Never doubt that a small group of committed citizens can change the world. Indeed, it is the only thing that ever has.

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

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

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

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

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

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

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Ventura County Star

Ventura County Office of Education
John E. Tarkany
5189 Verdugo Way
Camarillo, CA 2
Ph: (805) 437-1501 • Fax: (805) 437-1503
jtarkany@vcoe.org • www.vcoe.org/ImpactII
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<td></td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
Ronald Reagan is quoted as saying, “Government’s first duty is to protect the people, not run their lives.” In A Host of Issues, a six-week unit for grades 8 and above, students unknowingly enter a future world where every aspect of life is regulated for happiness and security. Through Socratic seminar, debate, various nonfiction and fiction documents, engaging videos, collaborative groups, and artistic representations, students question and evaluate the values and morals in their community.
Lesson Plan Narrative:

Ronald Reagan is quoted as saying, “Government’s first duty is to protect the people, not run their lives.” In A Host of Issues, a six-week unit for grades 8 and above, students unknowingly enter a future world where every aspect of life is regulated for happiness and security. Through Socratic seminar, debate, various nonfiction and fiction documents, engaging videos, collaborative groups, and artistic representations, students question and evaluate the values and morals in their community.

Guiding Questions

What role does government play in our lives?
Do regulations stifle innovation?
How can we promote a quality of life in a community that reflects morally responsible individuals?

A Question of Control

The unit begins by challenging students to consider the role of others in their lives. Students participate in Give One, Get One where they record on post it notes 1-3 ideas of how parents, peers, social media and technology affect their decision making. To encourage discussion, the class watches an Edpuzzle video titled, “A Day in the Life of Federal Regulations,” and examines claims in several nonfiction articles like “Soda Tax Creates Complicated Rules,” and several engaging Edpuzzle videos regarding governmental regulations of the internet, food labeling and drones. Through political cartoons, students stretch their thinking over whether or not civilians need regulations by identifying the role of government, assessing the point of view and defending their own perspective. With partners, students create an original political cartoon.

To continue questioning the role government plays in our lives, students look at the different characteristics of utopian and dystopian societies. By analyzing vocabulary, video clips from The Matrix, and dystopian protagonists, students compare and contrast the criteria of each society, create a poster with definitions and traits and then participate in a Gallery Walk.

A Question of Risk

Armed with their insights, students analyze, question and defend our Bill of Rights in a short research project. Groups identify the ensured freedoms in our amendments; then find a current event that supports or challenges these protections. After presentations, students compare and contrast the amendments and scrutinize how they might prevent government intrusion into our private lives. Students’ focus then transitions to analyzing the Bill of Life agreement established after America’s Second Civil War set forth in the novel Unwind.
In the novel, between thirteen and eighteen, parents may choose to “unwind” their child, and donate their organs. As a prevalent theme throughout Unwind, students investigate the realities of organ donation as well as its pros and cons. After examining documents, students participate in a four corner activity where they defend their opinion with evidence, and, ultimately write an argument answering: Should we have laws governing organ donations? What impact does organ donations have on individuals and their families? Is it worth the risk?

To “flesh out” the characters, in groups, students create a visual representation followed by a presentation. Continuing to understand the characters and their conflicts, students participate in an online silent discussion. While maintaining silence, partners come to a common conclusion on such questions as “If every part of you is alive but inside someone else, are you alive or dead?” Next, pairs post their conclusions on Google classroom. Last, groups cycle through the online statements critically questioning, analyzing and evaluating the arguments made.

Eventually, it is revealed that the government has made questionable decisions regarding the transplanting of organs. To question the ethics involved, students watch the Twilight Zone episode titled, “Eye of the Beholder,” read several articles on current medical advances, and then participate in a Socratic seminar where they respond to questions like: Should face transplants be available in the future to those who wish to look different, or as the article notes, attain “a prettier, more idealized configuration”?

A Questionable Goal

Now confident in their views, the class analyzes aspects of life like perfection, freedom, and conformity suggested in Unwind and then develop thematic statements. Next, students listen to John Lennon’s “Imagine” to evaluate the benefits of seeking perfection. Then, in small groups students work through stations where they analyze the poem “The Human Abstract” by William Blake and evaluate the consequences of seeking perfection. Now students apply their thinking to the novel. What are the benefits and consequences of this society's goal of perfection? Which view of society does the Unwind community reflect? Albert Einstein’s or Albert Camus’? To continue discussing societal values, students explore a world where everyone is made equal in Kurt Vonnegut, Jr.’s “Harrison Bergeron” and watch Chandler Tuttle’s film adaptation 2081. Using the human continuum routine, students orally defend whether perfection is something a community can and should achieve.

A Question of Privacy

Interestingly enough, the phrase “right to privacy” exists nowhere in the Constitution. The Supreme Court has established, however, that privacy is a basic human right protected by several constitutional amendments. Nowhere is the responsibility of private corporations addressed. In the next lessons,
students construct thesis statements supported with both supporting and refuting evidence after examining articles on such topics as microchips, biometrics, and eye scan technology. They then argue both sides interpreting the ethical implications and appropriate actions.

The unit concludes with two culminating activities. First, students are assessed with an argumentative essay where they interpret a quote from either Abraham Lincoln, Ronald Reagan, or Thomas Jefferson, and then argue how much control the government should have over our private lives. As a moral and civic individual, what impact do you see such controls affecting a community’s quality of life? Last, after watching The Island, students debate whether they would rather live in the world of Unwind or The Island.

**Achievement and Assessment**

The unit addresses individual needs and considers a variety of learners by providing scaffolds, assessing creative thinking and adapting to multiple modalities. Student success is measured via tests, small and large group discussion, essays, claim writing, common formative assessments and completed projects.

Overall, the unit is standards based, adaptable, student-centered, engaging, and one I will continue to use. *A Host of Issues* helps students look beyond the classroom to how they fit within the social fabric of their community.

**Standards**

Common Core Reading Standards for Literature and Informational Text
Writing Standards 1 a-e, 3 a-e and 4-9
Speaking and Listening Standards 1-6
Language Standards 1-6
Additional History Social Science Standards grades 8-12
Should face transplants be available in the future to those who wish to look different, or as the article notes, attain "a prettier, more idealized configuration"?

Made with the best of intentions

"It was a very disturbing injury, because the skeleton was exposed and her jaw would move as she spoke," said Dr. Stacey Groomes, Ms. Dinoire's primary psychiatrist. "It was like looking at life and death at the same time." (Smith p. 2)

"The debate had pitted one doctor against another and sent tabloids in Britain into a frenzy." (Smith p.1)

"But the risks remain high. Her body could still reject the graft at anytime, leaving her in an even worse situation than before the transplant." (Smith p. 2)

"She could deal with looking at herself in the mirror when she was prepared, but the unexpected, looming image of herself was too disturbing." (Smith, p.2)

"Once she returned to her home, she took down the mirrors in her apartment because the sudden sight of her disfigured face was so frightening, according to her doctors." (Smith p. 2)

In my opinion, there should not be face transplants in the future. Yes, face transplants can boost someone's self esteem, but really you should love yourself for who you are because everyone is unique in their own way. I understand why people would want to change something about themselves, but having someone else's face on your face can be a bit disturbing and it can lead someone to feel themselves more insecure than before. Other than that, there could be more complications.

I think there should be face transplants available in the future because if there is someone who has been in a terrible accident and gets scratches or something really bad happened to there face they can get it fixed with transplants and it would be like nothing ever happened, but I also say no if someone wants a more structured face because everyone is beautiful in there own ways and why would you want to change that about yourself. He said he would not have taken the tissue because of
Activity 1: Organ Donation

In the ten minutes we’ve been looking at organdonor.gov, someone has been added to the national transplant waiting list. On average, 92 transplants take place each day in the U.S. However, an average of 20 people die each day waiting for transplants that can’t take place because of the shortage of donated organs. Unfortunately, only 3 in a 1000 people die in a way that allows organ donation. More progress is needed to ensure that all candidates have a chance to receive a transplant. You can help make it happen.

Statistics can be overwhelming, but remember that every number represents a person who either needs a lifesaving transplant or a person who has left a lasting legacy through organ and tissue donation. Statistics change, even daily.

Some interesting facts:

- 115,020 people need a lifesaving organ transplant (total waiting list candidates). Of those, 74,859 people are active waiting list candidates.
- 2,853 organ transplants performed so far in 2017. Total Transplants January - January 2018 as of 02/13/2018
- 1,410 donors Total Donors January - January 2018 as of 02/13/2018
- In 2017 in the state of California, 64% of living donors were women which is similar to the national average. The statistic for deceased donations is reversed.
- In 2017 in the state of California, 48.8% of all living donors were White, 10% were Black, 36.1% were Hispanic, 7.5% were Asian and 0.7% were Pacific Islander.
- As of February of 2018, the national waiting list was made up of 41.6% White, 29.1% Black, 19.2% Hispanic, 7.9% Asian, 0.9% Native American/Alaska Native and 0.5% Pacific Islander.
- In 2004, (the most recent data) there were over 2.6 million deaths in the U.S. Imagine is every one of those persons had donated organs. 1 donor can save 8 lives.
- Currently, more than 100 million people in the U.S. are signed up to be a donor-42% of the adult population.
- As of 2015, the percentage of recipients who were still living 5 years after their transplant is notes below for kidney, heart, liver and lung.
  - Kidney: 78.6%  Lung: 53.4%
  - Heart: 76.9%  Liver: 72%

From 2003-2015, the gap between the number of patients waiting for a transplant and the number receiving a transplant has continued to widen.
What observations can you make based on the graphs?

**National Wait List February 14, 2018**

![Bar chart showing the number of patients on the national wait list for different age groups](chart.png)

**Organs Donated by Deceased and Living Donors (2016)**

![Pie chart showing the number of organs donated by living and deceased donors](chart2.png)


Body Poster Activity

This activity is designed to help you “flesh out” the characters and analyze the plot development. Your task, in groups, will be to create a visual representation to help us better understand the character and how these characteristics connect.

Begin by outlining the shape of a student on the provided poster paper. Write important characteristics, experiences, and quotes all related to the assigned character placing them in strategic spots on the body (i.e. “wisdom” could go on the head, “fast runner” could on the leg, dialogue from the character could go by the mouth, etc.). Include anything that you think is important for other people to know about the character in order to help them better understand him/her. Use your character analysis sheets. Don’t forget to properly cite your evidence.

Brainstorm questions:

What does the character look like? Significant physical characteristics?
What important thoughts does the character have? Struggles?
Who are their friends/enemies?
Personality traits?
What abilities does the character have?
How is the character perceived by others? How does the character perceive himself/herself?
What experiences have influenced the character?
In sticky situations, what has the character done that helps to show who they really are and what’s important to them?
What thoughts or dialogue reveal what’s important to him or her?
Has the character changed in any way?

Body Poster Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Physical description</td>
<td>Little or no descriptions provided</td>
<td>Some descriptions provided</td>
<td>Strong descriptions provided</td>
<td>Thoughtful descriptions provided</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Thoughts Dialogue</td>
<td>Little or no thoughts or dialogue provided</td>
<td>Some thoughts and dialogue provided</td>
<td>Strong thoughts and dialogue provided</td>
<td>Thoughtful thoughts and dialogue provided</td>
</tr>
<tr>
<td>Personality traits</td>
<td>Little or no personality traits provided</td>
<td>Some personality traits provided</td>
<td>Strong personality traits provided</td>
<td>Thoughtful personality traits provided</td>
</tr>
<tr>
<td>Perception</td>
<td>Little or no perception of self and others</td>
<td>Some perception of self and others</td>
<td>Strong perception of self and others</td>
<td>Thoughtful perception of self and others</td>
</tr>
<tr>
<td>Insight</td>
<td>Little insight into character expressed</td>
<td>Some understanding of character expressed</td>
<td>Strong understanding of character expressed</td>
<td>Thoughtful understanding of character expressed</td>
</tr>
<tr>
<td>Citation</td>
<td>No evidence cited</td>
<td>Some evidence cited properly</td>
<td>Most evidence cited properly</td>
<td>All evidence cited properly</td>
</tr>
<tr>
<td>Group Participation</td>
<td>Group spent their time arguing</td>
<td>Some of the group was off task</td>
<td>Most of the group collaborated effectively</td>
<td>Group collaborated effectively</td>
</tr>
</tbody>
</table>
OPINION - PROOF

CLAIM
Find the one sentence from your section that best summarizes the author's point or claim.

CLAIM #1: RFID tags can break privacy rules.

What evidence does the author use to support his claim? Find and cite the evidence in the article.

Evidence:
Two courts by microchips can easily be intercepted and misused, by high-tech thieves. (Todd Laney, AP National Writer)

CLAIM #2: Biometric data can help catch criminals.

Evidence:

CLAIM #3: Tracking children is wrong.

Evidence:

ReadingQuest.org
Permission granted for Classroom use. All other uses inquire of jnms215@juno.com

http://www.readingquest.org
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### Thesis - Proof

#### Thesis:

<table>
<thead>
<tr>
<th>Evidence Supporting</th>
<th>Evidence Refuting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The data is going to be used in smart ways by United States not just the youth, but reduce investigations, including listeners building even bigger workhouses. (Pg. 237) - 2: Shared Vision.</td>
<td>Outlines the surge in law enforcement use of increasingly sophisticated cellular tracking techniques to keep tabs on suspects before they are caught and lead criminal cases against them by following their past movements. (Pg. 237) Collected phone calls as a witness.</td>
</tr>
</tbody>
</table>

**Conclusion**

Phone tracking is a major concern about civil liberties in a debate. "Phone tracking is a libel against liberty rights. "Bouncing evidence in the courtroom." Phone tracking in use.

---

America's focus on innovative technology is intended to increase efficiency and security. Instead, it has led to unintended and negative consequences, such as hacking and annoyances. To improve America's situation, the policies/programs should be re-examined.
Edpuzzle
A Host of Issues Video Questions
Government Regulations

Follow the links to watch the videos. Complete the questions on the provided graphic organizer.

Edpuzzle Video: “FCC Overturns Net Neutrality Regulations”:
https://edpuzzle.com/media/5a8da9761668c640d52da74d

Edpuzzle Video: “FAA Drone Rules and Regulations”:
https://edpuzzle.com/media/5a8dab6177d922410ee781e2

Edpuzzle Video: “Food Regulations”:
https://edpuzzle.com/media/5a8dac04ec327b4164b9c86c
Cartoon Frame

Create an illustration that pokes fun at, points out the irony of, or presents the humorous side of a serious political or societal issue.

Caption (should reveal the author's message)

Cartoon Frame

Create an illustration that pokes fun at, points out the irony of, or presents the humorous side of a serious political or societal issue.

Caption (should reveal the author's message)
Cartoon Frame

Create an illustration that pokes fun at, points out the irony of, or presents the humorous side of a serious political or societal issue.

Caption (should reveal the author's message)

Create an illustration that pokes fun at, points out the irony of, or presents the humorous side of a serious political or societal issue.

Uncle Sam against Scarbonator

Caption (should reveal the author's message)
# Rubric for an Editorial Cartoon

Adapted from Teacher Created Materials, Inc.

Cartoon Creator: _____________________  Peer responder: _____________________

Directions: Use the following rubric to evaluate your editorial cartoon.

<table>
<thead>
<tr>
<th></th>
<th>Self</th>
<th>Peer</th>
<th>Teacher</th>
<th>PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic is clear to the audience.</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Topic relates to current issue.</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Message is clear to the audience.</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Illustration has characters or settings that enhance the message of the cartoon creator.</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Sarcasm and/or irony is clever and clear.</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Caption is clearly written and enhances the message of the cartoon.</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>There are no spelling errors that interfere with the meaning.</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
The First Amendment:
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

The Third Amendment:
No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner nor in time of war, but in a manner to be prescribed by law.

How might the amendments prevent government intrusion into our private lives?
The Fourth Amendment

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

How might the amendments prevent government intrusion into our private lives?

The Ninth Amendment

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the peo
2. Paraphrase the poem. In your own words, explain what he is saying.
3. Complete the other annotations in stations.

“The Human Abstract”

Pity would be no more
If we did not make somebody Poor;
And Mercy no more could be
If all were as happy as we.

And mutual fear brings peace,
Till the selfish loves increase:
Then Cruelty knits a snare,
And spreads his baits with care.

He sits down with holy fears,
And waters the grounds with tears;
Then Humility takes its root
Underneath his foot.

Soon spreads the dismal shade
Of Mystery over his head;
And the Catterpiller and Fly
Feed on the Mystery.

And it bears the fruit of Deceit,
Ruddy and sweet to eat;
And the Raven his nest has made
In its thickest shade.

The Gods of the earth and sea
Sought thro' Nature to find this Tree;
But their search was all in vain:
There grows one in the Human Brain
Poetry Thinking Map

Adapted from enotes.com
4. Using the poem, evaluate the consequences of seeking perfection.

Score: 2 1 0 BLANK

5. In the novel, what are the benefits and consequences of this society's goal of perfection?
From Connor’s perspective, how would he view Einstein’s view of society? Albert Camus’?

Reflect on Albert Einstein’s society that must allow individuals to free themselves “from this prison by widening our circles of compassion to embrace all living creatures and the whole nature in its beauty.”

Societal Values

Respond to Albert Camus’ view of society that believes “The only way to deal with an unfree world is to become so absolutely free that your very existence is an act of rebellion.”

Camus’?

Would he respond to Einstein’s view? From the Admiral’s point of view, how?
"A human being is part of a whole, called by us the Universe, a part limited in time and space. He experiences himself, his thoughts and feelings, as something separated from the rest—a kind of optical delusion of his consciousness. This delusion is a kind of prison for us... Our task must be to free ourselves from this prison by widening our circles of compassion to embrace all living creatures and the whole of nature in its beauty.”

-Albert Einstein

This things are infinite: the universe and human stupidity; and I’m not sure about the universe.”

-Albert Einstein
Explain your position regarding whether it is the technology or how we use the technology that is bad. Whose job is it to see that we use all technologies wisely, the government's or ours?
The policies/programs should be
To improve America's situation.
Instead, it has led to unintended and positive consequences, such as
America's focus on innovative technology is intended to increase...
THESIS - PROOF

<table>
<thead>
<tr>
<th>Evidence Supporting</th>
<th>Evidence Refuting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The data is going to be used in various ways by different entities, not just the government, but the private interests and corporations.</td>
<td>Highlights to surge in law enforcement use of increasingly sophisticated cellular tracking tools as real-time tracking before any court ordered warrant is issued.</td>
</tr>
<tr>
<td>The surveillance can easily be intercepted and monitored by high-tech means.</td>
<td>The surveillance can be misleading and deceptive.</td>
</tr>
</tbody>
</table>

CONCLUSION

America's focus on innovative technology is intended to increase efficiency and security. Instead, it has led to unintended and negative consequences, such as increased privacy violations. To improve America's situation, the policies/programs should be rethought and reevaluated.
The Coin: Looking at both sides of an argument

After reading several articles on how personal information is collected and used, you will think about whether our rights to privacy have been compromised. This activity requires you to argue both sides of the issue.

Step 1: Take out your annotated articles and claim activity.

Step 2: Get into groups of four; you'll need a face partner and a shoulder partner.

Step 3: You will be assigned Blue or Orange; write it down.

Step 4: Blues will prepare the argument in favor of the technology created in the articles while while Oranges will prepare the opposing argument. You will work with your face partners who should have been assigned the same color.

Step 5: Use a T-chart to organize your thinking. Make sure you cite textual evidence.

Step 6: Now it's time to argue. Turn to your shoulder partner. Blues go first and you have one minute to present your strongest arguments in favor of the technology. You may not interrupt your partner, but you may take notes.

Step 7: Now it's time to switch roles. Orange has one minute to argue your strongest claims. Blue should listen carefully for any weaknesses to their argument while taking notes.

Step 8: Return to your original face partner. You have five minutes to review both of your notes and discuss the weaknesses in the opposition's argument. Strategize how to best to refute their claims.

Step 9: Each shoulder partner has 1 additional minute to address the weaknesses in their claim and counter it with additional evidence.

Step 10: Now, with your shoulder partner, you will examine the issue logically and draw your own conclusions about the laws Congress should create so that private companies protect our privacy also.

Step 11: Share with the class
Template: Unwind Argumentative Paper

Opening/Introduction

"__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

It was at that moment I realized ______________________________________

America's focus on innovative technology is intended to increase ___________________ and
________________________. Instead, it has led to ___________________ and ___________________

consequences, such as ___________________. To improve America's situation, the __________ should be

__________________________________________

1st body paragraph: 1st argument

While some believe that ________________________,

this is not the case. Upon further investigation ________________________

__________________________________________________________

__________________________________________________________

Admittedly, __________________________ has a large influence on ________________________ because

__________________________________________________________
But, (your first thesis point or claim in support of your argument goes here) ____________________________

____________________________________________________ clearly plays an important role. According to ____________________________,
(cite your evidence from the articles read; include specific quotations) ____________________________


In addition, as a citizen, ____________________________


Even though __________________________ affects __________________________


Thus, ____________________________


2nd Body Paragraph: 2nd Argument

   Despite __________________________ actions, there are other factors that influence __________________________.

For example, __________________________


When the article titled " __________________________ " states, __________________________
As a result, __________________________________________.

_________________________________________________________________

Although ________________________________________________________

_________________________________________________________________

When ____________________________________________________________

_________________________________________________________________

Each decision is a result of _________________________________________

_________________________________________________________________

3\textsuperscript{rd} Body Paragraph: Counterargument

However, not everyone agrees that ____________________________________

For example, ______________________ might claim that ________________________

(Provide support/evidence. Refer back to specific evidence from the articles to convince them that their concern is invalid.) In reality, ____________________________________________

_________________________________________________________________

_________________________________________________________________

Furthermore, while ________________________________________________
Because of ____________________________, ____________________________

Conclusion (Now, write your concluding paragraph. You should restate your thesis statement here, but do not repeat it word for word) ____________________________

In Unwind, Neal Shusterman presents the idea that (thematic idea) ____________________________

(statement about thematic idea) ____________________________

(qualifying clause) in order to ____________________________ when ____________________________

(Conclude with a thoughtful statement about Unwind or government’s influence on our lives.) ____________________________
## Argumentative Score Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th>NS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
<td><strong>4-Point</strong></td>
<td><strong>Argumentative</strong></td>
<td><strong>Balanced</strong></td>
<td><strong>Smarter</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Organization/Purpose</strong></th>
<th><strong>Evidence/Reasoning</strong></th>
<th><strong>Conclusion</strong></th>
<th><strong>Organization/Structure</strong></th>
<th><strong>Grammar/Spelling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>of Purpose</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>of Topic</strong></td>
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<tr>
<td><strong>English Text (includes copied)</strong></td>
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<tr>
<td><strong>insufficient</strong></td>
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<td><strong>inadequate</strong></td>
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<td><strong>limited</strong></td>
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<td><strong>adequate</strong></td>
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<td><strong>clear and the Focus</strong></td>
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</tbody>
</table>

**Note:** The score is based on the evaluation of the argumentative aspects, including evidence, reasoning, conclusion, organization, and grammar/spelling. Each aspect is rated from 1 to 4 based on the criteria provided.
### Argumentative Writing Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th>Score</th>
<th>NS</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>Performance Task</strong></td>
<td><strong>Writing Rubric</strong></td>
<td><strong>Argumentative</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence/Elaboration**
- Inclusion or relevance of evidence that supports the argument
- Use of source material and at least two different sources
- Clear expression of ideas and conclusions
- Use of transitional words and phrases

**Usage/Structure**
- Clear organization of ideas
- Use of a logical structure
- Effective use of evidence

**Word Choice/Style**
- Appropriate word choice
- Clear and concise language

**Voice/Clarity**
- Effective use of voice
- Clear expression of ideas

**Organization/Development**
- Clear and effective development of ideas
- Use of evidence and examples

**Support/Argumentation**
- Use of evidence to support points
- Clear and logical arguments

**Introduction/Conclusion**
- Effective introduction
- Conclusion that ties it all together

**Conclusion/Conclusion**
- Clear conclusion
- Effective use of evidence

**Common Core Standards**
- CCSS Writing 1
- CCSS Writing 2
- CCSS Writing 3

**Key Ideas**
- Clear expression of ideas
- Use of evidence

**Supporting Details**
- Use of evidence
- Clear and logical arguments

**Organization/Development**
- Clear and effective development of ideas
- Use of evidence and examples

**Support/Argumentation**
- Use of evidence to support points
- Clear and logical arguments

**Introduction/Conclusion**
- Effective introduction
- Conclusion that ties it all together

**Conclusion/Conclusion**
- Clear conclusion
- Effective use of evidence
<table>
<thead>
<tr>
<th>Conventions</th>
<th></th>
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</table>

**Performance Task Writing Rubric (Grades 6-11)**

**Argumentative**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Off-topic</th>
<th>English Language (includes capitalization, punctuation, grammar usage, and spelling)</th>
<th>Conventions</th>
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<tbody>
<tr>
<td>NS</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Score**

**Holistic Scoring**

- Density: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.
- Severity: Basic errors are more heavily weighted than higher-level errors.
- Variety: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.

**Balanced Smarter**
Unwind Argumentative Essay

"Government's first duty is to protect the people, not run their lives" - Ronald Reagan. The government often claims "we're doing this for your own good" but that's only half the story. According to Reagan himself, government tends to look the wrong direction when it comes to protecting the interests of the people. It was at that moment I realized there is a fine line between protecting and controlling. America's focus on innovative technology is intended to increase efficiency and security. Instead, it has led to an increase in espionage and fraud. Resulting in negative consequences such as credit card fraud, government spying, and unfair advantages for third party users. To improve America's situation, the RFID tags should not be put into place.

While some believe that government microchips benefits outweigh the risk they have not dived deep into the personal safety violations these little tags possess. Upon further investigation it was found that microchipped products can obtain information for databases connected to credit and bank cards. Credit card fraud is a huge problem according to Mark Rasch former head of the computer-crime unit of the U.S. Justice Department. He says "With tags in so many objects, relaying information to databases that can be linked to credit and bank cards, almost no aspect of life may soon be safe from the prying eyes of corporations and governments. Once information gets out into databases like that your account numbers and personal information can be easily accessed.

Despite big corporations committing fraud there are other factors that influence this argument. For example government spying is one of the biggest issues, the American people have always feared the government becoming too powerful so this is exactly what we do not need. According to the article "Is RFID Tracking You" published to CNN "The dark side of RFID is surreptitious access" says Bruce Schneier, a security expert with Counterpane Internet Security Inc. "When RFID chips are embedded in your ID cards, your clothes, your possessions, you are effectively broadcasting who you are to anyone within range," he said. "The level of surveillance possible, not only by the government but by corporations and criminals as well, will be unprecedented. There simply will be no place to hide." Take it from one of the Founding Fathers "My reading of history convinces me that most bad government results from too much government." Thomas Jefferson.
However, not everyone agrees that these little chips could be so harmful. For example, some might claim that microchips help improve efficiency throughout your daily life from warning about expired milk, cutting shopping lines, to even sensing how long certain foods need to be microwaved for. While this holds some truth, the argument is that these benefits don’t outweigh the risk. My credit card information is not worth a couple minutes less inside your local Trader Joes. Furthermore, on top of the government you have to worry about private investigators, marketers, and lawyers building a case against you. Because of this the majority of the public will have a disadvantage against those in a position of power.

As the years go on our country has made a ton of technological advancements, most recently microchipping which was intended to make life alot easier, but possesses serious risks concerning privacy. In Unwind, Neal Shusterman presents the idea that when government grows to strong and people fall to conformity it brings along rebellion and havoc. In order to prevent this from happening we must stick towards are moralistic and constitutional values, stopping the government from infringing on our privacy. As we progress forward look back at history and don’t allow it to repeat itself, keep our government under control!
"No man is good enough to govern another man without the other's consent." (Abraham Lincoln) When quoting this he thought that government can't control or get information without someone's permission. Also the people have the right to their private lives. It was at that moment I realized that the government is putting out new technology that invades our privacy. America's focus on innovative technology is intended to increase security and businesses. Instead, it has led to unintended and negative consequences, such as giving out your information, follow your movements, and steal identity. To improve America's situation, the programs should be removed or be limited.

While some believe that government purpose might be to protect us, this is not the case. Upon further investigation the government tags most things in stores with microchips. This microchips may be called RFID, they're shaped as squares and have built in antennas. Admittedly, technology has a large influence on our shopping experience because many people may not know about the RFID when they're buying their supplies they need. But, however there's people that know about it, they have a hard time shopping. This clearly plays an important role in our everyday lives. According to Todd Lewan a AP national writer, reposts that “RFID doorways could scan your purchases automatically as you leave”(Lewan “Microchips Everywhere” Jan 29,2008)... In addition, as a citizen, we should have the right to have a private live in when shopping. "All the while, silently reporting data to marketers, eager to peek into the occupants private lives” (Lewan “Microchips Everywhere” Jan 29,2008). Even though technology affects our everyday lives, it should not be used against us. Everyone should get notified about
microchips through the government. Thus, the government should limit themselves to private not
getting too much information.

Despite the government's actions, there are other factors that influence in protecting our
identity. For example, you never know when a identity theft occurs. The SFID gives another chance for
someone to get a hold of your information. "Microchips can easily be intercepted, and misused, by high
tech thieves" (Lewan "Microchips Everywhere" Jan 29,2008).When the article titled " Microchips
Everywhere" state's, " difficult to know who is getting what data"(Lewan "Microchips Everywhere" Jan
29,2008)... As a result, the industry tries to give a promise to not share your information you never know
about thieves. Although you feel protected you may never be too sure. Also the RFID connects with your
credit card which the thieves can get a hold of it too. When paying with your cards it's another risk you
take. "...relaying information to database that can be linked to credit and bank cards" (Lewan
"Microchips Everywhere" Jan 29,2008). Each decision is a result of you getting tracked get your identity
stolen, or even your live looked into.

However, not everyone agrees that the government may not be protecting us.

For example, cops might claim that the microchip helps them track someone down but don't give out
information. In reality, you don't know where your information goes to. "The industry has long promised
it would never use this technology to track people. But these patent records clearly suggest
otherwise"(Lewan "Microchips Everywhere" Jan 29,2008). Furthermore, while you feel safe buying
whatever you want but there may be a cost. In reality no one has a private live. The government can
keep tabs on you doesn't matter what what you are doing. Because of the government position, they can
look into your live sometimes even without consent. We all have to be careful in what we may be doing
because we never know if the government is building something against you.
Technology was suppose to increase our safety but in reality it can get us into more trouble. We need to put more limits or maybe even remove the RFID. We should feel like we have a right to have freedom and not always being alert. In *Unwind*, Neal Shusterman presents the idea that freedom would be really felt until government lets us not worry about being tracked all the time. In order to get our right back we should protest or just try to avoid anything with a microchip, it may be hard but it’s worth your privacy. The government has an influence on our lives because they might be controlling it.
"Government’s first duty is to protect the people, not ruin their lives.” Ronald Reagan. The government has lines that they shouldn’t overstep. The point of the government is to control problems, not people or their lives. It was at that moment I realized technology can be damaging, and the government should give us some leeway. America’s focus on innovative technology is intended to increase safety and security. Instead, it has led to unintended and negative consequences, such as many people think that it’s an invasion of privacy, loss of trust in the government, and control issues. To improve America’s situation, the policies should be monitored.

While some believe that technology and tracking can be good, this is not the case. Upon further investigation, technology scars people sometimes because they feel that their privacy is being invaded. Admittedly, the government has a large influence on how people feel about technology because they control most technology and have influence and laws over it. But, the fact that people are afraid of having no privacy clearly plays an important role. According to Cell phone Data In Use, “Cellphone raising concerns about civil liberties in a debate that pits Public Safety against privacy ‘rights ’browsing in the courtroom. In addition, as a citizen, you should know that “data is going to be used in unintended ways by third parties.” A Future Vision (p. 237) Even though government affects society, it’s the people who control how they feel about technology and how it’s used. Thus, they can somewhat control what goes on with technology within their jurisdiction.

Despite the government’s actions, there are other factors that influence society’s paranoia towards technology. For example, people have begun to worry about false information, who gathered it, and who has access to it. When the article titled “FBI prepares vast biometric data bases” states, that
privacy alleviates worry about false information being stolen. As a result, they’re scared that the
government would abuse people’s eye scans and fingerprints.

Although there’s nothing to worry about, you can’t help being careful and precautious. They can’t help
but be paranoid because of how trustworthy each decision is.

