of government in the process, but they need new copies of the texts. These girls are exhibiting initiative, teamwork and their love for Language Arts! What's more, they are providing learning opportunities such as engaging with literature, learning about governments, and making art. They are also showing their appreciation by making efforts give back to their English teacher, Mr. K. They are truly inspiring!

In Their Own Words
We are trying to make a difference in our English class by getting Mr. K the resources he needs to teach a unit on The Hunger Games. The books we have are literally falling apart; pages are missing, torn or hard to read. We also want to get art supplies so that we can do a final project that visually represents a perfect society.
This project was actually our idea. We are going to surprise our teacher with this set of books. We learned how to write student-led grants with our 7th grade teacher, and we are asking her to help us post this project for Mr. K. We hope you will help us bring this idea to life.
This project shows other students that we can make a difference with help. It also teaches students to respect our classroom materials. Just because we didn’t buy it, doesn’t mean we don’t have to respect other people’s property. Hopefully, most students will appreciate the new books and will take care of them. Also, we will provide the materials for a final art project that will let us show our ideas through art.

Where Your Donation Goes

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Materials cost: $605.22  
Vendor shipping charges: FREE  
State sales tax: $55.38  
3rd party payment processing fee: $9.08  
Fulfillment labor & materials: $30.00  
Total project cost: $699.66  
Suggested donation to help DonorsChoose.org reach more classrooms: $123.47  
Total project goal: $823.15  
Still needed: View calculation  
$0.00
Keyboard Mania

We need a laptop for the US History teacher and 23 high tech keyboards to use in our computer lab.

About My Students

The student submitting this project loves using technology. His name is Ayden, and he is in the seventh grade. This student is ready to help make our school a better place.

He is active, hardworking, kind, and easygoing. He is involved in many activities on campus, and he will be the first person in his family to go to college. He is looking forward to being a 8th grader, a leader on campus, and an expert in technology at our school.

My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. This student values education, technology, and helping others, and he hopes to use his persuasive writing to convince you to support their grant that provides resources for the History teacher and the computer lab. Our school is a high poverty school, and this student will be the first in his family to go to college. This student wants to support his peers in using technology by providing an additional laptop and keyboards. He is really thinking beyond himself and showing his love for technology. What’s more, in preparing his project this student is using 21st century skills such as critical thinking, collaboration, and communication.

Thank you for taking the time to read this student’s grant. If you value education, technology, and community, this is the project for you!

In Their Own Words

My goal in this project is to get keyboards for students to use in the computer labs. Some kids in the computer lab pick off the keys of the computers and laptops. I want to stop this from happening, so I want to get new keyboards. Also, the US History teacher needs a few more laptops to have a complete set, and I’d like to help him achieve his goal.

I will take the lead on this project by writing the project proposal, making a donation, and making sure that when the supplies come in, they get to the computer lab and the History teacher. I love technology, and I will show students how to plug in the new keyboards and use them.

This project is important to me and to my school community because we need new keyboards so that students can complete their work more easily. If we have good technology, we can do better quality work and prepare for college. I am excited to bring these innovative keyboards to our school.
### Where Your Donation Goes

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- Materials cost: $615.81
- Vendor shipping charges: FREE
- State sales tax: $56.35
- 3rd party payment processing fee: $9.24
- Fulfillment labor & materials: $30.00
- Total project cost: $711.40

**Suggested donation to help DonorsChoose.org reach more classrooms:** $125.54

**Total project goal:** $836.94

**Still needed**: View calculation

**Total**: $0.00
**Project Emergency!**

We need binders, binder paper, pencils, sharpeners, and erasers for incoming 6th graders who may not have the supplies they need for middle school.

**About My Students**

The students submitting this project will be 6th graders next year, and they are ready to be leaders in the school. Their names are Christian, Alexander, Hugo, and Damian, and they are all in the seventh grade. These students are ready to help make our school a better place!

They are hardworking, kind, funny, and, in their words, "kool under pressure." They are involved in many activities on campus and believe in the power of education and friendship to make the world a better place. They are looking forward to being the leaders on campus, role models in the classroom, and people who make a difference.

My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. The students in this group value education, friendship, and helping others, and they hope to use their persuasive writing to convince you to support their grant that provides resources for incoming 6th graders who live in poverty. Our school is a high poverty school, and many students do not have access to basic school supplies. Students need binders, paper, pencils, and erasers. These students want to support their peers by providing these resources. This group is really thinking beyond themselves and showing empathy for their peers. What’s more, in preparing this project, students are using 21st century skills of critical thinking, collaboration, and communication. Thank you for taking the time to read their grant. If you value education community, and helping others, this is the project for you!

**In Their Own Words**

Our group values education and helpfulness. Our goal is to buy binders for the upcoming 6th graders so that they can come to school prepared. Sometimes parents can’t afford supplies for their children, so we thought we could help them by getting three ring binders, pencils, paper, sharpeners, and erasers. As a result of our grant, parents won’t have to struggle for these resources. We want to provide the 6th graders with extra support.

We are taking charge by writing this grant! The next thing we will do to make this grant come to life is to make sure that when the supplies arrive, they go to the correct teachers. We will give some binders to each 6th grade teacher so that they can give them to students who need them. We will try to make sure that there are enough binders for everyone. We will check with the teachers every few weeks to see if they need more supplies.

This project is important because it helps the incoming 6th graders have the supplies they need to do well in middle school. We also think it helps them feel good about school because we are showing them we care about them. We are also helping out our teachers because some teachers often buy supplies for students with their own money, and that’s where we come in. It’s our turn pitch in and contribute, and with your help, we can make this dream a reality!
Where Your Donation Goes

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<td>Charles Leonard Eraser Caps, Latex Free, Assorted Colors, 144/Box (71544) • AMAZON BUSINESS</td>
<td>$8.99</td>
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Materials cost $397.30
Vendor shipping charges FREE
State sales tax $36.35
3rd party payment processing fee $5.96
Fulfillment labor & materials $30.00
Total project cost $469.61
Suggested donation to help DonorsChoose.org reach more classrooms $82.87
Total project goal $552.48
Still needed View calculation $0.00
Pumping Up Our School

We need indoor and outdoor basketballs and 2 basketball pumps for students to check out at lunch.

About My Students

The students submitting this project will be 8th graders next year, and they are ready to be at the top of the school! Their names are Cesar, Armando, Nicolas, and Giovanny, and they are all in the seventh grade. These boys have a lot of boy power, and they are ready to help make our school a better place!

They are hardworking, kind, athletic, smart, funny, and, in their words, amazing! They are involved in many activities on campus and believe in the power of fitness to make the world a better place. They are looking forward to being the leaders on campus, role models in the classroom, and people who make a difference.

My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. These young men value health and fitness, and they hope to use their persuasive writing to convince you to support their grant that provides resources for our PE Department.

These young men are thinking beyond themselves and want to give back to our school by supplying basketballs for students to use. In preparing this project, students are using 21st century skills of critical thinking, collaboration, and communication. Thank you for taking the time to read their grant. If you value health, fitness, and fun, this is the project for you!

In Their Own Words

Our group values fitness and health. We want to put this value into action by getting new sports equipment for our school. We have over 850 students at our school, and many of us love to play basketball before school, during lunch, and after school. We have lopsided balls right now, and we want to get new basketballs for all of the students to use.

We are already being leaders by writing this grant. When the project gets funded, we will deliver the basketballs and pumps to the PE department. We will make sure they are pumped up, and each day, after lunch, we will make sure the students return the balls to the PE cage.
This project is important because keeping healthy and having fun is important. Having supplies to play with, helps keep students moving and in shape. Right now, we don't have good basketballs, and so not many kids are using the courts at lunch. They will be so happy to have new basketballs!

Where Your Donation Goes

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Vendor shipping charges FREE

State sales tax $32.16

3rd party payment processing fee $5.27

Fulfillment labor & materials $30.00

Total project cost $418.88

Suggested donation to help DonorsChoose.org reach more classrooms $73.92

Total project goal $492.80

Still needed View calculation $0.00
Supplies from Guys

We need 40 copies of The Breadwinner and lots of supplies for our Math class so that our Math and English teachers can do a project together.

About My Students

The students submitting this project will be 8th graders next year, and they are ready to be at the top of the school! Their names are Sebastian, Martin, Raymond, and Joshua, and they are all in the seventh grade. These boys have a lot of boy power, and they are ready to help make our school a better place!

They are hardworking, kind, dedicated, smart, funny, and, in their words, handsome! They are involved in many activities on campus and believe in the power of education to make the world a better place. They are looking forward to being the leaders on campus, role models in the classroom, and people who make a difference.

My students are studying how art reflects values. They are using their Language Arts skills to write grants that reflect their own personal values. These boys value education, learning and fun, and they hope to use their persuasive writing to convince you to support their grant that provides resources for their 8th grade History, English, and Math teachers. In preparing this project students are using 21st century skills of critical thinking, collaboration, and communication. Thank you for taking the time to read their grant. If you value education, interdisciplinary projects, and giving back, then this is the project for you!

In Their Own Words

We value education, learning, and helpfulness. Our project idea is to get supplies for our 8th grade teachers Mrs. D. (Math) and Mrs. F. (History/Language). They are great teachers, and we want to help them have what they need to make great projects. They sometimes spend their own money on resources for their classes, and we want to help them out.

We will be leaders by ordering the supplies. When the project gets funded, we will deliver the supplies to the classrooms and make sure the supplies are ready to use. We will also help keep the materials in good shape. We’ll try to make sure that students take good care of these resources.
These supplies help 8th graders learn more. We will read the books and use the compasses, pencils, and white boards to practice our Math skills. We want to get a good education and have fun while we learn, and these supplies help make this possible for all the 8th graders in our school.

Where Your Donation Goes

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<th>MATERIALS</th>
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Materials cost $737.57

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State sales tax $67.49

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Fulfillment labor & materials $30.00

Total project cost $846.12

Suggested donation to help DonorsChoose.org reach more classrooms $149.32

Total project goal $995.44

Still needed View calculation $0.00
Sweet and S.A.L.T-y!

We need an iPod touch, screen protectors, a case for the iPod, and pencils.

About My Students

The students submitting this project are members of the school's SALT (Sound and Lighting Team). Their names are Trinity, Josilynn, and Erica, and they are all in the seventh grade. These students have a lot of girl power, and they are ready to help make our school a better place.

These girls are community builders who want to help make special events even better by incorporating music. They are involved in many activities on campus and believe in unity and kindness. They want to bring joy to our campus by pumping up the volume!

My students are studying how art reflects values. I have asked them to use their Language Arts skills to write grants that reflect their own personal values. These girls value school community and joy, and they hope to use their persuasive writing to convince you to support their grant that provides resources that will bring people together at school events such as dances and assemblies. In preparing this project students are using 21st century skills of critical thinking, collaboration, and communication. Thank you for taking the time to read their grant. If you value music, fun, and community, this is the project for you!

In Their Own Words

Our group values building community through S.A.L.T. (Sound and Lighting Team). Right now the leader of S.A.L.T, Mr. D., uses an old (and full!) Iphone 3 to download music for dances, assemblies, and other occasions. We want to help him get a new 6th generation iPod touch. We also want glass screen protectors so that the iPod will last longer. We also want to get a clear case for the iPod. Our goal is to help students, teachers, and staff, so we decided to throw in a few classroom supplies like pencils. We want to help everybody around the school by giving S.A.L.T new technology and providing pencils for the classrooms, too.

Our group is going to try to bring this project to life by sending our message to the world! S.A.L.T teaches kids what happens behind the scenes to make big events possible. We are a group of 7th grade middle schoolers. We all have love for S.A.L.T, and making a difference in our schools is what we are really excited to do. Together we can make a change by taking providing new equipment to use for special events that bring our community together.

This is important because our school needs this new technology to help create the ambiance at special events. The dances, assemblies, outside music events, fundraisers, and class celebrations bring us together as a school community and having good music at these events gives people joy! When we have fun together there is less bullying and more coming together!
## Where Your Donation Goes

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Materials cost $372.47

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Compound Sentences Quiz

Please combine the following sentences into a compound sentence using and, but, or or.


3. Stephen must study. Stephen will not pass the test.

4. The zebra enjoys eating grass. The zebra does not like to be chased by lions.
Compound Sentences Quiz

Please combine the following sentences into a compound sentence using and, or, for, but, or so.

1. I don’t want to practice playing my violin. I don’t want to disobey my mother.

2. I wanted to buy a baby Chihuahua. I started to save my money.

3. Let’s go to the swimming pool. It’s hot inside the house.

4. I want to go to the circus. I want to ride a pony.
Writing Compound Sentences Worksheet (Part 1)

A compound sentence is composed of at least two independent clauses.

Directions: Create a compound sentence by combining the two simple sentences below the conjunction (and, or, but).

Example A: David likes to swim. David likes to hike.
Answer: David likes to swim, and he likes to hike.


2. Stephen must study. Stephen will not pass the test.

3. Jill should show up on time. Jill will not be able to enter.

4. The boy plays basketball. The boy plays soccer.

5. My mom will sleep. My mom will rest.
Combining Compound Sentences Worksheet Part 1

The word *and* shows addition, *or* shows an alternative, and *but* is used to join contrasting ideas.

Directions: Create a compound sentence by combining the two simple sentences below with the connecting words (*and*, *or*, *but*).

*Example A: Kerry traveled to the woods.*
   *She went hunting.*
*Answer: Kerry traveled to the woods, and she went hunting.*

1. John eats chicken.
   John eats hamburgers.

2. David likes video games.
   David does not like to pay for video games.

3. The zebra enjoys eating grass.
   The zebra does not like to get chased by lions.

4. Sarah must pass her test.
   Sarah will not be able to go to the movies.

5. The class must behave.
   The class will not receive a free day.

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Combining Compound Sentences Worksheet Part 2

The word *and* shows addition, *or* shows an alternative, and *but* is used to join contrasting ideas.

Directions: Create a compound sentence by combining the two simple sentences below with the connecting words *(and, or, but)*.

*Example A: Kerry traveled to the woods.*
   *She went hunting.*
*Answer: Kerry traveled to the woods, and she went hunting.*

1. The team wants to win the game.
   The team hopes to win a championship.

2. Jacob will have to listen to the teacher.
   Jacob will not learn much in class.

3. He told the entire story.
   The crowd still did not understand it.

4. Michael likes to play basketball.
   Michael likes to play football.

5. Susan loves to dance.
   Susan does not like to ask a partner.
Sentences: Simple or Compound?

Which of the following sentences are simple and which are compound? Check the box with the correct answer.

1. On Saturday we ate French toast.
   - Simple
   - Compound

   - Simple
   - Compound

3. The rabbit went under the fence, and the wolf couldn't follow it.
   - Simple
   - Compound

4. Once every year Grant writes his teacher a thank you note for her help.
   - Simple
   - Compound

5. The sun set, and the moon rose.
   - Simple
   - Compound

6. I can't come over, for it's after bedtime.
   - Simple
   - Compound

7. Every Wednesday the car drives down the road, and everyone runs.
   - Simple
   - Compound

8. We try to do our best in everything we do.
   - Simple
   - Compound

   - Simple
   - Compound

10. Who ate the last donut on the counter?
    - Simple
    - Compound
A compound sentence is a sentence that contains two complete ideas (called clauses) that are related. These two clauses are usually connected in a compound sentence by a conjunction. The coordinating conjunctions are "and", "but", "for", "or", "nor", "yet", or "so".

Example:

Batman is a hero. He is successful in catching the criminals in his city.

Batman is a hero, and he is successful in catching the criminals in his city.

OR...

Batman is a hero, for he is successful in catching the criminals in his city.

Directions: In the following exercises, turn the sentence pairs into single compound sentences, each with a coordinating conjunction. You can rearrange or add words in the sentence to make it sound better, but only if it's necessary.

1. The black dog has won many prizes. He doesn't know many tricks.

2. She saw a cat run in front of her. She fell down while roller-skating.

3. There was a meteor shower. The crew did not know how to avoid the meteors.

4. I wanted to buy a baby Chihuahua. I started to save my money.

5. Gillian did not like to read. She was not very good at it.

6. Pam liked Wayne. Leena also liked Wayne.

7. The little boy did not like going to school. He went anyway.

8. You can cry like a baby. You can clean your room like an adult.
Grammar: Compound Sentences

Name ___________________________________________ Date ____________

9. She didn't want to play with Jill. She didn't want to play with Tim.

10. Arleen could not play with that boy. Arleen could not play with that other boy.

11. Let's go to the swimming pool. It's hot inside the house.

12. I don't want to eat. I don't want to drink.

13. I don't want to practice playing my violin. I don't want to disobey my mother.

14. I want to own my own company. I want to pay all my workers a lot of money.

15. I need to go to the store. I'm feeling too sick to drive.

16. Rabbits make good pets. They don't make too much noise and they are clean.

17. I want to go to the circus. I want to ride a pony.

18. I didn't do my homework. My parents punished me.

19. I have never visited Asia. I have never visited Africa.

20. You can make a big poster. You can make a little clay statue.

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Combining Sentences

Combine each pair of sentences into one.

(1) The church has stained glass windows. The church has a clock tower. The church has stained glass windows and a clock tower.

(2) Angela is wearing a pink dress. Angela is wearing white shoes.

(3) David took out the garbage. David washed the dishes.

(4) David found his way back to camp with his compass. Angela found her way back to camp with her compass.

(5) Angela brought her calculator. Jim brought his calculator.

(6) A dictionary is an important reference book. A thesaurus is an important reference book.

(7) Jimmy’s dog has bad breath. Amy’s dog has bad breath.

(8) Alex had just woken up. Elizabeth had just woken up.

(9) Pizza Barn makes good pizza. Luigi’s makes good pizza.

(10) Never press that button. That button will shut down all of the power.
Compound Sentences Worksheet (and, or, but, Part 1)

The word *and* shows addition, *or* shows an alternative, and *but* is used to join contrasting ideas.

Directions: Create a compound sentence by combining simple sentences with the connecting words (and, or, but).

Example A- Kerry went to the woods. She went hunting.  
Answer- Kerry traveled to the woods, and she went hunting.

1. Timmy loves to play basketball. Timmy’s dad doesn’t have a basketball.

2. John loves to watch the movie Transformers. John loves to eat popcorn.

3. There are many days during the month. There are many days during the year.
Circling Compound Sentences Worksheet (Part 1)

A compound sentence is made by joining two independent clauses together with a conjunction.

Directions: Circle the correct conjunction that completes each compound sentence below.

*Example A: John (and / or / but) Sam collected comic books, but they lost them.*

*Answer: and*

1. Dan likes to race his car fast, (and / or / but) he should think about safety.

2. I knew exactly where I put my wallet, (and / or / but) I still couldn’t find it.

3. I love to draw, (and / or / but) my friend loves to design in art class.

4. We went to the hospital, (and / or / but) we found out it was closed early.

5. I have fifty dollars, (yet / and / so) I still can’t afford the new video game.

6. I didn’t study hard enough, (yet / and / so) I didn’t pass my latest exam.
1. What's going on in this video? (I see... I notice... I can observe...)

2. What do you see that makes you say that? (I say this because..)

3. What more can we find? (Also... In addition..)

4. According to the video who was Trayvon Martin?

5. What connection do you think Trayvon's death has to Pharrel's performance and why do you say so?
Gallery Walk-Humanism

1. What are the main characteristics of humanism?

2. Image #1 What characteristics do you see on the image that are humanist?

3. Image #2 What characteristics do you see on the image that are humanist?

4. Image #3 What characteristics do you see on the image that are humanist?

5. Image #4 What characteristics do you see on the image that are humanist?

6. Image #5 What characteristics do you see on the image that are humanist?
7. Image #6 What characteristics do you see on the image that are humanist?

8. Image #7 What characteristics do you see on the image that are humanist?

9. Image #8 What characteristics do you see on the image that are humanist?
Brunelleschi’s Dome

How did a hot-tempered goldsmith with no formal architectural training create the most miraculous edifice of the Renaissance?

By Tom Mueller
Photograph by Dave Yoder

In 1418 the town fathers of Florence finally addressed a monumental problem they’d been ignoring for decades: the enormous hole in the roof of their cathedral. Season after season, the winter rains and summer sun had streamed in over Santa Maria del Fiore’s high altar—or where the high altar should have been. Their predecessors had begun the church in 1296 to showcase the status of Florence as one of Europe’s economic and cultural capitals, grown rich on high finance and the wool and silk trades. It was later decided that the structure’s crowning glory would be the largest cupola on Earth, ensuring the church would be “more useful and beautiful, more powerful and honorable” than any other ever built, as the grandees of Florence decreed.

Still, many decades later, no one seemed to have a viable idea of how to build a dome nearly 150 feet across, especially as it would have to start 180 feet above the ground, atop the existing walls. Other questions plagued the cathedral overseers. Their building plans eschewed the flying buttresses and pointed arches of the traditional Gothic style then favored by rival northern cities like Milan, Florence’s archenemy. Yet these were the only architectural solutions known to work in such a vast structure. Could a dome weighing tens of thousands of tons stay up without them? Was there enough timber in Tuscany for the scaffolding and templates that would be needed to shape the dome’s masonry? And could a dome be built at all on the octagonal floor plan dictated by the existing walls—eight pie-shaped wedges—without collapsing inward as the masonry arced toward the apex? No one knew.

Nonetheless, Brunelleschi’s mysterious design piqued their imagination—perhaps because they already knew this buffoon and babbler to be a genius. As a boy, during his goldsmith’s apprenticeship, he had mastered drawing and painting, wood carving, sculpture in silver and bronze, stone setting, niello, and enamel work. Later he studied optics and tinkered endlessly with wheels, gears, weights, and motion, building a number of ingenious clocks, including what may have been one of the first alarm clocks in history. Applying his theoretical and mechanical knowledge to observation of the natural world, he single-handedly worked out the rules of linear perspective. He’d just spent several years in Rome measuring and sketching the ancient monuments and noting, in cipher, their architectural secrets. Indeed, Brunelleschi’s life seemed to have been one long apprenticeship for building the dome of unequaled beauty, usefulness, honor, and power that Florence yearned for.

The first problem to be solved was purely technical: No known lifting mechanisms were capable of raising and maneuvering the enormously heavy materials he had to work with, including sandstone beams, so far off the ground. Here Brunelleschi the clockmaker and tinkerer outdid himself. He invented a three-speed hoist with an intricate system of gears, pulleys, screws, and driveshafts, powered by a single yoke of oxen turning a wooden tiller. It used a special rope 600 feet long and weighing over a thousand pounds—custom-made by shipwrights in Pisa—and featured a groundbreaking clutch system that could reverse direction without having to turn the oxen around. Later Brunelleschi made other innovative lifting machines, including the castello, a 65-foot-tall crane.
with a series of counterweights and hand screws to move loads laterally once they'd been raised to the right height. Brunelleschi's lifts were so far ahead of their time that they weren't rivaled until the industrial revolution, though they did fascinate generations of artists and inventors, including a certain Leonardo from the nearby Tuscan town of Vinci, whose sketchbooks tell us how they were made.

Having assembled the necessary tool kit, Brunelleschi turned his full attention to the dome itself, which he shaped with a series of stunning technical innovations. His double-shell design yielded a structure that was far lighter and loftier than a solid dome of such size would have been. He wove regular courses of herringbone brickwork, little known before his time, into the texture of the cupola, giving the entire structure additional solidity.