However, not everyone agrees that the government is a good thing. For example, some might
claim that the government has too much power and they abuse it. In reality, the government does have
a lot of power. But the other two branches of government check and balance themselves. Because of
this, there is no reason to be paranoid about the government abusing our info.

Security and safety are important in this society, there are many negative things about the
government, but, they can be fixed. In Unwind, Neal Shusterman presents the idea that fear controls the
power of the people in order to get them to unwind their “problem” kids and not feel guilty about it. The
thing about our government is that you don’t realize how much the government affects society until it’s
too late, so I feel we should have a better balance and check system.
"Government's first duty is to protect the people, not run their lives." -Ronald Reagan.

The government could not control what you do. You get protection and able to run your own life. The government can still give rules. America's focus on innovative technology is intended to increase ideas and security. Instead, it has led to knowledge and positive consequences such as protection, wisdom, and jobs. To improve America's situation, the politics must be supported.

While some believe that the government doesn't protect us as much, this is not the case. Upon further investigation the government actually protects us really well. Admittedly, government has a large influence on security because they have access to our electronics and in some cases our cars. But, the government does not protect you as much as their technology yet it clearly plays an important rule. According to The Seattle Times, "Be careful for the safety risks to face with RFID." In addition, as a citizen, some cases of the use of RFID tags are great for theft protection. Even though theft affects companies, if a RFID tag is installed it can take a burglar off the streets and prevent the businesses from losing money. For example, If a tag is installed on a piece of clothing it will be activated until you have purchased the piece of clothing and if a burglar walks out with the item it will go off while they pass the detectors at the exit.

Thus, RFID tags has little consequences yet there is much good in them.

Despite government actions, there are other factors that influence education. For example, in school classrooms the use of smart boards, computers, projectors, etc..., allows children to learn all at the hand of their fingertips. When the article titled "The Pros and Cons of Technology in the Classroom." States, "technology gives children the ability to learn in ways
their parents and grandparents never had." As a result, today's student has immediate access to answers and research at the click of a button. Although technology can be a distraction to a classroom there are still teachers to keep students on track when they are working on projects or lessons. Each decision is a result of the government's desire to encourage technology in classrooms.

However not everyone agrees that security is a weakness in our technology. For example, hackers might claim that there is always a weak point in technology. In reality, there will always be weakness with security in technology it just matters how well it could be fixed. Furthermore, while hackers will still try to break privacy barriers the government will continue to add or make fire walls stronger. Because of the weakness in technology, we will always have flaws but the government will make them harder to find. In conclusion, privacy will not always be 100% secure but our technology inventors will keep it really hard to access.

To conclude the story "Unwind" technology could be used in futuristic ways.
District: Oxnard Elementary School District
School: R.J. Frank Middle School
Participant(s): Rob Merritt
Debbie Maulhardt

Lesson Plan Title: A Picture Paints 1,000 Words: Connecting Students' Background Knowledge to the Content
Lesson Plan Grade Levels: 6; 7; 8
Lesson Plan Subject Areas: History/Social Sciences

Background knowledge is the glue that makes learning stick. Visual thinking skills (VTS) enhance background knowledge. Visual thinking strategies are a teaching methodology, which uses image curriculum to access background knowledge and develop reading comprehension, vocabulary development, oral language skills and curiosity.
Background knowledge is the glue that makes learning stick. Visual thinking skills (VTS) enhance background knowledge. Visual thinking strategies are a teaching methodology, which uses image curriculum to access background knowledge and develop reading comprehension, vocabulary development, oral language skills and curiosity.

This State Standards based unit integrated the social sciences of American History: Western Expansion; The Louisiana Purchase, The War of 1812, and Indian Removal with Graphic Arts and Technology. We easily accomplished this innovative unit with all of our 8th Grade Basic Students, Special Education Students (RSP) English Language Learner Students (ELL), and the ELL New Comers. (New Comers are students who have been in U.S. schools for less than two years.)

“Collaboration allows us to know more than we are capable of knowing by ourselves.” I teach 8th grade Basic Classes and my partner teaches EEL New Comer classes. To achieve differential instruction with our diverse classes, we shared our best practices with each other. He shared his teacher-made textbook outline strategies and textbook map adaptations with me and I shared technology with him.

He and his students taught the VTS: I see, I think, I wonder to my classes and my students taught his New Comers the VTS of digital collage making through Pic Collage. My students taught his New Comers how to use www.studystack.com. Together our classes merged as newfound friends. Using VTS teams studied and mastered key vocabulary cooperatively, while developing academic language and social skills. We paired up the students and they met three times as peer-teachers. They learned by doing, peer-to-peer. Children of the same age, one better skilled than the other, interacting and helping one another to pursue the learning activity was very powerful socially and academically. Especially since the ELL New Comers were able to be the teachers too.

The VTS strategy, “I see, I think, I wonder.” This is where the teacher presents the class with a historically significant primary piece of artwork, and the teacher leads the students through a directed process of visual thinking. Students expressed in writing and then orally, what they saw in the artwork, what they thought or deduced, and what they wondered or still had questions about. This was a great way to introduce a topic and create an anticipatory set. It also was effective at the end of a section to summarize a topic.

“A picture paints a thousand words.” When a proficient student reads a text, they are visualizing the content, using their background knowledge. The students we work with are not proficient, so we have to scaffold the vocabulary in our students’ reading assignments. We devised a strategy for students to identify and illustrate key people, places and events as they read the text. This structuring of the reading enabled students to comprehend and visualize what they were reading to maximize comprehension. Then we had our students pick from the vocabulary they had learned and create a Pic Collage.

“Maps, even before you understand them, your brain is drawn to them.” We used maps to further bridge the learning gap. While many skills have become obsolete in the digital age, map reading remains an important tool for building students spatial reasoning skills and helping them make sense of the world. We read and discussed the maps in the textbook. Students were given directions on how to create their own maps. These maps were loosely based on the ones in the textbook we guided them through the map-making process. We taught them how to make one map out two maps in the book. In doing so students connected spatial ideas.
Throughout the unit we watched documentaries and the students took Cornell notes or they took notes by the, “Give one fact, get one fact.” Documentaries can bring the world to students in very real ways through storytelling, which is the oldest form of teaching.

Finally, our classes had a basic knowledge on the topic, all the students except the “New Comers” went into an in-depth study of the topic. Using the free website www.ducksters.com students chose articles of their own interest from two headings: Western Expansion; People and Frontier Life and Native Americans; Tribes, Culture and People. Students read the articles, took notes and wrote essays. Based on words in these articles that students needed clarified, they independently practiced their VTS by making Pic Collages. In this way, the unit became individualized.

“It’s cool to be recognized by your peers!” When the students published their books, they exchanged their books with their peers. The readers listed all the new facts they learned from a student’s report and then wrote the author a nice comment, which was very rewarding for the publishers.

“In crafting a book, there are no mistakes, only creations of personal expression and individual points of view.” This book-making celebrated curiosity, resourcefulness and problem-solving, all in service to the act of creation. Not coincidentally, “curiosity” sits atop Bloom’s Taxonomy of learning. This project wasn't about a report, it was about creating a unique unit of study for their classmates. It was about students using what they knew about the topic and building upon it by learning from their peers.

One thing that surprised me when I surveyed the students was that the vast majority had never published a book before. They really enjoyed the artistry of spacing, font, sizing, drawing, cutting, gluing, and editing that went into their published final products. (Note that “create,” is on the top of Blooms Taxonomy.)

Now that the students understand, their assignments are not only being turned in, but being available as products to publish in a unit of study, their individual assignments have become more meaningful and they tended to put more thought and effort into their tasks, at hand. At its best, this book-making allowed the students to follow their own interests and passions and create something that was uniquely theirs, while applying the knowledge that they had gathered about technology, art and the social sciences.
The Western Expansion

Nice and neat &
Victoria

Work sample
from a
"Basic
Student"
US expansion

You will be reading about the Westward Expansion, through the Louisiana Purchase. The Westward Expansion started when Daniel Boone explored Kentucky for the first time and ended when the government announced all the western lands are explored in 1890. The US bought the Louisiana Territory in 1803 when Napoleon offered to sell it for $15 million. Congress didn't support the offer and argued that with new Orleans, this famous Natchez Trace, and Clark, started an expedition to travel westward and found the Pacific Ocean and Missouri River. The President at the time was Thomas Jefferson. James Madison, a future president, wanted to finagle to make a deal. Before the Louisiana Purchase was bought, it was part of a larger river called the Mississippi River. A Jeffersonian was leader of the Territory before the Treaty was signed before France. Spain was in control. The Louisiana Territory was 828,000 acres of land and later became 15 states. In conclusion, the US Congress bought the Louisiana Purchase for 15 million but now worth around 233,000,000 in today's currency.

Chapter 5 sec 4
Essay

You will be reading about the battle of 1812 during the era of Thomas Jefferson. Jefferson and Britain were high during James Madison took office. In June 1812, Congress declared war on Britain for control. The Americans were not prepared because of its weak military. The Britons later move by creating Naver and had 135 warships. In August 1812, Americans and the British fought for control of the Great Lakes. In 1813, a sailor called the Constitution, the Old Ironsides, because British sailors bounced off their ships. In July 1812, General William Hull took control of American troops and invaded Canada and Creek warriors invaded southern American settlements in summer of 1813. Later in March 1814, British troops marched into Washington D.C. and fought the Americans. The fighting ended on September 13, 1814, and a peace named "Truce Scott Key" wrote the Star-Spangled Banner which later became the national anthem in 1931. The War of 1812 ended on Christmas Eve 1814, when both sides signed the Treaty of Ghent. Ruth of the war gave us the national anthem and our country's dual control of the Great Lakes.
You will be reading about Sacagawea during the Lewis and Clark expedition. Sacagawea was a Shoshone native born in 1788. When she was born, she was kidnapped by a French trapper named Fourcroy Chouteau. John Chir Sacagawea joined a expedition with explorers Lewis and Clark. She had a huge impact on the expedition because she served as an interpreter and translator. She also taught men to find edible roots and knew most of the land. Along the way, she found the tribe where she was kidnapped and saw her brother who later supplied horses and materials for the expedition. The expedition continued to the Rocky Mts and wasn’t easy because it was cold and she had to carry a baby. Sacagawea also kept peace with the natives because she was a woman with a baby so it wasn’t a war party. When the party finally reached the Pacific, Sacagawea was amazed by the view and saw a beached whale. The journey took a long time and no one knew what happens to her after. In conclusion, Sacagawea helped along the expedition but
Sioux Nation

You will be learning about the Sioux tribe. The Sioux nation was a large group of Native American tribes who lived on the Great Plains. The Sioux lived homes called Tipis which were cone shaped made of Bison hide. The Bison was a major part of life and culture. The Sioux didn't get their food from farming but mostly hunting.

The Sioux were made of 3 tribes, the Eastern, the Western Dakota and the Lakota. Two famous leaders were Sitting Bull and Red Cloud. When Europeans introduced horses, the made life for the Sioux much more easier. Bison were large and dangerous animals which took bravery and cunning to hunt.

In conclusion, the Sioux were a fierce tribe but in modern day states where would the Sioux be? In modern day states, the Sioux would be in North and South Dakota, Wisconsin, and Minnesota.

Indian Removal

You will be learning about the Indian Removal. The Indian Removal was an event about Andrew Jackson moving Indians westward. Andrew Jackson was most responsible for this event and few many who died in their tribe. The Cherokee argued so they enlisted a fight against the Creek and later ok to the Supreme Court. Nearly a quarter of the Cherokee tribe was lost in the Final of Tears, Indians were mostly removed for land and Jefferson thought it would stop a future problem. When Jackson took office, the Jacksonian Democracy was created. This Democracy was for political participation of Jackson and added more middle and lower class men. In conclusion, the Indian Removal was an event that moved the Indians westward for more land.
3. Winter 1804-1805: The explorers spend their first winter with Mandan Indians, a fur trader, and an Iroquois chief. Sacagawea joins the expedition.

2. August 1804: Lewis meets with local Otoe and Missouri Indians and guarantees military protection and trading rights for Pembo.

5. November 1805: The expedition reaches the Pacific Coast. Upon reaching the coast, all the members of the expedition are extremely happy and mighty glad. They kept a journal in camp.
Native Fracture 1750-1810
- Shawnee, Penobscot
- Wampanoag, Narragansett
- Iroquois, Haudenosaunee
- Mohican, Susquehannock
- Seneca, Lenape, Poquoson
- Fox, Miami
- Cherokee, Creek
- Shawnee, Chippewa
- Natchez, Kansas
- Mississippian, Chickasaw
- Kickapoo, Seminole

Key:
- American Victory
- American Forces
- British Victory
- British Forces
- Land lost 1750
- Land lost 1783-1784
- War of 1812
- Canada Lost

Teacher-Made Test
(Based on common knowledge taught)
Your project is really good.

-Alan Balderas

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The Era of Thomas Jefferson

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Thomas Jefferson Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1776</td>
<td>Jefferson writes the Declaration of Independence.</td>
</tr>
<tr>
<td>1779</td>
<td>Jefferson becomes an agent in France.</td>
</tr>
<tr>
<td>1789</td>
<td>Jefferson is elected vice president under President John Adams.</td>
</tr>
<tr>
<td>1803</td>
<td>The Louisiana Purchase doubles the size of the United States.</td>
</tr>
</tbody>
</table>

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Work sample from an ESL student.
The Louisiana Purchase.

You will be learning about Westward expansion through Louisiana Purchase. $15 million dollars was 3 cents an acre. Westward expansion began in 1803 and ended on James Madison. U.S. President traveled to France to make the deal. Napoleon was the leader of France at the time of the purchase. U.S. paid $15 million for the Louisiana Territory. The land of the Louisiana Purchase was to the west of Mississippi River. Spain owned the land before France. Some historians claim that Napoleon had no right to sell Louisiana Territory.

In conclusion, the Louisiana Territory would have cost $315,000,000. Spain owned the land before France took it. The United States acquired a large area of land from the French.

Daily Life on the Frontier.

You will be learning about Daily Life on the Frontier. In order to survive, the entire family needed to work. Native Americans often help the settlers.

One thing a farmer had to do when starting his farm is build a barn. Farmers make from dye water and ash soap. A typical job for a frontier child is getting water, tending the fire, milking the cow, and churning cream. Frontier children attend school on winter and summer.

In conclusion, I think they had a hard work. All their family had to work to survive. Childrens get to attend school all year and not just on winter and summer.
The Era of Thomas Jefferson

Today you will be learning about Britain and what they did in the Era of Thomas Jefferson. You will also be learning about what happened in 1812, 1813, and 1814. In 1809, tensions with Britain were high when James Madison took office. Also about the war, Americans were angry at Britain for harming Native Americans in the northwest. Americans resented the continued impressment of American sailors by the British. Henry Clay of Kentucky and John C. Calhoun of South Carolina became leaders in the House of Representatives. New Englanders' not wanted war because they believed war with Britain would harm American trade. In June, 1812, Congress declared war on Britain. Summer 1812, Creek warriors attacked several southern American settlements. March 1814, Jackson defeated the Creeks at the Battle of Horseshoe Bend. In 1831, Congress, made it the national anthem of the United States.

In conclusion I think Britain made a lot of things in V.S. By 1814 Britain had tired of war. In the United States we don't have battle with Britain.
November 1805: The expedition reaches the Pacific Coast.

August 1805: Lewis proceeds ahead on main party and walks through Lemhi Pass to cross the Continental Divide.

Winter 1804-1805: explorers spend their winter with Mandan Indians for trader and his Sho
can口 join expedition.

May 1804: The expedition begins its voyage up the Missouri River.
Today you will be learning about tribes and regions. You will learn what they did. Also, you will learn what they shared.

The two famous Californian tribes were Mohave and Miwok. Six tribes made up the Apache. Tribes such as the Nez Percé and the Salish built their homes from cedar planks in the Northwest. The Native Americans that live in the Southeast were good farmers who tended to stay in one place. These groupings were generally based on peoples that shared the same culture, language, religion, and politics. There are over 100 thousands tribes in the United States.

In my conclusion, I think tribes and regions live a good life. A lot of tribes shared the same thing. In the United States, we don't have tribes anymore, but I think we do have regions.
The War of 1812
$ Land Taken from
Native Americans
Teacher-Made Test
(Based on common knowledge taught)

Daily Life on the Frontier

Lewis and Clark on the trail

Louisiana Purchase

Pic Collages

Open
In November 1805: The expedition reaches the Pacific coast. Upon glimpsing his goal for the first time, Clark notes "great joy in camp." In his journal.

August 1805: Lewis proceeds ahead of main party and walks through Lemhi Pass to cross the Continental Divide.

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**English Language Learner (ELL)**

A "Newcomer" Work Samples

- United States
- Louisiana Purchase
- Spanish Territory
- Oregon Country

- Lewis and Clark, 1804-1805
- Pike, 1805-1806
- Pike, 1806-1807
English Language Learner (ELL) 
a "Newcomer" 
Work Samples
The era of Thomas Jefferson

1. A: The Louisiana Purchase and Lewis and Clark

Big question: Why was the expedition and or Lewis and Clark important to the U.S.?

a. Jefferson focused on reducing the size of the federal government.

The Nation Looks West

b. By 1800 more than 1 million settlers lived between the Appalachian Mountains and the Mississippi River.

c. Most western settlers were farmers.

d. Farmers relied on the Mississippi River to ship their goods to the port at New Orleans where the goods were loaded on ships.

e. Spain, which controlled the Mississippi River and New Orleans.

f. The Pinckney Treaty guaranteed Americans right to ship their goods down the Mississippi River to New Orleans.

g. In 1801 Jefferson discovered that Spain had negotiated the transfer of New Orleans and the rest of Louisiana territory to France.

The Louisiana Purchase

A. Surprise Offer

h. President Jefferson decided to try to buy the city of New Orleans from the French.

i. France offered to sell the United States not only New Orleans but also the Louisiana Territory.
J. The United States not only bought the whole Louisiana Territory for $15 million.

K. The Louisiana Territory included an enormous area stretching from the Gulf of Mexico to Canada and from the Mississippi River to the Rocky Mountains.

Jefferson's Dilemma

L. Jefferson's serious problem was that the Constitution nowhere states that the President has the power to buy land from a foreign country.

M. The Constitution allowed the President to make treaties.

Lewis and Clark Explore the West

N. An expedition is a long and carefully organized journey.

O. Jefferson chose Meriwether Lewis to lead the Exploration, and Lewis chose William Clark as his co-leader.

P. The men were ordered to report back on the geography, plants, animals, and other natural features of the region.

Q. The expedition was also to make contact with Native Americans west of the Mississippi and to find out if a waterway existed between the Mississippi River and the Pacific Ocean.
Into the Unknown

1. In the spring of 1804, Lewis and Clark left St. Louis, and headed up the Missouri River.

5. In early July they met Native Americans for the first time.

+ Sacagawea was a Shoshone who would travel with them and serve as translator.

Crossing the Rockies

7. A continental Divide is the place on a continent that separates river systems flowing in opposite directions.

At the Pacific

1. In November they sailed the Pacific Ocean.

3. They began the return journey in March 1806.

Pike's Expedition

X. Zebulon Pike explored the Southern part of Texas in 1807.

+ Spanish troops arrested the members of Pike's party as spies.
Big Question: What caused the war of 1812?

- The move toward war
  a. James Madison took office in 1809.
  b. Americans were angry at Britain for arming Native Americans in the northwest.
  c. Americans also represented the continued impressment of American sailors by the British.
  d. Nationalism is pride in one's country.
  e. Henry Clay of Kentucky and John C. Calhoun of South Carolina became leaders in the House of Representatives.
  f. War Hawks are those who were eager for war with Britain.
  g. Many New Englanders believed war with Britain would harm American trade.
  h. In June 1812, Congress declared war on Britain.

- Early Days of the War
  i. Providing Native Americans with support was one way of protecting Canada against an American invasion.
  j. Jefferson's spending cuts had weakened American military strength: the navy had only 16 warships ready for action; and many of its officers were poorly trained or too old for combat.
  k. A blockade is the action of shutting a port for road to prevent people or supplies from coming into an area or leaving.
  l. By 1814, the British navy had 135 warships blockading.
In August 1812, the USS Constitution defeated the British warship Guerriere. British artillery fire bounced off the thick wooden hull.

American sailors nicknamed the Constitution Old Ironsides because British artillery fire bounced off the ship's thick wooden hull.

The war in the west and south

- In the west, the Americans and British fought for control of the Great Lakes and the Mississippi River.

Invasion of Canada

- In July 1812, American troops invaded Canada from Detroit.

Conflict in the south

- In the summer of 1813, Creek warriors attacked several Southern American settlements.
- In March 1814, Jackson defeated the Creeks at the Battle of Horseshoe Bend.

Final Battles

- The British attack Washington and Baltimore
- In August 1814 a British force chambered into the city of Washington DC, the nation's capital.
- On September 13th, 1814 Francis Scott Key washed The Star-Spangled Banner.

On 1985, Congress made The Star-Spangled Banner the national anthem of the United States.
The war Ends

v. On Christmas Eve 1814 the two sides signed the Treaty of Ghent which ended the war.

vi. In January 1815 General Andrew Jackson won a stunning victory over the British at the Battle of New Orleans.

Protests and peace

vii. In December 1814 a group of Federalists met in Hartford, Connecticut and suggested that the New England states secede or withdraw from the United States.

\[ \text{Secede means withdraw (or separate from)} \]
Nice report Daniel.
Matthew Escamilla

Your report is really neat.
-Heaven Navarro

9 Products = A+
1: May 1804: The expedition begins its voyage up the Missouri River

2: August 1804: Lewis meets with local Oto and Missouri Indians and guarantees them military protection and trading rights in exchange for peace

3: Winter 1804-1805: The explorer spends his first winter with Missouri Indians. A fur trader and his party stay with the Osages.

Key:
- United States: 1803
- Louisiana Purchase
- Spanish Territory
- Oregon Country

Notes:
- Lewis proceeds east at main party and settles through Kansas Pass to cross the Continental Divide.
- November 1803: Lewis proceeds east at main party and settles through Kansas Pass to cross the Continental Divide.
- August 1805: Lewis proceeds north at main party and settles through Kansas Pass to cross the Continental Divide.
Today, you will be reading about the daily life of a frontier in the Westward Expansion. The daily life of people living on the frontier was filled with hard work and difficulty. A farmer had to first build a barn when starting a farm. All of the family had to work on a farm for them to survive. Farmers used lye, water, and ash to make soap. Frontier children attend school in winters and summers. John Deere invented the steel plow in 1837. The Native Americans often helped settlers. Frontier people held dances for entertainment. In conclusion, frontiers faced a difficult life.

Today, you will be learning about Sacagawea. Sacagawea was an explorer, interpreter, and guide. She was born in 1788 in the Lendr Valley of Idaho. Sacagawea is most known for being a guide and interpreter for explorers. Armstrong Lewis and William Clark. Sacagawea was a member of the Shoshone tribe when she was a child. Toussaint Charbonneau owns Sacagawea, he was also a French trapper. Sacagawea had her brother when they passed Shoshone. Sacagawea brought her two-month-old son on the long journey to the west coast. Lewis and Clark set out for the Pacific Ocean with Sacagawea. She died in 1812 in Fort Liscio, North Dakota. In conclusion, it was Sacagawea refused to help the expedition would fail. Now you know a few facts about Sacagawea.

The War of 1812

Essay

You will be reading about westward expansion through the Louisiana Purchase. Westward expansion began in 1803 when Daniel Boone explored Kentucky for the first time. The United States made the Louisiana Purchase in 1803. James Madison traveled to France to make a deal. Napoleon was the leader of France at the time of purchase. The U.S. paid $15 million for the Louisiana Territory. Lewis and Clark are famous explorers who traveled up the Missouri River to the Pacific Ocean. Thomas Jefferson originally set out to purchase the land little part city of New Orleans, he was also the U.S. president at the time of purchase. The land of the Louisiana Purchase was west of the Mississippi River. Spain owned the land before France. In conclusion, the expansion ended in 1880 after the U.S. Government announced that Western lands have been explored. The country now had 49 states. It currently has 50 states.

You will be reading about the era of Thomas Jefferson. Thomas Jefferson was the second president of the United States. Henry Clay and John C. Calhoun became leaders in the House of Representatives. America and Britain resented each other. Americans hated Britain for being the Native Americans and the continued imprisonment of American soldiers. Congress declared war on Britain. New Englanders didn't want war because they believed it could harm American trade. United States was not ready for war because of Thomas Jefferson's spending cuts. They had 11 warships and 7,000 men who were poorly trained or too old to fight. In August, the USS Constitution defeated the British warship Guerrière in a fierce battle. In 1814, Andrew Jackson defeated the British.
Today, you will be reading about the Sioux Nation. The Sioux Nation is a large group of Native American tribes that traditionally lived in the Great Plains. The Sioux were fierce warriors. They rode on horses and used spears and bows and arrows as weapons. Only men who had earned the right through an act of bravery could wear a grizzly bear claw necklace. Sitting Bull was a famous Lakota chief and medicine man. Sioux artwork includes buffalo hide paintings and detailed beadwork. Red Cloud was a famous Sioux war chief who led them to victory over the US Troops in the Red Cloud War. Some Sioux grew crops like corn, squash, and beans, however the majority of the Sioux gained most of their food from hunting. The women wore dresses made from deerskin. They would decorate them with rabbit fur. The men wore leggings and buckskin skirts when it was cold. In conclusion, the Sioux Nation had a pretty tough life. Now you know a few facts of the Sioux Nation.
The War of 1812 and Land Taken from Native America.

**22 Native American Tribes**
- Miami
- Erie
- Kickapoos
- Leni-Lenapes
- Susquehannocks
- Mahicans
- Pequots
- Iroquois
- Moraviantz
- Wampanoags
- Penobscots
- Abenakis
- Seminoles
- Natchez
- Creeks
- Chickasaws
- Cherokee
- Ogees
- Shawnees
- Kansas
- Missouris
- Pawhawns
- Iowas
- Illinois

**KEY**
- Land Lost 1750
- Land Lost 1750-1784
- Land Lost 1784-1814

**American Forces**
- America Victories
- British forces

Daniel Reyes
2-15-18
Period 8
Social Studies
Our moderate/severe Special Day Class recently explored the Arctic wilderness across multiple academic domains, and recreated the Arctic tundra in our own classroom! Our students utilize an alternate special education curriculum that addresses the unique needs of students through simplified language and visual representations of key concepts. We wanted to take our curriculum’s theme and expand upon it. Through web-based research, project-based learning, and artistic representations, students gained a deeper understanding of the Arctic climate and the unique challenges that face the plants, animals, and people who inhabit the cold desert landscape of the northern hemisphere. Over the course of the trimester: students viewed documentaries, conducted research, wrote reports, participated in experiments, and artistically represented their learning to advance their understanding of the curriculum.
Arctic Adventures

Our moderate/severe Special Day Class recently explored the Arctic wilderness across multiple academic domains, and recreated the Arctic tundra in our own classroom! Our students utilize an alternate special education curriculum that addresses the unique needs of students through simplified language and visual representations of key concepts. We wanted to take our curriculum’s theme and expand upon it. Through web-based research, project-based learning, and artistic representations, students gained a deeper understanding of the Arctic climate and the unique challenges that face the plants, animals, and people who inhabit the cold desert landscape of the northern hemisphere. Over the course of the trimester: students viewed documentaries, conducted research, wrote reports, participated in experiments, and artistically represented their learning to advance their understanding of the curriculum.

We began our exploration of the Arctic by creating a Know, Want to Know, Learned Chart in order to activate students’ prior knowledge and set learning goals. After creating our K,WK,L chart, we read the curriculum based science essay about life in the Arctic. During a classroom discussion of the essay, we discovered that none of the students have ever been to the snow and they weren’t sure what kinds of animals lived in the Arctic.

The students expressed a desire to learn more about the types of animals that inhabit the Arctic, so we watched a series of documentaries about animals that survive this harsh terrain. After viewing the documentaries, students went online to research Arctic animals and how they adapt to survive. Students wrote/dictated essays about an Arctic animal of their choice. As a class, we wrote reports about polar bears. We learned about the layer of fat that insulate the bears from the elements. In order for students to better understand the insulative properties of fat, we conducted an experiment to see how fat keeps the bears warm. Students coated their hand and upper arm in Crisco to simulate the fat that polar bears store to keep warm. We then dipped our fat-coated arms into a bucket of ice and cold water to simulate the coldness of the Arctic Ocean. We quickly discovered that fat definitely has insulating properties that keeps the cold at bay!

Our class decided that we would like to create an “Arctic habitat” in our own classroom. We decided to transform our classroom into a winter wonderland by creating a mural and other artwork to cover the walls. We began by painting a winter landscape and then drawing and coloring animals to place inside the winter scenery. As we added to the mural, we covered many different math concepts (counting, addition, more than/less than, and the position of the animals). The students created a large mural that showcased Arctic animals they researched as well as the types of trees that grow in the Arctic Tundra. Then students placed fluffy cotton around the room in giant “snow drifts”. This was the start of our classroom’s transformation into the world of the Arctic.
After learning about walruses and seals that can survive the icy waters of the Arctic Ocean, we created a “walrus and seal beach”. Students painted and water colored walruses and seals. We hung these on the wall to make a “beach” where these animals rest after swimming and hunting in the ocean. Another section of the classroom was devoted to Arctic foxes and owls. These animals were given their own snowy “habitat”. As we worked on the animals and seals, the students followed multi-step directions and worked on positional vocabulary (the nose goes under the eyes, the tusks go under the nose, etc.)

We read the book, *Owl Moon* and then created wintry landscapes inspired by the book using the concept of negative space and watercolors. Students created a winter forest and then placed Arctic foxes that we made out of paper plates inside the wintry woods. In a separate section of the room, we displayed Arctic animal dioramas the students made that featured the animals we had studied. Once our room had been transformed visually we decided we needed to incorporate the other senses to make it truly Arctic!

Our transformation was nearly complete, but there were a few more details we wanted to add to make sure it was the most Arctic-like adventure we could have! We decided to turn on the air conditioning to emulate the chilly air of the Arctic. We also decided to incorporate our hearing sense, so the students found a youtube video of an Arctic blizzard to play in the background; now our room even sounded like the Arctic! As a final thought, one student asked if we could turn the lights off for half the day to replicate the darkness of the winter in the Arctic. Once we had all the elements in place, we were ready for our Arctic Adventure!

Part of the alternate curriculum that students in our SDC participate in involves learning about skills necessary for independent living including social skills and health/hygiene.

Students arrived at school wearing the scarves they had made as part of a speech lesson. We turned the lights in our classroom off, turned on the blizzard soundtrack and air conditioning, and began our day in the Arctic! Students took turns reading their animal reports and sharing books about the Arctic. Half-way through the day, we turned the lights back on and welcomed the “spring and summer” into our Arctic world. As part of our life-skills cooking lesson we made hot chocolate to sip on in throughout our Arctic Adventure day. It was evident from the smiles and questions about when we could do it again that the students had a great time. They can’t wait for our unit on the rainforest and the chance to turn our room into a “jungle”!
Standards addressed in this unit

ELA

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.
- 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.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Science:
  - Use maps, globes and Internet resources to obtain information on various locations (major cities, states, countries, mountains, oceans, etc.).
  - Recognize and use maps for different purposes (physical, political, weather, etc.).
  - Compare geographical (land, water, climate) and human made (buildings, jobs) characteristics of different regions (e.g., desert or forest; farmland or city; New York, or California).
  - Describe positive and negative consequences of changes to the environment (roads, buildings, etc.).
  - Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
  - Make observations to determine the effect of sunlight on Earth’s surface.
  - Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
  - Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

- Math:
  - Describe positions of objects and shapes in the environment with positional vocabulary (in, on, under, beside, etc.).
  - Compare two- or three-dimensional shapes and describe their similarities and differences.
  - Count a number of objects.