In fact, he paved the way for the cultural and social revolutions of the Renaissance itself, through his complex synthesis of inspiration and analysis, his bold reworking of the classical past to the needs and aspirations of the present. Once complete, Santa Maria del Fiore was decorated by artists like Donatello, Paolo Uccello, and Luca Della Robbia, making it both the birthplace and the proving ground of the Renaissance. Brunelleschi's dome still rises from the terra-cotta sea of Florence's roof tiles, itself terra-cotta clad yet harmoniously proportioned, like a Greek goddess in homespun. It is mountainous yet strangely buoyant, as if the white marble ridges rising to its apex are ropes holding a zeppelin to Earth. Somehow Brunelleschi captured freedom in stone, exalting the Florentine skyline ever after with an upward-yearning embodiment of the human spirit.
Brunelleschi's Dome

1. What problem did the town fathers of Florence finally address?

2. Who was Brunelleschi and why is he important to Santa Maria de Fiore?

3. What was the first problem Brunelleschi faced when building the dome for Santa Maria de Fiore?

4. List three of Brunelleschi's inventions:

5. Why is Brunelleschi important for the Renaissance?
At our middle school students are tracked according to their academic ability, language ability, and learning disabilities. Students attend all classes with students whose overall academic achievement is the same as their own. Tracking proponents say it is easier to teach homogeneous classes and unrealistic to expect everyone to master the same curriculum. As a result, tracking is our school's method for dealing with student diversity. We 7th grade World History teachers saw this categorizing of students as insidious because students too often assumed their places in the tracking system and only work to the level they are grouped in. That’s great if you’re in the Honors Class, but most students aren’t. We three veteran teachers remembered in the 90’s when our classes had mixed-ability grouping. These heterogeneous classes promoted rich discussions and offered multiple perspectives on the social sciences. We wondered, "How could we unite our Honors Students, English Language Learners, Basic Students and Special Day Class Students in their public education?" We agreed that, no child’s learning can go beyond their own experiences, so we needed to create more educational experiences between our diverse students and tracked classes. We came up with a plan. Through the content standard of, "China in the Middle Ages, analyzing the graphical, political, economic, religious, and social structures of the civilization," we would have each class create a project and then exchange these projects between our classes of students. We titled the unit: Chinese Takeout: Projects “To Go.”
Chinese Takeout:  Projects, “To Go”

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Our classes were very excited about the unit and took special pride in the fact that their final work product would be shared with their peers as a tool for teaching. While the students had seen the other classes' work on the walls, they had never had a chance to interact with these tracked students who were not in their class period. As you can guess, each classes’ unit of study varied in depth and complexity due to the nature of the Honors Student, SDC Student, ELL Student and the Basic Student’s ability, needs, maturity level, social abilities, and unique strengths. After a three week unit of study on Ancient China, the students supersized their basic knowledge into final projects which reflected their extended thinking skills. The results were three distinct projects that reflected our diverse students' mixed abilities and perspectives on Ancient China.

The SDC class made an I-Movie based on key terms, people and events in the unit. The SDC Students needed one-on-one tutoring to learn how to create QR codes and publish their I-Movie productions. To accommodate their special needs we paired the Honor Students with the SDC Students. The Honor Students tutored these students on how to change the access of their documents so they could go public and then generate a QR code. Then the Honor Students taught the SDC Students how to navigate the I-nigma Application to access QR codes. This two day practical exchange of know-how was very powerful. This interaction served to build self-confidence academically and socially, as well as patience and kindness. It also exposed the lower-level students to some of the higher-level thinking questions and problem solving skills. As the Chinese say, "When one teaches two learn."

The ELL and Basic Students created scrolls with paragraphs on topics of key Chinese events, philosophies, people, and maps. These students also created pictures scrolls showing Chinese
innovations. They researched the internet and made QR codes for multimedia presentations on the subject. They made a Spark video they read the script for and narrated.

The Honor Students synthesized their knowledge into a state of the art interactive unit of study complete with a research paper, a computer generated map, an online test, some short credible documentaries, a museum walk they designed based on collages they had created throughout the unit getting primary artwork for key terms and people, and a Spark video they wrote the script for and narrated. All three teachers had the students package their projects in Chinese Takeout cartons. Students brought in Chinese treats such as candy, cookies, and tea to fill the cartons with so the students could enjoy the food while they studied their projects.

Over a four day period, the final projects were exchanged between the Special Education Class, the Honors Class, the English Language Learner Class, and the Basic Classes. While each class produced a product of varying sophistication, all the projects provided a unique perspective of Ancient China. It was like a gathering of minds looking at one subject and learning from each other. Reinforcing the idea that, “The best ideas emerge when very different perspectives meet.” This was a very enriching activity. The products of the higher-level students helped to push lower-level students further by exposing them to projects with depth and complexity. During the exchange the students showed their comprehension by listing facts or taking the online tests the Honor students projects provided. Students showed their appreciation for their peer’s work by writing them personal notes of appreciation.

The purpose of public education is to provide equal access to educational opportunities no matter a student’s race, religion or ability. It is important to remember that no student is perfect at everything and no student is bad at everything. When there’s ability grouping it is easy to label students and place them in the same low, middle, or high group time after time. This can lead to labeling, such as the, “Dumb Students,” or the “Nerdy Students,” or some other derogatory label. This is something teachers want to avoid at all costs. After all, a huge part of our job is to make our students feel confident and secure. We encourage other teachers to step away from the isolation of ability grouping and shake things up by trying our easy approach. Teachers can easily create more peer-teaching experiences by exchanging students’ work for peer study and review between their diverse classes to create a more supportive, engaging, and challenging public education for all students.
Why should 7th graders study the social sciences? The answer is because they must, in order to gain access to the insights of human experience. **When students study Medieval and Early Modern World History they acquire important habits of mind, as well as some basic data about the forces that affect their own lives, they emerge with life skills and an aptitude for informed citizenship, critical thinking, and simple awareness.** 8th grade U.S. History teaches students what is distinctive about us as a particular land and people. This year in 7th grade Medieval and Early Modern World History, my focus was to throw some light on the distinctive characteristics of human beings and how their thought, behavior, and interactions have changed over time. The particular study of Medieval European history is the broadest and most searching approach to the question of who we are as both individuals and members of The United States of America. **To address this question, I asked my students to take their guiding questions for their research paper and rephrase them, putting modern U.S.A. in the question and then concluding each paragraph with their insights.** As a result, students began to understand that, “What you see doesn’t only depend on what you are looking at, but where you are looking from.”
If you want to understand today, you have to search yesterday, and then put it in perspective.

Why should 7th graders study the social sciences? The answer is because they must, in order to gain access to the insights of human experience. When students study Medieval and Early Modern World History they acquire important habits of mind, as well as some basic data about the forces that affect their own lives, they emerge with life skills and an aptitude for informed citizenship, critical thinking, and simple awareness. 8th grade U.S. History teaches students what is distinctive about us as a particular land and people. This year in 7th grade Medieval and Early Modern World History, my focus was to throw some light on the distinctive characteristics of human beings and how their thought, behavior, and interactions have changed over time. The particular study of Medieval European history is the broadest and most searching approach to the question of who we are as both individuals and members of The United States of America. To address this question, I asked my students to take their guiding questions for their research paper and rephrase them, putting modern U.S.A. in the question and then concluding each paragraph with their insights. As a result, students began to understand that, "What you see doesn't only depend on what you are looking at, but where you are looking from."

This unit of study was in accordance with the C3 Social Studies Frameworks: College, Career, and Civic life. The unit focuses is on Dimension 2, Perspectives: History is interpretive.

During a two week period the students gained a basic knowledge of the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. In whole group instruction we read the textbook chapters, completed the workbook pages, wrote short answers, completed chapter outlines Students were given individual grades on all these assignments.

“The true sign of intelligence is not knowledge but imagination.” Next came the time for students to take their basic knowledge to a strategic level. They bounced ideas off their classmates and synthesized their short answers, charts and outlines into the components of an interactive research paper with a broad guiding question and smaller supporting questions. They had five days to produce a final draft report complete with multimedia presentations. The 7th graders used their I-pads to research the Internet and select appropriate documentaries and articles on their civilization. Students took Cornell notes and went through the writing process to publish a research paper complete with a bibliography.

“Design is thinking made visible.” Next students needed to make the report technologically interactive. Some students created digital Pic Collages using artifacts from museums and published them into a Spark Video. Others created a digital map based on one of the 5 themes of geography using the website for the National Geographic Mapmaker. All published QR codes for their multimedia projects they had created, as well as, the appropriate documentaries they had discovered. All of these websites and Apps were free and easily accessible from any smart phone, I-pad, tablet, or computer. During this creative frenzy, I was there for the students to answer questions and troubleshoot, but my directive was, "I will not correct your work, I only grade it.” So they engaged in peer-editing to find solutions.
Students gladly offered their opinions on issues, their expertise on writing, and their technological “know how,” to assist their classmates. The exception to this rule was my At Risk Group, who needed a lot of teacher editing. I established this strategic group of students to work with me in small group instruction during this week. They needed structure and were given direct scaffolding to increase their depth of knowledge and extended thinking skills. Their classwork and homework was assigned and we worked at a slower pace, as a result they too enjoyed the creative process and experienced great success. The research paper and multimedia products were given individual grades, based on the rubrics we had established for each piece of work.

“Power is gained by sharing knowledge, not hoarding it.” During the last three days of the unit the students exchanged their interactive research papers, study them and took the student made tests. Their grades were recorded in the grade book. While the depth and complexity of each research report differed according to the individual student’s academic level, all reports offered a unique perspective on the topic of study. After testing out of a report, the students wrote the author of each report a note of appreciation complementing them and magnify the strengths of their works, not the weaknesses. This enriching 4 week unit of study created a more supportive, engaging and challenging education for all of my diverse students.

“To educate is to prepare and train someone in the necessary skills to have the ability to participate in society as a full citizen.” Through the thought processes needed to successfully complete this unit on Medieval Times my 7th grade students are one step closer to being prepared for college studies, an international experience, and an active participation in civic life. They have begun the development of their American and International perspective on life. That is, they have begun to learn and care about the history and contemporary affairs of all mankind. My students can think, speak, and write about world issues and problems intelligently and confidently, at a 7th grade level, as shown by their research papers.

I encourage other teachers to engage in this type of project based learning because it is an effective and enjoyable way to learn - and develop deeper learning competencies required for success in college, career, and civic life. Research states that after completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. And as I have shown it works with the diverse population of students every teacher has in their classroom.
"The most powerful political voices are those with a different way of seeing and processing the world and the sounds that emanate from it." (Saul Williams, Slam Poet)

At the end of last school year, I asked my eighth graders what their favorite read aloud story was. Unanimously, they appreciated a realistic fiction story about an African American boy, their age, struggling with life in a run down, inner city setting, trying to find his footing in life amidst gangs, racism, a constant police presence and more. They said his life was so different than theirs but they appreciated how real and raw it felt. They recognized the truths in the story and wanted to talk about how this story related to the current state of affairs in our world in regards to race and class. As a white, middle class teacher of predominantly white, middle class students, I was inspired to really explore some new writing and learning opportunities outside of our comfort zone this year in the world of poetry and to delve into more writing in the realm of racism and self identity. This past summer, when a slam poetry reading went viral of a 14 year old, Royce Mann, reading 'White Boy Privilege" at his school competition, I knew this could be our kick off point for exploring slam poetry and all of its potential. I teach poetry every year, but this year would be different. "Can we PLEASE get political with our writing?" asked an eager student this fall. "Yes you can," was the answer because in slam poetry, it's all about getting political, or shockingly honest, and very real because as a student said, "All voices matter." In summary, this project involved learning about the history of slam poetry, observing and analyzing slam poetry, creating and publishing our own poetry, hearing from a slam poem expert, creating our own slam poetry and practicing active listening and respect for all voices, even if our opinions differ.
ALL VOICES MATTER

"There's a lot of pressure currently being placed on our generation right now. I've been told we are the only hope for the future. Perhaps they mean for this to be an inspiring, positive thing but I find this expectation to be terrifying. That's A LOT of pressure to place on us." -8th grader

"It's a THING right now. Black lives matter. All lives matter. ALL VOICES MATTER too. I'm searching for a way to weigh in with my voice too." -7th grader

SUMMARY

"The most powerful political voices are those with a different way of seeing and processing the world and the sounds that emanate from it." (Saul Williams, Slam Poet)

At the end of last school year, I asked my eighth graders what their favorite read aloud story was. Unanimously, they appreciated a realistic fiction story about an African American boy, their age, struggling with life in a run down, inner city setting, trying to find his footing in life amidst gangs, racism, a constant police presence and more. They said his life was so different than theirs but they appreciated how real and raw it felt. They recognized the truths in the story and wanted to talk about how this story related to the current state of affairs in regards to race and class. As a white, middle class teacher of predominantly white, middle class students, I was inspired to explore new writing and learning opportunities outside of our comfort zone this year in the world of poetry and to delve into writing on topics of racism and self identity. This past summer, a slam poetry reading went viral of a 14 year old, Royce Mann, reading "White Boy Privilege" at his school competition. I knew this could be our kick off point for exploring slam poetry and all of its potential. This is the kind of poetry a teenager can potentially feel and connect to in a very visual, concrete and deeper way. I teach poetry every year, but this year would be different. "Can we PLEASE get political with our writing?" asked an eager student this fall. "Yes you can," was the answer because in slam poetry, it's all about getting political, or shockingly honest, and very real because as a student said, "All voices matter." In summary, this project involved learning about the history of slam poetry, observing and analyzing slam poetry, creating and publishing our own poetry, hearing from a slam poem expert, creating our own slam poetry and practicing active listening and respect for all voices, even if our opinions differ.

GUIDING QUESTIONS

*When, where, how, and why did the slam poetry movement start and who started it?

*What is a slam poem and slam poem competition?
*Do we know a slam poem expert who can share their experience with us?

*How will I publish a slam poem or free verse poem?

**INNOVATION**

Reading and hearing poetry can be a meaningful experience but seeing a slam poem performed in a competition, now that's a different experience. The "in your face" nature of slam poetry is appealing to teens. "It's like they're saying all of these things they are honestly thinking like, I've thought these things before, but I've NEVER said them out loud to an audience other than my closest friends. That really takes guts." These words from a student sum it up. Through the use of our Viewsonic screen and netbooks, technology seats us in the front row of these competitions. We pause mid performance of a poetry being performed, analyze, and discuss. Our online Edmodo groups allow me to post a series of different slam poetry performances and I can conduct online polls and surveys asking for analytical comments, thoughts, reactions, and feedback. Through the use of iPads, students record the voices of willing poets who share their slam poems and free verse poetry on our school podcast which is then shared with our school community.

**LESSONS & ACTIVITIES**

Stage 1- View "White Boy Privilege" slam poem and analyze it together. Next, we complete a scavenger hunt for answers and information as we research the history of slam poetry and answer the W's (who, where, etc) behind the slam poetry movement. We continue to read and view slam poems as we complete analytical responses, look for figurative language, have deep discussions, and observe the format of a slam poem competition.

Stage 2- We start writing our poems with the support of guided lessons. We share our writing, and evaluate our writing with peers, along with rubrics and the non negotiables. We incorporate figurative language and plan our publishing and performing.

Stage 3- We research and invite a local expert on the topic. We publish via print, the school podcast, our own slam competition, or via the county Art Tales writing contest.
ASSESSMENT
Each completed writing assignment in this project (slam poem, free-verse poem, analytical writing) must have an “NN Rubric” completed along with at least one “Peer Edit/Evaluation Rubric” before it's publicly published. This reinforces the team, workshop, supportive atmosphere that gives them valuable experience with editing tools and collaborative, 21st century skills and practices, creating high quality work.

STUDENT LEARNING AND ACHIEVEMENT- (Student quotes reflecting on their learning at the end of this project.)

“Normally poetry is so boring but this was really fun. These poets are my age. They talk about stuff I can relate to and not just pretty flowers, lakes, and snowflakes.”

“I don’t like performing in front of a group but I actually did it and it was fun.”

“I liked that I could publish my poetry through my voice on the school podcast.”

“I learned that it’s important to be a respectful listener even if you totally disagree with their message.”

STATE STANDARDS ADDRESSED 7th grade (or 7th-12th):

Writing Standards 7.2-7.7, 7.9-7.10

Reading Standards for Literature 7.1-7.7, 7.10

Speaking and Listening 7.1-7.3, 7.6

Theater 2.0 Creative Expression

Visual Arts 2.0 Creative Expression
Podcasting poems on our all school podcast
Name & Date: __________

7/8 NON NEGOTIABLES (NN's)-These are the NN's we agreed upon as a class. I will check off each item that applies to my completed work. I will write my name on this, staple it on the upper left on top of my paper, and place it in the correct "turn it in" bin.

<table>
<thead>
<tr>
<th>7th &amp; 8th Grade-</th>
<th>I can...</th>
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<tbody>
<tr>
<td>Capitalization</td>
<td>✓ cut and paste my doc in Word or Grammarly to edit each sentence</td>
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<td></td>
<td>✓ capitalize the first word of each sentence</td>
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<td>✓ capitalize the word I</td>
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<td>✓ capitalize names and other proper nouns</td>
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<td>✓ lowercase all letters that are supposed to be lowercase</td>
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<td>Punctuation</td>
<td>✓ cut and paste my doc in Word or Grammarly to edit each sentence with a period, question mark, or exclamation point</td>
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<td>✓ use commas appropriately</td>
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<td>✓ use apostrophes appropriately</td>
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<td>✓ use quotation marks with dialogue and citing literature</td>
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<td>NN Spelling Words</td>
<td>✓ cut and paste my doc in Word or Grammarly to edit each sentence</td>
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<td>✓ read aloud to myself or a listener to proofread</td>
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<td></td>
<td>✓ correctly spell any terms present on paper, terms relevant to subject matter, common spelling words (because, maybe, already, etc.)</td>
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<td>✓ spell common homophones (are/our, to/too, their/there/they're, etc...)</td>
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<td>✓ use/spell contractions appropriately (your/you're)</td>
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<td>Neatness/Craftsmanship</td>
<td>✓ Turn in:</td>
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<td>✓ writing formatted correctly with margins</td>
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<td>✓ red margin line on left side of lined paper with wide margin on top</td>
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<td>✓ name and date on top right</td>
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<td>✓ indented paragraphs</td>
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<td>✓ staple paper in upper left corner</td>
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<td>✓ best work, must be legible and easy to read</td>
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<td>✓ proper size and font of typed writing specified by teacher, two sided if typed/printer used</td>
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<tr>
<td></td>
<td>✓ edited papers, spell checked, rubric completed if required</td>
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"Non Negotiables" Used for writing rubric
Slam poetry resources
More poetry resources
Invite to a local expert to our mini Slam Poetry. *Chuck D of Public Enemy lives in our community and takes part in an annual Poetry Slam as an MC.

Dear Mr. Chuck D,
Our class invites you to our Slam Poetry Contest
Figurative Language
group project
inspiring figurative lang. in poetry
Local poetry contest
This unit was created as a year-end project to develop engineering and critical thinking skills. It also helped students answer the cliché question, “When are we ever going to use what we learned in high school?” This Common Core and NGSS unit used a plane crash scenario to help drive student creativity, cooperative group learning, and critical thinking so that each group was able to achieve the following: (1) Ensure basic survival: food, warmth, shelter, and clean drinking water by building a solar still, (2) Find a crash location using dead reckoning and the Pythagorean theorem, (3) Build a solar power source and hook it in a series circuit, (4) Communicate coordinates using Morse code and get rescued, and (5) Tell a story by writing a newspaper article using documentation from their journal entries.
Saved By Science: How a High School Education Can Save Your Life

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Setting the Scene: Assign group roles and set up communication

Students were told that they had just survived a plane crash over water, but they were able to swim to the shore and are stranded on an uninhabited tropical island. Students were asked to organize themselves into “survivor groups” and for each person in the group to select a group role: Medical Doctor, Civil Engineer, Mathematician, Military Expert, Chemical Engineer, or Electrical Engineer. Each part of the game was led by the student with a specific group role. That student was given the background information to lead their group through each specific challenge and each group was awarded points for how well they competed during that challenge. They were also responsible for entering the journal entries for each group during that specific challenge. Students were instructed to set up a google docs account so that they could document their island survival experience. The information they collected was also used to write a personal narrative about their experience on the island.

Ensure your Survival: Water, Shelter, Warmth, and Food

Part 1: Island Survival – A Lesson in Human Survival (Led by Medical Doctor)

Once the groups were set, the Medical experts from each group received an envelope with background information needed to lead their group through basic island survival. The Medical Doctor helped their groups prepare by asking and recording answers to these prompts: What would you need to survive if marooned on a deserted island? If you could only bring five things with you to help them survive for up to a year what would they be? Each group was then instructed to list the five items on index cards and place them in the item box. They were then told that they were in a real plane crash; the items they
brought with them were redistributed in the crash debris (much to the dismay of all the students). The item cards of all groups were scattered on the inside of the circle and the “Run the Wreckage Challenge” began. Like a relay race, one person from each group ran to the center and picked up a card, then ran to the back of the line, where the next person could go. At the end of the challenge, each group now had five new item cards to begin their survival game. They were directed to list their new five items in their journal and explain how they were going to use them for survival. Next, the island survival game began over the course of two days. The goal of each group was to be the group with the highest number of resource points (See Handout – Island Survival Worksheet) in each category (food, water, shelter, warmth, and health). Each group had to react to a variety of challenges and opportunities provided in randomly selected “challenge cards.” These challenges either added or took away from their resources. Halfway through the game, students were informed that a massive hurricane came through the island and now all the fresh water was undrinkable. They were then challenged to build a solar still to distill the contaminated water into fresh drinking water. At the end of the game, the groups were ranked in order of points and awarded points for that challenge. A great life lesson and theme that all the students learned as a result of this game was that no matter how well prepared you are, unexpected challenges always occur in life.

Part 2: Solar Still Challenge – A Lesson in Engineering Design (Led by Civil Engineer)

During this group challenge, the Civil Engineer in each group received an envelope with the background information needed to lead their group through basic design of a solar still which would allow them to distill salt water to fresh drinking water. Students had one class period to design their solar still. The next day, the groups had 20 minutes to set them up and let the solar still run overnight. The following day, the groups measured and recorded the efficiency of their solar stills. The groups then presented their data to the class describing their design features that worked and what design features were flaws. The group that distilled the highest percent of water won this challenged and was awarded points.

JOURNAL REFLECTION

- WHICH SOLAR STILL COLLECTED THE HIGHEST PERCENT OF WATER. WHAT DESIGN FEATURES (VARIABLES) MADE IT MOST EFFECTIVE (STARTING WATER VOLUME, COLORS, MATERIALS, COLLECTING CONTAINERS, SHAPE, OUTDOOR PLACEMENT ETC.)
Find Your Location

Part 3: Vector Voyage – A Lesson in Navigation using the Pythagorean Theorem (Led by Mathematician)

Now that the students secured food, shelter, fresh water, and warmth it was time for the groups to think about their location so they could get rescued. The Mathematician from each group was given an envelope that contained the flight plans of the plane, weather conditions during the flight and background information on dead reckoning, vector analysis and the Pythagorean Theorem. The flight recorder analysis also told the mathematicians that electronic failure was responsible for the plane crash. Once they had calculated and plotted the possible location of where the plane when down, they were asked to find out what was significant about the location where they crashed and why it would possibly cause their electronics to fail. After some research students concluded that they had crash landed in an area called the Devil’s Triangle, also called the Bermuda triangle, one of the few places on Earth where true north and magnetic north line up. Next students were treated to a “campfire story” about the Bermuda legend of the Bermuda triangle by watching a National Geographic’s video that presented possible theories and counter-theories as to why the area has so much mystery surrounding it. The groups took notes on the scientific hypothesis presented and then were asked to research the one that seemed most plausible to them and write a journal entry about their claim using evidence and reasoning that they had collected.
Saved By Science: How a High School Education Can Save Your Life

Challenge: Compass Rose Art Challenge

Now that the students had a map of the possible location of their plane crash, the groups were challenged to use geometry and a compass or protractor to create a compass rose for their maps. Each group was able to choose someone in their group to do the art work. The Art Teacher at our school volunteered to judge them using the following criteria: Complexity of design, Craftsmanship (neatness and quality of work), and Originality of the design. Points were awarded to each group in order of their ranking in the art contest.