- Transition Standards:
  - Recognize and apply appropriate grooming habits and practices on a regular basis.
  - Apply and manage use of time in the context of real-world situations.
- Recognize and apply appropriate health habits and practices, including nutrition, fitness and health care.
- Demonstrate expressive skills to participate effectively in a social exchange.
- Demonstrate appropriate use of interpersonal communication skills in work, community and daily living situations.
"Civic engagement is defined as individual and collective actions designed to identify and address issues of public concern". -The New York Times

Who could've ever predicted the extreme challenges our nation and community would face this school year? A tumultuous government, the "me too" movement, local fires, mudslides, and school shootings just to name the BIG ones. These challenges provided great opportunity for learning. While not every school year will come with such epic happenings, there will always be local, national, and global opportunities for civic engagement from students.
CIVIC ENGAGEMENT THROUGH FIGURATIVE LANGUAGE

"How can I get involved and make a difference if I'm not old enough to vote?"- 8th grader

"Do I need a signature? Like, to get a license or to vote? I don't even know cursive so how can I have a signature?"-Concerned 8th grader

"I want to write this letter to show my support to this major event but I forgot how to correctly address an envelope and I'm not sure I know my address."-7th grader with an embarrassed tone

"What does this assignment have to do with my real life?"-8th grader

SUMMARY

"Civic engagement is defined as individual and collective actions designed to identify and address issues of public concern". -The New York Times

Who could’ve ever predicted the extreme challenges our nation and community would face this school year? A tumultuous government, the "me too" movement, local fires, mudslides, and school shootings just to name the BIG ones. These challenges provided great opportunity for learning. While not every school year will come with such epic happenings, there will always be local, national, and global opportunities for civic engagement from students. Students connect to curriculum and work that meets their needs and interests but as teachers, we face the challenge of trying to cover a vast range of material while making it interesting and engaging. While today’s teens are constantly told they’re our only hope (no pressure!), they’re also seeking hope, role models, and inspiration. The spirit of these lessons is to teach/practice some real life skills such as letter writing, respectful debating, peaceful protesting, and engaging in the world around us while simultaneously learning about key English standards such as figurative language. Sometimes this involves messy conversations with varying opinions and political views. It’s heavy stuff! But we can walk through these muddy waters together and find ways to engage in the world around us through writing, speaking, art, the past, and our expectations for the future.
GUIDING QUESTIONS

What is figurative language and how can it be used as a powerful writing tool?

How can I write a meaningful letter to an elected official to promote support or change?

How can I write a letter or create art that expresses empathy and gratitude for those who have helped others in a time of need/disaster?

How can I be a peaceful protester/activist while strongly representing my opinion?

INNOVATION

Some of my IEP students had major learning curves to overcome while navigating the text to speech features on Google docs while writing their letters. This is a helpful tool to practice using.

Students consistently benefit from the guidance of researching online using direct and specific searching techniques as not to waste time and energy being too general and vague.

Students experimented with using the Grammarly app we subscribe to on all of their written assignments, even when using note catchers. It assists them with proofreading and editing.

Our class Viewsonic proves to be a tool with endless features and weekly, we’re experimenting with this 21st century tool. It came in handy for viewing the youtube videos together, class discussions, and layered note taking and group outlining for writing assignments and note taking on the screen big enough for all to see. We also utilize Google Classroom on a daily basis for assignment and grade communication.

We used facetime on our i pad to have meaningful discussion and receive tips from a local, female lawyer on how our writing can be used effectively in civic engagement.
LESSONS AND ACTIVITIES

Stage 1- Combined with the happenings around us filtering in from personal experience, the news, social media, and more, we viewed inspiring and hopeful TED talks and youtube videos to inspire action on our level with student driven interests/concerns leading the way. We drew inspiration from historical letters from the past that influenced change.

Stage 2- We researched figurative language in all its forms and created resources to keep it in mind when needed for our writing. Students acted out figurative language, created posters, and experimented with and discussed its power. We practiced all skills necessary to write a proper letter, sign it with a cursive signature, and correctly address envelopes. Our previous practice with persuasive and argumentative writing also came into play. A local loyal expert was face timed in to give tips when it came time to writing to elected officials for any cause.

Stage 3- The fun part! We put our inspiration and new knowledge of figurative language to work. Students wrote letters, created peaceful protest signs, practiced a “sit in” and a “die in” for an upcoming walk out in their future. Students had the choice to create uplifting art for fellow peers in the nation recovering from tragedy.

ASSESSMENT

Each completed writing letter assignment in this project must have an "NN Rubric" completed along with at least one "Self Evaluation/Peer Proofread Rubric" before it’s published/sent. This reinforces the workshop, supportive atmosphere that gives them valuable experience with editing tools and collaborative, self evaluative and 21st century skills and practices, creating high quality work.

STUDENT LEARNING AND ACHIEVEMENT

7th/8th grade quotes:
"I've always wanted to protest or walk out but I've never had the chance to."

"I feel like I might make a difference writing a letter like this."

"Now I see how there are many sides to this complicated issue."
STANDARDS

Literacy-7.1-7.3, 7.4D-7.6
Literacy.R.I-8.4
Literacy.RH.6-8.4
Speaking and Listening-8.1-8.2, 8.4
Theater-2.0 Creative Expression
Visual Arts-2.0 Creative Expression
VIDEO AND WEBSITE RESOURCES

**"How To" Youtube video for clear demonstration of addressing an envelope in 3 steps:**
https://www.youtube.com/watch?v=7I7c67KM4FA

*Community Tool Box Website: Writing Letters to Elected Officials*

*Youtube videos that can inspire students to be kind citizens, and to get civically engaged:

"Video that will change your life. I have no words left."
https://www.youtube.com/watch?v=PT-HBl2TVtI

"How To Change The World (a work in progress) | Kid President"
https://www.youtube.com/watch?v=4z7gDsSKUmU

*TED Talks to inspire civic engagement and activism:
https://www.ted.com/topics/activism*
Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here today? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? and am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express devout gratitude for the blessings resulting from your independence to us?...

But, such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common.-The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought life and healing to you, has brought stripes and death to me. This Fourth July is yours, not mine. You may rejoice, I must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak today? If so, there is a parallel to your conduct. And let me warn you that it is dangerous to copy the example of a nation whose crimes, towering up to heaven, were thrown down by the breath of the Almighty, burying that nation in irrecoverable ruin! I can today take up the plaintive lament of a peeled and woe-smitten people.


After reading the speech, please answer the following questions on a separate sheet of paper:
-What does the Fourth of July Celebrate?
-Who wrote the speech?
-What was the location and date of the speech?
-Who was the audience for this speech?
-What was the reason for this speech? What was the significance of this speech?
-What is Douglass saying concerning African Americans in relation to the Declaration of Independence?
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-What is Douglass saying concerning African Americans in relation to the Declaration of Independence?
Excerpt of Letter From Abigail Adams to John Adams

I long to hear that you have declared an independency—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice or Representation.

That your Sex are Naturally Tyrannical is a Truth so thoroughly established as to admit of no dispute, but such of you as wish to be happy could, if particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no voice or Representation.

I have a Question to ask, which I am surprised to find no Place in your Race of Beauty so immodestly ask. Is it agreed I...
Go to the "Community Toolbox" website link posted on your Google Classroom page.

Community Tool Box Website: Writing Letters to Elected Officials

| Record 10 bullet point notes about "Writing Letters to Elected Officials" (observations, findings, key points). You must reword this info in your OWN words. | Record at least 5 questions, wonders, concerns, or appreciations about the website. Write in complete sentences. |
Name: __________________________

Note Catcher for Signature Practice

<table>
<thead>
<tr>
<th>Write your signature slowly.</th>
<th>Try writing your signature quicker.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
NOTE CATCHER: HOW TO ADDRESS ENVELOPE IN 3 STEPS FROM YOUTUBE VIDEO

Pretend the box below is the front of your envelope you’re mailing. Take notes on the 3 required steps demonstrated in the video by writing on the front of this practice envelope.
TO: MONTECITO FIRE PROTECTION DEPT.

C/O FIRE CHIEF

595 SAN YSIDRO RD
MONTECITO, CA 93

STUDENTS ADDRESSING ENVELOPES PRACTICE
<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>My letter has a clear theme/focus. Identify the point of the letter here: (For example, letter of complaint to an elected official)</td>
<td></td>
</tr>
<tr>
<td>I dated my letter in the upper left.</td>
<td></td>
</tr>
<tr>
<td>I have an opening in the upper left.</td>
<td></td>
</tr>
<tr>
<td>I wrote at least 3 paragraphs.</td>
<td></td>
</tr>
<tr>
<td>I included a closing and signature.</td>
<td></td>
</tr>
<tr>
<td>I ran it through Grammarly.</td>
<td></td>
</tr>
<tr>
<td>I proofread it.</td>
<td></td>
</tr>
<tr>
<td>A peer proofread it.</td>
<td></td>
</tr>
<tr>
<td>I addressed any peer suggestions.</td>
<td></td>
</tr>
<tr>
<td>This is my best work.</td>
<td></td>
</tr>
</tbody>
</table>

COUNT UP POINTS OUT OF 20 TOTAL POSSIBLE

0 points= Didn’t do it
1 point= Did part of it or a “kind of” reply
2 points= Clearly did this
# Self Evaluation Rubric for Our Letters of Gratitude to the Thomas Fire and Mudslide First Responders

<table>
<thead>
<tr>
<th>Rubric Item</th>
<th>Points</th>
</tr>
</thead>
</table>
| My letter has a clear theme/focus. Identify the point of the letter here:  | 0 points= Didn’t do it  
| (For example, letter of appreciation/gratitude to...)                      |         |
| I dated my letter in the upper left.                                       |         |
| I have an opening in the upper left.                                       |         |
| I wrote at least 3 paragraphs.                                             |         |
| I included a closing and signature.                                       |         |
| I ran it through Grammarly.                                                |         |
| I proofread it.                                                            |         |
| A peer proofread it.                                                       |         |
| I addressed any peer suggestions.                                          |         |
| This is my best work.                                                      |         |

**COUNT UP POINTS OUT OF 20 TOTAL POSSIBLE**
# SELF EVALUATION RUBRIC FOR OUR LETTERS OF SUPPORT TO PARKLAND SHOOTING SURVIVORS IN FLORIDA

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>My letter has a clear theme/focus. Identify the point of the letter here:</td>
<td>0</td>
</tr>
<tr>
<td>(For example, letter of sympathy to...)</td>
<td></td>
</tr>
<tr>
<td>I dated my letter in the upper left.</td>
<td></td>
</tr>
<tr>
<td>I have an opening in the upper left.</td>
<td></td>
</tr>
<tr>
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<td>I addressed any peer suggestions.</td>
<td></td>
</tr>
<tr>
<td>This is my best work.</td>
<td></td>
</tr>
</tbody>
</table>

**COUNT UP POINTS OUT OF 20 TOTAL POSSIBLE**
NOTE CATCHER: IDENTIFY THE FIGURATIVE LANGUAGE

In each box below, identify the type of figurative language you used in your letter. You must name the figurative language and directly quote your writing to provide a clear example. You must use at least 3 DIFFERENT kinds of figurative language. Use our word wall as a resource.

1. Name the figurative language used: ________________________________

Cut and paste it here:

2. Name the figurative language used: ________________________________

Cut and paste it here:

3. Name the figurative language used: ________________________________

Cut and paste it here:
7/8 NON NEGOTIABLES (NN's)-These are the NN's we agreed upon as a class. I can check off each item that applies to my completed work. I can write my name on this and evaluate my writing making sure to complete and check off each box.

<table>
<thead>
<tr>
<th>7th &amp; 8th Grade-</th>
<th>I can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalization</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use Grammarly to help edit</td>
</tr>
<tr>
<td></td>
<td>• capitalize the first word of each sentence</td>
</tr>
<tr>
<td></td>
<td>• capitalize the word I</td>
</tr>
<tr>
<td></td>
<td>• capitalize names and other proper nouns</td>
</tr>
<tr>
<td></td>
<td>• lowercase all letters that are supposed to be lowercase</td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use Grammarly to help edit</td>
</tr>
<tr>
<td></td>
<td>• end each sentence with a period, question mark, or exclamation point</td>
</tr>
<tr>
<td></td>
<td>• use commas appropriately</td>
</tr>
<tr>
<td></td>
<td>• use apostrophes appropriately</td>
</tr>
<tr>
<td></td>
<td>• use quotation marks with dialogue and citing literature</td>
</tr>
<tr>
<td>NN Spelling Words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use Grammarly to edit</td>
</tr>
<tr>
<td></td>
<td>• read it aloud to myself or a listener to proofread</td>
</tr>
<tr>
<td></td>
<td>• correctly spell any terms present on paper, terms relevant to subject matter, common spelling words (because, maybe, already, etc.)</td>
</tr>
<tr>
<td></td>
<td>• spell common homophones (are/our, to/too, their/there/they're, etc…)</td>
</tr>
<tr>
<td></td>
<td>• use/spell contractions appropriately (your/you’re)</td>
</tr>
<tr>
<td>Neatness/Craftsmanship</td>
<td>Turn in…(hit “turn in” and submit on G.C. if required)</td>
</tr>
<tr>
<td></td>
<td>• writing formatted correctly with margins</td>
</tr>
<tr>
<td></td>
<td>• red margin line on left side of lined paper with wide margin on top if handwritten</td>
</tr>
<tr>
<td></td>
<td>• title centered on top line of paper</td>
</tr>
<tr>
<td></td>
<td>• name and date on top right or indicated area</td>
</tr>
<tr>
<td></td>
<td>• indented paragraphs</td>
</tr>
<tr>
<td></td>
<td>• staple paper in upper left corner if turning in by hand</td>
</tr>
<tr>
<td></td>
<td>• best work, must be legible and easy to read</td>
</tr>
<tr>
<td></td>
<td>• proper size and font of typed writing specified by teacher, <strong>two sided</strong> if typed/printer used</td>
</tr>
<tr>
<td></td>
<td>• edited papers, spell checked, rubric completed if required</td>
</tr>
</tbody>
</table>
FIGURATIVE LANGUAGE NOTE CATCHER

Work in your table groups to take notes. This note catcher will be used as a resource to create an infographic poster for the class wall as a resource for correctly using figurative language.

<table>
<thead>
<tr>
<th>What is figurative language? Provide a definition in your own words in a complete sentence/s.</th>
<th>List at least 8 different kinds of figurative language and provide a clear example. You may draw cartoons, pictures, words, phrases, or list quick notes as a reference for your group to “act it out” when it’s your turn to share.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Creating figurative language resources for our info/word wall.
Acting out figurative language.
Figurative language
info/word resource
wall.
Student (group work)

figurative language

research / share
Making peaceful protest posters using figurative language.
Students making posters to use in an upcoming walk out. They're incorporating figurative language.
Students creating posters using figurative language for peaceful protest.

- Idioms
- Metaphor
Creating art to show support to Florida students.
Practicing "die in" for scheduled 3/14 walk out honoring Florida students.
2018 Ventura County Impact II Grant

District: Ventura Unified School District
School: E.P. Foster School - STEM Academy
Participant(s): Tanya Juarez
Wren Kada

Lesson Plan Title: Exploring How Sound Travels
Lesson Plan Grade Levels: 1
Lesson Plan Subject Areas: Science (Amgen Category)

The estimated duration of this unit is three weeks. Students will first begin with lessons on the five senses. Following the lesson on sense of hearing, students will investigate sound waves and how they travel through different forms of matter. After different activities exploring how sound travels, students will participate in two different labs where they will choose variables that may affect the transmission of vibrations that help carry the sound waves to our ears. Finally, students will participate in the science practice of sharing their data to create a class chart analyzing the information they gathered.
Exploring How Sound Travels and Developing Science Practices

The estimated duration of this unit is three weeks. Students will first begin with lessons on the five senses. Following the lesson on sense of hearing, students will investigate sound waves and how they travel through different forms of matter. After different activities exploring how sound travels, students will participate in two different labs where they will choose variables that may affect the transmission of vibrations that help carry the sound waves to our ears. Finally, students will participate in the science practice of sharing their data to create a class chart analyzing the information they gathered.

Week One - Pre-lab Sense of Hearing:

Students shake toilet paper tubes filled with things that sound differently when shaken (beads, pasta, pencil top erasers and buttons) in order to guess what is hidden inside. Different colored tissue paper differentiate the toilet paper tubes containing the various objects. Enough toilet paper tubes are provided, so that students can work in teams of two. Students are learning to predict what is inside the tube using their sense of hearing. Students are praised for writing down their predictions and then for correctly writing down what was actually inside of the tube. It is important that students learn that there is no right or wrong prediction or hypothesis (in the upper grades), but that as long it is an educated guess based on background information or on information gathered then it is a good prediction.

Prior to the actual lab, students need to learn that sound waves can travel through different mediums including solids, liquids and gases. Listed below are some ways to have students learn and explore how sound travels in waves through different forms of matter.

As a pre-assessment, students complete a Scientific Practice Worksheet to identify whether they think sound is traveling using real world connections. For example, when they see a mouth speaking, a standing tree or a baby sleeping. First grade students circle either yes or no. This pre-assessment allows the teacher to understand initial background knowledge and any misconceptions that are prevalent.

Week Two - Exploration Stations with Visible Thinking Strategies

Students make observations at different stations that demonstrate how sound travels.

1. **Rice Can** - Use a large open coffee tin can; cover the top tightly with plastic wrap and a rubber band. Place a spoonful of rice over the plastic wrap. Ask students what do they observe about the rice? Ask for a volunteer to clap underneath the tin can without touching it. Have students watch for any movement from the rice. Ask students again what did they observe about the rice? Ask for different volunteers to clap closer or louder near the can. Is it the pushing of air moving the rice or is it the sound waves? To prove that the sound waves are moving the rice use a speaker and play music under the can. Then loosen the plastic wrap, so it is not tightly covering the can. Does the rice move as much when the the plastic wrap is loose?
(Concept-Sound makes vibrations; sound can travel through air)

2. **Tuning Forks**- Use a clear plastic tub and fill it ¾ full of water. Once you hit a tuning fork, quickly place it in the water for a precise movement. Ask students what they observe once you hit the fork and what happens when it is placed in the water? Can they still hear the sound produced when it is inside the water? What causes the water to jump out of the tub? (Concept-Vibrating materials can make sound; sound can travel in water)

3. **Cans with different string length**- use different tin can telephones with different string lengths. Which string length allows sound to be heard the loudest?

4. **Handbells**- Get 8 colored handbells (purchased from Lakeshore) and place them on a table out of order. Have students test each one to hear the different sounds produced. Have students compare two colored bells. The ___________ bell has a higher pitch than the ___________ bell. The ___________ bell has a lower pitch than the _______________ bell. Have students order the bells from lowest to highest pitch.

5. **Water Music**- Fill 4 to 5 glass bottles with different amounts of water. Use a wooden pencil to tap the sides of the bottles. Have students hit the side of the bottles and test which bottles produce the higher and lower sounds. (Concept- pitch can be changes by increasing or decreasing the size of a column of air, regulating the height of vibrating column can produce a musical scale).

6. **Can sizes**- Set-up 4 tin cans of different sizes. Use a pencil to tap the sides of the cans. Have students hit the side of the cans and test which can produces the highest and lowest pitch. Which can has the lowest sound? (Concept- size affects pitch. The smaller the instrument, higher the number of vibrations per second that occur. Therefore, producing a higher pitch).

7. **Radio and plastic**- Set up a small radio and place a piece of plastic wrap on top of the speaker. Observe any movement from the plastic when the volume is on low. Turn up the volume on the radio and observe what happens to the plastic. What caused the plastic to vibrate? (Concept-sound travels through waves and makes vibrations, air is limited)

8. **Table sounds**- Do this experiment in pairs. Have one student place their ear on the table while the second student taps the table 2 feet away. Can sound be heard through wood? Test further distances away. (Concept- sound can travel through a solid)

Students should begin to see that there are patterns to the way sound travels. The tighter the rubber band is stretched the louder the sound it makes when it is plucked. The different amounts of water in the glass bottles will make different sounds. The louder a sound is heard, the stronger the vibration can be seen or felt.

**Week Three - String Telephone Lab**
With teacher direction, students plan and conduct two investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. (NGSS 1-PS4-1)

The lab begins with first looking at a phenomenon. How can we hear someone speaking through a tin can attached to a string that is attached to another tin can? Are the sound waves traveling through the string? What happens when the string is not stretched tight?

Students will design two labs to test different variables. The first lab will answer the following question: If we change the type of container what will happen to the amount of sound that we can hear? After gathering and analyzing their data, students will perform the final lab in order to gather data to answer the second question: Does the size of the cup make a difference? How could we test that? A classroom chart based on their gathered data is made to help answer their lab questions and to generate new questions for testing at home.
## Scientific Method

<table>
<thead>
<tr>
<th>Date</th>
<th>Scientists always write the date before beginning any experiment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a Question</td>
<td><strong>?</strong>  How can we guess what is inside the tube using our senses? How can we make a prediction based on evidence?</td>
</tr>
<tr>
<td>Use Senses</td>
<td>Which senses will you use? What will you be describing? It sounds ..... small, big, like plastic, dull, and sharp</td>
</tr>
<tr>
<td>Write a prediction using your data..</td>
<td>I think that ......</td>
</tr>
<tr>
<td>Draw your prediction and then explain what we discovered.</td>
<td>We discovered that ............</td>
</tr>
</tbody>
</table>
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<td>Draw your prediction and then explain what we discovered.</td>
<td>We discovered that ..........</td>
</tr>
<tr>
<td>Fecha</td>
<td>Científicos siempre escriben la fecha antes de empezar.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Haz una pregunta</td>
<td>¿Cómo podemos adivinar lo que está adentro del tubo usando nuestro sentido?</td>
</tr>
<tr>
<td></td>
<td>How can we make a prediction based on evidence?</td>
</tr>
<tr>
<td>Usando los sentidos</td>
<td>¿Cuáles sentidos vamos usar? ¿Qué vamos a describir?</td>
</tr>
<tr>
<td></td>
<td>small, big, like plastic, dull, and sharp</td>
</tr>
<tr>
<td>Escribe una predicción usando la información colectada</td>
<td>Yo pienso que ......</td>
</tr>
<tr>
<td>Dibuja su predicción y después explica lo que descubriste</td>
<td>Yo descubrí ......</td>
</tr>
<tr>
<td>Fecha</td>
<td>Científicos siempre escriben la fecha antes de empezar.</td>
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<tr>
<td>Dibuja su predicción y después explica lo que descubriste</td>
<td>Yo descubri ......</td>
</tr>
</tbody>
</table>
What’s inside the tube?

- **beads**
- **buttons**
- **paper clips**
- **erasers**
- **macaroni**

In the ________________ tube there are ____________.
In the ________________ tube there are ____________.
In the ________________ tube there are ____________.
In the ________________ tube there are ____________.
In the ________________ tube there are ____________.
¿Que hay adentro del tubo?

botones  clips de papél
cuentas

 borradores  macaroni

En el ________________ tubo hay____________.
En el ________________ tubo hay____________.
En el ________________ tubo hay____________.
En el ________________ tubo hay____________.
En el ________________ tubo hay____________.
## Sense of Hearing

<table>
<thead>
<tr>
<th>Color of tube</th>
<th>We think ...</th>
<th>Let’s check ..</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image.png" alt="Image of a tube" /></td>
<td><img src="image.png" alt="Image of a thinking character" /></td>
<td></td>
</tr>
<tr>
<td>Color del tubo</td>
<td>Yo pienso ...</td>
<td>Es ...</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>-------</td>
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</tbody>
</table>
Whispering Through Tin Cans

1) What do you think will happen to the sound of someone whispering through a tin can?

Circle all the possible answers.

- I will hear a buzz.
- I will hear a hum.
- I will hear the whispered words.
- I will not hear anything.

2) Does shortening the string affect the sound? **YES** or **NO**

3) The larger the string, the _________ sound.
   (higher, lower)

Whispering Through Tin Cans

What do you think will happen to the sound of someone whispering through a tin can?

Circle all the possible answers.

- I will hear a buzz.
- I will hear a hum.
- I will hear the whispered words.
- I will not hear anything.

2) Does shortening the string affect the sound? **YES** or **NO**

3) The larger the string, the _________ sound.
   (higher, lower)
LAB #1: If we change the type of container what will happen to the amount of sound that we can hear?

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<tr>
<td><strong>Cup Material:</strong></td>
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<td><strong>Paper Cup</strong></td>
</tr>
<tr>
<td>(changing variable)</td>
<td>3 meters</td>
<td>3 meters</td>
</tr>
<tr>
<td><strong>String Length:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(constant)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Predict which cup will vibrate and carry a louder whisper to your ear. Write your prediction below.

I predict that a whisper will cause a vibration and travel through a **____________________cup**, so that I can hear a spoken number.
TALLY SHEET (3 trials for each type of cup)

Can hear  Cannot hear

Styrofoam cup telephone (Trial A)

<table>
<thead>
<tr>
<th>Can hear</th>
<th>Cannot hear</th>
</tr>
</thead>
</table>

Paper cup telephone (Trial B)

<table>
<thead>
<tr>
<th>Can hear</th>
<th>Cannot hear</th>
</tr>
</thead>
</table>

GRAPH YOUR TALLY MARKS - color the number for each

<table>
<thead>
<tr>
<th>Number of marks</th>
<th>Styrofoam Cup</th>
<th>Paper Cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results

From the tally marks, I understood that the ______________________cup

allowed _______________ sound than the _______________cup

(more / less)
for making a telephone.

**CLASS GRAPH**

_________students found that styrofoam cup caused the string to vibrate louder.

_________students found that the paper cup caused the string to vibrate louder.

_________students found that the sound was equal in both cups.
LAB #2: Does the size of the cup make a difference? How could we test that?

If we change the ________________ what will happen to how much we can hear?

<table>
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<tr>
<th>Variables</th>
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<th>Trial B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cup Material: (constant)</td>
<td>Paper</td>
<td>Paper</td>
</tr>
<tr>
<td>Cup Size: (changing)</td>
<td>Large</td>
<td>Small</td>
</tr>
<tr>
<td>String Length: (constant)</td>
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</tr>
</tbody>
</table>

I predict that a whisper will cause a vibration and travel through a ________________cup, so that I can hear the spoken number.
TALLY SHEET (3 trials for each type of cup)

Can hear

Large cup telephone (Trial A)

Cannot hear

Can hear

Small cup telephone (Trial B)

GRAPH YOUR TALLY MARKS - color the number for each

<table>
<thead>
<tr>
<th>Number of marks</th>
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<th>Small Cup</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Results

From the tally marks, I understood that the _______________ cup

allowed __________ sound than _______________ cup

(more / less)

for making a string telephone.

**CLASS GRAPH**

_________ students found that large cup caused the string to vibrate louder.

_________ students found that the small cup caused the string to vibrate louder.

_________ students found that the sound was equal in both cups.
Scientific Practice Worksheet: Is the sound traveling?

Circle YES if the statement is demonstrating sound traveling. Circle NO if the statement is not demonstrating sound traveling

1. Mouth speaking ____________________________ YES ____________ NO

2. Drum being hit ____________________________ YES ____________ NO

3. Standing tree ____________________________ YES ____________ NO

4. Phone and ear listening ____________________________ YES ____________ NO

5. Baby sleeping ____________________________ YES ____________ NO

6. In order to have sound, you need ____________________________.

Práctica Científica Hoja de Trabajo: Está el sonido viajando?
Circula SI cuando la declaración demuestra sonido viajando. Circula NO cuando la declaración no demuestra sonido viajando.

1. boca hablando

2. pegando un tambor

3. un arbol parado

4. Teléfono y oreja escuchando

5. Bebe durmiendo

6. De manera de tener sonido, necesitas tener ________________________________
Exploring How Sound Travels - Lab

Target Grade: 1st
Teacher Prep Time: 20 minutes
Lab Time: 2 hours

Learning Goals:
- Students will know that sound is produced by vibrating materials.
- Students will build and test cup telephones to investigate sound over a distance.

NGSS:
- 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Disciplinary Core Ideas
  - PS4.A: Wave properties
    - Sound can make matter vibrate, and vibrating matter can make sound.
  - PS4.C: Information Technologies and instrumentation- People also use a variety of devices to communicate over long distances.

Cross Cutting Concepts
- Cause and Effect: Simple tests can be designed to gather evidence to support or refute student ideas about causes.
- Patterns: Observed patterns of forms and events guide organization and classification, and they prompt questions about relationships and the factors that influence them.

Science and Engineering Practice: Planning and Carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

MATH:
1.MDA.4 Organize, represent, and interpret data up to three categories; ask and answer questions about how many in each category, how many more and how many less.

Materials Needed:
- Large coffee tin can open on both ends with plastic wrap cover
- Rice
- Large rubber band
- 3 inch diameter tin cans, 13 oz (need 2 for 1 telephone)
- Yarn
- Paper cups (large and small-Dixie)
- Styrofoam cups
- Paperclips
- Dice
- Poster chart paper and post- its
- Tuning Forks

Teacher Prep:
- Insert a hole with a paperclip through the center of the cups you will be using.
- Cut 3 meters in length of yarn (15 recommended for class pairs)
- To save time, you can have the paper cup telephones pre-made or students can build them by inserting the yarn through the center and tying a knot to the paperclip. Remember not all students will know how to make a knot. For lower grades, pre-made phones are suggested.
- Get 15 dice. One dice will be used for each pair of students.
- Set-up tables directly across or allow for a large space where students can test their telephones across a distance.

5E Lesson Sequence

<table>
<thead>
<tr>
<th>15-20 minutes</th>
<th>ENGAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Have students seated whole group on rug area for demonstration.</td>
<td></td>
</tr>
<tr>
<td>- Use the large open coffee tin can that is open on both sides. Cover the top tightly with plastic wrap and a rubber band. Place a spoonful of rice over the plastic wrap. Place a portable wireless speaker inside the tin can (using a speaker versus clapping eliminates air as a factor). Ask students what do they notice about the rice?</td>
<td></td>
</tr>
<tr>
<td>- Have students watch for any movement from the rice. Turn up the volume and ask students again what they noticed about the rice? When students mention the rice moving, introduce the word vibrate and vibration if no one made this connection. Using a speaker versus clapping eliminates air as a factor. (Concept-sound makes vibrations, sound can travel through air)</td>
<td></td>
</tr>
</tbody>
</table>

2) Gather students around a plastic tub to observe what happens when you test out different tuning forks and place them in the water.

- Use a clear plastic tub and fill it ¾ full of water. Once you hit a fork, quickly place it in the water for precise movement. Ask students what they observe once you hit the fork and what happens when it is placed in the water? Can they still hear the sound produced when it is inside the water? (Concept-vibrating materials can make sound, sound can travel in water)

**Give students the Scientific Practice Worksheet: Is the sound traveling? Students circle what is making sound.

PRE-LAB - Phenomena

- Use the tin can telephone already made with string to test whole group.
- Make sure that students notice that no sound will travel through the string if it is slack.
- Pass out the ‘Whispering through Tin Cans” worksheet for student predictions.
- Ask students what they think will happen to the sound when someone whispers through the tin can? Have them circle their prediction.
- Call on a one volunteer per table to test out the telephone.
- To test different lengths, have a longer or shorter telephone to observe which telephone allows sound to be heard the best.

<table>
<thead>
<tr>
<th>40 minutes</th>
<th>EXPLORE-Lab #1 CUP TYPE</th>
</tr>
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<tbody>
<tr>
<td>- Once students begin to think about variables that they can change, such as string length, ask what will happen to the amount of sound that we can hear if we change the type of container?</td>
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<tr>
<td>- Pass out the sheet with the lab question and variables that can change.</td>
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<tr>
<td>- Show students the materials for cups type: Styrofoam cup or paper cup.</td>
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</tbody>
</table>
At this point, have students agree as a class, which cup type they want to test out first for their lab experiment. Also have students write in and circle which cup type they predict will allow a whisper to be heard louder. *(I predict that a whisper will travel through a _______________(styrofoam/paper), so that I can hear a spoken number.)*

Pass out the DATA tally sheet for lab 1. Tell students that they will each get three turns to roll a dice and say the number through the telephone. If their partner can hear the correct number said, the first student will record a tally mark on the side that says, “I heard”. If they did not hear, the tally marks will be placed on the side that says, “I did not hear”. Have students switch after 3 trials.

*NOTE: Review with students that a tally mark is only 1 mark and not 5 marks. Some students have misinterpreted a group of five as “a tally mark”.*

Once they have completed the first 3 trials, check that all students who rolled the dice have recorded their tally marks on their data sheet.

Pass the dice to the partners across and repeat 3 trials.

After the 3 trials each, have students test the other cup type and repeat the experiment.

At the end of the lab, have students circle which cup type had the most tally marks under “I heard” from their lab experiment. If both cup types had the same amount, have them circle both types.

Students also graph their results in a bar graph by coloring the number of tally marks for each cup type.