Winner of Compass Rose Art Challenge
Part 4: Morse code – A Lesson in Communication (Led by Military Expert)

Now that each group had a location and coordinates, it was time to figure out a way to communicate to get rescued from the island. The military expert from each group received a letter that gave each group background information on the history of Morse code and how it really was the first text message. Each group was then instructed to create a Morse code message that would communicate the coordinates found in the vector voyage challenge and any other important information they thought was necessary to ensure their rescue. Student then read a “campfire story” on the final message from the Titanic. Students read the original Morse code transcripts and saw how the operators where trying to make sense of contradictory information, like trying to organize a rescue by Twitter. They learned that as a result of the Titanic disaster the radio act of 1912 was passed requiring two operators on all ships.

Build a Power Source

Part 5: Solar Cells – A Lesson in Solar Power (Led by Chemical Engineer)

Now it was time for each group to develop a power source to use for their Morse code device. The next challenge each group competed in was a scavenger hunt to collect the supplies that they would need to build the solar cells. Each group was given 2 riddles, one riddle about the item they were to collect and one riddle about the teacher who had the item that the needed to construct the solar cell. The groups set off on the hunt and were awarded points on how fast they could be back to the classroom with all of their supplies. Each group was then required to write a journal entry about the items they collected and their uses in the design of the solar cell.

<table>
<thead>
<tr>
<th>Candle</th>
<th>Daw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young I am tall, old I am short. I love to glow and breath is my foe.</td>
<td>I’m a Wildcat but compete as an Ironman. My father helped build the school. I have been to 48 states and ran 40 miles on my 40th birthday.</td>
</tr>
<tr>
<td>My life can be measured in hours, I serve by being devoured. Thin, I am quick. Fat, I am slow and wind is my foe.</td>
<td></td>
</tr>
</tbody>
</table>

| Hibiscus Flowers | Hibiscus flowers contain Anthocyanin dye that stains the TiO₂ making the TiO₂ nanoparticles sensitive to visible light. Anthocyanin dyes are highly colored pigments that create red and blue colors and are found in many different fruits and flowers. |

The Chemical Engineer in the group received an envelope that explained how a Solar cell could be built using supplies found on the island and recovered from the plane crash that the students had collected during their scavenger hunt. These supplies included sunscreen (Titanium dioxide), Hibiscus flowers (Anthocyanin dye), Iodine solution (electrolyte solution), Hand sanitizer (ethyl alcohol), Vinegar (weak acid), a candle (source of carbon), and conductive glass.
Each group then had two days to construct the solar cell and test them to measure the cell potential voltage that it created. The group were awarded points from the highest amount of voltage created to the least. (This activity can be easily adapted to lower grades by pre-prepared slides.)
**Saved By Science: How a High School Education Can Save Your Life**

**Communicate Coordinates and Get Rescued**

**Part 6: Send a signal – A Lesson in Electrical Circuits (Led by Electrical Engineer)**

In order for each group to be “rescued” from the island the electrical engineer from each group received directions on how to put together a series circuit to send their Morse code signal. Each group was scored on how many times they had to send their message to be correctly interpreted, how many stops and starts the group had when sending their message correctly, and how easily their message was received by the other team. Each group was also offered extra points to dress as island survivals in their character expert role.

![Building Series Circuit with light for Morse code](image)

![Interpreting Morse code to get rescued](image)

**Part 7: Tell your Survival story – A Lesson in Journal and Article Writing (Group Project Summary)**

To wrap up the survival project, each group was required to turn in their finished survival journal and write a newspaper article, magazine article, blog or create a video to summarize their experience. Their stories summarized their journal entries and included pictures of their rescue. Each group was required to present their survival story to the class (Student Examples included).

![Dressed as Island Survivors on rescue day](image)
Common Core and NGSS Standards

**NGSS Science Standards**

HS-ETS1-2. Design a solution to a complex real-world problem (fresh drinking water) by breaking it down into smaller, more manageable problems that can be solved through engineering. (Solar Still)

HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. (Island Survival Game)

Chemistry - HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (Solar Cells)

Physics - HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.* (Solar Cells)

PS3.A: Definitions of Energy & “Electrical energy” may mean energy stored in a battery or energy transmitted by electric currents. (secondary to HS-PS2-5) (Solar Cells and Electrical Circuits)

HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* (Solar Cells)

**Common Core Reading Standards**

RST 11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST 11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RH 11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST 11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST 11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Common Core Writing Standards**

WHST 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST 11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Common Core Math Standards**

4.G.A.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (Vector Analysis)

MP.2 Reason abstractly and quantitatively. (HS-PS1-5),(HS-PS1-7)

MP.4 Model with mathematics.
Survival Scenario
Your group has been stranded on a subtropical deserted island. The island is more than 1,000 miles away from the nearest land. No one knows where you are, and you must use your wits and your knowledge of oceans and islands to survive and, hopefully, to escape. In order to survive, you can use the items that you have brought with you. You may also explore the island and surrounding ocean in order to obtain more resources to help you survive. Your ability to survive is measured by your cumulative points in five categories: water, food, shelter, warmth, and health. You will have to react to a variety of challenges and opportunities provided in randomly selected "challenge" cards. These challenges may add to or take away from your resources. They may also provide opportunities to escape from the island, which is your ultimate goal.

In order to escape, you must have all of the following

- an opportunity to escape, such as a boat or plane passing nearby
- a successful strategy to escape, i.e., a way to signal or move to the location where the opportunity exists
- at least 5 health points and 5 escape points

If you do not have ALL of the qualifications for escaping, you may not attempt to escape, even if you have the opportunity. You must also maintain adequate resources in each of the five resource categories at all times. Each round, your food and water will decrease by one point if you do nothing to increase them. You will lose the game if any of your five resource categories falls below zero for two consecutive rounds. Therefore, if you find yourself with close to zero points in any resource category, you should immediately adopt a strategy that will increase your resources in that category.
Journal Entries (40 points possible)

Island Survival Game – A Lesson in Human survival

1. (1 pt) Write down your expert roll and those of your group members.
2. (1 pt) Summarize the medical experts’ information on survival.
   a. What do you need to survive?
   b. How could you escape?
   c. List of 5 things you will bring to the island and explain why you chose them.
3. (1 pt) After the Item box “run the wreckage” challenge, list the 5 items you have and explain how you will possibly use them.
4. (1 pt) Summarize your group’s island survival plan: What will you do first, what will you eat and drink, where will you sleep, how will you protect yourselves, how could you escape from the island?
5. (1 pt) Pick a spot on the island and explain why you chose that location.
6. (1 pt) Paste or draw the island map into your journal.

Island Survival Game – A Lesson in Strategy

1. (6 pts) Record your challenges and strategies for each month (turn) in your journal so that you will be able to tell your survival story later.

Solar Still Challenge – A Lesson in Engineering Design

1. (1 pt) Summarize the Civil Engineer’s expert advice on how a solar still works.
2. (2 pts) Summarize the basic lab design on how to build a solar still and document how your first design went. Include drawing and take pictures.
3. (2 pts) Document your design challenge in Part B. This must be done for homework before the lab the next day. Summarize how your lab design worked and the results of the challenge. Take a group photo for documentation.
4. (1 pt) Paste or scan your compass rose art into your journal.

Vector Voyage – A Lesson in Navigation

1. (1 pt) Summarize the background information that your navigational expert has provided to you. Include vector analysis, Pythagorean Theorem, and dead reckoning.
2. (2 pts) Once you have completed the last page and have approximate location of where you crashed, paste the page in your journal and summarize how you found it and the approximate location (latitude and longitude)
3. (2 pts) Homework – summarize the “campfire story” and explain how this could have affected the planes instruments and contributed to the plane crashing.

Morse Code – A Lesson in Communication

1. (2 pts) Summarize the information from the Navigational Expert on how Morse Code works and make a chart reference sheet in your journal of the alphabet code.
2. (1 pt) Summarize the “campfire story” about Morse Code in your journal.
Journal Entries (40 points possible)

3. (1 pt) Write down the Morse code message your group will send in word and Morse code.

**Solar Cell Scavenger Hunt – A Lesson in Solar Power**

1. (1 pt) Summarize your scavenger hunt experience and document the 6 items that you found.
2. (1 pt) Summarize the use of the 6 items and how they will be used to build your solar cell panels based on the information that the chemical engineer provided.
3. (3 pts) Summarize the lab procedure in words and with drawing as you complete the lab to build your solar cells. Document your experience.
4. (1 pt) Take pictures of your solar cells and take a lab group picture for documentation.
5. (1 pt) Document the data from your solar cell test. How much voltage did your solar cell provide?

**Sending a Signal**

1. (1 pt) Summarize the Electrical engineer expert information on how to hook up the solar cells in a series circuit.
2. (1 pt) Document the data on your series circuit test.
3. (1 pt) Take a picture of your circuit and group and include it in your journal

**Getting Rescued**

1. (1 pt) Document your experience on sending your signal. How did it go? What challenges did you face?
2. (1 pt) Dress the part of an island survival person. Take a group picture of your team.
3. (1 pt) Record the one item you would take back with you from your island experience and explain why you chose it.

**YOU ARE NOW FAMOUS!!!**

Your group has been successfully rescued from 6 months on an uninhabited island and have been asked by newspapers, magazines, blogs and the media to tell your story. You can decide how your story is told. Your story should summarize your journal entries and include pictures of your experience. Your group will present this to the class. Please see Article rubric for grading.
Saved By Science Survival Game – Period 2

Group Competition Point Spread Sheet

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solar still</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Survival game</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Compass</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Compass rose</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Morse Code</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Scavenger hunt</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Rescue</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Costume Challenge</td>
<td></td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Group Totals</td>
<td>26</td>
<td>21</td>
<td>34</td>
<td>30</td>
<td>38</td>
<td>29</td>
</tr>
<tr>
<td>Place</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Each Group is awarded Extra Credit Points based on their placement in the Survival Game Challenges.
## Survival Article Personal Narrative Rubric

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Voice</th>
<th>Word Choice</th>
<th>Conventions</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 The narrative shows an unforgettable experience. The details make the story truly memorable.</td>
<td>4 The writer's voice creates an unforgettable experience for the reader.</td>
<td>4 The writer's exceptional word choice captures the experience.</td>
<td>4 Punctuation and grammar are correct. The writing is free from spelling errors.</td>
<td>4 Many supportive pictures and visuals are added</td>
</tr>
<tr>
<td>3 The writer shows an interesting experience. Details help create the interest.</td>
<td>3 The writer's personal voice creates interest in the story. Dialogue is used.</td>
<td>3 Specific nouns, strong verbs are used. Modifiers are needed to create a clearer picture.</td>
<td>3 The narrative has few minor errors in punctuation, spelling or grammar.</td>
<td>3 Some supportive pictures and visuals are added</td>
</tr>
<tr>
<td>2 The writer tells about an interesting experience. More details are needed.</td>
<td>2 The writer's voice creates interest in the story. More dialogue is needed.</td>
<td>2 Strong nouns, verbs and modifiers are needed to create a clear picture</td>
<td>2 Some error confuse the reader.</td>
<td>2 Few supportive pictures and visuals are added</td>
</tr>
<tr>
<td>1 The writer needs to focus all experiences. Some details do not relate to the story or are missing.</td>
<td>1 The voice is weak. Dialogue is needed.</td>
<td>1 General and overused words do not create a clear picture.</td>
<td>1 Many errors make the writing confusing and hard to read.</td>
<td>1 No supportive pictures and visuals are added</td>
</tr>
</tbody>
</table>
Challenge Costume Design “Survival Island” Rubric