Pass out the RESULTS sentence frame strip and have students circle or write in which cup type worked best based on their tally marks. *(From the tally marks, I understood that the ______________ allowed _____(more/less) sound than the __________ cup for making a telephone.)*

---

**15-20 minutes**

**EXPLAIN**

- Give a post-it to each student to write their name and cup type that they circled from their data results with the most tally marks. On a large poster paper, create a large chart with “Quantity “on the Y-axis and “Cup type” on the X-axis.
- Have all students graph their post-it on the bar graph to see the overall classroom results.
- Discuss why they think a certain cup type worked allowed more sound. Discuss how was sound able to travel? What did it need to travel through? Why won’t sound travel through a slack string? For explanation see [https://www.quora.com/In-a-string-telephone-experiment-why-does-the-sound-not-go-through-when-the-string-is-let-loose](https://www.quora.com/In-a-string-telephone-experiment-why-does-the-sound-not-go-through-when-the-string-is-let-loose)

- Read: Readworks.org “How to see sound”

- Watch [https://youtu.be/AGjxfx8sy6s](https://youtu.be/AGjxfx8sy6s) (kid friendly video)

- Vocabulary: Sound                   Vibration                  Sound waves
  Pitch                     (medium-air, solid, water)

---

**30 minutes**

**EXTEND/ELABORATE (Lab #2) CUP SIZE**

- Pass out the sheet for cup size. “Does the size of the cup make a difference? How can we test that?” Go over the new question with the sentence frame: If we change the ___________________________what will happen to how much sound we can hear? Students write in the variable that will change this time and circle it on the data chart (cup size).

- Next have students complete the sentence frame for their prediction. “I predict that a whisper will travel through a ________________ (larger/smaller) cup, that I can hear the spoken number.”

- Pass out the data tally sheet where students will record their trials.
- Each student will roll the dice again 3 times for each cup size and record their results with tally marks.
- Graph the results by coloring in again.
- Have students complete their RESULTS summary: “Based on the tally marks, I understood that the ________ cup allowed ________ (more/less) sound to travel.”
- Have students circle the cup size that had the most tally marks. Each student will write the cup size with the most tally marks on separate post-it along with their name.
- Prepare a large data chart with quantity on the Y-axis and Cup size on the X-axis. Include an area titled, “the same” for students who had the same number for both.
- Have students graph their results on the bar graph. Count the total for each and discuss why one size had more than the other? Why do they think sound was heard louder through a certain size?

**HOME EXTENSION PROJECT**
- Have students build a telephone using materials they have at home to explain the lab experiment and how sound can travel to a parent or adult.

<table>
<thead>
<tr>
<th>20 minutes</th>
<th>EVALUATE</th>
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<tbody>
<tr>
<td>- Review the variables that changed during each experiment and ask what other things could they have changed to make a telephone?</td>
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<tr>
<td>- Go over the vocabulary they learned though the process. For example, vibration, sound waves, length, variable and tie back to the standards.</td>
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<tr>
<td>- Students can also share a presentation on how sound travels.</td>
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</tbody>
</table>

**Additional resources:** [https://www.youtube.com/watch?v=GkNJyZINSEY](https://www.youtube.com/watch?v=GkNJyZINSEY) (Build teacher background)
Exploring How Sound Travels and Developing Science Practices
Lesson Sequence

- Observe a Phenomena
- Generate Variables
- Design an Experiment
- Carry out the Experiment
- Analyze Data/Draw Conclusions
- Present Results via a Poster Session
- Tie to Standards
Observe a Phenomena – 1st grade

Why can you hear someone speaking to you through a cup? Is the sound traveling through the string? Will sound travel if the string is slack?
Generate Variables – 1st grade

If we change the material or the size of the cup, will we still be able to hear someone speaking to us?
Design an Experiment
For lower grades, limit the number of variables.

1\textsuperscript{st} grade - Exploring How Sound Travels

Changing variables

• Material of cup
• Size of cup
• Volume of speech - a whisper
• Limit what is whispered by using one dice
• Listener indicates the number heard by lifting the correct number of fingers.
Design an Experiment

Students need to record the data.
LAB #1: If we change the type of container what will happen to the amount of sound that we can hear?

<table>
<thead>
<tr>
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<th>Trial B</th>
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<td>Paper Cup</td>
</tr>
<tr>
<td>String Length: (constant)</td>
<td>3 meters</td>
<td>3 meters</td>
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Predict which cup will vibrate and carry a louder whisper to your ear. Write your prediction below.

I predict that a whisper will cause a vibration and travel through a ________________cup, so that I can hear a spoken number.

styrofoam / paper
TALLY SHEET (3 trials for each type of cup)

Can hear  Cannot hear

Styrofoam cup telephone (Trial A):

Can hear  Cannot hear

Paper cup telephone (Trial B):

GRAPH YOUR TALLY MARKS - color the number for each

<table>
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<td></td>
</tr>
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<td></td>
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<tr>
<td>146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Carry out the Experiment
All students should have an active role.

Before lab make sure to that students know that no sound will travel through the string if it is slack.
Which cup made more vibraciones, so we could hear better?

- Styrofoam: 8
- Paper: 7

No difference
Tie to Standards – Assessment

1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Ask students to design a telephone that they think will vibrate and transmit a louder sound than the ones we used to test with. Have students explain their design and why they made changes to phones used by the class.
Student Lab Workbook Pages and Class Data Chart
Fecha

Haz una pregunta

¿Cómo podemos adivinar lo que está adentro del tubo usando nuestro sentido?

Usando los sentidos

¿Cuáles sentidos vamos usar? ¿Qué vamos a describir?

Escribe una predicción usando la información colectada

Yo pienso que......

Dibuja su predicción y después explique lo que descubriste

Yo descubrí......

* Método Científico

Científicos siempre escriben la fecha antes de empezar.

Date

Scientists always write the date before beginning any experiment.

Ask a Question

How can we guess what is inside the tube using our senses?

How can we make a prediction based on evidence?

Use Senses

Which senses will you use? What will you be describing?

It sounds ..... small, big, like plastic, dull, and sharp

Write a prediction using your data...

I think that......

Draw your prediction and then explain what we discovered.

We discovered that ..........
<table>
<thead>
<tr>
<th>Color del tubo</th>
<th>Yo pienso ...</th>
<th>Es ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>rojo</td>
<td>canicas</td>
<td>cuentas</td>
</tr>
<tr>
<td>amarillo</td>
<td>rocas</td>
<td>born</td>
</tr>
<tr>
<td>rosa</td>
<td>vidrio</td>
<td>macaroni</td>
</tr>
<tr>
<td>verde</td>
<td>clips</td>
<td>botones</td>
</tr>
</tbody>
</table>

(Tube Color) (I think...) (It is ...) (red) (marbles) (beads) (yellow) (rocks) (erasers) borradores (pink) (glass) (macaroni) (green) (clips) (buttons)
After teaching this lesson, our team realized that opinion adjectives should not be used in science claims, predictions and data analysis.

<table>
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</table>

Predict which cup will vibrate better and carry a louder whisper to your ear. Write your prediction below.

I predict that a whisper will cause a vibration and travel better through a paper cup.

After teaching this lesson, our team realized that opinion adjectives should not be used in science claims, predictions and data analysis.
TALLY SHEET (3 trials for each type of cup)

Can hear  Cannot hear

Large cup telephone (Trial A)

Can hear  Cannot hear

Small cup telephone (Trial B)

GRAPH YOUR TALLY MARKS - color the number for each

<table>
<thead>
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HOJA de CUENTA (5 pruebas por cada vaso)

ESCUCHO  NO ESCUCHO

Prueba A (Vaso de poliestireno)

ESCUCHO  NO ESCUCHO

Prueba B (Vaso de papel)

GRAFICA TUS resultados - colorea el número para cada uno

<table>
<thead>
<tr>
<th>Number de marcas</th>
<th>Vaso de poliestireno</th>
<th>Vaso de papel</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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LAB #2: Does the size of the cup make a difference? How could we test that?

If we change the size what will happen to how much we can hear?

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<td>Cup Size:</td>
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<td></td>
</tr>
<tr>
<td>Yarn Length:</td>
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<tr>
<td>(constant)</td>
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</table>

I predict that a whisper will cause a vibration and travel better through a smaller cup.

We have updated our lab worksheets and removed the word ‘better’ from our prediction and results sentence frames.
TALLY SHEET (3 trials for each type of cup)

Can hear

Cannot hear

Large cup telephone (Trial A)


Can hear

Cannot hear

Small cup telephone (Trial B)


GRAPH YOUR TALLY MARKS - color the number for each

<table>
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<tr>
<td>1</td>
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</tr>
</tbody>
</table>

Fecha: ____________
HOJA de CUENTA (3 pruebas por cada vaso)

ESCUCHO

NO ESCUCHO

Prueba A (Vaso grande)


Prueba B (Vaso chico)


Numero de marcas

Vaso grande

Vaso chico

3

2

1
Resultados

De las marcas de cuenta nosotros entendemos que el teléfono del vaso de poliestireno trabajo mejor (mejor o igual) que el teléfono del vaso de papel.

**GRAFICA DEL SALON**

8 estudiantes encontraron que el vaso de poliestireno causó el hilo que vibrara mas fuerte.

7 estudiantes encontraron que el vaso de papel causó el hilo que vibrara mas fuerte.

4 estudiantes encontraron que el sonido era igual en los dos vasos.
"Hey, class! Next we are going to cover Common Core ELA Standards. We'll use some close reading strategies that access background knowledge and encourage synthesis. These strategies will also provide practice in identifying opposing argumentation and identifying opinions versus facts. You will make claims and cite your sources. Then we'll do some presenting ... so look here at this list of standards ... " Zzzzzzzzzzzzzzzzzzzzzz ..... huh? Not a big hit with your secondary ELA classroom?"
Friendship 101

"Hey, class! Next we are going to cover Common Core ELA Standards. We'll use some close reading strategies that access background knowledge and encourage synthesis. These strategies will also provide practice in identifying opposing argumentation and identifying opinions versus facts. You will make claims and cite your sources. Then we'll do some presenting...so look here at this list of standards..." Zzzzzzzzzzzzzzzzzzzzzz....huh? Not a big hit with your secondary ELA classroom?

Try these topics instead:
"What do you think, guys? Are friends you only know online really friends? Are cliches always bad? How would you get out of a toxic friendship?"

Secondary teachers are continually vying for the attention of their students. Not only that, but the constant parade of budget cuts and benchmarks make it difficult to hold on to the objective: providing engaging, content-rich, and skill-producing instruction. This unit meets those demands in an innovative way, including group work and thinking strategies like mystery images, Take A Stand, and Poster Talks to break up the textbook-driven routine. Real world application like sharing their knowledge through a school-wide awareness campaign affords meaning to their learning.

<table>
<thead>
<tr>
<th>Activity</th>
<th># of lessons</th>
<th>Main Element(s) of Lesson</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Friendship to Me?</td>
<td>1-2</td>
<td>Reflection, Synthesis, Writing Similes, Identifying Conflicts and Possible Solutions</td>
<td>What is Friendship to Me Worksheet, Simile Card, Group Anchor Chart</td>
</tr>
<tr>
<td>What is a Healthy Friendship?</td>
<td>3-4</td>
<td>Take A Stand Activity, Reflection, Close Reading of Nonfiction text, Argumentation, Annotating, Identifying Main Points, Displaying New Knowledge Artistically, Presenting</td>
<td>Annotated Texts, Poster, Group Anchor Chart</td>
</tr>
<tr>
<td>Healthy Online Relationships</td>
<td>2-3</td>
<td>Mystery Image, Making and Checking Hypotheses, Close Reading of Nonfiction Text, Identifying Fact vs. Opinion,</td>
<td>Completed Puzzle, Sentence Strip, 11X17 Boxing Protocol Note catcher, Follow-up Fact</td>
</tr>
<tr>
<td>Friendship 101</td>
<td>Synthesizing Information</td>
<td>Vs. Opinion HW Activity</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1-7</td>
<td>Concept Attainment Activity: Identifying</td>
<td>Sticky Notes, Grouped Notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Similarities and Summarizing Statements,</td>
<td>and Summarizing Statement,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poster Art Project</td>
<td>Posters</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST. 1a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.

RST.6–8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (MS-LS1-6)

**Assessment and Success**

Students were observed being very engaged in the subject matter and therefore in the close readings, analysis, argumentation, and writing assignments. The group work gave them an opportunity for perspective-taking, collaboration, and cooperation. Rubrics are provided as necessary. Teacher observation during thinking strategies (Take a Stand, Concept Attainment, and Group Anchor Charts) provides an opportunity for alternative assessments. Along with student learning and achievement in regards to important Common Core State Standards, this unit met another important objective: educating
students about emotional intelligence, in this case in regards to their primary relationships. We all know
teen depression is a very real issue, and we owe it to our young adults to try to get the right information
and strategies to them. We know these topics are covered... how often?... in a Health Class. Why not
use the new Common Core requirements regarding informational and nonfiction text to provide them a
subject about which research shows they care deeply? And more importantly, give them an opportunity
to help each other?
What is Friendship to Me?

Objectives: Reflect and synthesize my friendships by creating a simile. Understand differing perspectives and experiences of friendship. Identify possible conflicts and resolutions.

1. What is friendship to you? Think about all of them—school, sports teams, neighborhood, family friends, religious groups, and school. What are they like? Do a brainstorm about all of these friendships, writing down as many words as possible.

| Any and all words that describe my friendships. |

2. Follow these steps to find a simile about your friendship life.

How would you describe your "Friendship Life"? What is it like? Can you find some describing words that explain most of your friendship life? Write below.

Look at your describing words. What else could they describe? For example, if these are the words: busy, crowded, fun, productive—then maybe it could also describe a beehive. So your simile would be My friendship life is like a beehive. Fill in the simile on the 3 X 5 card: My Friendship Life is like a ____________________.

4. Get to know your classmates by sharing your similes. As the teacher says “Mill...mill...mill...” walk around the room. When s/he says, “MATCH!” find a partner nearby and each person will share their similes. Make sure each shares why they chose that simile.

5. Listen while your teacher calls out the 3 X 5 cards. How many cards can you match with the student?

6. Reflection: With your class, help your teacher brainstorm to fill in the following chart:

<table>
<thead>
<tr>
<th>High Frequency Ideas</th>
<th>Low Frequency Ideas</th>
<th>Possible Conflicts and Resolutions*</th>
</tr>
</thead>
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*Example, what if my friendships are like a rock concert but my classmate's is like a quiet hike?
Sample
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Objectives: Reflect and synthesize my friendships by creating a simile
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<th>Any and all words that describe my friendships.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funny, crazy, interesting, energetic, active, mellow, loud, medium, smart, silly, video games</td>
</tr>
</tbody>
</table>

2. Follow these steps to find a simile about your friendship life.

How would you describe your “Friendship Life”? What is it like? Can you find some
describing words that explain most of your friendship life? Write below.

Crazy, interesting, funny

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the words: busy, crowded, fun, productive—then maybe it could also describe a beehive.
So your simile would be: My friendship life is like a beehive. Fill in the simile on the 3 x 5
card: My Friendship Life is like a multi tasking video game conference

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*Example, what if my friendships are like a rock concert but my classmate’s is like a quiet
hike?
Sharing our Similes
What is a Healthy Friendship?

Objectives: Students will conduct close readings, notetaking, and analysis to differentiate between healthy and unhealthy friendship.
Students will identify possible action items to help them if in an unhealthy friendship.

Day 1
Anticipatory Set: Take a Stand Activity: Students are asked the following questions, and asked to stand on a line according to how much they agree with the statement. Place "STRONGLY AGREE" on one side of the room, and "STRONGLY DISAGREE" on the other.

1. All cliques are bad.
2. You should let anyone in your friend group that wants to be.
3. Sometimes white lies to your friends are okay.
4. Everyone gossips, it's just natural and we shouldn't feel bad about it.
5. Most friendships have a stronger person and a weaker person.
6. Any friend is better than no friend at all.

Students volunteer their reasoning for answering as they did. Allow disagreements.

Announce Group Activity: Students are then introduced to the four topics: Why Cliques? Navigating Cliques, Toxic Relationships, and How to End a Bad Friendship. In groups of 4-8, students read the material, annotating as necessary (use *= I agree, != this is surprising or new, ?= I question this, and MP= main point), and create a poster to share the information with the class.

Day 2-3
Allow class time as needed, according to quality and detail required.

Day 4
Students assign a presenter to stay with the chart, while everyone else travels around the room to learn from the other groups.

End by sharing out reflections and capturing main ideas according to chart below:

<table>
<thead>
<tr>
<th>WHAT (I noticed)</th>
<th>SO WHAT (Why it is important)</th>
<th>NOW WHAT (Possible action item)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discussing our arguments during "Take A Stand"
Coping With Cliques

Do you ever feel like you're auditioning for a remake of "Mean Girls"? Have you had it up to here with the gossip and put-downs? Are you tired of following the dress code of your group but think you'll be dropped if you don't?

Are you holding back on approaching someone you'd like to be friends with because you think she's in a group that's out of your league? Are you concerned about whether you'll still be included this year at school or whether you'll feel like an outcast—or worse, be picked on?

Whether you're on the outside looking in or the inside wanting out, it can help to know what makes cliques tick.

A Group of Friends vs. a Clique

Figuring out friendship is part of growing up. It can be great to have a BFF or a group of pals to hang out with. Being part of a group can help make your day easier to deal with and you can learn some great life skills like being a good listener, sharing experiences, and respecting people.

Groups can form around things people have in common. So jocks, goths, preps, skaters, and even the math club are naturally drawn together because they share similar interests. The people in these groups feel they have a place where they are welcome and supported, and where they can be themselves, quirks and all. Some people form groups from being in drama club, or liking the same music or movies, or even just because they like to hang out at the mall.

Some groups stick together for a long time. Others drift apart after a while as people develop new interests, make different friends, or just find they have less in common. People can move in and out of different groups and can even be part of several at the same time. Even within a group, people often have one or two friends they feel closest to and enjoy the most.

Some friendship groups seem pretty flexible and welcome people to join in. Others seem much more restricted, though. People in these groups make it clear that not just anyone can be part of their crowd. That type of restricted group is sometimes called a clique.

What's the Deal With Cliques?
TOXIC FRIENDSHIPS

Sample Poster (Original much larger)
<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Content is rich reflects thorough research, and applicable</td>
<td>Missing one of the aforementioned elements.</td>
<td>Missing two</td>
<td>Missing all three.</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Poster is easy to read, demonstrates time and effort, includes visuals and color</td>
<td>Missing one of the aforementioned elements.</td>
<td>Missing two</td>
<td>Missing all three.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Poster includes correct spelling, punctuation and capitalization, and grammar</td>
<td>Missing one of the aforementioned elements.</td>
<td>Missing two</td>
<td>Missing all three.</td>
</tr>
<tr>
<td><strong>Poster Talk</strong></td>
<td>As a presenter, maintained formal style, was engaging, and was informative</td>
<td>Missing one of the aforementioned elements.</td>
<td>Missing two</td>
<td>Missing all three.</td>
</tr>
<tr>
<td></td>
<td>As an audience, listened attentively, was able to report new learning, and asked questions.</td>
<td>Missing one of the aforementioned elements.</td>
<td>Missing two</td>
<td>Missing all three.</td>
</tr>
</tbody>
</table>
Healthy Online Relationships

Objectives: Students work collaboratively to interpret an image.
   After reading an initial text, students identify and record main facts and compare to their initial hypothesis.
   Students identify a claim, and cite evidence to support their claim.
   Students reflect and identify unhealthy online friendship habits, possibly talking with a trusted adult.

Day 1
Anticipatory Set: In mixed-ability groups of 4-6, students were given a puzzle of a picture to put together. The picture is of a face as seen pushed through a computer screen. (See attachments.) After assembled, the students make hypotheses regarding the topic for today. Capture hypothesis on sentence strip.
   1. Initial Reading: Students are given a non-fiction short text that introduces the topic- Online Friendships. Groups discuss the accuracy of their predictions. Turn over strip and explain accuracy of your prediction.

   2. Students capture background knowledge on this topic on the outermost box of the anchor chart.


Day 2

   4. Students share/read what their group members wrote.

   5. Students discuss a single claim that synthesizes all information gathered, and create one statement and a sketch in the center box. (See sample Boxing Protocol)

Boxing Protocol Chart (on 11 X 17)  Image (on 8 X 11 cut into a puzzle)

Day 3 (or homework)

   6. Using the articles and information provided and reviewed about Fact Vs. Opinion, students identify five facts and five opinions from the articles provided.
How Do You Separate Fact from Opinion?

According to Webster's Dictionary a fact is "anything that is done or happens; anything actually existent; any statement strictly true; truth; reality."

Three examples of facts that are concrete and that could be documented include:

1. The dog is a mixed breed of Australian shepherd and beagle.
2. Tomorrow is Saturday.
3. The teen years are between thirteen and nineteen.

Whereas an opinion is defined as "indicating a belief, view, sentiment, conception."

Obvious indicators of opinion are when sentences include words such as: "It is a sad day when", "Generally, it is thought", "I believe that."

For example, how the three facts above can be changed to opinions would be to add a belief or view. For example:

• The dog is a mixed breed of Australian shepherd and beagle, which is a very cute mix.
• Tomorrow is Saturday, the best day of the week.
• The teen years are between thirteen and nineteen, and are the best years of life.

Sometimes it is challenging to tell the facts and opinions apart. For example, is the following an opinion.

"Abraham Lincoln was the most eloquent writer of all the U.S. Presidents."
"The only way to fix this is to change the start time of high schools."

Directions:

After reading the article, copy and paste five sentences that are facts, and five sentences that are opinion. Create a chart and label accordingly. Be prepared to discuss your findings.
Sample Protocol (Original 11/17)

I wonder if there is a big problem in other places? I wonder if the next generation will have this issue or would have made changes to fix it.

I think that the article over exaggerates a little bit because I personally have never made a friend online but I have casted my current friends online. I have also never had an online friend that I have met in person. I think social media isn't fun way to interact with friends. While it is a way to interact, but if it gets to level this year or below I don't think this is healthy.
Name: 

### Thinking Strategy Self-Assessment and Rubric

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Close Reading</strong></td>
<td>I am actively engaged in a close reading of the non fiction text.</td>
<td>I am engaged in a close reading of the non fiction text.</td>
<td>I am mostly engaged in a close reading of the non fiction text.</td>
<td>I am just following along in a close reading of the non fiction text.</td>
<td>I am trying to focus in a close reading of the non fiction text.</td>
</tr>
<tr>
<td><strong>Annotating Text</strong></td>
<td>I use annotating strategies as needed and/or helpful independently</td>
<td>I sometimes use annotating strategies as needed and/or helpful independently</td>
<td>I use annotating strategies when directed by the teacher</td>
<td>I use annotating strategies as needed and/or helpful with help from others.</td>
<td>I use annotating strategies only with my teachers help.</td>
</tr>
<tr>
<td><strong>Anchoring Information</strong></td>
<td>I actively contribute to the conversation and the capturing of information on the anchor chart.</td>
<td>I mostly contribute to the conversation and the capturing of information on the anchor chart.</td>
<td>I sometimes contribute to the conversation and the capturing of information on the anchor chart.</td>
<td>I rarely contribute to the conversation and the capturing of information on the anchor chart.</td>
<td>I do not contribute to the conversation and the capturing of information on the anchor chart.</td>
</tr>
<tr>
<td><strong>Identifying the Main Facts</strong></td>
<td>I am able to identify the main facts of a non fiction text, citing evidence.</td>
<td>I am mostly able to identify the main facts of a non fiction text, citing evidence.</td>
<td>I am able to identify the main facts of a non fiction text.</td>
<td>I am working on identifying the main facts of a non fiction text.</td>
<td>I am struggling to identify the main facts of a non fiction text.</td>
</tr>
<tr>
<td><strong>Synthesis of Information</strong></td>
<td>I am able to synthesize information into the summarizing statement</td>
<td>I am able to synthesize information into a summarizing paragraph</td>
<td>I am able to recall information into a summarizing paragraph</td>
<td>I am able to write facts in summarizing paragraph</td>
<td>I am able to remember information but struggle with the summary.</td>
</tr>
</tbody>
</table>

Total: 25/
Friendship 101

Objectives: Synthesize learning in concise action items
   Create artistic posters to spread the word to the school and hopefully affect change
   Learn how to be available for others who need support in the area of friendship.

Day 1
Concept Formation Activity
This protocol seeks to analyze and find a consensus about main points of a body of information.
Step 1: Using the “Dos and Don’ts of Friendship” note taking chart, capture the main points of your learning from what we learned about how you view friendship, healthy friendships, and online friendships.

Step 2: Working with a partner, write each of your main points on a sticky note.

Step 3: Work with your class to group up the sticky notes that are similar.

Step 4: After being given your assigned group of sticky notes, write a catchy and concise statement that starts with “Friends...” or “Friends don’t...” For example, if you are looking at sticky notes that say
   “You don’t always spend the same amount of time with each friend.”
   “Some friends live close, while others live far away.”
   “A person you only know online can still meet your need for a friend.”
   “Some people don’t need a lot of friends.”

You might synthesize these by the statement: “Friends are about quality, not quantity.”

Days 2-5
Art Activity- Friendship 101 Poster Project
Working with your group, decide on the art medium, size, and font of the poster.
Create your poster.

Days 6 and beyond
Be available for a Friendship 101 Lunch Club. Make new friends, explore problem-solving strategies, and find support for friendship issues.
<table>
<thead>
<tr>
<th>Online Friendships</th>
<th>Healthy Friendships</th>
<th>What Is Friendship To Me?</th>
</tr>
</thead>
</table>

Dos and Don'ts of Friendship
## What is Friendship to Me?

- Loyalty
- Envy
- Going
- Easy
- Committed
- Supportive
- Empathetic
- Good Listener

## Healthy Friendships

- Being supported
- Being ideas off one another
- Care for one another
- Respect
- Feel good about themselves
- Acceptance
- You still have a right of your own
- Care safe with them
- Time and distance

## Sample

### Dos and Don'ts of Friendship

#### Online Friendships

- Less intimacy
- Can become impersonal
- Can have a negative social effect
- More anonymous friendships

#### In Person Friendships

- Can't be anonymous
- Can't hide behind a screen
- Can't be impersonal
- Can't be anonymous
Concept Formation Activity
Sample mixed media art project
The following are some articles to use for these activities. Teachers are encouraged to supplement, especially if certain reading levels are needed.

More helpful websites:
https://teenshealth.org/en/teens/

https://kidshealth.org/

https://www.psychologytoday.com/blog/the-modern-teen
Acts of Friendship


For Ashley, it was like this: She was sitting with a big group in the school lunchroom when she accidentally knocked her drink onto her lap. As word spread that it looked like Ashley had wet herself, the laughter began to mount. Then she noticed her best friend doing something strange.

"She poured water on herself," Ashley said.

True friendship is hard to find, Ashley says. But she knows it when she sees it. And so do many of you. We asked our readers what it takes to be a good friend. More than 5,000 of you shared your thoughts on friendship.

For some, the defining moments of friendship were profound, such as the soulmate who helps you through the grief of losing a family member or camps out in your hospital room when you're sick. For others, it's smaller gestures that loom large — the friend who talks for hours when you're feeling alone, even if it means going over on his cell phone minutes; the one who helps you with your homework, even when she hasn't done her own; or the friend who helps you search for your retainer, even when it means going through the garbage from the school lunch.

What Friends Do for You

Big or small, it's actions that seem to count the most in friendship. In a time when we can chat effortlessly by text and IM, talk is getting cheaper. Many of you believe that the evidence of true friends is what they do to show their loyalty, honesty, trustworthiness, or willingness to make a sacrifice when you need help.

Kaitlin, 14, told us about a friend who took the blame for her when she got in a fight at school. Her friend was suspended for 10 days. And Marissa, 16, said she discovered the difference between a close friend and casual friend on a school trip to California.

"I got sick, and my friend ran to the bathroom after me to hold my hair back as I became the Exorcist," Marissa said. "She stood by me, while my other 'friend' yelled at me to get off the floor and clean it up."

What You Do for Friends
It works both ways: Nearly three quarters of the people who wrote to us said they do as much for their friends as their friends do for them. Sometimes the most treasured acts of friendship are those for which you expect to get nothing in return, not even credit for a good deed.

"The nicest thing I ever did for a friend was when I let her date my ex — without ever telling her that I was against it," Rae Johne, 14, said.

Elaina, 15, remembers the day she went clothes shopping with her best friend, who is overweight. The saleslady was being rude to her friend because there was so little in her size and nothing fit quite right.

Elaina is proud of how she helped her friend that day. "I had like an armful of clothes for myself (and may I add these clothes were to DIE for!) and I put all my clothes back and said, 'I don't like what they have in here, why don't we go somewhere with better clothes, not these cheap ones.'"

The One and Only

Many of the people who wrote us thought it was important to have a best friend, one who stood out from the rest.

"In reality, you are truly blessed to have one true friend to the backbone," Bizaflak, 14, said. "All the others are basically your acquaintances." That's what Rich, 17, meant when he described a person's friends being "like a pyramid" with one at the peak and others in supporting roles.

Some of you described the communication between best friends as being a perfectly clear connection, almost as if it's on a frequency only they can hear.

"A true friend understands you, even when you're not talking," Casey, 14, said.

"We practically finish each other's sentences," Kayla, 15, said.

The Wisdom of Friends
Often what you look for in your best friend is good judgment. Jackie, 14, said the nicest thing a friend did for her was to tell her mom a secret Jackie had told to her friend — that she was extremely depressed.

"My friend was scared and even though I told her not to tell anyone, she knew she had to," Jackie said. "She ended up saving my life, and I am grateful."

Not everyone thinks it's important to have one best friend. Molly, 14, said that together her friends make up all the aspects of what one "true friend" would be.

"I have friends who I would confide anything in and trust them to keep it all a secret," Molly said. "I have smart friends, funny friends, goofy friends, 'bodyguard' friends (a.k.a. the friends who will stick up for you no matter what), and just friends who are there on the weekends who want to hang out. So really, no one person can fill every void in your life."

"Friends Are Kind of Scary"

Friendship isn't easy. To hear many of you tell it, making a good friend is almost like adding a new family member. It comes with risk and responsibility.

"Friends are kind of scary," said Mary, 14, who has trusted some friends with secrets and regretted it. "Not them in person, but the thought of them in general. It's almost like you are investing in this one person, whoever it may be."

Sometimes what a good friend needs from you is brutal honesty, not a cheerleader. Gretchen, 15, said: "A true friend is a person who would really tell you how bad you look in that bright pink spandex suit, even though you really like it."

Friends aren't always forever. Angelica tells the story of a friendship that began in kindergarten. She remembers how close they were back in the days when she helped her friend cope with diabetes, sat with her after her appendix was removed, and listened to her as she struggled with family problems.
But her friend moved away recently and hasn't returned her calls. Angelica has heard that her friend now hangs out with kids who drink and do drugs. "I know what these things can do to you," Angelica said, "and I could help her again. But I feel too far away."

Romance, like distance, can complicate things. Many teens told of friendships that soured after their friend began seeing someone.

"I think the nicest thing a friend ever did for me was to decide that she would still be my friend this school year even after I dissed her to hang out with all these cute guys," 14-year-old Darilynn said. "I love her for that ... I've learned my lesson."

**When Friends Move On**

Many of you learned the true value of friendship after it was gone. Lots of you urged people to work at their most important friendships, rather than letting them fall apart after a fight or fade away.

Roxanne, 15, said her closest friend committed suicide recently. Her advice on how to treat your friends? "Cherish them like you only have one last day with them."

And for some, it was OK if good friends only accompanied them for part of their journey in life. People grow and change, and so do their friends. Lily, 14, said her best friend will be moving away this year. Lily will try to stay in contact, but she is realistic about the prospects.

"Friends come and go," she said.

Reviewed by: D'Arcy Lyness, PhD
Date reviewed: November 2015
A Group of Friends vs. a Clique

Figuring out friendship is part of growing up. It can be great to have a BFF or a group of pals to hang out with. Being part of a group can help make your day easier to deal with — and you can learn some great life skills like being a good listener, sharing experiences, and respecting people.

Groups can form around things people have in common. So jocks, goths, preps, skaters, and even the math club are naturally drawn together because they share similar interests. The people in these groups feel they have a place where they are welcome and supported, and where they can be themselves, quirks and all. Some people form groups from being in drama club, or liking the same music or movies, or even just because they like to hang out at the mall.

Some groups stick together for a long time. Others drift apart after a while as people develop new interests, make different friends, or just find they have less in common. People can move in and out of different groups and can even be part of several at the same time. Even within a group, people often have one or two friends they feel closest to and enjoy the most.

Some friendship groups seem pretty flexible and welcome people to join in. Others seem much more restricted, though. People in these groups make it clear that not just anyone can be part of their crowd. That type of restricted group is sometimes called a clique.

What's the Deal With Cliques?
Clique are tight groups that usually have a strict code of membership and ways to act. Instead of being centered on shared values and beliefs, many cliques tend to focus on maintaining their status and popularity. For instance, a certain clique may try to make it seem like the people in the clique are "better" than those outside, or that their clique is higher status than another clique.

People in cliques sometimes use their power to hurt others on purpose, either by excluding them, being mean, or both. Sometimes they might insult people by trying to "fix" them or give them "makeovers." Sometimes it becomes more serious and someone outside the group is targeted or victimized for being, looking, or acting different.

Unlike regular groups of friends, where members are free to socialize with others outside the group, people in cliques do everything together. They sit together in class, go to the mall together after school — and they only do stuff with other clique members or people they decide are "cool."

Although people might think it's better to belong to a clique than to be excluded, many times people in cliques end up dealing with lots of pressures and rules. They soon start to worry about whether they'll continue to be popular or whether they'll be dropped. After a while, they may begin to realize that true friends wouldn't be so bossy or demanding.

Why Do Cliques Attract People?
Clique attracts people for different reasons: For some people, being popular or cool is the most important thing, and cliques give them a place where they can get this social status. Other people want to be in cliques because they don't like to feel left out. Some people simply feel it's better to be on the inside than the outside (it's not, but more on that later).

Clique gives people who like to take control a chance to be in charge (for good or bad!). For people who feel more comfortable following, they offer a place where rules are clearly defined. It's usually clear to clique members what they need to do to fit in. Sometimes that means sacrificing some freedom and following the leader rather than doing what you feel like doing.

Clique membership is usually tightly controlled by the leaders. These social gatekeepers are the ones with the power to decide who should be hot and who should not. This type of membership control usually happens in cliques of girls.

As many great kids have found, entry into a clique isn't guaranteed. In fact, a girl who is seen as likeable and popular may actually be excluded from belonging to a clique. That's because her personality or confidence may pose a threat to the leaders. She might not be a good "follower" — especially if she can be popular enough on her own. Sometimes her friends may even be invited to join when she isn't. Clique members may deliberately exclude her in an attempt to take away her perceived power or the threat they think she could pose.

Clique aren't just for girls. Guys form cliques, too — usually around a sport, computer game, or
type of clothing or music. They can be just as mean as girls about the outcasts of the social group.

The View from the Inside
It's not all roses inside a clique either. A person’s standing within the group can always be under threat. Most of the followers cling to the leader not out of true friendship but because they want to keep their position in the group. But even the leader can lose her power. In fact, the queen bee in a strong girl clique probably worries as much — or even more — about being popular and accepted as the outsiders do. Because no one feels secure, clique members often use the tools of flattery, humiliation, or rumors to manipulate situations and preserve their status.

A few girls manage to stay friends with people both inside and outside the clique. But that can be hard to do because there's often intense pressure from the group to be friends only with people on the approved list. It takes a lot of self-confidence to dare to be friends with someone outside the clique.

Sometimes clique members decide they want out. They don’t like being limited by the rules, and they don’t like leaving others out and hurting people's feelings. As people get older, they may not feel like being part of a clique anymore. Usually toward the end of high school, kids are more relaxed about who is "in" and who is not. But earlier on in your school life it can take a lot of courage to leave a clique or decide to remain on the outside.

Beware of online groups and cliques using social network sites. These have become popular sites to diss others, invite only selected friends to a party, and make mean comments about photos. People can even build fake profiles. Only post profile information and photos that you want everyone to see. Keep your messages to other people online private.

Surviving Cliques
Whether you're on the inside or the outside, cliques can make your life tough. But there are ways to cope:

Know yourself — and your reputation. Now is a time for getting in touch with your values, interests, and beliefs. If you're encountering cliques, it's a good opportunity to ask yourself some self-discovery questions about what you and your true friends give each other. Do you want to be part of a group because you need to feel accepted or because you actually share their values? Has your group of friends morphed into something you don't like? How do your friends influence the way people think about you? Does this make you feel good or bad?
Stay involved in activities that make you feel good about yourself. If you're in a clique, don't let the group pressure you into giving up things you love or spending time and money on things that aren't important to you. If you're on the outside and feeling left out, getting involved in things that interest you is a great way to find a sense of belonging, help you feel valued, and take your mind off a group that's not welcoming. If you don't have friends at school, join a volunteer group (helping others or the environment can make you feel good about yourself).
Keep your social circles open and diverse. Cliques can be very limiting in the way they control how members look, think, dress, and behave. Don't let them make you miss out on getting to know people who may become close friends. If you're on the outside, it can help to find a close friend or group of friends whose values, goals, and behaviors fit in with yours. The support and genuine caring you get will keep you from feeling so defenseless when the mean girls tease and bully. Sometimes just knowing that clique members are probably insecure can limit their power over you.

Speak out. If you feel your group of friends is turning into a clique, take a stand for your beliefs. Be prepared that the clique might go on without you (remember those girls who feel threatened by someone else's strength). But there's also a chance that others might follow your lead and stop acting so clique-y. If it's too hard to get up the courage to speak out, you still don't have to participate in things that feel wrong. And if you're on the outside and know that a clique is bullying or intimidating others, let teachers or counselors know about it.

Have a mind of your own. Be sensitive to others and don't go along with what you don't believe is right — even if others are doing it. You are the only one responsible for how you act. True friends will respect your mind, your rights, and your independent choices. Even if someone tells you to do something that is "just a joke," say no if you know it's not right. Try not to be intimidated. If your crush is on the "outside," ask him or her out anyway. It can feel good to mix things up a little.

Friendships change. Just as one clique can make life miserable, changes in social groups can take their power away. You may encounter cliques as a freshman or sophomore. But the good news is that most cliques have disappeared by the end of high school.

Want to know the real secret to being popular and having friends? Be a good friend yourself. People who enjoy true and lasting popularity are those who have good friendship skills. Being a friend means being respectful, fair, interested, trustworthy, honest, caring, and kind. So if you want to have friends, be just the kind of friend you'd like to have and stay true to who you are.
8 Signs of a Toxic Friendship

Thank you to one of my good friends—Sharon Livingston, Ph.D., author of Get Lost, Girlfriend! How I Found Myself When My Best Friend Dumped Me—who co-wrote this article with me.

Alejandro J. de Parga/Shutterstock
Source: Alejandro J. de Parga/Shutterstock
A best friend can bring great joy, comfort, solace and fun to your life. People are pack animals. They love to roam together. They need friends to thrive, friends that share the good times and offer support in the bad.

Great friendships extend life. A 10-year-long Australian study showed that participants with solid friend groups were 22% more likely to live longer.

Unfortunately, a bad friend can have the opposite effect, yielding increased vulnerability to all the stress-related body signs—higher blood pressure, IBS (irritable bowel syndrome), lowered immunity, higher blood sugar, depression, anxiety; the list goes on. But how do you know if you’re in a friendship that’s affecting your health and killing your spirit? (In the following examples, "her" applies equally to "him" if your best friend is a guy.)

Sign #1 of a toxic friendship. You find yourself in a competition with her other “best friends.” What? Her other best friend gives her more? Does fun things you can’t? Has things in common with her that you would never want? And why do you know this about her other friend, anyway?

Sign #2 of a toxic friendship. There’s an imbalance in talk time—all for the friend, none for you. You call her and she tells you about how lousy her day has been, or how great her day was. Then you start telling her about what’s happening with you and...she apologizes but has to get off the phone because—well, she has many reasons why, but the reality is that she leaves without having listened to you or your concerns or joys.

Sign #3 of a toxic friendship: Your best friend blurts out criticism with a self-righteous attitude. Honesty is important in any relationship. But what happened to kindness? What’s this idea about brutal truth being something to aspire to? It’s still brutal—and damaging. She tells you, “You know, you are just too needy. It’s like you’re a stalker always coming after me.” What? No wonder you feel awful. Be sure you realize that her mean words probably are projections—that is, more accurate as descriptions of how she is than as descriptions of you.

Sign #4 of a toxic friendship: Who calls whom? Are you calling her, or texting her far more often than she reaches out to you? Do you feel like you’re more interested in talking and getting together than she is? Relationships get toxic when the other person isn’t as invested in you as you are in them. The opposite—feeling stalked by a friend’s incessant demands on your time—can be disturbing as well.
Sign #5 of a toxic friendship: Your best friend tells you that you need to change.
But what about her? She sees no need to even recognize her own shortcomings, never mind to
change them. It's about what's wrong with you. If only you changed, it would be fine. She's not
interested in seeing what she brings to the party—just in pointing fingers of criticism and blame
on you.

Sign #6 of a toxic friendship: You're walking on eggshells.
At first, it was so fun to be with her. You laughed, you commiserated, it was such an enjoyable
connection. Then something changed. She flipped. It's so easy to get into trouble with her now.
Better be careful. But then you start being overly careful, watching every word to avoid saying
the wrong thing.

Sign #7 of a toxic friendship: You're riding an emotional roller coaster with your friend at the
controls.
It started out as an amazing connection, and you felt so bonded, but now you can no longer
predict what to expect. You always worry that she's going to react negatively, or get upset with
you. When it's good, it's great. But then, for some unknown reason you land on her enemies list
and...what's going to happen next?

You feel uncomfortable, worried, scared, off-balance. You think about her from a one-down
position. And then something wonderful happens—suddenly she's full of appreciation for you
again and you're flying high. What were you worried about? Everything is fine. Then the next
day, you can't get in touch with her. The inconsistency and lack of predictability leaves you
doubting everything. It's crushing. Your self-esteem soars and then plummets.

Sign #8 of a toxic friendship: The stress starts to settle in your body.
You're somaticizing, actually feeling ill as the stress impacts your body. You get back aches,
neck pain—maybe she's really a pain in the neck? Instead of feeling bolstered by your
connection, you start feeling weakened. Your body continues reacting. You feel anxious, get
headaches and stomach upset, you have a hard time getting out of bed...

When you're in a great friendship, it boosts your immune system. But toxic friendships are
sickening. While relationships often have ups and downs, if you're on a wild ride, you may want
to think about hopping off before you turn green. Friends are supposed to add to your life, not
take away from it.
What makes a true friendship anymore? Is it whether or not the person knows your birthday, or how many hours you spend talking on the phone or hanging out in person? With all the ways we can communicate now — Skype, ICQ, AIM, Gchat, Facebook Messenger, Grindr, etc. — and with all the people on our buddy lists, who are we really friends with? Is it possible to have friends who are purely for the Internet and others you interact with in real life? What’s the difference?

Healthy Online Relationships

Further Reading #1

Keeping You Company

Online Friends: Online friends are people you don’t really really know but you met them once at a conference, on a social networking site, on Twitter, or maybe you added them to your Facebook because they’re friends with someone you know. Plus they’re hot, and you do enjoy collecting Facebook friends based on their hotness. An online friend is someone you know is available every time you see that little green dot next to their name, so you write them and say hello. But sometimes it’s possible to have an online best friend who you’ve never met before in real life, but who keeps you company when you’re writing a long paper or bored at work. You talk to each other at least every other day. You even have inside jokes and think about going out to visit them wherever they live, you know, to take things to the next step.

Real Life Friends: Real life friends keep you company when they can, when they're not busy with something else or watching a favorite television show. An online friend is available whenever they have that promiscuous little green dot beside their name, but your real life friends have things to do and you don’t always know what they’re doing or when they’re busy. You can make plans with your real life friends for tea or brunch, and you can compliment them on their new haircut. Even if you talk to your real life friend online, you KNOW they're a real friend when they are ‘invisible’ and they will still talk to you.

Online Safety For Teens: Are Internet Friends A Good Thing?

BY JULIA GLUM ON 08/14/15 AT 9:02 AM

In a recent report, Pew Research Center found that more than half of all teenagers said that they've made friends online. Photo: Reuters

Robin Vo feels certain she can talk to her friend Kristin about anything. They were texting frantically Wednesday about how handsome One Direction member Louis Tomlinson looked at a charity event. Next week, they'll discuss what supplies Vo needs to buy for her new dorm room. The girls text
constantly, live near each other and like the same bands, as friends tend to do. But unlike most BFFs, they've only met twice.

Vo, an 18-year-old from Sacramento, and Kristin are online friends who connected on Facebook, progressed to Twitter and later hung out in real life. While the girls don't see each other often, they're extremely close. "Friends are friends regardless of where they come from or how you meet them," Vo said. "It's more that they care about you as a person and want to be there."

A recent Pew Research Center report found 57 percent of all teens have made new friends online. Parents may be worried, but experts aren't concerned. They say online friendships, which often form within teens' extended networks, are generally OK as long as teens balance the interactions, stay safe and realize the limitations. In fact, the trend could continue as social media grows in scope and popularity.

"This is kind of a new reality," said Andrea Bonior, an adjunct psychology professor at Georgetown University in Washington, D.C., who wrote a book on friendship. "We're getting to the point where, for the upcoming generation, this is just the way it is. There's no going back."

A Life Online

Parents have been fretting -- and teens have been ignoring -- online stranger danger since the advent of the Internet. The allure of digital communication was evident in the popularity of chat rooms: Before AOL debuted its Instant Messenger service in 1997, users were spending 1 million hours a day in more than 14,000 chat rooms. The crowd then shifted to Myspace, which at its peak boasted about 75 million visitors a month even though it tied people's
identities to their profiles. Facebook, of course, came next, and now Twitter and Instagram are among the most popular platforms where teens communicate.

Because today's teenagers are digital natives who grew up with technology, it seems logical for them to make friends online, Bonior said. If kids are spending most of their time on the Internet, that's where they're going to form relationships. And they have: Pew found that 72 percent of teenagers said they spent time with friends on social media. The Internet is the No. 3 most popular place where teenagers told Pew they hang out, falling behind "school" and "someone's house" but ahead of "extracurricular activities" and the "neighborhood."

Nearly two-thirds of teens with online friends told Pew they met them via social media, making those websites the most common place to connect online. In second place were networked video games, which boys especially reported using as a prime method of meeting people.

Many of the online friends teens make are people they're already connected to in some way, said Amanda Lenhart, associate director of research at Pew and author of the study. They're often friends or relatives of peers, an added bonus because having a mutual network allows teens to verify their friends' existence and identities.

Adults may dismiss online friendships as shallow or frivolous, Lenhart said, but teenagers are simply using the Internet as a place to find themselves. "For the most part, we should give teens a little bit more credit than we do," she said.
Kasey Lemley, an 18-year-old student at Marshall University in Huntington, West Virginia, said she was having a rough time at home when she decided to make a second Twitter account. She couldn't find many mental health resources in her small town, so she started @TheHelpHotline, which now blasts its 25,000 followers with motivational messages throughout the day. People frequently message her looking for someone to listen, and she does.

"They're just as good as real-life friends," Lemley said. "You create a bond with them."

Healthy Online Relationships

Further Reading

Article #3

The Only Barrier's A Screen

Possibilities for online friendships are essentially endless. A teen feeling isolated in remote Alaska can log onto Facebook and instantly talk with a person sitting in urban New York City. Someone too socially anxious to talk to a classmate at school may feel more in control of interactions online. Other teens with niche interests -- or even popular ones -- can find communities to discuss them. It's like having a pen pal or joining a professional listserv.

Online friends can also fill holes real-life friends can't, said Eileen Kennedy-Moore, a psychologist in Princeton, New Jersey, who focuses on children and parents. The Internet also provides a place for teenagers who need advice on something they can't bring up in person.

For example, imagine "a kid who has questions about his sexuality and goes onto a site where people are posting about their experiences and their questions and suddenly feels, 'Oh, here's my tribe,'" Kennedy-Moore said.

The Internet offers the opportunity to find many "tribes." DeVante Ellis Brown, a 17-year-old student at the University of California, Berkeley, started out as a casual viewer watching people play "Call of Duty" on the live-streaming video game platform Twitch. But as time went on, he started chatting online with other users and eventually became a moderator on several channels.

Their conversations began because of video games, but they're not restricted anymore, Brown said. "There's honestly barely any difference between my
gaming friends and ‘IRL’ [In Real Life] friends,” he said. “We talk about the same type of things. Only real difference is I don't see their faces.”

Online relationships may be more accessible than real-life ones because making contact with someone is instant. More than half of the Pew respondents said they used text messages to spend time with friends every day, compared to 25 percent who said they did so in person. In Brown’s case, all he has to do is sign into Twitch and he’s got dozens of people to talk to.

One time, Brown overheard two younger children at summer camp talking about how they wouldn’t see each other for another year. To compensate for this, they decided they would meet up in the same place at the same time on Minecraft every day. “It really hit me,” Brown said. “The way that friendships can form through gaming is so interesting, and we never know what can emerge from it.”

**Hidden Internet Dangers**

But while online friendships can be productive, they can also be hurtful. The disconnection from personal interaction inherent in Internet relationships can facilitate bullying -- it’s simply easier to insult someone when you’re not looking at their face. Catfishing, where people pretend to be someone they’re not, and the threat of adult predators are also top concerns when teenagers go online.

Kids should set boundaries, and any concerns parents would have with in-person friends should transfer over to online ones, Kennedy-Moore said. These rules are standard: If the relationship isn't reciprocal or makes one person uncomfortable, families should intervene. Online friendships often rely on written words that can be easily captured via screen shot and forwarded, so teenagers need to remember to be careful what they say. They should always make sure they’re meeting in public places.
Another downside is that teenagers, like anyone, can choose who they want to be online. Because they're not seeing them on a day-to-day basis, teenagers in online friendships may develop idealized perceptions of their peers. "Much of it is fantasy," Kennedy-Moore said. "It's very easy to look at people's Facebook or their Instagram and say, 'Wow, they're having riotous fun at all times and my life is kind of boring.'"

At the same time, the sense of being liked online can be addictive. Parents need to make sure their children balance online friendships with offline ones, said Kaveri Subrahmanymam, a developmental psychologist at California State University in Los Angeles. Teenagers develop important skills through real-life social interactions, like the ability to make eye contact, read body language and show empathy.

"If their only friends are online and they have no face-to-face friends, I think that's a problem," Subrahmanymam said, adding that the reverse would also be concerning. "They don't magically become a new person online."

This unit is innovative and creative because it is a new way to teach students the inheritance of traits and how they are passed from generation to generation. Skip the traditional Make a Baby and Allele Penny Lab and have the students be in charge of their learning through a student-centered approach that requires them to think critically and site evidence from their collected data to support their claim. Let the students be Gregor Mendel in his greenhouse. This also connects to prior learning from elementary and middle school life science because it connects with topics of plant anatomy, pollination, plant reproduction, and botany.
Using Fast Plants: Who is the father?

This unit is innovative and creative because it is a new way to teach students the inheritance of traits and how they are passed from generation to generation. Skip the traditional Make a Baby and Allele Penny Lab and have the students be in charge of their learning through a student-centered approach that requires them to think critically and site evidence from their collected data to support their claim. Let the students be Gregor Mendel in his greenhouse. This also connects to prior learning from elementary and middle school life science because it connects with topics of plant anatomy, pollination, plant reproduction, and botany. The students will conduct an investigation by growing 3 generations of plants from seed and observe and analyze the phenotypes. Students will need to calculate the phenotypic and genotypic rations of the plants. Students will learn about inheritance, and lab skills that involve germinating, planting, and pollinating flowers. There are opportunities to take measurements and to track and record their plant progress digitally, uploading them to the class Google slides so all students can see development. Patience, diligence, accuracy, and precision are all skills that will be practiced during this project-based and inquiry unit.

HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Science and Engineering Practices:
Analyzing and Interpreting Data and Engaging in Argument from Evidence

This project-based learning activity takes about two weeks depending on how in depth you want to go. Students have to grow plants and analyze the phenotypes of the F2 generation plants in order to figure out what the father plant’s genotype and phenotype is. Students have to calculate phenotypic and genotypic ratios among their plants and then calculate whole class averages to compare their own data set to the rest of the class. When students are able to analyze their data sets they will see trends and be able to identify the recessive and dominant traits. There are several opportunities to make predictions and revise their claims as the project progresses. At first when the plants have germinated the students only notice one visible phenotypic trait, that the plant stems are different colors, purple and green. It is not until the plants grow for a week do students see another physical characteristic, plant height. They realize through the middle of the project that these traits are in fact a dihybrid cross and not a monohybrid cross. They have to revise their claims and use evidence from their plants and their data to defend why the cross is dihybrid and then what the genotypes and phenotypes of the parents are.

On the first day students will be given seeds from the P1 (mother) and F1 (parent’s first offspring). They will germinate the seeds on a Friday so that they have the weekend to sprout. On day 3 the students will make initial observations. What physical characteristics (phenotypes) can be seen? Students come up with several observations but one the whole class can agree on is stem/plant color (purple and green). At this point they have to predict is this is a monohybrid or dihybrid cross, and how do they know? What do they think the P2 (father plant) looks like? Also on day 3 I give them the F2 (offspring from 2 F1 plants crossed) to germinate. On day 3 the students transplant their P1 and F1
seeds into a Styrofoam pot with soil and fertilizer. In their lab notebooks they make sketches, record observations, and measure stem height. Each lab group must take a photo of their plant progress and upload it to the period number Google slides every 3 days. On day 6 students take measurements of their P1 and F1 plants, make observations, record stem height, and leaf number, in their science notebook. Now that the F2 plants have germinated they see if any new traits shown up. It is at this point when the students look at the P1 and F1 plants that there are actually two varying traits here. Plant height and stem color. There is a tall and dwarf plant. Through their analysis of the F2 offspring students can see that new traits appear and are able to come up with the phenotypic and genotypic ratios among their dihybrid cross. By backtracking the students are then able to try and piece together what the father looked like, the unknown.

The students will continue to grow their plants until they became adults. At around day 10-12 the students will pollinate their flowers. I glue a bee on a toothpick and have students model pollination. This leads to a great discussion about why pollination is required for plant fertilization. We also discuss the effects of global warming and climate change and how there are places in China that have to pollinate flowers by hand because bees are becoming extinct, making it difficult for plants to reproduce naturally. Every time I do this lab there is in an “Aha!” moment among the students where they realize the connection and dependence that plants have with insects and animals and how humans are altering this delicate balance. The students will see that after pollination pods will start to form. This is a great place to stop and have a discussion about the role of a fruit or pod and why they are important. Some students forget the fruit or pod is the ovary that protects the seed. On the last day the students use tweezers to open up pods and collect seed. The project really comes full circle when the students grow plants from seed to seed. I save the seeds and then in May and June my classes have to design their own long-term investigation using the plant seeds to come up with a research question and test it.

The success of the curriculum is assessed through teacher observation of whole class discussion throughout the project. The claim that the students have to write based on evidence is collected as an assessment that they write in their student notebooks. The Google slides of uploaded photos check for proper lab technique and plant progress. What I like best about this lesson is that it is easily adaptable to higher and lower levels. This year I am trying this with my college prep class and I’m going to use a monohybrid seed variety of seeds instead of dihybrid seeds.

The curriculum positively affects student learning and achievement because this is a student-centered activity and the teacher takes on the role of a facilitator. The teacher needs to step back and be prepared to ask guiding questions to promote discussion and get the students thinking about their claims and what evidence proves or supports their claim. Using plants in the classroom brings out some of the best qualities in students. I see students that are not interested in science become engaged. I also see students being careful and precise. Each day the students check up on their plants and even name them because they care. This is a great way to get students interested in other aspects of science besides genetics, like botany, plants, pollination, and human impacts.
Lab Photos from last year:
Using Wisconsin Fast Plants to Study Crosses in Genetics

Goals during these activities:
- Observe the inheritance of traits over 3 generations of plants.
- Recognize contrasting phenotypes.
- Make predictions about the inheritance of the phenotypes.
- Collect and analyze data from F2 seedlings.
- Compare group data with class averages.

Background:
Wisconsin Fast Plants are widely used to study inheritance and genetics. There are several different types of Wisconsin Fast Plants that vary in different traits and can be crossed by transferring pollen from the flower of one plant to the flower of another. You will germinate seeds collected from three generations of plants and make observations that will help you determine the pattern of inheritance and possible genotypes of parents and offspring. Under the right temperature and lighting conditions, these seeds were genetically engineered to germinate (start growing) within 72 hours!

A cross involving one gene (one set of alleles) is a monohybrid cross. Monohybrid crosses usually involve parents that have one set of contrasting phenotypes. An example in corn would be crossing a red kernel corn with a yellow kernel corn. A cross between parents that differ in two separate genes (two separate sets of alleles) is a dihybrid cross. Dihybrid crosses usually involve parents that have two sets of contrasting phenotypes. An example of a dihybrid cross in corn would be crossing red, large kernel corn with yellow, small kernel corn.

Here are reminders for the symbols used in this investigation:
- \( P \) = Parental generation or parents
- \( P_1 \) = maternal parent or “mother”
- \( P_2 \) = paternal parent or “father”
- \( F_1 \) = the first generation offspring (“children”) that result from crossing of the \( P_1 \) and \( P_2 \) (first offspring)
- \( F_2 \) = the second generation offspring is the result of crossing two \( F_1 \) plants.

Materials:
\( P_1 \) (mother) seeds, \( F_1 \) (first generation offspring from \( P_1 \) and \( P_2 \)) seeds, petri dish, filter paper circle, sharpie, pipette, ruler, water, light source

Day 1 Procedure:
1. Label the lid on the petri with your group name (or one student’s name) period number, and date using the sharpie. Don’t write too large.
2. Using the ruler draw a line down the center of the filter paper circle so you have two halves. There are no extra filter papers, so do not mess up!
3. Label the left side “\( P_1 \)” and the right side “\( F_1 \)”.
4. Place the filter paper circle in the bottom of the petri dish.
5. Using the pipette, add water to the filter paper circle and petri dish until it is completely soaked through.
6. Using the tweezers, place 5 \( P_1 \) seeds on the \( P_1 \) side of the filter paper and 5 \( F_1 \) seeds on the \( F_1 \) side of the paper.
7. Place the lid on the petri dish.
8. Using two small pieces of masking tape (no more than an inch), tape the lid down and place the two pieces on opposite ends of the dish.
9. Let the teacher know you’re petri dish is done and she will put it under the plant light.
10. Wait at least 3 days for germination.

Day 3 Procedure Observations:
1. Take the lid off the petri dish and observe the \( P_1 \) and \( F_1 \) seedlings.
2. Assign one person per group to be responsible for taking photos during the labs. Take photo and upload to:
   - https://tinyurl.com/FongP1 - Period 1
   - https://tinyurl.com/FongP2 - Period 2
   - https://tinyurl.com/FongP3 - Period 3
   - https://tinyurl.com/FongP6 - Period 6

Sketch (use colors):
Questions:
1. Observations-what phenotypic differences (observable physical characteristics) do you notice between the P1 and F1 seedlings? Come up with as many as you can!

2. According to your observations and your knowledge of genetics, do you think this is a monohybrid cross or a dihybrid cross? Keep in mind the father, P2 is unknown... for now. What phenotype or phenotypes do you think are being inherited?

Day 3 Procedure Transplanting into Quads:
1. Insert a wick into the cells labeled P1 and F1. Pull the wick halfway through the opening in the bottom of the cell (about 2 cm)
2. Fill the P1 and F1 cells about 1/2 way full with the moist soil. The F2 quads should be empty.
3. Add 3 fertilizer pellets to the P1 and F1 cells. Add a little more soil.
4. Make a slight depression in the soil and select your strongest looking P1 plant and place it in the P1 cell. Select your strongest looking F1 plant and place it in the F1 cell.
5. Add more soil to fill up the P1 and F1 cells to the top.
6. The end of our pencil is good for helping push the soil down, so are the tweezers. Be careful to not injure the plants as they're delicate.
7. Use a pipette to add more water until the wick gets wet.
8. Write group name, period number, date on plant tag. Insert plant tag in the P1 cell (without injuring the plant).
9. Place your quad onto the watering tray under the light source.
10. Upload a photo of your plant set-up on google slides. Links on previous page.

Class discussion notes continued:
3. Using your observations of seedling and notes, make the following predictions and give your reasoning:
   • The phenotype of the P2:
   • The genotype of the F1:
   • The phenotype (s) of the F2:

Day 3 Procedure F2 Set up:
1. Using a pencil, label the new filter paper disk "F2" and remove the old filter paper and seedlings out of the dish.
2. Place the new filter paper circle in the bottom of the petri dish.
3. Using the pipette, add water to the filter paper circle and petri dish until it is completely soaked through.
4. Using the tweezers, place 16 F2 seeds on the filter paper and spread them out.
5. Place the lid on the petri dish.
6. Tape the lid down on opposite ends of the dish.
7. Let the teacher know you're petri dish is done and she will put it under the plant light.
8. Wait at least 3 days for germination.
Using Wisconsin Fast Plants to Study Crosses in Genetics (Part 2)

Day 6 Procedure Observations:
1. Send one person to get group petri dish from counter.
2. Take the lid off the petri dish and observe the F₂ seedlings.
3. Take photo to save for reference and then upload to:
   - tinyurl.com/FongP1 - Period 1
   - tinyurl.com/FongP2 - Period 2
   - tinyurl.com/FongP3 - Period 3
   - tinyurl.com/FongP6 - Period 6

   You have a new slide that is after your previous slide.

Sketch (use colors):

4. Ms. Fong is going to pass out a second set of F₂ seedlings. This is to increase our sample size so we can have more data. Don't throw this dish away!

Questions and Data:
1. After looking at BOTH plates write down observations below (do you see any new phenotypes you haven’t see in the P₁ or F₁ generations?) Pay closer attention to any height differences!

   a. Percent = \( \frac{\text{Amount}}{\text{Total plants}} \times 100 \)

4. Write data on white board
5. Calculate class amount and percentages columns.

Class Discussion notes:
Day 6 Procedure Transplanting F₂ into Quads:
1. Send 1 person to get quad from counter.
2. Insert a wick into the cells labeled F₂. Pull the wick halfway through the opening in the bottom of the cell (about 2 cm)
3. Fill the F₂ cells about 1/2 way full with the moist soil.
4. Add 3 fertilizer pellets to the F₂ cells.
5. Add another layer of soil.
6. Make a slight depression in the soil and select 2 different F₂ plants to plant.

What are the phenotypes do the F₂ plants you have selected to plant?

7. Gently hold seedling with tweezers as you add more soil to fill up the top. If you break a seedling select another one.
8. Use a pipette to add more water until the wick gets wet.
9. Take a photo of your set up and upload it to the google slides.
10. Place your quad onto the mat on a watering tray under the light source.

Questions:
1. What genotypes do the following plants have and what is your evidence/reasoning?
   - Genotype of P₁:
   - Genotype of P₂:
   - Genotype of F₁:
   - Genotypes of F₂:

2. Were our ratios/percentages of our F₂ generation similar to what is expected from our dihybrid Punnett Square? What do you think may account for differences?

Clean-up:
1. Tape lid back on Ms. Fong’s class set of F₂ plants and return to her.
2. Rinse and dry petri dish and put in tub by sink.
3. Make sure tray is clean and soil bits are not left any where.
Some days as a middle school teacher I feel like I am in entertainment. I have to make these lessons entertaining, interesting and at the same time challenging. This can be very difficult when teaching about early man. Let’s face it, learning about people who lived thousands of years ago isn’t interesting. So this was my challenge when creating a unit on early man for my ancient civilizations classes.
Hey, I Need Those Tools!

Early Man, Survival and the Lack of Resources

Some days as a middle school teacher I feel like I am in entertainment. I have to make these lessons entertaining, interesting and at the same time challenging. This can be very difficult when teaching about early man. Let’s face it, learning about people who lived thousands of years ago isn’t interesting. So this was my challenge when creating a unit on early man for my ancient civilizations classes.

I decided to “trick” the students. We has spent some time learning about tools and items used for survival by early man. Each group of four students analyzed twelve pictures of tools. They had to figure out what the tool was, how it was used, and then rate the tools in order of importance for survival. After the groups came up with their analysis and order of importance lists, I collected their lists. I went over each photo with the students so they would know what each tool was and what it was used for. Now this is where I made it entertaining and interesting. I took each list of “tool importance” and told the students they could only use the first four tools they chose as most important and they needed to create nomadic tribe using only those tools for survival. I cut their lists off after the fourth tool and handed them back. Their mouth dropped open.