<table>
<thead>
<tr>
<th>Originality - Portrays survival Victim</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Fair (2)</th>
<th>Poor (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The design captures the “flavor” of an island survivor by including several details that accurately reflect the character premise</td>
<td>The design somewhat captures the “flavor” of an island survivor by including a few details that reflect the character’s premise</td>
<td>The design has little “flavor” or the details are only vaguely accurate for an island survivor.</td>
<td>Details are missing from the design, or are inaccurate for the concept of an island survivor.</td>
<td></td>
</tr>
</tbody>
</table>

| Props added to overall effect | Many props were added to enhance the idea of a tropical island survivor | Some props were added to enhance the idea of a tropical island survivor | One prop was added to enhance the idea of a tropical island survivor | No props were added to enhance the idea of a tropical island survivor |

| Overall design | Lots of creativity in the design. Very easy to see the character role. | Good amount of creativity in the design. | Some creativity in the design. | Little creativity in the design. Cannot see the character role. |

| Character Role | Very easy to see the character expert role | Easy to see the character expert role | Somewhat can see the character expert role | Cannot see the character expert role |

<table>
<thead>
<tr>
<th>Group Member</th>
<th>Character Expert Role</th>
<th>Points awarded</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Medical Expert</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Navigational/Math expert</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Military/communication expert</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemical Engineer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electrical engineer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Civil engineer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Group Average Points: __________________________
The Saved Six

On Tuesday morning, June 13, 2016, the world was shocked with the return of six passengers from a downed private jet. The jet was headed to a scientific convention in Orlando, Florida; on the way, the jet had malfunctioned in the middle of a notorious area-- the Bermuda Triangle. The other 14 professors from Oxford did not survive the forsaken flight onto the remote Caribbean Island. Our buzzfeed journalists managed to obtain an interview with the six lucky survivors and delve into their miraculous survival. Ezekiel Goldberg met with the survivalists and we were able to learn more about their amazing story.

Q: Can you introduce yourselves and your expertise?
A:
James Ngo, Professor of Chemical Engineering
Marco Vasquez, Professor of Electrical Engineering
Jesus Alferes, Professor of Civil Engineering
Daniel Casillas, Professor of Medicine
Jordi Avila, Professor of Mathematics
Marc Pineda, Professor of Communications, former Navy SEAL

Q: When you first crashed on the island what was your first plan of action?

A:
Vasquez: Curl up and cry.
Casillas: The immediate reaction for me was to find out what we needed to survive, search the wreckage for supplies, and cater to our most important needs like shelter, food, and water. We had some pretty poor luck with weather and getting into accidents, but we managed to survive in reasonable health.

Q: I understand that you guys were faced with a particularly bad storm. How were you guys able to overcome intense hardships in the weather?

A:
Alferes: The biggest problem with the heavy storm we faced was that our fresh water sources were now filled with salt water. Luckily, we were able to construct a solar still to produce fresh water by evaporating the salt water into water vapor.

Q: How were you able to figure out what island you were on?

A:
Avila: We were able to find the flight plan from the wreckage and, by taking into account the wind during the flight, we were able to plot the course of the plane and pin point on the map the site of the crash.

Q: What did you do with this new information?

A:
Ngo: The first instinct was to try to power the telegraph from the plane. So we constructed a solar cell from sunscreen, conductive glass, iodine, and hibiscus flowers. We were able to obtain a reasonable voltage out of what little supplies we had from the plane.
Q: Referring back to the most retweeted and favorited tweet, what was the biggest mistake in hindsight?

A:
Vasquez: During our third week on the island, everyone’s morale was really low. I was the only one cracking jokes; my ingenious plan came to fruition, we started frolicking around the island. We were enjoying the therapeutic activity, until we fell off the side of a cliff and landed amongst a bed of rocks.

Casillas: The “ingenious” move caused major breaks in the legs, reduced our productivity, and exhausted our medical supplies. In hindsight, if you’re trying to escape an island, don’t go frolicking.

Q: How did you escape the island?

A:
Pineda: I came up with the idea of using Morse Code, due to our limited resources and its ability to be understood easily. I set up a simple circuit with the parts salvaged from the wreck, thankfully, the morse code machine wasn’t damaged.

Avila: Due to Vasquez’s frolicking experience, Pineda had lost the ability to transmit the code himself. We unluckily had to rely on Vasquez to transmit the code. By some miracle, Vasquez’s transmission was interpreted correctly and a Navy ship had rescued us.

Alferes: The captain of the ship was an old pal of Pineda’s. Pineda was finally able to relax and not focus solely on keeping his team alive. The crew was very hospitable and nursed us back to a healthy condition. We are eternally grateful to them for everything they had done for us.
Journal Entries

**Expert Roles of the Coconooters**
- Camille - Doctor
- Fiona - Electrical Engineer
- Gena - Solar Engineer
- Gonzalo - Military/Communications Expert
- Jace - Mathematician

**05/18/2016**

Doctor’s Perspective

We were on our way back to California from our vacation to Spain, and suddenly, we were losing altitude. All radios and navigation systems failed on us as we plummeted to the waters below. All I remember was anxiously anticipating for our inevitable demise.

Surprisingly, I came to my senses and found that only a few have survived the accident: a military soldier, a electrical engineer, a solar engineer, and a mathematician. We swam ashore to regroup and assess the situation.

In order to survive, we would need to be able to adapt to the new environment and eventually think of our escape plan. This involved keeping warmth, gathering food and water, and constructing a shelter.
Expectations vs Reality
We wanted:
- Lighter
  Purpose: to light a fire for warmth and cooking food
- Medicine
  Purpose: to avoid any casualties and provide
- Pots & Pans
  Purpose: to make the food and boil the water (filtration)
- Flashlight with Batteries
  Purpose: to aid night vision for exploration on the island
- Ax
  Purpose: to cut wood and butcher animals (main source of weapon)

We acquired:
- Lighter
  Purpose: to light a fire for warmth and cooking food
- Medicine
  Purpose: to avoid any casualties and provide
- Pots & Pans
  Purpose: to make the food and boil the water (filtration)
- Flashlight with Batteries
  Purpose: to aid night vision for exploration on the island
- Rope
  Purpose: to bind wood together to make shelter

Survival Guide 101 by the Medical Expert
- Gather sticks and branches for fire and shelter
- Gather food
  ➢ From trees and bushes (i.e. fruits, berries, nuts)
  ➢ Go fishing with the the make-shift fishing rod (rope and stick) and bait (worms)
  ➢ Get eggs from birds and kill animals
  ➢ Get oysters, shrimps, crabs, tuna, and mussels from the ocean
- Get clean water
  ➢ Boil the sea salt water in order to obtain clean and fresh water
- Produce innovative weaponry
  - Sharpen the handle of the pot
  - Create spears with rocks and sticks which can eventually evolve to a harpoon
  - Use coconut shells to attack and provide a defense mechanism
- Build basecamp
  - Construct a treehouse with rope and branches in the means of shelter

Month 1:
During the first month on this island, we conducted a quick search of the area we landed on in order to have a broad understanding of the environment around us. We confirmed that it was indeed a tropical island filled with exotic fruits and animals, providing us with fast necessities for survival.

Month 2:
For our second month, we were luckily given an essential benefit, a school of fish was moved closer to ashore due to sharks entering the island beach. Despite the inability for an escape possibility, we were able to capture more fish and use them as a food source. With this abundance in food we were able to conduct a more thorough search of the island, allowing us to gather more food and water for our further perseverance on the island.

Month 3:
Although we managed to get by the first few months, one of us unfortunately acquired the flu. Eventually, the virus spread to all of us, making health our top priority; however, it proved to not be that much of an issue thanks to our first aid kit we salvaged from the wreck. To further sustain us, making a fire became essential in not only creating a signal for anyone out at sea, but for our well-being, as well since it provided us warmth in case another illness strikes again.

Month 4:
By the fourth month, we were still recovering from the sickness; however, we were able to recuperate from the unexpected discovery of a school of shellfish. This was once again a great factor for our food supply and further promoted focusing on other projects, such as creating blankets out of large leaves and rope, to provide us warmth for the night. Therefore, during this month we were quite fortunate for the vital necessities that were brought upon us.

Month 5:
The fifth month became the continuation of the upward force of our survival on the island. We were able to recuperate from the sudden sighting of coconut groves by one of the
group members. This provided the re-establishment of our food source and shelter resource. In the account of the new addition to our stock supplies, we needed more water to avoid dehydration.

Month 6:
Half a year has gone by, and surprisingly, we have been very lucky so far. Our food supply could not have gotten any better especially given that the tide brought us a school of tuna, so that is not a problem anymore. Being here for awhile has worn out most of our clothes and that may pose as a threat in future climate. So, we got what weapons we got, mainly by sharpening the handles of our pots and pans, and we tried to hunt as much animals as we could find in order to provide material for our new, much warmer, clothes.

Month 7:
Throughout the months, the island has become our home. It had its unfortunate moments but we still endured and continued to strive. However, we encountered and suffered a terrible forecast for the past few days resulting in heavy and strong winds that damaged our food supply and wood resource. From these sudden turn of events, we decided to start anew and build a sturdier shelter, a treehouse that will bring advantageous features when need be.

Vector Voyage
Mathematician’s Perspective

To gain insight on our crash landing spot, vector analysis is a good place to start as it pinpoints precise locations for navigators, based on time and speed. However, these calculations
are usually inaccurate due to numerous environmental factors such as the presence of wind, volcanic eruptions, and other unknown forces, like the Bermuda Triangle. To do this with accuracy, one must use the concept of **dead reckoning** linking the ideas of course, speed, time, and distance. By starting one’s analysis at a certain starting point, represent their direction and length of travel through arrows, and correct any distances due to the aforementioned factors. Since these can be represented by right triangles, through the **Pythagorean Theorem**, one can calculate the distance of travel, represented by the hypotenuse of the triangle.

Through the use of a mathematical equation, the Pythagorean Theorem, we were able to solve and locate the island’s premises along the Atlantic Ocean. In the first hour, we flew 1,000 miles West, but encountered a volcanic eruption in Iceland, adjusting our course 200 miles Southeast. On the second hour, we flew another 1,000 miles, but a counter wind blew us South 300 miles. Our third hour of travel was relatively calm, with no interruptions; however, at the start of the fourth hour, our navigation systems suddenly failed to work, leading us to crash to nearby land.

If our calculations are correct, we are approximately located in these coordinates, 26 degrees North and 69 degrees West. The Bermuda Triangle has been notorious for its number of ships and planes that have mysteriously crashed for unknown circumstances. Since our plane crashed inside the Bermuda Triangle we have a theory on why our plane failed on us. We believe that seafloor eruptions released the methane gas trapped within the ocean floor. Once released, the ocean can significantly heat up the water reducing the buoyancy of ships that sail over it. The air can also be affected due to the methane making a very turbulent atmosphere which in turn can cause aircraft crashes.

**Morse Code**

Military’s Perspective

Morse code is a method of communication through a series of clicks that can be directly understood by the receiver, at any location and point of time. Developed in 1836, Samuel Morse demonstrated this ability with the use of a telegraph system over wires, sent as electrical signals. Short signals are referred to as “dits” (represented as dots), whereas long signals are “dahs” (represented as dashes). With the advent of radio communications, an international version of Morse code became widely used, especially in navigation.
The International Morse Code

A dash is equal to three dots in time, while the interval between
dash and dots in a letter equals a dot in time. Between the
letters in a word the interval is equal to three dots and between
words, five dots.