Students then had a lot to consider. Where they would live was at the top of their list. For example, if they had chosen tools that were for fishing, they needed to be near water that had a good supply of fish. If they didn’t have tools to cut down trees to make a shelter, then they needed to find a place where they could live without needing any wood. Students also needed to consider weather, ease of travel, food sources and how to keep a small group of people alive considering a division of labor. They had to completely build a nomadic tribe with limited tools.

Students first began by negotiating with one another where they wanted to live, which could be anywhere on the planet. Most conversations included strong arguments about food and water sources, and the problem of traveling to follow a herd or to find fish. Some conversations were more intense and heated as students tried to persuade their fellow group members to pick their locations, while others seemed to connect with one another about their goals. The challenge really came down to figuring out how to survive with limited tools. This really threw them for a loop, forced them to think critically and anticipate problems that could arise.

Students then created presentations. I allowed them to use iPads using Keynote to make a presentation, but I did have a couple groups that wanted to make posters. I did allow this as many of the students were not yet comfortable with the technology (I do this project at the beginning of the year).

After each presentation, the audience decides if the civilization will survive. They must consider all of the seasons and MUST provide evidence from the presentation as to why they believe the tribe will or will not survive. This portion of the project really forced the students to think. They did a wonderful job being critical of one another’s projects and asked thoughtful questions. This project definitely enhanced their understanding of the material and the struggle for survival that early man faced. Many of the students took this project as a challenge like a reality show. It was neat to see them so engaged in the material and searching out information about places around the world that would make survival possible. (Students accessed geography sites using Google on iPads.)

Students were assessed on their oral presentation skills using a rubric we use throughout the year. They were also assessed on how likely their tribe was to survive, as well as how well they critiqued the other presentations providing valid evidence and reasons for their conclusions. As a concluding assessment, students were given a few scenarios and had to decide whether or not the tribes in the scenario would survive.

This is a great project that can be applied to any grade level covering early man or another group of people trying to survive. The added challenge of limiting tools is a great way to increase rigor and improve problem solving skills.
This project also lends itself to discussion about losing resources. When students see how important items in our environment are, they are much more likely to have an understanding of the impact that the disappearance or unavailability of a resource can have.

The following standards were practiced during this project:

**W** 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 6.8, 6.9, 6.10; **SL** 6.1, 6.2, 6.5, 6.6; **L**6.1, 6.2, 6.3, 6.4, 6.5, 6.6 **RH** 6.1, 6.7, 6.9, 6.10 **WHST** 6.1, 6.4, 6.8, 6.9, 6.10
## Extended Oral Project Evaluation Rubric: Informative Presentation

<table>
<thead>
<tr>
<th>Presentation Content - Emerging</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gives an informative presentation that begins with an introduction that introduces the topic, is developed with a variety of details, and ends with a conclusion that clearly explains what can be learned from the presentation.</strong></td>
<td><strong>Gives an informative presentation that begins with an introduction that introduces the topic, is developed with some details, and ends with a conclusion that may or may not explain what can be learned from the presentation.</strong></td>
<td><strong>Gives an informative presentation about a topic; may be missing the introduction or conclusion and is not developed with many details.</strong></td>
<td><strong>Fails to give an informative presentation about a topic; does not include an introduction or conclusion.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Consistently adjusts language choices according to audience.</strong></td>
<td><strong>Usually adjusts language choices according to audience.</strong></td>
<td><strong>Sometimes adjusts language choices according to audience.</strong></td>
<td><strong>Never or rarely adjusts language choices according to audience.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Consistently uses adverbials correctly to provide details.</strong></td>
<td><strong>Usually uses adverbials correctly to provide details.</strong></td>
<td><strong>Sometimes uses adverbials correctly to provide details.</strong></td>
<td><strong>Never or rarely uses adverbials, or does not use them correctly.</strong></td>
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</tr>
<tr>
<td><strong>Consistently connects ideas using everyday connecting words in simple ways.</strong></td>
<td><strong>Usually connects ideas using everyday connecting words in simple ways.</strong></td>
<td><strong>Sometimes connects ideas using everyday connecting words in simple ways.</strong></td>
<td><strong>Never or rarely connects ideas using connecting words.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ideas are consistently well-organized and easy for listeners to follow.</strong></td>
<td><strong>Ideas are moderately well-organized and easy for listeners to follow.</strong></td>
<td><strong>Ideas are inconsistently organized and sometimes difficult for listeners to follow.</strong></td>
<td><strong>Ideas are disorganized and difficult for listeners to follow.</strong></td>
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<tr>
<td>Presentation Content - Expanding</td>
<td>4</td>
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<td>Gives an informative presentation that begins with an introduction that introduces the topic, is developed with a variety of details, and ends with a conclusion that clearly explains what can be learned from the presentation.</td>
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<td>Gives an informative presentation about a topic; may be missing the introduction or conclusion and is not developed with many details.</td>
<td>Fails to give an informative presentation about a topic; does not include an introduction or conclusion.</td>
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</tr>
<tr>
<td>Consistently adjusts language choices to purpose and audience.</td>
<td>Usually adjusts language choices to purpose and audience.</td>
<td>Adjusts some language choices to purpose and audience.</td>
<td>Rarely or never adjusts language choices to purpose and audience.</td>
<td></td>
</tr>
<tr>
<td>Consistently and correctly uses a variety of adverbials to provide details.</td>
<td>Sometimes uses adverbials to provide details, and may lack variety or correct usage.</td>
<td>Rarely uses adverbials to provide details, and lacks variety and correct usage.</td>
<td>Rarely or never uses adverbials.</td>
<td></td>
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<tr>
<td>Consistently connects ideas using connecting words in an increasing variety of ways.</td>
<td>Usually connects ideas using connecting words in an increasing variety of ways.</td>
<td>Sometimes connects ideas using connecting words, or only does so in simple ways.</td>
<td>Rarely or never connects ideas using connecting words.</td>
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<td>Ideas are disorganized and difficult for listeners to follow.</td>
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<tr>
<td>Presentation Content - Bridging</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>Gives an informative presentation about a topic; may be missing the introduction or conclusion and is not developed with many details.</td>
<td>Fails to give an informative presentation about a topic; does not include an introduction or conclusion.</td>
<td></td>
</tr>
<tr>
<td>Consistently and fluently adjusts language choices to task, and purpose.</td>
<td>Usually adjusts language choices to audience, task, and purpose.</td>
<td>Adjusts some language choices to audience, task, or purpose.</td>
<td>Rarely or never adjusts language choices to audience, task, or purpose.</td>
<td></td>
</tr>
<tr>
<td>Consistently and correctly uses a variety of adverbials to provide details.</td>
<td>Sometimes uses adverbials to provide details, and may lack variety or correct usage.</td>
<td>Rarely uses adverbials to provide details, and lacks variety and correct usage.</td>
<td>Rarely or never uses adverbials to provide details.</td>
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<tr>
<td>Consistently connects ideas using an increasing variety of academic connecting and transitional words.</td>
<td>Usually connects ideas using a variety of academic connecting and transitional words.</td>
<td>Sometimes connects ideas using academic connecting and transitional words, or only does so in simple ways.</td>
<td>Rarely or never connects ideas using academic connecting and transitional words.</td>
<td></td>
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<td>Ideas are moderately well-organized and easy for listeners to follow.</td>
<td>Ideas are inconsistently organized and sometimes difficult for listeners to follow.</td>
<td>Ideas are disorganized and difficult for listeners to follow.</td>
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<tr>
<td>Oral Presentation Skills</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Emerging</td>
<td>Consistently speaks clearly and with some fluency, at an appropriate pace and volume, while maintaining consistent eye contact with audience.</td>
<td>Usually speaks clearly and with some fluency, works to maintain an appropriate pace and volume, while maintaining good eye contact with audience.</td>
<td>Speaks with some clarity and fluency, may vary pace and volume, and occasionally makes eye contact with audience.</td>
<td>Speaks with little clarity and fluency, inconsistent pace and volume, and does not make eye contact with audience.</td>
</tr>
<tr>
<td>Expanding</td>
<td>Consistently speaks clearly and with increasing fluency, at an appropriate pace and volume, while maintaining consistent eye contact with audience.</td>
<td>Usually speaks clearly and with increasing fluency, at an appropriate pace and volume, while maintaining good eye contact with audience.</td>
<td>Sometimes speaks clearly and with increasing fluency, at an appropriate pace and volume, while maintaining occasional eye contact with audience.</td>
<td>Speaks with little clarity and fluency, inconsistent pace and volume, and does not make eye contact with audience.</td>
</tr>
<tr>
<td>Bridging</td>
<td>Consistently speaks clearly and fluently, at an appropriate pace and volume, maintaining consistent eye contact with audience.</td>
<td>Usually speaks clearly and fluently, at an appropriate pace and volume, maintaining good eye contact with audience.</td>
<td>Sometimes speaks clearly and fluently, with some adjustment to appropriate pace and volume, maintaining inconsistent eye contact with audience.</td>
<td>Speaks with little clarity and fluency, inconsistent pace and volume, and does not make eye contact with audience.</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Emerging</td>
<td>Consistently demonstrates active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.</td>
<td>Usually demonstrates active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.</td>
<td>Sometimes demonstrates active listening in oral presentation activities by asking or answering basic questions with prompting and substantial support.</td>
<td>Rarely or never asks or answers questions to demonstrate active listening in oral presentation activities.</td>
</tr>
<tr>
<td>Expanding</td>
<td>Consistently demonstrates active listening in oral presentation activities by asking or answering detailed questions with occasional prompting and moderate support.</td>
<td>Usually demonstrates active listening in oral presentation activities by asking or answering detailed questions with occasional prompting and moderate support.</td>
<td>Sometimes demonstrates active listening in oral presentation activities by asking or answering basic questions with occasional prompting and moderate support.</td>
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<tr>
<td>Bridging</td>
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<td>Sometimes demonstrates active listening in oral presentation activities by asking and answering questions with minimal prompting and support.</td>
<td>Rarely or never asks or answers questions to demonstrate active listening in oral presentation activities.</td>
</tr>
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</table>
Surviving Long Ago

Project Instructions

For your project you will need to create a nomadic tribe that can survive during all four seasons using only the four tools you chose as your most important tools.

You will need to decide the following:

1. Where you will live- keep in mind food source, weather and ease of travel.
2. How you will live- shelter, clothing, food.
3. How you will protect yourselves- from the elements as well as other tribes.
4. Who does what? Duties and responsibilities of all members of the tribe.
5. How each of your tools will aid in your survival.

You will need to do a presentation using Keynote on the Ipad, and will need to present to the rest of the class. You will need to prepare to answer questions from the audience who will ultimately decide if your tribe can survive!

As you work on your presentation be sure to consult your rubric and your teacher when you have questions.

Good luck!
Tools of Early Man

Identify each tool and explain what it is used for. Then number the tools in the order of importance for survival - one being most important and 10 being least important.

<table>
<thead>
<tr>
<th>Card Number</th>
<th>Name of Tool</th>
<th>What it’s used for</th>
<th>Ranking of Importance</th>
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</tbody>
</table>
Tools 1-4

Tool 1

Tool 2

Tool 3

Tool 4
Tools 5-8

Tool 5

Tool 6

Tool 7

Tool 8
Tools 9-10

Tool 9
2018 Ventura County Impact II Grant

District: Santa Paula Unified School District
School: Isbell Middle School
Participant(s): Jennifer Dobbie

Lesson Plan Title: I'd Like to Wear Your Shoes- Teaching Empathy through Point of View and Author's Purpose
Lesson Plan Grade Levels: 6
Lesson Plan Subject Areas: Language Arts/Reading

It’s no secret that our youth are struggling with empathy. Being bombarded with images and messages constantly has taken its toll. In order to protect themselves from the barrage of information and images, children have begun to disconnect from feelings. The problem is so serious that social scientists have discovered a huge decline in empathy in college students in recent years. As a middle school teacher, I began seeing this lack of empathy in my students increasing in the past few years and wondered what I could do to fix it. While students in my ELD (English Language Development) class were reading the book Flipped, by Wendelin Van Draanen, I noticed that students struggled with the way it was written- told by two different characters telling their “side” of the story. The students had trouble putting themselves into the other person’s shoes. This is where this project was born.
I’d Like to Wear Your Shoes

Teaching Empathy through Point of View and Author’s Purpose

It’s no secret that our youth are struggling with empathy. Being bombarded with images and messages constantly has taken its toll. In order to protect themselves from the barrage of information and images, children have begun to disconnect from feelings. The problem is so serious that social scientists have discovered a huge decline in empathy in college students in recent years. As a middle school teacher, I began seeing this lack of empathy in my students increasing in the past few years and wondered what I could do to fix it. While students in my ELD (English Language Development) class were reading the book Flipped, by Wendelin Van Draanen, I noticed that students struggled with the way it was written—told by two different characters telling their “side” of the story. The students had trouble putting themselves into the other person’s shoes. This is where this project was born.

I decided to completely tackle the book differently, focusing my questions and our work on putting ourselves in the other person’s shoes. This involved a lot of acting out, grouping and regrouping and lots and lots of writing. We also listened to students’ point of view in certain situations in the book, (the book is about a boy and a girl and how they grow up together) as well as students’ experiences that they shared where they felt their side of the story had not been listened to. After a couple weeks, they began to understand better, they began to have empathy. In the beginning many described one character as being a “stalker, a ho,” but as they began to put themselves into the other person’s shoes, they started to look for clues in the text that they could make inferences as to what the character was really feeling and thinking. They would frantically look through the text to prove their inferences based on text.

From this point, I took the assignment further. I wanted to have my students begin to “wear” other people’s shoes, to try to strengthen their empathy muscles a little more to include not just characters in fiction, but real life people, struggling in our world. We began with reading an article about Malala. The students immediately were shocked that in some parts of the world girls are not permitted to go to school. Boys and girls in my class felt the injustice of this. I continued this exercise by having students put themselves into the stories of the people we read about, Malala, Syrian children, immigrants, a bullied child, and a homeless child. Students worked on their informative writing skills, as well as their narrative writing skills. They could choose to be a character in the original story or something entirely different, like a bed, a backpack, etc. This was very helpful in getting students to disconnect from their own prejudices and feel what others were feeling, experience what others were feeling, and really work towards having more empathy. One story in particular that was very powerful, the student took the position of Malala’s pencil, describing how the pencil felt as it was clutched in Malala’s hand as she wrote about the injustices against girls in her village. Another student wrote a touching story as the backpack of a Syrian refugee fleeing his country to find safety from rebels. I admit sometimes the stories made me cry, not only because of their content, but because of how I could see my students maturing and really embracing the plight of people around them.

The students really responded well to these activities and lessons. Something sparked inside of them. Although there is no formal assessment for measuring empathy in middle schoolers, I was able to assess their writing and comprehension skills. Reluctant writers were more anxious to write, and the shyest students became more vocal as we turned some of our narratives into short one-act plays. This was particularly helpful for my English learners as their struggle often is oral language. Their writing skills were much improved as well. I saw far more create writing, well structured sentences and greater use of academic vocabulary. I used the narrative and informational writing rubrics that we use during the year to prepare students for the end of year testing. I also assessed them on their oral presentation skills using a rubric we use for ELD presentations.
throughout the year. Overall, there was an overwhelming increase in writing skills in both informational and narrative. I also saw increased improvement in oral skills and particularly articulation.

This approach to teaching empathy can be used in a variety of classroom settings and in a variety of age groups. Teachers need only to adjust the Lexile level of the articles to fit their students’ needs as well as the writing expectations.

**Standards covered:** RL6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.9, 6.10; RI6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.10; W6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.9, 6.10; SL6.1, 6.2, 6.5, 6.6; L6.1, 6.2, 6.3, 6.4, 6.5, 6.6
### 6th Grade Narrative Rubric

<table>
<thead>
<tr>
<th>Name:</th>
<th>Score:</th>
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</table>

<table>
<thead>
<tr>
<th>Unit:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>- The author engages and orients the reader by establishing a unique or appealing context, and introducing a narrator and/or characters of a real or imagined experience.</td>
<td>- The author engages and orients the reader by establishing a context and introducing a narrator and/or characters of a real or imagined experience.</td>
<td>- The author introduces, but may not fully describe, a narrator or characters of a real or imagined experience.</td>
<td>- The context, narrator, and/or characters of the narrative were not made obvious to the reader.</td>
</tr>
<tr>
<td><strong>Main Idea &amp; Details</strong></td>
<td>- The author successfully uses relevant descriptive details and organizes an event sequence that unfolds naturally and logically. - The author effectively uses narrative techniques, such as dialogue, pacing, description, to develop experiences, events, and characters.</td>
<td>- The author uses relevant descriptive details and organizes an event sequence that unfolds naturally and logically. - The author uses narrative techniques, such as dialogue, pacing, description, to develop experiences, events, and/or characters.</td>
<td>- There were parts in the narrative with detailed description and a coherent sequence of events. - The author attempts to use some narrative techniques, such as dialogue or description, in order to describe experiences, events, and/or characters.</td>
<td>- The narrative lacks detailed description and/or a coherent sequence of events. - It is not clear whether the author attempted to use any narrative techniques to describe events or characters.</td>
</tr>
<tr>
<td><strong>Ending</strong></td>
<td>- The author provides an interesting ending or conclusion that follows from, and reflects on, the narrated experiences or events.</td>
<td>- The author provides an ending or conclusion that follows from the narrated experiences or events.</td>
<td>- The author provides an ending to the narrated experiences or events.</td>
<td>- The narrated experiences or events stop abruptly and/or lack a resolution.</td>
</tr>
<tr>
<td><strong>Craft &amp; Style</strong></td>
<td>- The author uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and to create a personal writing style. - The author uses imaginative language that includes precise words and phrases, relevant descriptive details, and sensory language throughout the entire narrative, in order to convey experiences and events.</td>
<td>- The author uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another. - The author uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</td>
<td>- The author uses some transition words, phrases, and clauses to convey sequence, or to signal shifts from one time frame or setting to another. - There were some parts of the narrative where the author uses precise words and phrases, descriptive details, or sensory language.</td>
<td>- There are little to no transitional words or phrases used, and shifts from one time frame or setting to another are abrupt. - Much of the language throughout the writing is unclear, inaccurate and/or careless.</td>
</tr>
<tr>
<td><strong>Genre</strong></td>
<td>- The author produces clear, coherent, and innovative writing in which the development, organization, and style are appropriate to the set task, purpose, and audience.</td>
<td>- The author produces clear and coherent writing in which the development, organization, and style are appropriate to the set task, purpose, and audience.</td>
<td>- The development, organization, and style of the writing are suitable to the set task, purpose, and audience.</td>
<td>- The development, organization, and/or style of the writing does not address the set task, purpose, and audience.</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>- There is significant evidence of planning, revising, editing, rewriting, or trying a new approach in order to develop and perfect the writing.</td>
<td>- There is evidence of planning, revising, rewriting, editing, or trying a new approach in order to develop or strengthen the writing.</td>
<td>- There is some evidence of planning, revising, rewriting, or editing to develop the writing.</td>
<td>- There is little to no evidence of planning, revising, rewriting, or editing to develop the writing.</td>
</tr>
</tbody>
</table>
6th Grade Narrative Rubric                                Name: Score:
Unit:                                                                                                 Date:

Student Goal: [To be filled out during a writing conference with the teacher.]

Write the statement from the rubric that represents your goal.

Quality & Standard: ________________________   W.6.____ Level: ______

Statement: ___________________________________________________________________________
_____________________________________________________________________________________

Teacher’s Comments about the Writing: [To be filled out when grading the student’s writing piece. Should include a critique of the piece and whether or not the student reached his/her goal.]
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Student Reflection: [To be filled out after the piece is graded.]

What was your favorite part of this writing assignment? Why was that your favorite part?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Did you reach your goal? If so, explain how. If not, explain what you still have to do to reach it.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Wearing Someone Else’s Shoes

Now that you have read about and gained knowledge of people living and struggling in our world, you will now be the task of writing a narrative about a person’s life (that we have studied), as if you were in their life. Here are some options to consider:

- Tell a story about a friend who is getting bullied or pretend to be the person getting bullied,
- Pretend you are an object in someone’s life and tell the story from the object’s perspective- for example Malala’s pencil, a Syrian refugee’s backpack, a bench that a bullied kid sits on, the car a homeless kids lives in with their family, etc. (These are only examples, you may come up with your own)
- Tell the story of Malala from her parents’ perspective.
- Pretend you are a Syrian refugee trying to escape to a safer place to live.

The options are endless. Be sure that you choose a topic/person that you are comfortable with and that you feel you could truly connect with. It is important that you provide context in your story that proves that you have researched and read about the person. (Go back and look at the articles we read and summarized.) Remember to tell your story in first person.

As you plan your story be sure to include all the elements of a narrative:

- a beginning in which you set the scene and introduce the narrator and the characters
- descriptive details and precise language to bring the story’s events, setting, and characters to life
- dialogue that fits your characters
- a well-organized sequence of events
- the resolution, by the story’s end, of characters’ problems or difficulties

Use the story plot outline to plan your narrative. Your narrative should be 1-2 pages, neatly written. Please be sure to revise, edit and read your story aloud to a classmate.
<table>
<thead>
<tr>
<th>Score</th>
<th>Establishment of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently 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  
- clear and effective organizational structure creating unity and completeness:  
  - 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 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  | 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  
| 3     | 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  
- 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 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  | 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, & spelling  
| 2     | 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  
- has an inconsistent organizational structure, and flaws are evident:  
  - inconsistent use of 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 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 uneven  
  - weak or uneven use of elaborative techniques  | The response demonstrates a partial command of conventions:  
  - frequent errors in usage may obscure meaning  
  - inconsistent use of punctuation, capitalization, & spelling  
| 1     | 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  
- 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 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  | The response demonstrates a lack of command of conventions:  
  - errors are frequent and severe and meaning is often obscure  
| 0     | A response gets no credit if it provides no evidence of the ability to [fill in with key language from intended target].  
*Point of view begins in 7th grade* | The response expresses ideas unevenly, using simplistic language:  
  - use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose  |  

Grades 6-12: Generic 4-Point Informational-Explanatory CCSS Writing Rubric
## Extended Oral Project Evaluation Rubric: Informative Presentation

<table>
<thead>
<tr>
<th>Presentation Content - Emerging</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
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</tr>
<tr>
<td>Gives an informative presentation that begins with an introduction that introduces the topic, is developed with a variety of details, and ends with a conclusion that clearly explains what can be learned from the presentation.</td>
<td>Gives an informative presentation that begins with an introduction that introduces the topic, is developed with some details, and ends with a conclusion that may or may not explain what can be learned from the presentation.</td>
<td>Gives an informative presentation about a topic; may be missing the introduction or conclusion and is not developed with many details.</td>
<td>Fails to give an informative presentation about a topic; does not include an introduction or conclusion.</td>
<td></td>
</tr>
<tr>
<td><strong>Consistently adjusts language choices according to audience.</strong></td>
<td>Usually adjusts language choices according to audience.</td>
<td>Sometimes adjusts language choices according to audience.</td>
<td>Never or rarely adjusts language choices according to audience.</td>
<td></td>
</tr>
<tr>
<td><strong>Consistently uses adverbials correctly to provide details.</strong></td>
<td>Usually uses adverbials correctly to provide details.</td>
<td>Sometimes uses adverbials correctly to provide details.</td>
<td>Never or rarely uses adverbials, or does not use them correctly.</td>
<td></td>
</tr>
<tr>
<td><strong>Consistently connects ideas using everyday connecting words in simple ways.</strong></td>
<td>Usually connects ideas using everyday connecting words in simple ways.</td>
<td>Sometimes connects ideas using everyday connecting words in simple ways.</td>
<td>Never or rarely connects ideas using connecting words.</td>
<td></td>
</tr>
<tr>
<td><strong>Ideas are consistently well-organized and easy for listeners to follow.</strong></td>
<td>Ideas are moderately well-organized and easy for listeners to follow.</td>
<td>Ideas are inconsistently organized and sometimes difficult for listeners to follow.</td>
<td>Ideas are disorganized and difficult for listeners to follow.</td>
<td></td>
</tr>
<tr>
<td>Presentation Content - Expanding</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>Consistently adjusts language choices to purpose and audience.</td>
<td>Usually adjusts language choices to purpose and audience.</td>
<td>Adjusts some language choices to purpose and audience.</td>
<td>Rarely or never adjusts language choices to purpose and audience.</td>
<td></td>
</tr>
<tr>
<td>Consistently and correctly uses a variety of adverbials to provide details.</td>
<td>Sometimes uses adverbials to provide details, and may lack variety or correct usage.</td>
<td>Rarely uses adverbials to provide details, and lacks variety and correct usage.</td>
<td>Rarely or never uses adverbials.</td>
<td></td>
</tr>
<tr>
<td>Consistently connects ideas using connecting words in an increasing variety of ways.</td>
<td>Usually connects ideas using connecting words in an increasing variety of ways.</td>
<td>Sometimes connects ideas using connecting words, or only does so in simple ways.</td>
<td>Rarely or never connects ideas using connecting words.</td>
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<td>Presentation Content - Bridging</td>
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<td>3</td>
<td>2</td>
<td>1</td>
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<td>Consistently and fluently adjusts language choices to task, and purpose.</td>
<td>Usually adjusts language choices to audience, task, and purpose.</td>
<td>Adjusts some language choices to audience, task, or purpose.</td>
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<td>Rarely or never uses adverbials to provide details.</td>
<td></td>
</tr>
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<td>Consistently connects ideas using an increasing variety of academic connecting and transitional words.</td>
<td>Usually connects ideas using a variety of academic connecting and transitional words.</td>
<td>Sometimes connects ideas using academic connecting and transitional words, or only does so in simple ways.</td>
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<tr>
<td>Oral Presentation Skills</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
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<td>--------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>Consistently speaks clearly and with some fluency, at an appropriate pace and volume, while maintaining consistent eye contact with audience.</td>
<td>Usually speaks clearly and with some fluency, works to maintain an appropriate pace and volume, while maintaining good eye contact with audience.</td>
<td>Speaks with some clarity and fluency, may vary pace and volume, and occasionally makes eye contact with audience.</td>
<td>Speaks with little clarity and fluency, inconsistent pace and volume, and does not make eye contact with audience.</td>
</tr>
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<td><strong>Expanding</strong></td>
<td>Consistently speaks clearly and with increasing fluency, at an appropriate pace and volume, while maintaining consistent eye contact with audience.</td>
<td>Usually speaks clearly and with increasing fluency, at an appropriate pace and volume, while maintaining good eye contact with audience.</td>
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<td><strong>Bridging</strong></td>
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<td>Usually speaks clearly and fluently, at an appropriate pace and volume, maintaining good eye contact with audience.</td>
<td>Sometimes speaks clearly and fluently, with some adjustment to appropriate pace and volume, maintaining inconsistent eye contact with audience.</td>
<td>Speaks with little clarity and fluency, inconsistent pace and volume, and does not make eye contact with audience.</td>
</tr>
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<td>Listening Skills</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td><strong>Emerging</strong></td>
<td>Consistently demonstrates active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.</td>
<td>Usually demonstrates active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.</td>
<td>Sometimes demonstrates active listening in oral presentation activities by asking or answering basic questions with prompting and substantial support.</td>
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The Interpret History and Take Informed Action curriculum focuses on the inquiry process and working towards a level of informed action that reflects the very core of an informed and responsible citizen. The College, Career and Civic Life Curriculum developed by the National Council for the Social Studies and an influential part of the CA History Social Science framework, features four dimensions used as the basis for the curriculum. The CA Social Science Framework focus for this curriculum is found under the section of the framework titled “The Divergent paths of the American People” and Manifest Destiny. The curriculum covers 8th grade HSS Grade 8 Content Standards, HSS Analysis Skills (Research, Evidence, Point of View and Historical Interpretation). Also aligned are ELA/Literacy standards and ELD Bridging Standards. The focus is on 8th grade for this example but the inquiry model has been used successfully across secondary grade levels. (Inquiry in the Classroom Chart)
The Interpret History and Take Informed Action curriculum focuses on the inquiry process and working towards a level of informed action that reflects the very core of an informed and responsible citizen. The College, Career and Civic Life Curriculum developed by the National Council for the Social Studies and an influential part of the CA History Social Science framework, features four dimensions used as the basis for the curriculum. The CA Social Science Framework focus for this curriculum is found under the section of the framework titled “The Divergent paths of the American People” and Manifest Destiny. The curriculum covers 8th grade HSS Grade 8 Content Standards, HSS Analysis Skills (Research, Evidence, Point of View and Historical Interpretation). Also aligned are ELA/Literacy standards and ELD Bridging Standards. The focus is on 8th grade for this example but the inquiry model has been used successfully across secondary grade levels. (Inquiry in the Classroom Chart)

Dimension One: Develop Questions and Planning Inquiries (Compelling Question Graphic Organizer Student Samples / Compelling Question to Take Informed Action)

In this stage, I introduced the idea of Manifest Destiny (or any other historical topic) using a backwards planning strategy PPT. Introducing essential questions at the beginning of the introduction was key as I had each of the students review the questions, change them to compelling questions and attempt to answer or debate them after the informational PPT slides. During this key information phase, students took Cornell Notes, learned how to develop compelling questions and write summaries. Of key interest here is the development of the compelling question. We discussed compelling questions and arrived at several factors that characterized a compelling question. Compelling and supporting questions are at the core of the new frameworks and creating the questions was difficult for many students. As a class, we developed a set of criteria that compelling questions exhibit with the key criteria being - is the question debatable?

During this phase, the classroom is stocked with a wide range of books and artifacts that support the topic. This develops and prepares the academic environment for the inquiry.

Formative assessment for this section includes Cornell Notes and summary writing, graphic organizers and question development outlines.

Dimension Two: Applying Disciplinary Concepts and Tools (Clarkson’s Box / OPVL Analysis / OPVL Student Samples)

Within this stage, students review a variety of sources related to the concept of Manifest Destiny and Westward Expansion. From maps, art and journals as well as graphs, students were introduced to a wide range of primary sources that were related to Manifest Destiny and Westward Expansion. OPVL (Origin, Purpose, Value and Limitations) was introduced as an analytical tool. During this stage, students were also introduced to the idea of the artifact box by Thomas Clarkson. Thomas Clarkson was an abolitionist and had an artifact box filled with evidence to support his campaign against the transatlantic
slave trade. Students were assigned a document through Google Classroom and went on a webquest to review Thomas Clarkson, his argument and how he supported his claims with artifacts. This activity was easy to connect to our own inquiry as many students were making the connection that his artifact box was a compelling way to support an argument.

Utilizing disciplinary tools and concepts in this dimension is key for students as they attempt to make connections throughout history. The C3 framework and CA state framework feature four discipline lenses: civics, economics, geography and history. Each lens relies on a unique way of thinking, organizing and verifying knowledge within the discipline. Recognizing that each student is unique - utilizing the different lenses gives students the opportunity to make connections related to their personal strengths. For example, a student discovering the development of canals during the time of westward expansion was very focused on the lens of economics as she discovered artifacts that showed the cost of the canal and the amount of cargo that traveled through the canal. Students begin to hone in on a research question of their choice during this phase and start to develop claims related to the compelling question.

Formative assessment for this section includes webquest response writing, source index cards, primary source analysis forms and OPVL graphic organizer analysis.

Dimension Three: Evaluating Sources and Using Resources

Within this stage, the students are continuing to create index source cards and evaluating sources. Using a variety of resources, students continue to use the OPVL system to evaluate resources and pay careful attention to online resources with website analysis tools.

Formative assessment for this section includes source index card format, supporting question development and checklists.

Dimension Four: Communicating Conclusions and Taking Informed Action (Informed Action Student Samples, Taking Research to the Next Level of Informed Action)

Of interest is the development of the phrase “Taking Informed Action”. To many students, informed action is writing a letter to an elected official or joining a protest. In class, we spend time discussing the meaning and arrive at the conclusion that taking informed action may be as simple as being an informed citizen. Strategies for taking action include informing or educating another person about the topic, advocating for the topic and serving or giving back by offering time and talents to the community. Because this is a difficult step in the process, I work very carefully with students and allow groups to form as they find unique connections within their topics. For example, several students are currently studying the Indian Removal Acts and within their studies found some references to the recent situation related to the Dakota pipeline. Students felt compelled to write to their representatives and express their opinion about the situation.
The samples that I have included with this narrative are from students that chose to write a letter to a museum about the inclusion of artifacts in their display. Their informed action took the shape of a letter explaining the importance of an artifact they had discovered in their research.

Summative assessment for this section includes final product development, self-evaluation and peer-evaluation.
1) Go to this link: BBC History of the World and read the paragraph about Thomas Clarkson.

Thomas Clarkson was considered an abolitionist. What is an abolitionist?

Clarkson travelled many miles on a campaign for this cause. He felt he needed evidence to prove the importance of the cause. How did he obtain these artifacts for this campaign?

Why are the artifacts and the method he used called “propaganda tools and strategy”? Define propaganda and then explain your thinking.

2) Go to this link: Teaching History with 100 Objects

Take a look at some of the objects featured on this list. Select one (do not select Thomas Clarkson’s campaign chest) and discuss why it may be considered an important object for teaching history. Do you agree? Disagree? Why? Explain.

Collecting Evidence

Describe Clarkson’s aims and change them into arguments. What are his arguments?

Thomas Clarkson Intro

Thomas Clarkson is attributed to supplying this person with “evidence” for his argument against slavery. Who is this person and explain why you think he needed evidence?

Clarkson’s Box

Review some of the items found in Clarkson’s box. Select three items and discuss how the items support Clarkson’s claims or argument.

Now, think about the items in the box. How can they be considered “answers” to supporting questions? What are the supporting questions as evidenced by the items?
Did the telegraph prove to be an invention that developed and changed the U.S. in the 1800s?

Name ___________________________ Date __________

Create a compelling question and construct an argument in response.

Did the telegraph prove to be influential in the settlement in the West?

What difference did the telegraph make in the settlement in the West?

<table>
<thead>
<tr>
<th>Civics</th>
<th>Economics</th>
<th>Geography</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic &amp; Political</td>
<td>Economic Decision</td>
<td>Geographical Representations:</td>
<td>Change, Continuity and</td>
</tr>
<tr>
<td>Institutions</td>
<td>Making</td>
<td>Spatial Patterns and</td>
<td>Context</td>
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<td>Movements</td>
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<tr>
<td>Participation and</td>
<td>Exchange and Markets</td>
<td>Human-Environment Interaction: Place, Regions and Culture</td>
<td>Perspectives</td>
</tr>
<tr>
<td>Deliberation Applying</td>
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<td>Democratic Principles</td>
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<tr>
<td>Processes, Rules and</td>
<td>The National Economy</td>
<td>Human Population: Spatial Patterns and Movements</td>
<td>Historical Sources and Evidence</td>
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<td>Global Interconnections: Changing Spatial Patterns</td>
<td>Causation and Argumentation</td>
</tr>
</tbody>
</table>

**Supporting Questions:** Focus on descriptions, definitions and processes (construct a conclusion and take informed civic action)

- Was the telegraph invented too late to affect Westward Expansion?
- How did the popularity of the telegraph differ across the U.S.?
- What were the properties of the telegraph?

**Determine sources**

---

**FINAL PROJECT and Rubric**

Taking informed action

1. Individual experience (portfolio)
2. Interview somebody, partner with somebody, teach children

---
5 things I remember...

D Pony Express
D Telegraph
D Women Suffrage
D Indian Removal Act
D Indian Wars

-interestingly, you might want to combine

Argument

Settlers felt more comfortable moving west because they could keep in touch with their families in the east.

Did prove to be influential.

The telegraph was able to connect the West and the east.

The telegraph was not made too late because it was made in 1850 and westward expansion lasted throughout the 1800s.

telegraph connected the east and west

telegraph was invented in 1850.

Westward expansion was happening throughout the 1800's.

Many had to leave their families and friends.

how did the telegraph's popularity differ throughout the country?

were any other countries using the telegraph?

were telegraphs popular right away, or did it take some time?

what is a telegraph?

how many telegraphs were used across the country?

how were telegraphs and westward expansion related?

how much did it cost to use a telegraph?

what is one artifact, from the 1800s, that was used with the telegraph?

What tools were used to decipher a telegraph message?

What were some notes taken during the development of the telegraph?
Name ___________________________ Date _____

Create a compelling question and construct an argument in response. Did westward expansion rely on immigrants? Negatively and positively, how did immigrants affect westward expansion? If Chinese people hadn't come to the U.S., then the transcontinental railroad would not have been built. Immigrants gave American citizens the chance to make their part of U.S. civilization. Immigrants worked hard for little pay and most immigrants moved into the west because they believed the west had the most opportunities for them.

<table>
<thead>
<tr>
<th>Civics</th>
<th>Economics</th>
<th>Geography</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic &amp; Political Institutions</td>
<td>Economic Decision Making</td>
<td>Geographic Representations: Spatial Views of the World</td>
<td>Change, Continuity and Context</td>
</tr>
<tr>
<td>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</td>
<td>Exchange and Markets</td>
<td>Human-Environment Interaction: Place, Regions and Culture</td>
<td>Perspectives</td>
</tr>
<tr>
<td>Processes, Rules and Laws</td>
<td>The National Economy</td>
<td>Human Population: Spatial Patterns and Movements</td>
<td>Historical Sources and Evidence</td>
</tr>
<tr>
<td></td>
<td>The Global Economy</td>
<td>Global Interconnections: Changing Spatial Patterns</td>
<td>Causation and Argumentation</td>
</tr>
</tbody>
</table>

Supporting Questions: Focus on descriptions, definitions and processes (construct a conclusion and take informed civic action)

1. What means of transportation did immigrants use to get to the U.S.?
2. Were immigrants treated fairly once they arrived in the U.S.?
3. Did the U.S. government support immigration?
4. What kind of people came to the U.S. from different countries?
5. 

Determine sources

FINAL PROJECT and Rubric

Taking informed action – what does it mean? Individual –
• The Dohner Party
• Life on the Frontier was very difficult
• Transcontinental Railroad
• Telegraph
• Two days after telegraph started, Pony Express shut down
• Did westward expansion push people into the Civil War

Facts about my Subject
• American citizens got people from other countries to come to the U.S.
• Chinese worked to build the railroads for very little pay

1. Why did people come to the U.S. from different countries
2. What made the U.S. so appealing to immigrants
3. Was westward expansion greatly affected by immigrants
4.
Supporting Questions

What kinds of weapons were created?

What were the weapons' specific purposes?

Who created these weapons?

Did any of these weapons play a large role in the war?

How were these weapons made?

Were there any tanks in the war or after?

What were the most efficient weapons and popularly used?

Which weapons were continually used long after the war?

When were these weapons developed?

Did geography or certain situations affect which weapons were created or used? Which ones?

Would the outcome of the Civil War have been different if it wasn't for certain weapons or events?

Who funded the creation of these weapons?

When were the Hatchets weapons developed?
What was the most powerful weapon in the war?

Did these weapons influence the making of better weapons later?

How long did it take to manufacture these weapons?

What happened to the ironclads after the war ended?
Create a compelling question and construct an argument in response.

What impact did the Civil War have on the making of new weapons?

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<td></td>
<td>Views of the World</td>
<td></td>
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<td>Perspectives</td>
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<td>Regions and Culture</td>
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<td>Civic Virtues and</td>
<td>The National Economy</td>
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<tr>
<td>Democratic Principles</td>
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<td>and Movements</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Cause and Argumentation</td>
</tr>
</tbody>
</table>

Supporting Questions: Focus on descriptions, definitions and processes (construct a conclusion and take informed civic action)

More than one answer does not require serious investigation.

Determining sources

FINAL PROJECT and Rubric

Taking Informed Action

Level 1: Individual Experience Level 2: Compare/Share Level 3: Go into the world
• Sitting Bull & Crazy Horse/who were they? what did they do?
• how did other countries feel about manifest destiny
• African American soldiers/what did they do/ importance
• American Army had Automatic weapons?? Hatchkas
• Manifest Destiny almost resulted in extinction of an animal species AND extinction of a human race and culture
• railroads & boats: what kinds of boats were used?
• did westward expansion affect the civil war?

Argument:
Westward expansion **DID** influence the making of new or weapons

- Westward expansion caused Civil War, so new weapons were made
- better weapons were needed to survive on the trail and the US. army developed more advanced weapons to fight Native Americans
- Civil War happened because added states had to decide between slave or free states
- Weapons developed during Civil War included cannons, iron ships, automatic weapons, hand grenades, mines, and more
- most weapons developed during Civil War

> might to choose? combine?
Create a compelling question and construct an argument in response.

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<td></td>
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**Supporting Questions**: Focus on descriptions, definitions and processes (construct a conclusion and take informed civic action)

Determine sources

FINAL PROJECT and Rubric
May 11, 2015

Dr. Louise Mirrer
New York Historical Society
170 Central Park West
New York, NY, 10024

Dear Dr. Mirrer,

I recently discovered your collection of 50 significant items related to the Civil War, and would like to see you consider making some additions to the collection. I have found a daguerreotype, a photograph, of a dead sharpshooter, that I would like you to include.

This artifact is a daguerreotype created by Alex Gardner, a photographer during the Civil War, taken on the outskirts of the site of the battle at Gettysburg in July, 1863, and depicting a dead sharpshooter next to his rifle, still wearing the clothes and other pieces of equipment used in battle to assist in avoiding enemy fire by remaining unseen. In its time, photographs like this one served an important purpose: they helped to document the triumphs and horrors of the war, without the bias or inaccuracies presented by a person drawing the scenes or giving their accounts of the war- a revolutionary advancement in informing the public back home about what really was happening on the battlefield, rather than doling out romanticized stories and depictions.

In addition to the photograph, I would like to see you include a model or replica of any one the cameras used in that era, even if it was not used to take this photograph, as it would definitely help people looking at your exhibit to understand that photography at the time was nothing like what we have now, but also understand that even though the technology implemented at the time in photography was relatively primitive, creating
images without color, and some photographs are said to be somehow staged, the photograph, despite its various limitations, still provides significant insight into the appearance of period equipment, military clothing, and weaponry, bettering our understanding of their form and letting us make more inferences about their function. There are many other such photographs of militants assembling during the war, of corpses, and of men in various states, providing a reasonably accurate representation of the war's participants.

Though using a collection of items may be against the idea of representing the Civil War in a certain number of objects, I feel as though many of these photographs, taken by people like Alex Gardner and others employed by the photographer Mathew Brady, as well as the cameras used to take them, deserve their places in your collection for their representation of period technological progress in both photography and warfare, their accurate depiction of the war unparalleled by any human artist of the time, and their marking the end of Victorian-era romanticism surrounding war. The Civil War was the first major conflict to be documented in detail through photography. A collection of artifacts like this one, attempting to represent the Civil War, should include more examples of early photography than it currently does. Thank you for your consideration in this matter.
May 15, 2015

Dr. Louise Mirrer  
New York Historical Society  
170 Central Park West  
New York, NY 10024

Dear Dr. Mirrer,

I am advocating for the inclusion of a particular artifact in your collection of Civil War objects. This political cartoon is an ink caricature captioned "Long Abraham Lincoln A Little Longer", drawn by Frank Henry Temple Bellows in Harper's Weekly on November 26, 1864 -- on the occasion of Lincoln's reelection to the presidency. Its purpose was to whimsically make a play on words so that people would see Lincoln with a sense of humor.

A value of this is that it gives the perspective of how the press saw Lincoln -- whose stature was the media's equivalent of Obama's ears. Though this artifact is not a serious analysis of anything, just a political caricature, the cartoon's very triviality is one of the most interesting things about this artifact because to the North, it was just that: a cartoon. But to Southerners or Confederate sympathizers who caught wind of this drawing, the lightness of the announcement of Lincoln's reelection was a slap in the face. This was the man whose first election to President caused the Confederacy to secede, then waged a devastating war on them to bring them back, then freed their slaves. Because of this dramatic difference in viewpoints between the cowed Confederates and the triumphant (if it can be called that) North, this simple caricature is a valuable token of the fundamental differences between the North and the South that Reconstruction efforts were to face.

Another artifact that contributes to our understanding of Lincoln's second term as President is Lincoln's second inaugural address, a strong example of the great orator's considerable skill. He talks about slavery and the Civil War that he had waged, and of a brighter future. Of course, this cautious optimism -- and blithely tongue-in-cheek cartoon -- take on a morbid tone when one considers the sad, sudden demise of Lincoln, about a year into his second term. Any token of the transitional period after the Civil War and leading up to Lincoln's death is valuable to future generations who are wondering about how the fractured nation coped with
the aftermath of a terrible internal war. This is just another example of how artifacts' meanings shift and develop over time as history marches on.

Of course, all historical items have their drawbacks for historians' purposes, and one limitation of Bellew's cartoon is that it doesn't explicitly tell us how Lincoln was elected, or quite how the American South reacted. The story of Lincoln's second inauguration is filtered through the sarcastic cartoonist's keen eye. However, no one artifact tells the whole story, and thus, I believe that "Long Abraham Lincoln A Little Longer" would be a valuable and insightful addition to your exhibition about the story of the Civil War.

Sincerely yours,
Project Based Learning and Inquiry Mash-Up

**Mise-en-place**

- Developing Questions and Planning Inquiries
  - Plan the environment
  - Driving Question or Challenge
  - Begin the Process

**Learning Events**

- Applying Disciplinary Concepts & Tools
  - Investigation
  - Need to Know
  - Wonder
  - Hypothesize

- Evaluating Sources & Using Evidence
  - Documentation
  - Sensemaking
  - Reflecting/Refining
  - Construct
  - Synthesize & Model

**Create & Build**

- Communicating Conclusions and Taking Informed Action
  - Application of Knowledge
  - Go Public
  - Reflect
  - Extend

- Reflecting/Refining
  - Go Public
  - Reflect
  - Extend

Inquiry at UCLA Lab School (Critical Thinking Institute), Project Based Learning (BIE), The Inquiry Cycle (UCB), C3, Stripling Model
Developing Questions and Planning Inquiries

Plan the environment

Driving Question or Challenge

Begin the Process

Topic: Civil War
Learning Events

Applying Disciplinary Concepts & Tools

Investigation

Need to Know

Wonder

Hypothesize

Artifact Analysis

Carousel
- Generate Questions
- Categorize Ideas

Artifact Analysis, Reflections, Assessment

Guided Webquest
Communicating Conclusions and Taking Informed Action

Application of Knowledge

Go Public

Reflect

Extend
Example:

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Origin</th>
<th>Purpose</th>
<th>Value</th>
<th>Limitations</th>
</tr>
</thead>
</table>

Book Title:

Author:

Artifact:

Category:

The **origin** of this source is a ____________ that was ________________ by _________ in ________ in _______. Its **purpose** was to _________________ so ___________________. A **value** of this is that it gives the perspective of __________________________. However, a **limitation** is that ____________________, making ___________________________.

<table>
<thead>
<tr>
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</tbody>
</table>
1. The **Origin** of my artifact is that it is a button that women who supported women's suffrage wore to help support the movement. This artifact is now at the National Museum of History.

2. The **Purpose** of my artifact is to show who supported women's suffrage. It was also worn to get people thinking about giving women the right to vote.

3. The **Value** of my artifact is that it gives an example of how women were working for their right to vote. It proves to me that many women were activists in women's suffrage.

4. The **Limitations** of my artifacts are that this button does not tell me much about who made it and who wore it. The button's slogan is pretty self-explanatory but it could have a background that is not stated.
*Found at home*

1. **Origin** of my artifact is it was originally a bakery or milk delivery wagon. This wagon was said to be found in Lucy Stone's Barn, after her use of it for promoting women's suffrage.

2. **Purpose** of my artifact was to use it as speaking engagements to distribute the Women's Journal. The Women's Journal included information about women's right topics. So overall the wagon was used to spread around women's suffrage.

3. **Value** of my artifact is that it was a key part of getting everyone thinking about giving women the right to vote. The wagon is also painted with many slogans which give me an idea of the types of arguments women used to promote women's suffrage.

4. **Limitations** of my artifact is that the slogans are also slightly self-explanatory but they could be another moving behind it.
OPUL

Origin
Website: Owlcation.com
Updated: November 11th, 2017, written by Rochelle Frank

leads tours at a museum in an 1850 Gold Rush town

Origin of Paines Celery compound made out of plants and roots such as Sarsaparilla root, ginger root, Yellow Dock Root, and Dandelion Root

Celery seed = major ingredient

Purpose
Answered "What medicines were used during the Gold Rush?"
The remedy was used to create a healthy appetite, sound digestion, clear skin, vigorous body, strengthens nerves, tones stomach, revives energy, revives spirit

remedy for dyspepsia, Neuralgia, Rheumatism, and female concerns

Value
Website was very informative especially because there's so little information about my topic that I could find and most is confusing

The herb remedy was super important to preserve the health of travelers

Limitations

• VERY little information from medicines during the California Gold Rush
• I don't have examples of who exactly used the herb, just 'Travelers'
• Overall: Not sure how the remedy was made/used on websites
Origin
Website: Edenhopecycle4.wordpress.com
- Eden Hope Academy
- Steve and Kim Glorowski
- Steve, PhD in Computational Sciences and Informatics
- Cebu Genomics team members originally
- January 26, 2017 - Updated

Lavender - plant grown

Purposes
- Website: Teaches kids and used for homeschooling
- Aromatic, antiseptic, treat and disinfect wounds, treats digestive problems, anxiety, restlessness, insomnia
- Placed in hats to prevent headaches and sunstroke by farmers

Values
- The family who created the website uses the website for homeschooling, as well as other families who use the website for homeschooling
- Lavender was a natural herb remedy that was very important to hospitals to disinfect/sterilize and to people/travelers to cure problems

Limitations
- Doesn’t give much information on who grew the herb, or where, just that it was grown and used by farmers and travelers
- Gave me very good information about three herbs that were used, but not medicines that were made. Made me realize that they travelers used many herb remedies for very basic necessities like curing headaches.
- Herbs, no medications
Taking Informed Action

In representative government, citizens have a responsibility to stay informed and hold government accountable to the people it represents. It is the duty of citizens to challenge civic, political, social and cultural institutions in order to move towards a more perfect union. Taking informed action requires first learning about an issue, then assessing what options will best address that issue and employing strategic steps that create change. Being informed about issues is critical to making meaningful change. (Adapted from NK360 Framework for Taking Informed Action)

Step One:
Develop a compelling question and collect information. Remember - compelling questions are debatable. (Example: Were the Indian Removal Acts necessary for westward expansion?)

Continue with research and create source index cards. Create a collection of sources that support your answer to the compelling question. Is this considered a claim? An argument?

<table>
<thead>
<tr>
<th>Compelling Question</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Supporting Questions</th>
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</thead>
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</table>

<table>
<thead>
<tr>
<th>Source, summary and support for argument</th>
</tr>
</thead>
</table>
Step Two:
Summarize and explain the issue that you discovered during your research.
(Example: Indian Removal Act and Treaties)

Describe your argument or claim and opposing perspective that may exist.
(Example: Indian Removal Acts were necessary because the land was full of resources and land was needed for new immigrants and settlers during the time of Westward Expansion)

Identify points of agreement or opportunities to find common ground. (Example: New immigrants and settlers were arriving in the United States and needed to find land to settle.)

Step Three: History Repeats Itself
Can you find any present day connections to your topic? Can you use the information learned to inform and persuade others to support your argument or perspective?

<table>
<thead>
<tr>
<th>Present Day Issue</th>
<th>Historical Example</th>
</tr>
</thead>
</table>
Step Four - Planning Your Action

What does it mean to take informed action?

<table>
<thead>
<tr>
<th>Personal Experience</th>
<th>Authentic Experience</th>
<th>Taking it out into the World Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry, research, reflection, journal entries, inform others through a PSA, write an editorial</td>
<td>Become an advocate for the issue, serve as a volunteer, give of your time to an organization, interview someone, create a poster and display it prominently</td>
<td>Write a letter, get signatures on a petition, organize or attend a rally or march, celebrate or memorialize</td>
</tr>
</tbody>
</table>

Your Ideas:
2018 Ventura County Impact II Grant

District: Conejo Valley Unified School District
School: Colina Middle School
Participant(s): Kari White
Christa Lamb

Lesson Plan Title: More Human Than Me
Lesson Plan Grade Levels: 10; 11; 12; 6; 7; 8; 9
Lesson Plan Subject Areas: Language Arts/Reading; Science (Amgen Category)

Creative functioning 3-D designs, engaging video clips, Socratic seminar, various non-fiction and fiction documents, collaborative groups and debate are all part of a four week unit designed to generate self-awareness. The unit is a student centered, inquiry led format utilizing a variety of learning methods to encourage students to recognize themselves as members of a larger community, evaluate aspects of their humanity and draw conclusions about their responsibility to their future.
More Human Than Me

Creative functioning 3-D designs, engaging video clips, Socratic seminar, various non-fiction and fiction documents, collaborative groups and debate are all part of a four week unit designed to generate self-awareness. The unit is a student centered, inquiry led format utilizing a variety of learning methods to encourage students to recognize themselves as members of a larger community, evaluate aspects of their humanity and draw conclusions about their responsibility to their future.

Guiding Questions

What makes us human? Is it communication? Empathy?

What is artificial?

What lasting impact will a reliance on AI have on ourselves, our community and our government?

Stage 1 Prove You Are Not a Robot

The first stage is designed to help students establish a definition of humanity and artificial intelligence and their relationship in their lives. In order to encourage interest, the unit is introduced with the Twilight Zone episodes “The Mighty Casey” and “Brain Center at Whipple”, focusing on the possible consequences of a future reliant on artificial intelligence. The students organize their thoughts using the thinking routine I See, I think, I Wonder; these notes are used during discussion.

In the next step, vocabulary is front loaded through word maps, video clips and images and a symbol activity. Students are to compile a list of artificial items in their homes and design a symbol to represent two items; as a class, we will create a continuum. This acts as a pre-assessment since students must consider whether their artificial symbol performs a beneficial, harmful or inconsequential task. We will return to this continuum often reassessing the placement of the symbols as well as adding to it.

Next, the class moves towards defining “human”. Students complete a close read of the nonfiction piece, “The Story of Victor d’Aveyron-Wild Child”, and engage in “think, pair, share”. For an exit ticket, they write a claim in response to the question, “What makes us human?” To continue the definition of human, the class will analyze the song, “Human”, by the Killers.

Now students complete the Newsela activity on the article “AI ‘good for the world’...says Sophie, the robot.” This is independent work that involves a close read and quiz on the nonfiction piece. The next day they will complete the Edpuzzle video and activity on Jack Ma where they interpret what separates us from artificial intelligence. Edpuzzle is an interactive video that allows teachers to collect data while engaging students.
To finish the introductory stage, students create a three dimensional object that functions and provides artificial assistance. They can use legos, computer software, paper mache, etc. The devices are presented in a Gallery Walk where the class analyzes each AI innovation using the Circle of Viewpoint activity; students discuss observations on how different perspectives might perceive how the creative devices enhance life.

**Stage 2 Improving Our World?**

Stage two is designed to encourage students to start weighing the benefits of artificial intelligence. The class completes two more Edpuzzle interactive videos, “The Future of AI” and “WALL-E Human Dystopia”. Then, divided into two groups, one focuses on the benefits of AI, and the other on potential detriments. Students will research a variety of documents and collect evidence. They will then complete two group projects to present their findings. One project is a “Claims Poster” and the other is a tableaux.

After the group work presentations, the class will participate in a Four Corners activity that allows them to synthesize the argument, select a side and defend their opinion.

**Stage 3 Let’s Get Real**

Now that students have an understanding of the positive and negative benefits of artificial intelligence, we will consider their possible applications in the future. The class will once again be divided into two groups. Half of the class will read a few sample résumés, and then create their own résumé, or job profile as if they were an artificial intelligence. The other half of the class will read potential job postings and create a job for an artificial intelligence. The students will then participate in a job fair. The Personnel Director will collect a list of potential job candidates and conduct an interview. The AI will walk around the fair and apply and interview for jobs.

**Stage 4 Smarter Than What You Are Working With**

This final stage is designed to give students the opportunity to voice their opinions and offer suggestions on what place artificial intelligence has in our lives. The first activity is a debate on the following issue: Driverless cars do more harm than good. Students will present arguments in favor of driverless cars, and opposed. With a new, informed judgement, the neutral party will determine a winner and provide a written response defending their judgement.

Next, the class will analyze the suggested use and implementation of artificial intelligence by the government. Using the jigsaw method and Gallery Walk, students will conduct a close read of S.2217, a Bill on Artificial Intelligence. They also complete a summary frame, summarizing the points of the bill. After summarizing the bill, students will look at the ethics involved in the bill from the perspectives of a scientist, politician, economist and sociologist. Following this discussion, students will draft a letter to a city official, recommending amendments, additional restrictions or funding for artificial intelligence. This is an opportunity for them to display a sense of civic pride and involvement.
Overall

Multiple forms of assessment are used in this unit. There are comprehension assessments, written assessments and collaborative and individual presentations. Because the assessments take on a variety of forms, kinesthetic as well as auditory and visual, the unit allows access to all levels. Students are engaged, and able to apply the knowledge to real world situations.

Connections to Curriculum

In addition to Common Core Reading Standards for Literature and Informational Text, the unit also includes the following standards:

Writing Standards 1, 3 & 4-9
Speaking and Listening Standards 1-6
Language Standards 1-6
Science and Engineering Practices, Modeling Grades 6-8
MS-Ps1-1, MS-PS1-4, MS-Ps1-5
What do you see?

What does that make you wonder?

What do you think about that?
DRAW A PICTURE OF IT

WRITE A SENTENCE USING IT MEANINGFULLY

vocabulary word

ANATOMIES

DEFINITION OR SYNONYMS

VOCABULARY WORD MAP

PLEASE NOTE: THIS IS NOT A FAYER MAP.
Résumé

Name
Address

Objective

Skills and Strengths
*
*
*
*

Work Experience
*
*

Education and Training

Activities and Interests

References
Job Posting

Position

Company Name and Logo

About Company

Job Summary

Responsibilities and Duties

Qualifications and Skills

Benefits

Salary

Required Education
Circle of Viewpoints

Manufacturing company

Scientists

Customers

Artificial Intelligence Devices
Tableaux Planning Sheet
Directions: With your group, brainstorm how you can express your group’s view of artificial intelligence through a frozen scene.

<table>
<thead>
<tr>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>![image]</td>
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<td>![image]</td>
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<table>
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<tr>
<th>Position:</th>
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<table>
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<tr>
<th>Body Positioning:</th>
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<table>
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<tr>
<th>Scene/Blocking:</th>
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<table>
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<tr>
<th>Pose:</th>
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<table>
<thead>
<tr>
<th>Facial Expressions:</th>
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<table>
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<tr>
<th>Props:</th>
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<table>
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<tr>
<th>Sketch:</th>
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</table>

Tableaux Rubric
<table>
<thead>
<tr>
<th>Scene</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic not apparent</td>
<td>Somewhat connects to the topic</td>
<td>Tight compositions-actors close together</td>
<td>High drama, conflict, action depicted</td>
<td></td>
</tr>
<tr>
<td>Not all actors visible</td>
<td>All actors fully visible</td>
<td>Spacing shows relationships between characters</td>
<td>Body heights staggered</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Movement</td>
<td>Pose not clear to perspective</td>
<td>Posed with perspective in mind</td>
<td>Posed with perspective in mind</td>
<td></td>
</tr>
<tr>
<td>Facial Expressions</td>
<td>Pose with perspective in mind</td>
<td>Pose with perspective in mind</td>
<td>Posed with perspective in mind</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No facial expressions</td>
<td>Little facial expressions appropriate to position</td>
<td>Dramatic facial expressions appropriate to position</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some dramatic facial expressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>appropriate to position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Looks outside freeze frame</td>
<td>Rarely able to keep focus inside freeze frame</td>
<td>Focus kept inside freeze frame</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Move</td>
<td>Difficulty staying in character</td>
<td>Mostly remained in character</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaks</td>
<td></td>
<td>Remained silent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Remained silent</td>
</tr>
</tbody>
</table>
Tableaux Group Scoring Sheet

Names: ____________________________________________

Date:    Period:

Directions: Referring back to the rubric, rate your presentation in the following categories. Jot down any notes you want me to consider about your performance before assigning the final grade.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene</td>
<td>1 2 3 4</td>
<td>x5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/20</td>
</tr>
<tr>
<td>Body Movement</td>
<td>1 2 3 4</td>
<td>x4</td>
<td></td>
</tr>
<tr>
<td>Facial Expressions</td>
<td></td>
<td></td>
<td>/16</td>
</tr>
<tr>
<td>Focus</td>
<td>1 2 3 4</td>
<td>x4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/16</td>
</tr>
<tr>
<td>Group Participation</td>
<td>1 2 3 4</td>
<td>x2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>/8</td>
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</table>
276


<table>
<thead>
<tr>
<th>NS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Point Performance Task Writing Rubric (Grades 6-11)</td>
<td>Informative/Explanatory</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Score 1**: The response is not clear and coherent. Some ideas may be missing or unclear. The response is not organized, and the focus is not evident. The response has inconsistencies in organization and use of transitional strategies. The response has a minor drift in focus.
- **Score 2**: The response is not organized, and the focus is not evident. The response has inconsistencies in organization and use of transitional strategies. The response is not clear and coherent. The response may be missing or unclear.
- **Score 3**: The response is not clear and coherent. The response has inconsistencies in organization and use of transitional strategies. The response is not organized, and the focus is not evident. The response may be missing or unclear. The response is not clear and coherent.
- **Score 4**: The response is clear and coherent. The response is organized, and the focus is evident. The response is not missing or unclear. The response has consistent and effective organization and use of transitional strategies. The response is clear and coherent.
<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Task Writing Rubric (Grades 6-11)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Informative-Expository</strong></td>
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</tbody>
</table>

- **Effective, Appropriate Style**: Evidence includes the use of personal experiences that support the controlling idea.

- **Vocabulary is generally appropriate**.

- **Audience and purpose**: Appropriate for the audience.

- **Supporting Evidence**: From sources is integrated; some evidence from sources is minimal or absent or incorrectly used.

- **Specific Evidence**: References are relevant and specific.

- **Evidence/Elaboration**: Effective use of a variety of elaborative techniques.

- **Conclusion**: Provides minimal, if any, use of elaborative techniques.

- **Explanation**: Incorporates or extends some major ideas.

- **Summary**: Incorporates or extends some major ideas.

- **Thesis Statement**: Includes more general ideas; using simplistic ideas; inappropriate elaboration of ideas; limits on sources, facts, and details.

- **Conclusion**: Provides minimal, if any, use of elaborative techniques.

- **Audience and purpose**: Inappropriate for the audience.

- **Vocabulary is generally appropriate**.

- **Supporting Evidence**: From sources is integrated; some evidence from sources is minimal or absent or incorrectly used.

- **Specific Evidence**: References are relevant and specific.

- **Evidence/Elaboration**: Effective use of a variety of elaborative techniques.

- **Conclusion**: Provides minimal, if any, use of elaborative techniques.

- **Explanation**: Incorporates or extends some major ideas.

- **Summary**: Incorporates or extends some major ideas.

- **Thesis Statement**: Includes more general ideas; using simplistic ideas; inappropriate elaboration of ideas; limits on sources, facts, and details.
**Holistic Score:**

Density: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Severity: Basic errors are more heavily weighted than higher-level errors.

Variety: A range of errors includes formation, punctuation, capitalization, grammatical usage, and spelling.

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<table>
<thead>
<tr>
<th>Conventions</th>
<th>Score</th>
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<tbody>
<tr>
<td>NS</td>
<td>0</td>
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<tr>
<td>1</td>
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<td>2</td>
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**Performance Task Writing Rubric (Grades 6-11)**

Informative-Explanatory

2-Point
Driverless Cars Debate

Proposition and Opposition Team Assignments

Issue: Driverless cars do more harm than good.

Directions: Your team is responsible for providing an argument in favor of (proposition), or opposed to (opposition), the issue. In order to do this, you must complete the following assignments.

1. Research information on driverless cars and bring the information to class for discussion. Your group will evaluate the material and discuss its relevance to the issue.
2. Prepare an Opening Statement that demonstrates your assertion and defines at least three points in support of your opinion. This will become the First Speech and will last five minutes. The middle three minutes of the speech will be open to POIs, a point of information, or question proposed by the opposing team.
3. Prepare a Second Speech that expands on your points and provides evidence to support your assertion. This speech will also be five minutes long and the middle three minutes will be subjected to POIs, or questions.
4. Prepare a closing argument, or Rebuttal Speech. This speech will last four minutes and does not contain POIs. The rebuttal should directly refute all points addressed by the opposing team and clearly state the significance of the issue and weigh the impact.
5. Prepare a visual, or poster that represents your team.