THE ALPHABET

A 
B
C
D
E
F
G
H
I
J
K
L
M

ACCENTED LETTERS

Á
À
Ç
È
É
Ó
Ô
Ü

NUMERALS

1
2
3
4
5

ABBREVIATED NUMERALS

6
7
8
9
0

APPROXIMATING AND OTHER SIGNS

- Full Stop (-)
, Commas (,)
. Colon (:)
: Semicolon (;)
; Colon or Dash (-)
* Apostrophe (?)
* Fraction Bar (/)
Separation Signs (between whole number and fraction)
* Brackets [ ]
* Underline
* Break or Double Dash (--)
Interrogation Mark (?)
Exclamation (!!)
Starting Signal
End of Message
Corning Devon
Interval (Wait)
Message Received
Ready to Receive
Distress Call or SOS

* The “brackets” and “underscore” signs are transmitted before and after the word or words affected.

SOS. 26 degrees North and 69 degrees West.

... --- ... / --- ... / --- ... / - ... / ... --- / --- ... / - ... / - ... / ... --- / - ... / - ... /

Solar Still

Supplies used:

- Glass jar
  - Bottom of inside was painted black to attract more sunlight
- Salt water - to imitate the ocean (70mL)
  - Water was dyed blue, red, and green to create a dark color
- Saran Wrap - to wrap around the top of the still
  - Rubber bands were tied around the top to secure it
- Pennies - placed in the middle to act as a funnel for water to drip
- Smaller glass jar - placed inside the bigger one to catch water

Location: placed next to the wall because the bricks would retain heat during the day
Diagram of our solar still when we started:

Process:

1. The jar was painted black on the inside.
2. The smaller jar was placed inside and salt was added to the water, as well as a variety of colored-dyes.
3. We placed saran wrap over the top, placing pennies in the center to act as a funnel for the water to drip into the small glass jar.
4. It was then left in the heat to condense on the saran wrap and then drip into the jar with the help of the make-shift funnel of the pennies.

How much water we collected after 48 hours:
According to our calculations, we collected 1.4% of water from our original 70mL.

Errors in our diagram:
- Surface area
  - Went for the taller side, instead of covering more surface area, which is actually what would condense the most
- Paint
  - The paint was on the inside, but how to do it was not considered. Before painting, it is recommended to wipe it down with alcohol, which we did not do, making the paint loose. However, it did not dissolve with the water
- Location
  - Perhaps it would have been better to place the jar in the center to get more heat
  - Bricks were a good idea in absorbing solar energy, but it is presumably better that they are dark in color as well

Things we can do to improve:
- Use a wider jar
- Metal container - copper or aluminum, which have high thermal conductivity
- Use foil to attract heat
- Have the water be extremely black - ours was a muddled green mixture

**Solar Cell**

Chemical Engineer’s Perspective

The search for the solar panel materials was a rollercoaster ride with no rails or cart, just our humanly legs and unfailing stamina. Our military expert became the team player as he battled the strong wind currents and conquered unterritorial terrains that many would have given up on. We, as a team, were able to obtain the six items that were crucial to build a solar panel that will eventually help us get rescued: sunscreen, vinegar, candle, iodine, hand sanitizer, and hibiscus flowers

Materials discovered:
- Vinegar
  - To store Titanium Dioxide slides
- Sunscreen
  - Contains TiO$_2$ solution which creates the anode
    - TiO$_2$ is a nanocrystalline semiconductor*
- Candle
  - Source of Carbon (Graphite), the soot is then used to coat the cathode
- Iodine
  - In an electrolyte solution, it acts as a redox catalyst
  - Source for electron replacement
- Hand Sanitizer
  - Used to clean the two glass conductive slides
- Hibiscus Flowers
  - Contains Anthocyanin dye which stains the TiO₂ making the TiO₂ nanoparticles sensitive to visible light

In order to send our morse coded signal, we must somehow harness the energy of the sun in order to relay our message to our rescuers. To do so, we must create a solar cell as a way to capture sunlight and utilize a process known as photoexcitation, where an electron absorbs light and becomes “excited”. This term refers to the electron moving up an energy level due to its absorbance of energy. This electron undergoes a transfer between the two electrodes, and eventually, the electron will return the oxidized titanium dioxide back to its original level, or ground state, releasing the stored up energy.

Procedure:
1. One glass plate on its conductive side was covered in TiO₂ and then heated to solidify the TiO₂.
2. The TiO₂ slide was then put into a hibiscus solution to stain the TiO₂ coating, the dye molecules collect light and produce excited electrons which causes a current in the cell.
3. A second glass plate was then heated over a candle to accumulate a black soot (graphite) which would not allow light to pass through when both slides are assembled.
4. The two electrodes were bound together, graphite slide facing the TiO₂ slide, by two small binder clips.
5. The iodine solution was then added to the solar cell in which the liquid will seep between the layers due to capillary action.
Based on the cell cell test, the panel itself was able to produce a voltage of **0.12 V**

**Receiving a Signal & Getting Rescued**

**Electrical Engineer's Perspective**

We were able to contact the rescuers successfully through the energy provided by the solar cell. We did not encounter any fatal challenges due to the fact that we sent a message that can be easily perceived by any morse code interpreter regardless of their experience.

**Morse Code Telegram**

**Light Bulb**

**Our Souvenir:**
To commemorate our unforgettable island experience we brought back the juicy and delicious coconuts. Coconuts contain many of our fond memories and it is an organic product, so why not? They cost a significant amount anyway, so we might as well save some money and keep a valuable treasure at hand.
Overview of Recent Accident: Survivors’ Point of View

<table>
<thead>
<tr>
<th>Survivors:</th>
<th>Location of the Crash:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gonzalo Chavez</td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td>![Map of the crash location]</td>
</tr>
<tr>
<td>Camille Dalusong</td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
</tr>
<tr>
<td>Fiona Dam</td>
<td></td>
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<tr>
<td>Electrical Engineer</td>
<td></td>
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<tr>
<td>Gena Ducos</td>
<td></td>
</tr>
<tr>
<td>Chemical Engineer</td>
<td></td>
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<tr>
<td>Jace Valdez</td>
<td></td>
</tr>
<tr>
<td>Mathematician</td>
<td></td>
</tr>
</tbody>
</table>

Useful information: 1 square = 10 hours and 1 square = 100 miles
<table>
<thead>
<tr>
<th>Solar Still</th>
<th>Results: 1.4% Water; Last Place</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Challenge:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Supplies:** | Glass Jar  
Green Dye  
Saran Wrap  
Black Paint |
| **Scavenger** | Results: First Place |
| **Hunt:** | |
| **Items:** | Iodine  
Sunscreen  
Hibiscus Flower  
Hand Sanitizer  
Candle  
Vinegar |
<table>
<thead>
<tr>
<th>Solar Cell Challenge:</th>
<th>Results: 0.12 V; Second Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pictured Above: Gonzalo Chavez (Military Expert)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Costume Challenge:</th>
<th>Results: First Place</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pictured Above (Left to Right): Gena Ducos, Jace Valdez, Fiona Dam</td>
</tr>
<tr>
<td></td>
<td>Not Pictured (MIA): Gonzalo Chavez and Camille Dalusong</td>
</tr>
<tr>
<td>Morse Code:</td>
<td>Message:</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>... --- ... / .---- -... / - . / -.... ---- / .--</td>
<td>&quot;SOS 26 N 69 W&quot;</td>
</tr>
</tbody>
</table>

**Frequently Asked Questions**

**Q:** What was your initial reaction of being stranded in the Bermuda Triangle?

**A:** Hopeless and lost. We didn’t know if we would survive on our own with our lack of supplies.

**Q:** Did you ever think you were going to not make it?

**A:** Every single day. It was easy to give up, but we were determined to make this one out alive together.

**Q:** Were there any challenges in your survival?

**A:** There were numerous trials within our stay on the island. For starters, we were not acting as a team for the first few challenges but as time went on, we managed to work together through our strengths.

**Q:** Most memorable moment with your group?

**A:** I think for all of us, it was the time when we swiftly found our supplies for our solar cell to power our morse code message, in hopes of being rescued.

**Q:** Any last thoughts?

**A:** Thank you [Teacher Name] for being such an amazing teacher! You made Chemistry so much easier for us and we appreciate the time and effort you gave for us. Have an awesome summer!
2017 Ventura County Impact II Grant

District: Moorpark High School
School:   Moorpark High School
Participant(s):   Laura McMurry
Ryan Huisenga
Jill Veres

Lesson Plan Title:  Health Science Academy Political Campaign 2016
Lesson Plan Grade Levels:  12
Lesson Plan Subject Areas:  Political Systems, English, Health/Senior Seminar

For this cross-curricular project, students were placed into teams and asked to create a presidential campaign. Each group elected a team member to run for President. This person had the task of representing the group’s findings and served as their spokesperson. In addition to the president, group members filled the roles of Secretary of State, Secretary of the Treasury, Secretary of Defense, and Attorney General, and if the group had six members, a student would become Secretary of the Interior. After assigning the group’s roles, students researched their office’s responsibilities in our federal government. They gathered information and created a base presentation to build upon at a later time. For the second portion of the assignment, on our presentation day, each group was randomly assigned a different campaign topic “ticket” with sub topics to research and add new information to their existing presentation. With a two hour window, students researched the individual cabinet member’s responsibilities and synthesized their findings to create a platform for their “Presidential nominee”. Students were asked to address the responsibilities of his or her office as it related to the campaign topic. Teams worked rigorously in a collaborative setting to develop an organized, cohesive presentation. The purpose of this project was to encourage and strengthen communication through teamwork, to gain knowledge of the campaign issues during the election, to create a well-researched and thoughtful solution to a complex issue, to understand the roles of government officials, to use valid sources and proper citation in research, and to reinforce effective presentation skills.
For this cross-curricular project, students were placed into teams and asked to create a presidential campaign. Each group elected a team member to run for President. This person had the task of representing the group’s findings and served as their spokesperson. In addition to the president, group members filled the roles of Secretary of State, Secretary of the Treasury, Secretary of Defense, and Attorney General, and if the group had six members, a student would become Secretary of the Interior. After assigning the group’s roles, students researched their office’s responsibilities in our federal government. They gathered information and created a base presentation to build upon at a later time. For the second portion of the assignment, on our presentation day, each group was randomly assigned a different campaign topic “ticket” with sub topics to research and add new information to their existing presentation. With a two hour window, students researched the individual cabinet member’s responsibilities and synthesized their findings to create a platform for their “Presidential nominee”. Students were asked to address the responsibilities of his or her office as it related to the topic. Teams worked rigorously in a collaborative setting to develop an organized, cohesive presentation. The purpose of this project was to encourage and strengthen communication through teamwork, to gain knowledge of the campaign issues during the election, to create a thoughtful solution to an issue, to understand roles of government officials, to use valid sources and proper citation in research, and to reinforce effective presentation skills.
2016
Presidential Campaign
150 Points (SBA)

For this HSA cross-curricular project, your group will have a two-part, research-based project. You will receive part of your project now and the remaining set of instructions will be relayed on the day of presentations. Your attendance is vital to the group; please be arrive promptly.

Important Dates:
- October 13th: Groups and Part I assigned
- October 26th: Signed activity slips for periods 1-4 turned in to McMurry
- November 7th: Part I—email or upload and show all work to Huisenga
- November 8th: Presentations in the Ed Center (Periods 1-4) with Mr. Huisenga, Ms. McMurry, and Ms. Veres

Part I: Bring ALL required materials for Part I to the Ed Center the morning of presentations.

1. Presentation Day: Be sure to dress appropriately—you are politicians now and we expect to be impressed.
   a. Business attire options include:
      i. Gentlemen - collared shirt, tie, jacket, slacks/nice khakis
      ii. Ladies – dress, skirt, dress shirt/blouse, slacks
2. Your group must select a member to run for President. This person will be representing the group and serve as the spokesperson.
3. Each person in the group will be assigned an official role, by the group, in the presidential cabinet, but DO NOT include the choice of Vice President. In addition to the President, here are your cabinet member positions: Secretary of State, Secretary of the Treasury, Secretary of Defense, and Attorney General (if your group has six, add Secretary of the Interior). You must also research the responsibilities of your office in our federal government.
4. Create a PowerPoint that includes the following:
   a. Picture of your candidate
   b. Candidate’s message: Identify the top three current issues you plan to tackle as President of the United States
   c. Develop a catchy campaign slogan (feel free to make buttons, etc.)
   d. Cabinet members and their roles in our government—be sure to include a photo
   e. Campaign song (must be school appropriate)—audio link and explanation/justification as to why this song is fitting. This song will be played during your Presidential candidate’s grand entrance.
5. Create a campaign poster: use large poster board, eye-catching color, and look at existing examples for inspiration, but be original. This will be a reflection of your campaign. Wow us!

Part II
1. Once your group members arrive you will receive the second part of this assignment. The second part is an extension of the first; every group will be given the same amount of time to attack the requirements. Stay tuned...
2016 Presidential Campaign
150 Points (SBA)

Day of presentations: November 8, 2016—Election Day

Part II: Today you will receive a ticket for your group. At this time you will also turn in a hardcopy of your presentation.

1. The ticket topic your group received will be the focus of your research. Your team will explore this area and create a platform. You will have two hours in class this morning to gather information. All information should be incorporated into the Presidential Candidate’s speech.
   a. Your group will develop a presidential platform
   b. Create a well-developed, thoroughly researched solution to this current issue in our country.
      How will you “fix” this problem? Responses should be based on research.
   c. How does this issue affect the different roles of the cabinet?

2. Modify your existing Google slides, PowerPoint, or Prezi.
   a. Add new information to existing slides or create new ones.
   b. Song link should be accessed from your presentation.
   c. Individual slides: each cabinet member will need to add information to existing slides explaining responsibilities specific to this topic.
   d. You will need to have parenthetical citations on the existing slides showing where you obtained your information. Refer to Ms. McMurry’s website for formatting examples.
   e. Slides should be in order of appearance: 1) Secretary of State, 2) Secretary of the Treasury, 3) Secretary of Defense, 4) Attorney General (if your group has six, add 5) Secretary of the Interior), and 5) the Presidential Candidate will be last.
   f. Email your finalized slide presentation to Mr. Huisenga by 10:00

3. Speech. The candidate’s speech should be on index cards.
   a. Turn in Presidential speech on index cards to Ms. McMurry by 10:00

At 10:00 ALL iPads will be returned to the cart. At this time, we will take a short break. Presentations will begin at 10:10 SHARP!

RUBRIC

______/25 Points. Preparation: Team is present and work was submitted on time. All members are dressed in business attire as discussed. Presentation is organized and edited/ a-e guidelines are met and each member is knowledgeable about the content of the group work. Thorough preparation is obvious to the observer.

______/25 Points. Part I: Presentation. Candidate and cabinet duties are identified and professional images included/campaign poster shows thought and effort/slogan is clever and campaign poster looks professional/song link and explanation are included in presentation/. A hardcopy of the original presentation has been submitted.

______/100 Points. Part II: Modifications to existing slides are neat, professional, and organized/There is cohesion for the overall presentation/Information present is accurate and in order as instructed/All bullets on the “Ticket” have been
thoughtfully addressed/Research is cited on each slide/All members are effective in presenting the information on the individual slides/Eye contact and clarity in speech is present/Project is engaging and shows a sense of pride.
Welcome to the 2016 HSA Presidential Campaign

Your team will thoroughly research the topic below and present your campaign platform to the audience. Make sure you consider the following information as you develop a stance and a solution to the issue.

Political Campaign Focus:

Immigration

- Policies
- Undocumented workers
- Threats of terrorism
- What is the cost to the United States?
- Should we to stop entry into our country?

You will have **two hours** to research, develop, and organize your platform; use your time wisely.

Huisenga-McMurry-Veres

---

Welcome to the 2016 HSA Presidential Campaign

Your team will thoroughly research the topic below and present your campaign platform to the audience. Make sure you consider the following information as you develop a stance and a solution to the issue.

Political Campaign Focus:

Health Care

- Obamacare
  - Premiums--costs
- Universal Health Care
  - Compare to other countries
- Mental health
- Veterans health care

You will have **two hours** to research, develop, and organize your platform; use your time wisely.

Huisenga-McMurry-Veres
Welcome to the 2016 HSA Presidential Campaign

Your team will thoroughly research the topic below and present your campaign platform to the audience. Make sure you consider the following information as you develop a stance and a solution to the issue.

Political Campaign Focus:

**Iran/Nuclear Weapons**

- NATO
- Oil prices
- Middle East
- What is the risk to Americans?
- Is war the answer?
- What is the cost to the United States?

You will have **two hours** to research, develop, and organize your platform; use your time wisely

Huisenga-McMurry-Veres

---

**ISIS/Terrorism**

- Military
- FBI
- Cyber-propaganda
- Funnel of money to pay for propaganda and terrorist training
- Other countries funding terrorists
- How do we deal with the issue?

You will have **two hours** to research, develop, and organize your platform; use your time wisely

Huisenga-McMurry-Veres
Welcome to the 2016 HSA Presidential Campaign

Your team will thoroughly research the topic below and present your campaign platform to the audience. Make sure you consider the following information as you develop a stance and a solution to the issue.

Political Campaign Focus:

**Race Relations**
- How do we stop segregation?
- What are the causes of segregation?
  - in the last five years
- Racism
  - Role of celebrities/athletes
- Plan to bridge the divide?
- Economic prosperity

You will have **two hours** to research, develop, and organize your platform; use your time wisely.

Huisenga-McMurry-Veres

---

Welcome to the 2016 HSA Presidential Campaign

Your team will thoroughly research the topic below and present your campaign platform to the audience. Make sure you consider the following information as you develop a stance and a solution to the issue.

Political Campaign Focus:

**Right to Bear Arms**
- Second Amendment
- Types of weapons
  - Knives vs. guns % of deaths
- Who gets on the “safe list”?
  - Criteria and regulation of the safe list
- Mental health

You will have **two hours** to research, develop, and organize your platform; use your time wisely.

Huisenga-McMurry-Veres
Welcome to the 2016 HSA Presidential Campaign

Your team will thoroughly research the topic below and present your campaign platform to the audience. Make sure you consider the following information as you develop a stance and solution to the issue.

Political Campaign Focus:

**Taxes-Regulations**

- Corporate tax rate increases
  - Increase of 800 billion dollars
- Individual tax rates for the Lower/Middle/Upper class
- What is the purpose of taxes?
- Plan to reduce the National Debt?

You will have two hours to research, develop, and organize your platform; use your time wisely.

Huisenga-McMurry-Veres

---

**Homeland Security**

- Local law enforcement
- Homegrown terrorism/racial profiling
- Cyber-theft
- Invasion of privacy
- Does this violate our civil rights?
- How do we protect our own?
- What changes should be made?

You will have two hours to research, develop, and organize your platform; use your time wisely.

Huisenga-McMurry-Veres
HSA Presidential Campaign 2016—Student Collaboration
Images
The lesson, “Wings of Change” is a visual art unit designed to explore the contemporary art form of social practice installation art. In this lesson, students develop their creative expression, become more effective in their use of visual communication and gain appreciation for the process of collaborative artmaking. The innovative element of the project is the development of intrinsic motivation through the unit’s multi-faceted tangible processes. Students will investigate contemporary art, art history, history, and physics. Students will follow the processes of creating a social practice collaborative art piece. And in the final component, students will share their newly acquired knowledge with peers from the campus community as they teach them about the mythology of the origami crane.
Title: Wings of Change

Grades: K-12

Curriculum Area: Visual Art, Language Arts, Reading, History/Social Science, Physics, Psychology

Description of innovation, best practice, and educational materials:

“If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. We need not wait to see what others do.”

Gandhi

The lesson, “Wings of Change” is a visual art unit designed to explore the contemporary art form of social practice installation art. In this lesson, students develop their creative expression, become more effective in their use of visual communication and gain appreciation for the process of collaborative artmaking. The innovative element of the project is the development of intrinsic motivation through the unit’s multi-faceted tangible processes. Students will investigate contemporary art, art history, history, and physics. Students will follow the processes of creating a social practice collaborative art piece. And in the final component, students will share their newly acquired knowledge with peers from the campus community as they teach them about the mythology of the origami crane.

Accessing prior knowledge, the unit begins with review and practice of folding paper cranes. Students will then be introduced to contemporary artist, Isabelle Harada, who has used origami in a recent installation project. Students are asked questions like, “Why has the artist titled the project W=Fd, a physics equation? What is the purpose of using origami as the medium? What is the artist’s goal?” and so on. Working in groups, students will receive numerous articles and research topics that respond to and support the questions generated. Research topics range from social practice art, history of paper folding, the story of Sadako, history of the bombing of Nagasaki, to the physics equation for work(W=Fd). Students compile information on their subject and then share their findings with the class in an oral presentation with visual aids. Revisiting the initial questions, students evaluate the commonalities between the research subjects. Students then navigate through the process of creating and executing a social practice art installation aimed to foster positive sustainable relationships among the campus population.

At this point in the lesson, the atmosphere in the classroom changes. Tensions rise when they realize they will have to teach this information to another student outside our class. Students mentor each other freely, and practice how they will “teach” their “student” the origami crane. They brainstorm and discuss what Gandhi’s quote means and how they can foster change, first within themselves. Logistical issues are addressed such as how and where will the birds be displayed. Aesthetic choices regarding lighting, placement, and mood are addressed also. And most critically, how many birds can be made and in what time frame can it be achieved.
Standards:

This lesson is highly adaptable across the curriculum integrating language arts, reading, writing, history, physics, art history, and visual art, as well. In addition, the core subject areas could develop this into more lengthy lessons that focus on the content of their subject. The act of concisely summarizing critical information is a challenging skill and can solidify meaning through this process. As an example, physics might analyze the total amount of Work ($W=Fd$) completed by folding all the paper cranes or Language Arts could use the story of “Sadako and the Thousand Paper Cranes” as inspiration for a piece of writing.

Lesson Plan Activities:

The culminating event for this unit is to invite the campus public to visit the installation to provide an aesthetic experience, art education, and bond over a collaborative shared experience. Students will group to plan the gallery hours and how they will notify the campus of the event. Video announcements will be created and edited for the campus video bulletins. New students will be invited to the art class to learn about the project and to make their own origami crane. “Teaching” students will share the research and goals with their new “student”. They will also guide their mentee in reflecting upon Gandhi’s quote and writing an action inside the bird that will act as a reminder for personal change and growth. In preparation for “teaching”, students will make notecards to act as a guide for their presentations. During this process, students will practice with each other offering feedback on how to instruct more clearly and how to teach origami without doing it for their student. Prior to teaching the crane, students will work in groups to become experts in their area of research and to draw relationships between the themes to gain a better understanding of how artists work within many subjects and genres to create their work. Presenting their initial research as groups will help prepare each student for the later task of teaching a new student on their own. The project begins by critically evaluating the work of two contemporary installation artists, Dani Dodge and Isabelle Harada.

Assessments:

Due to the length and scope of the “Wings of Change” unit many assessments are used. A few of the strategies are activating prior knowledge with question and answer discussions, checking for understanding, fact finding research, observation of student/student and teacher/student interaction, art production, final show, and the public’s reaction to the installation. An art class is generally comprised of various learning styles, so the project is designed to encourage creative expression and offers choice within the project so students can select the approach that best suits their creative and technical strengths.

Effects on Student Learning:

I enjoyed teaching this lesson because it helps create a more autonomous art studio and an awareness of the artists’ multi-faceted role in the community. Through the processes of research, education, and practice students begin to gain confidence not just as individuals, but also as a collective. This is most noticeable when I observe them teaching someone they have never met before. There is a definite sense of pride and exhilaration when the students successfully teach the crane and then see the completed installation with hundreds of birds on display.