Individual Roles

1. First Speaker: help prepare and present the first speech, you must be ready to respond to POIs during your speech
2. First Writer: works closely with the speaker and other writers to prepare the first speech
3. Second Speaker: help prepare and present second speech, you must be ready to respond to POIs
4. Second Writer: works closely with the speaker and other writers to prepare the second speech, must make sure the speech expands on the points the first speaker introduces and provides evidence
5. Rebuttal Speaker: works closely with the Rebuttal writer and considers counter arguments, must be prepared to take notes during the debate to add to speech and presents the speech
6. Rebuttal Writer: works with the speaker to consider counter arguments, develops refutations and must be able to take notes during the debate to add to speech
7. Artist: creates the visual for the team
8. Researchers: gathers research and works to help develop points for speeches

All members of Proposition and Opposition teams will discuss research and contribute to the points for the speeches. All members are also allowed to perform POI’s during the opposing team’s first two speeches.
Driverless Car Debate

Neutral Party

Issue: Driverless cars do more harm than good.

Directions: You are a member of the neutral party. It is your job to listen to the debate and make a decision about which side has the strongest argument. In order to do this, you must complete the following assignments.

1. Prepare a two-sided poster. One side will have a visual that is in favor of the issue and the other side will have a visual that is opposed to the issue. You will use this poster during the debate to show which side is presenting the most persuasive argument.

2. Prepare at least three questions for each side. These questions will be asked during the POI period.

3. Be prepared to listen objectively, and weigh the arguments in order to make a decision.

The Day of the Debate

Directions: You will sit in the designated area for the neutral party. You will display the appropriate side of your poster that suggests your feelings at the time. You will ask your questions during the POI time. Following the debate, you will be asked to make a decision and support your opinion in a written response.
Debate
Peer Evaluation/Group Grade

Team:________________ Period:________________

List the name of each member of your group. Record the job that each member completed. Decide, as a group, a grade for each member. The teacher will provide the other 10 points of the grade. Remember that the grade is not based on whether or not your team won the debate, but how well each member contributed to the project. In general, most scores should be at least a 7.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Task</th>
<th>Group Grade (out of 10)</th>
<th>Teacher Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
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</table>
Educating Humans

Edpuzzle on Jack Ma

https://edpuzzle.com/assignments/5a74a99d97efc7411b69f4be/watch

Watch the edpuzzle video and respond to the assigned questions.
Weighing the Benefits of AI
EdPuzzle Video Activity

Watch the two videos and complete the questions on your own sheet of notebook paper. You can also use the chart below to start a list of pros and cons.

Why You Shouldn’t Fear Artificial Intelligence
https://edpuzzle.com/assignments/5a7b4e4500daa640d7522026/watch

Human Dystopia
https://edpuzzle.com/assignments/5a7b640e02630e40e8a99e86/watch

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Detriments</th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>
3-D Device

You are an artificial intelligence company and have been asked to create a plan and build a device to help those in need. Brainstorm the following:

- What problem you hope to solve with your device.
- A description of what the device would look like and how it would work.
- What features the device would have.
- The name of your device.

You may use a variety of tools (legos, Lincoln logs, erector sets, paper mache, art supplies and computer programming). Be creative and build!
Artificial Continuum
Artificial Intelligence

Benefit or Detriment

Directions: Read through the research provided for your group. Take notes on evidence that supports your claim. Discuss the evidence with your group. After completing the close read and discussion, your group is responsible for the following projects:

Claim Poster: Write a claim that shows your opinion on Artificial Intelligence. This is placed at the top of the poster. In the middle of the poster should be a graphic to represent your decision. The graphic should include color. It can be a chart, image or symbol. Cite evidence to support your claim. At the bottom of the poster, cite three pieces of evidence to support your claim. Make sure you include the source.

Tableaux: Present a tableaux that demonstrates your claim. Remember, a tableaux is silent. It is a group of motionless figures representing a scene. The tableaux should include at least half of your group members.
My goal is to create student and community awareness of environmental issues that affect our local community and school. My strategies are to have students identify the problems through hands-on scientific based investigations and research. I began this unit by pre-teaching scientific terminology to my designated ELD students so that they can become the class experts on the subject. All students were then shown various videos and images where they were then instructed to write their thoughts about plastics in the environment. This project naturally unfolded and became a student driven year-long project. Students participated in data and cost analysis of single-use plastic in our school. They also interviewed administration on the school and district level. They then proposed a solution to the problem they identified and worked together to make a change in consumer habits within our school. Finally, students presented their work in a panel format to an audience in both English and Spanish. Students culminated this project by presenting their findings to Monterey Bay Aquarium and about 60 schools and teachers that were in attendance.
Salva el mar de un desastre de plástico/ Save the ocean from a plastic explosion

Teacher: Teresa Ivey and Mayra Zavala- Fourth Grade Spanish Dual Immersion

School: Rio Real Dual Immersion Academy

My goal is to create student and community awareness of environmental issues that affect our local community and school. My strategies are to have students to identify the problems through hands-on scientific based investigations and research. I began this unit by pre-teaching scientific terminology to my designated ELD students so that they can become the class experts on the subject. All students were then shown various videos and images where they were then instructed to write their thoughts about plastics in the environment. This project naturally unfolded and became a student-driven year long project. Students participated in data and cost analysis of single-use plastic in our school. They also interviewed administration on the school and district level. They then proposed a solution to the problem they identified and worked together to make a change in consumer habits within our school. Finally, students presented their work in a panel format to an audience in both English and Spanish. Students culminated this project by presenting their findings to Monterey Bay Aquarium and about 60 schools and teachers that were in attendance.

Student-led driving question: How can we reduce the use of single-use plastic in our school?

Major objectives of the project: Our objective was to educate our students and administration on how our schools use of spork packets negatively impacts the environment.

Our major activities included:

Data analysis:

- Investigating whether students are given the choice to take a spork packet and whether they need all of the pieces included in the packet.
• Research and data collection how long it takes a student to throw a lunch with all components versus taking the time to separate plastic for recycling.

Cost analysis: Research and identify costs associated in purchasing plastic items versus providing environmentally friendly alternatives. This entailed interviewing principal and district personnel to ultimately decide whether it is cheaper to purchase spork packets versus allowing students to select what they need by using a spork dispenser.

Approximate length of project: Approximately 10 months

How did we quantify the impact this project will have on the school and support the goal of the to reduce single-use plastic?
All 62 students participated. Approximately 10-15 students had an daily active role in the project. We ultimately presented our findings to our school board in hopes to eliminate the use of spork packets district wide. This will in turn impact our school and community by greatly reducing our use of single-use plastic. This project may also help the district to save money in the long run by eliminating the need to purchase spork packets that use straws that are not needed. Students sent a school wide pre-survey and post-survey to measure the impact that this project had on students and staff.

How will we disseminate the results of this project to a broader audience?
This project has allowed my students to become leaders in the recycling program which was implemented in our school. They have taken it upon themselves to make posters as an effort to inform the school. My plan is for our students to present our findings to the school and administration. Further, we will present our results via a school wide presentation at our Zero Waste Week/ Earth day celebration. Our plan is to create a public blog that will document our process in completing the project and final results. I would also like this blog to be published on our district website. As our project continues to grow, I would like to contact Ventura County Star to see if they would be interested in featuring our students.
Finally, we have been approached by the company that runs the Litterati app to feature our class work on their blog and twitter site.

**Culminating activity:**
6 students were selected to present their project at Monterey Bay Aquarium in both English and Spanish.

Students travelled to Monterey Bay Aquarium in Monterey, CA. They presented their presentation to the aquarium staff and approximately 60 schools that were also participating in this project. Students camped out in front of the large aquariums at Monterey Bay Aquarium Saturday night.

Fourth Grade Curriculum Standards addressed:

**NGSS Science Standards:**

4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

- Cause and Effect: Cause and effect relationships are routinely identified and used to explain change. (4-ESS3-1)

ESS3.A: Natural Resources

- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)

**Engineering:**

3–5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

- Influence of Engineering, Technology, and Science on Society and the Natural World People’s needs and wants change over time, as do their demands for new and improved technologies. (3–5-ETS1-1)
- Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3–5-ETS-2)

**ELA/Literacy Standards:**

- RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-ESS3-2)
- RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-ESS3-2)
• W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS3-1)
• W.4.8.a–d: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA (4-ESS3-1)

**Speaking and Listening:**
CCSS.ELA-LITERACY.SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of knowledge and ideas:

CCSS.ELA-LITERACY.SL.4.4
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.5
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**Math Standards:**
Measurement and Data  Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Represent and interpret data.

• Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning

**World Language Standards:** (Spanish)
Stage IV 4.0 Students use extended language (coherent and cohesive multiparagraph texts). 4.1 Engage in oral, written, conversations. 4.2 Interpret written, spoken, language. 4.3 Present to an audience of listeners or readers.
Functions 4.4 Discuss, compare and contrast, and support an opinion; persuade. 4.5 Demonstrate understanding of the main ideas and most details in authentic texts. 4.6 Produce and present a complex written, or oral product in a culturally authentic way.
Supporting documents:
Learning about sea creatures in the ocean:
Picking up trash at school:
Analyzing trash found on school yard/ trash audit"
Making posters to inform our school and local community:
Repurposed plastic into clipboards:
Interviewing the principal:
Presentation at Monterey Bay Aquarium:
National Skip The Straw Day at Rio Real:
My students wanted to recognize this day and inform the rest of our school about how plastic straws hurt our environment. From the youngest to the eldest, all grades (K-8) participated in this lunchtime event. Kindergartners gave us their straws and some middle school students even wrote their own rap.
#SKIP THE STRAW
Rio Real School 2018
Students collected straws and bundled them into groups of ten. All in all, 587 straws were collected during our lunch!
Middle school straw rap:

Skip the Straw Rap
By Nury Isaac, Sophia Simeatal, Jeanette Marinez, Alexis Arroyo, Juan Diego Castell
DRAFT 2/23/2018

Straws straws, they kill our ecosystem.
Listen to this song and you'll be able to resist them.

Straws straws, they kill our ecosystem.
Listen to this song and you'll be able to resist them.

Did you know that straws take more than 200 years to decompose?
Straws fit 2.5 times around the world.

Never asking why straws kill marine life
But guess what we're running out of time.
Every year Yankees Stadium fills up with straws at least 9 times.

Straws straws we use the everyday
Always killing animals, every single day.

Straws straws, they kill our ecosystem.
Listen to this song and you'll be able to resist them.

Never asking why, but the animals will die.
Killing our world that's a big no no.

Use your 2 hands and pick up the cup.
No one ever knows but you can drink solo.
#YOLO tell everyone who don't know
Let's spread it out to the whole world.

Straws straws, they kill our ecosystem.
Listen to this song and you'll be able to resist them.
Find the meaning of the following words. Please research and be ready to present. Do not copy and paste the definition, use your own words if possible. Be sure to include an image for each word.

1. **The Great Pacific Garbage Patch**
   a. What does the word mean? Definition: The great pacific garbage patch means the ocean is filled with a big patch of garbage in the ocean.
   b. Image

2. **Gyre**
   a. Definition: The word gyre means a big pack of plastic together.
   b. Image

3. **Microbead**
   a: Definition: Microbeads is a really small amount of beads.
   a. Image

4. **Albatross**
   a. Definition: Albatross means the birds that take the trash into the ocean like this image. This is an albatross.
   b. Image

5. **Island**
a. Definition: Island is where is a small place with a bunch of grass and sand.
Find the meaning of the following words. Please research and be ready to present. Do not copy and paste the definition, use your own words if possible. Be sure to include an image for each word.

1. The Great Pacific Garbage Patch
   a. What does the word mean? Definition: The Great Pacific Garbage Patch is known as the Pacific Trash vortex full of trash.
   b. Image

2. Gyre
   a. Definition: A Gyre is a circular course of a bubble and
   b. Image

3. Microbead
   a. Definition: A microbead is tiny bits of plastic that goes to different oceans this image is an example of what is a microbead.
   b. Image

4. Albatross
   a. Definition: A albatross is a bird that lives in the garbage patch full with garbage.
   b. Image

5. Island
   a. Definition: A Island is a little land surrounded with water and sea animals.
b. Image
Count of Do you use the spork packet given to you during lunch or breakfast?

- Yes: 86.9%
- No: 12.7%
- Sometimes: 0.3%  

Count of Do you use the straw to drink your milk or juice?

- Yes: 20.3%
- No: 30.5%
- Sometimes: 40.7%
Count of Have you heard of The Great Pacific Garbage Patch?

- Yes: 85.4%
- No: 56.7%
- Response: 0.3%
How do straws hurt the environment?
Straws

Straws are made of plastic, plastic never breaks down. 500 million straws are used every day in the USA. Scientist are predicting that in the year of 2050 there are going to be more plastic than fish in the ocean.
How does plastic hurt animals?

Animals can eat the straws and think they're full but they don't get enough nutrition, so the animals die. 2 pounds of plastic can kill a whale. 1 straw can kill a sea turtle.
Would I like a straw?!
You’ve gotta be joking...
By: Emi
How do straws hurt the environment

By: Leanor Tapia and Viviana Vasquez
HELLO HUMANS

Recycle
Your
Plastic
Waste

Ocean
Clean
Up
Project

PLEASE HELP US

www.bluebird-electric.net
Why paper, glass and metal straws are good

Paper straws are good because you can use them and it won’t affect the sea life. They are compostable and recyclable. Glass and metal straws are also good because you can reuse them many times.
How sea animals are dying by eating plastic

Sea animals are dying by eating plastic and mistaking it for food and then they try to throw the “food” up but it can get stuck in their nose or sometimes they can not throw it up and they end up dying.
What killed the whale?
WHAT KILLED THE WHALE?

2 POUNDS OF PLASTIC POISON!
Do you want to keep living like this with plastic?

Plastic straws are the 5th most found plastic on the beach. By 2050 there might be more plastic than fish in the ocean. In the picture you can see the trash that people found in the ocean and as you can see most of it is plastic.
IT’S, BEAUTIFUL, MAGICAL, NATURAL, INCREDIBLE, AND IT’S, UNBELIEVABLE THAT WE POLLUTE IT!

WILDLIFE EARTH ON PINTEREST, FOR ALL THE WILDLIFE ON EARTH

Save the Sea
GO PLASTIC FREE
Thank you for listening to this presentation.
Salva el mar de un desastre de plastico

Rio Real
Academía de Inmersión Dual
Oxnard, CA
Tercer Grado
Iniciamos este proyecto con una auditoría de la basura en octubre de 2015 y casi no se ha encontrado ninguna botella de plástico en la basura. Pero lo que encontramos en la mayor parte de los paquetes fue cuchadores. Queríamos ayudar en todo lo que pudimos. Así que empezamos a reciclar en clase y colgando carteles de reciclaje alrededor de la escuela para que los estudiantes pudieron conocer la conexión entre la basura y lo que está sucediendo en el océano. Entonces decidimos que vamos a obtener una papelera y contar el número de paquetes de cuchador que fueron desechados en el almuerzo. Cuando finalmente terminamos contamos las cucharas y había 151 y 154 popotes. Queríamos aprender más para poder hacer más cosas. Como resultado, la escuela está más limpia. Pero incluso eso no fue suficiente, porque tenemos que hacer más para ayudar al océano.
Nos dimos cuenta de que teníamos que tomar pasos pequeños y lo hicimos. Queríamos hacer una semana de no tirar basura para ayudar a nuestra escuela a ser una zona verde y limpia con actividades de limpieza para hacer una escuela presentable. Cada día de la semana tuvimos actividades divertidos para que todos puedan participar. Por ejemplo, hicimos algunos retos de reciclaje tales como poner botellas de plástico y popotes en los árboles para que la gente pudiera ver la cantidad de basura que encontramos en nuestra escuela. Otro ejemplo fue un noticiario que siete estudiantes hicieron juntos. Todos los profesores de nuestra escuela mostraron su clase el vídeo al mismo tiempo. Además, muchas clases hicieron obras de arte de la basura reciclada. También hicimos portapapeles a partir de materiales reciclados. Creemos que muchos estudiantes y profesores aprendieron de lo que hicimos durante la Semana de no tirar basura.
En conclusión, creo que hemos aprendido mucho y hemos ayudado a otros a aprender. Creo que hemos hecho una diferencia en nuestra escuela haciendo que otros estudiantes estén conscientes de la conexión entre lo que hacen con su basura y lo que ocurre con el océano. Ellos no estaban realmente pensando en esto antes y ahora lo están. Sabemos que esto es un trabajo que tenemos que hacer de ahora en adelante.
Salva el océano por favor y te salvarías a ti.

Este es el mundo lleno de plástico
Salva el mar de un desastre de plastico

Rio Real Academia de Inmersión Dual Oxnard, CA
Cuarto Grado
Como nos dimos cuenta

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Semana de no tirar basura

Nos dimos cuenta de que teníamos que tomar pasos pequeños y lo hicimos. Queríamos hacer una semana de no tirar basura para ayudar a nuestra escuela a ser una zona verde y limpia con actividades de limpieza para hacer una escuela presentable. Cada día de la semana tuvimos actividades divertidos para que todos puedan participar. Por ejemplo, hicimos algunos retos de reciclaje tales como poner botellas de plástico y popotes en los árboles para que la gente pudiera ver la cantidad de basura que encontramos en nuestra escuela. Otro ejemplo fue un noticiario que siete estudiantes hicieron juntos. Todos los profesores de nuestra escuela mostraron su clase el vídeo al mismo tiempo. Además, muchas clases hicieron obras de arte de la basura reciclada. También hicimos portapapeles a partir de materiales reciclados. Creemos que muchos estudiantes y profesores aprendieron de lo que hicimos durante la Semana de no tirar basura.
¿Qué hemos aprendido?

En conclusión, creo que hemos aprendido mucho y hemos ayudado a otros a aprender. Creo que hemos hecho una diferencia en nuestra escuela haciendo que otros estudiantes estén conscientes de la conexión entre lo que hacen con su basura y lo que ocurre con el océano. Ellos no estaban realmente pensando en esto antes y ahora lo están. Sabemos que esto es un trabajo que tenemos que hacer de ahora en adelante.
Salva el océano por favor y te salvarías a ti.

Este es el mundo lleno de plastico
How do straws hurt the environment?
How straws affect the in

Millions of seabirds are killed from the effects of plastic pollution every year. One of the most common plastic items ingested by seabirds are plastic straws from juice boxes. The plastic reduces the storage volume of their stomachs, ultimately causing them to starve. It’s estimated that 90 percent of all seabirds have eaten pieces of plastic. That number is predicted to increase to 99 percent by 2050.
We started this project with a trash audit in October 2015 and we hardly found any plastic bottles in the trash. But the thing we found the most of was spork packets. We wanted to help as much as we could. So we started recycling in class and hanging recycling posters around the school so the students could know the connection between trash and what is happening to the ocean. So then we decided let’s get a bin and count how many spork packets were thrown away at lunch. When we finally finished we counted the sporks and there were 151 sporks and 154 straws. We wanted to learn more so we could do more. As a result, the school got cleaner. But even that was not enough because we needed to do more to help the ocean.
We realized that we had to take baby steps and we did. We wanted to do Zero Waste Week to help our school be a green and clean school. We planned activities for every day of the week so that everybody could participate. For example, we did some recycling challenges such as putting plastic bottles and straws on trees so people could see how much trash we found at our school. Another example was a newscast that seven students put together. All the teachers at our school showed their classes the video at the same time. Also, many classes did artwork from recycled trash. We also made clipboards out of recycled materials. We feel that many students and teachers learned from what we did during Zero Waste Week.
An important part of this project is that our teacher taught us about the Great Pacific Garbage Patch and how bad it is for the environment. We got really worried about how much plastic is in the ocean, how many animals think it is food, while other animals get caught in it and die. We realized that all that trash is coming from us and things that all of us do every day. So to change the problem, we need to change how we deal with trash and especially with plastics.
Our class decided that we needed to pick up trash at our school to show how much garbage is thrown out at school, to separate out different kinds of trash, and to create art projects to recycle the trash. We were shocked about how much trash gets thrown on the ground at school. That is part of why we decided to do Zero Waste Week at our school, since we wanted to help other students see the problems that we face with trash.
In conclusion, we think that we’ve learned a lot and have helped others to learn as well. We think we’ve made a difference in our school by making other students aware of the connection between what they do with their trash and what happens to the ocean. They weren’t really thinking about this before and now they are. We know this a job we have for many years to come
Find the meaning of the following words. Please research and be ready to present. Do not copy and paste the definition, use your own words if possible. Be sure to include an image for each word.

1. The Great Pacific Garbage Patch
   a. What does the word mean? Definition: The Great Pacific Garbage patch is a collection of trash laying around in the ocean. Image
   b. Gyre
   c. Definition The definition of gyre is a large system of circulating ocean currents. Image on top

2. Microbes
   a. Definition Microbeads are tiny bits of plastic found in exfoliating body washes and facial scrubs. Image

3. Albatross
   a. Definition Albatross are large seabirds related to the procellariidae. Image

4. Island
   a. Definition In island is a land that is surrounded by water.
   b. Image
Sensational Slime is an innovative, one-of-a-kind, STEM project embedded in best practices of teaching. During this project, students will collaborate in groups, think critically as they work through the project, use creativity as they design their slime and communicate the results of their final product. Sensational Slime is a unique lesson that addresses multiple Math CCSS standards while integrating NGSS and ELA CCSS. This lesson engages students in the learning process, is relevant to student interests, and connects the standards to real world experiences.
Sensational Slime is an innovative, one-of-a-kind, STEM project embedded in best practices of teaching. During this project, students will collaborate in groups, think critically as they work through the project, use creativity as they design their slime and communicate the results of their final product. Sensational Slime is a unique lesson that addresses multiple Math CCSS standards while integrating NGSS and ELA CCSS. This lesson engages students in the learning process, is relevant to student interests, and connects the standards to real world experiences.

The lesson is designed to intermix multiple Math Common Core State Standards; as a result, students are able to see connections between concepts and procedures. Students are able to see why and how the standards are relevant, important, and build on one another. In addition, the project covers many of the Standards of Mathematical Practice. In order for students to successfully complete the project, they will have to make sense of problems and persevere in solving them (SMP 1), reason abstractly and quantitatively (SMP 2), and attend to precision (SMP 7). A complete list of all the CCSS this project addresses are listed in the table below.

**Math Standards:**

<table>
<thead>
<tr>
<th>6th Grade CCSS</th>
<th>7th Grade CCSS</th>
<th>8th Grade CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.RP.A.2</td>
<td>7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2c</td>
<td>8.F.B.4</td>
</tr>
<tr>
<td>6.RP.A.3a, 6.RP.A.3b</td>
<td>7.RP.A.3</td>
<td>8.EE.5</td>
</tr>
<tr>
<td>6.NS.B.3</td>
<td>7.EE.B.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.NS.A.2</td>
<td></td>
</tr>
</tbody>
</table>

**NGSS:** MS-PS1 Matter and its Interactions

**ELA:** CCSS.ELA-LITERACY.W.6.1, CCSS.ELA-LITERACY.W.7.1, CCSS.ELA-LITERACY.W.8.1

During the first section of Sensational Slime, students will research non-Newtonian liquids and record their learning. Next, students will begin the planning stages of their slime business. They will need to calculate the unit rate of all the supplies needed to make slime and decide how they want their slime to look and feel. Next, students will experiment with different ratios of glue to Tide until they are content with the consistency of their slime. During this phase, students will use trial and error strategies while they complete ratio tables, graph proportional and non-proportional lines, and write the equation of the lines. Next, students will use multiple representations of proportions and solve for unknown values based on their own perfect slime ratio. Afterwards, students will begin planning their budget for the project. Students will be given **$6.80** to “purchase” supplies to make their slime. Items they may choose to purchase are glue, tide, lotion, foam balls, shaving cream, glitter, and sequins. During this time, students will need to fill out a purchase order listing the unit rate, what they would like to purchase, tax, and shipping. Additionally, students will need to determine how much to sell their slime for in order to reach certain profit margins expressed with percentages. Last, students will compare their slime price with a competitor’s slime
price to determine which has the better deal. Throughout the project the students will write about their observations and explain their reasoning.

Students will be assessed according to the attached rubric. Grades will be given based on five categories: neatness and organization of work, positive group collaboration, completion, mathematical concepts, and accuracy. Students will receive the rubric prior to starting the project so they are aware of how they will be graded. The expectation is that students will have a well-organized, complete, detailed, and accurate project. It is also expected that students will work cooperatively throughout the project.

There are many reasons why Sensational Slime positively affects student learning and achievement. First, this project encourages students to learn from their mistakes. It is important for students to view “failing” as a positive opportunity to try again using a new strategy. In addition, this project fosters collaboration. Students need opportunities to talk about math and work as a team. Furthermore, this project encourages students to be creative. It is very open-ended and likely that no two groups will have the same slime. Also, Sensational Slime is very applicable to real-world experiences. Students are more likely to remember concepts and procedures because they are connected to meaningful tasks. Last, this project is engaging. It is likely that students will be highly focused and motivated to complete the project because it is enjoyable. Overall, this project connects multiple standards across multiple disciplines and gives students the opportunity to enjoy making a mess in math class!
Sensational Slime

Have you ever played with slime? Have you ever wondered why you can form it into a ball in your hands but as soon as you lay it on the table it takes no shape at all? Technically, slime is a non-Newtonian liquid. Take a quick moment to research and gather ideas about non-Newtonian liquids and record your thoughts below.

1. What is a non-Newtonian liquid?

2. One interesting fact:

3. Another interesting fact:

4. Name a different non-Newtonian liquid:

Slime can be made with very few ingredients. We are going to create it using glue and laundry soap then personalize it with add-ins. The ratio of each ingredient affects how it will look and feel. As you change the ratio, you’ll end up very different slime. It is time for you to create your very own sensational slime!

You have decided to start a small business and create the perfect slime to sell. Your job is to figure out the most cost effective, creative, visually appealing, and perfect slime ratio. You have a budget of $4.30 to create the perfect slime with all of the add-ins. The materials you have to use are listed below but how it is put together is up to you!

**Step 1: Planning Stages.** Figure out the unit rate for each supply listed in the table.

**What is a unit rate?**

<table>
<thead>
<tr>
<th>Supply</th>
<th>Cost</th>
<th>Unit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Supplies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glue</td>
<td>$3.75 for 4 tsp</td>
<td></td>
</tr>
<tr>
<td>Tide</td>
<td>$2.50 for 2 tsp</td>
<td></td>
</tr>
<tr>
<td><strong>Optional Supplies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glitter</td>
<td>$2.15 for 3 spoonful</td>
<td></td>
</tr>
<tr>
<td>Food Coloring</td>
<td>$0.75 for 3 drops</td>
<td></td>
</tr>
<tr>
<td>Sequins</td>
<td>$0.36 for 2 sequins</td>
<td></td>
</tr>
</tbody>
</table>
Explain how you want your slime to look and feel:

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Step 2: Experiment time!
Procedure:
How much of each ingredient you should add is up to you. Your challenge is to find the right ratio of ingredients to create a sensational slime recipe. Start with the ratios in the table below.
For each ratio:
1. Add glue according to the table
2. Add Tide according to the table
3. Stir the ingredients in the bowl
4. Record your observations

<table>
<thead>
<tr>
<th>Solution A</th>
<th>Complete the table showing the number of tsp you would use for this ratio.</th>
<th>Graph the results from the table. Make sure to label the units.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glue:</td>
<td>X Glue</td>
<td>Y Tide</td>
</tr>
<tr>
<td>1 tsp</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Does this represent a proportional relationship? Explain your reasoning.

Describe your results. Is this your perfect slime ratio? Why or Why not?
The bowl will start with 2 tsp of tide. You will then add 1 tsp of glue for every 1 tsp of Tide. Complete the table showing the number of tsp. you would use for this ratio.

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glue</td>
<td>Tide</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

What equation can we use to represent x teaspoons of glue?

Graph the results from the table. Make sure to label the units.

Does this represent a proportional relationship? Explain your reasoning.

Describe your results. Is this your perfect slime ratio? Why or Why not?

---

| Glue: _____ tsp |
| Tide: _____ tsp |

Complete the table showing the number of tsp you would use for this ratio.

What equation can we use to represent x teaspoons of glue?

Graph the results from the table. Make sure to label the units.

Does this represent a proportional relationship? Explain your reasoning.

Describe your results. Is this your perfect slime ratio? Why or Why not?
**Solution D**

Complete the table showing the number of tsp you would use for this ratio.

<table>
<thead>
<tr>
<th>Glue</th>
<th>Tide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What equation can we use to represent x teaspoons of glue?

**Graph the results from the table. Make sure to label the units.**

<table>
<thead>
<tr>
<th>Glue</th>
<th>Tide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does this represent a proportional relationship? Explain your reasoning.

Describe your results. Is this your perfect slime ratio? Why or Why not?

**Step 3: Perfecting your ratio.**

1. What is your perfect ratio? _______ Glue and _______ Tide

2. Suppose your friend tried to help you and didn’t realize you already found the perfect recipe. Complete the table showing what you would need to add to form a ratio equivalent to yours.

<table>
<thead>
<tr>
<th>Glue</th>
<th>2 tsp</th>
<th>3 tsp</th>
<th>6 tsp</th>
<th>9 tsp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tide</td>
<td>8 tsp</td>
<td>12.5 tsp</td>
<td>15 tsp</td>
<td></td>
</tr>
</tbody>
</table>

3. Now that you have found your perfect ratio, what would be the ratio to make the following:
   - You will have 50 tsp of Tide. How much glue should you add?
   - You will have 75 tsp of glue. How much Tide should you add?
   - You will have 36.5 tsp of glue. How much Tide should you add?

   Explain how you found your answers.)
**Step 4: Planning your budget**
Now that you have your perfect ratio, it’s time to personalize your slime and plan your budget. Fill out the purchase order using your perfect slime ratio and the budget information in step 1. Keep in mind that the tax rate is 8.25% and shipping will be an additional 5% of your total order (before taxes).

### Purchase Order

<table>
<thead>
<tr>
<th>Date</th>
<th>Group Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Unit Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tax</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shipping</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Step 5: Personalize your slime
Once your purchase order is complete, personalize your slime. After, create a detailed description of your slime. Make sure to use complete sentences and descriptive adjectives that will entice a customer to purchase your slime.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

365
Step 6: Create your business
1. How much will you have to sell your slime for if you want to make 80% profit?

2. How much slime will you have to sell if you want to make $80 profit (The cost to make the slime is not part of your profit).

3. Stores selling your slime need to make a profit as well. Calculate the suggested retail price for each percent markup: 35%, 45%, 50%.

4. An employee can make 8 containers of slime in one hour. Complete the table showing the total number of containers of slime completed per hour. Make sure to label the independent and dependent event.

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

5. You decide to help your employee make slime. Your employee can make 8 containers of slime every hour and you can make 10 containers of slime every hour. Complete the triple number line to show the total containers of slime made each hour.

6. How many containers of slime will be made after 7 hours? 20.5 hours? N hours?
You realize you now have competition in the slime business. The diagram below shows your competitor’s perfect slime ratio for creating 3 containers of slime.

Use the diagram to answer the following questions.

7. How much Tide and glue are needed to make 1 container of your competitor’s slime?

8. Whose slime will cost more to make if your competitor spends $51.20 to make 8 containers of slime? Explain how you know.
# Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness and Organization</td>
<td>The work is presented in a neat, clear, organized fashion that is easy to read</td>
<td>The work is presented in a neat and organized fashion that is usually easy to read</td>
<td>The work appears sloppy and unorganized. It is hard to know what information goes together.</td>
<td></td>
</tr>
<tr>
<td>Working with others</td>
<td>Student was an engaged partner, listening to suggestions of others and working cooperatively throughout the project</td>
<td>Student was as engaged partner but had trouble listening to others and/or working cooperatively</td>
<td>Student cooperated with others, but needed prompting to stay on-task</td>
<td>Student did not work effectively with others</td>
</tr>
<tr>
<td>Completion</td>
<td>All problems are completed</td>
<td>All but one of the problems are completed</td>
<td>All but two of the problems are completed</td>
<td>Several of the problems are not completed</td>
</tr>
<tr>
<td>Mathematical Concepts</td>
<td>Explanation shows complete understanding of the mathematical concepts used to solve the problems</td>
<td>Explanation shows substantial understanding of the mathematical concepts used to solve the problems</td>
<td>Explanation shows some understanding of the mathematical concepts needed to solve the problems.</td>
<td>Explanation shows very limited understanding of the underlying concepts needed to solve the problems or is not written</td>
</tr>
<tr>
<td>Accuracy</td>
<td>90-100% of the steps and solutions have no mathematical errors</td>
<td>85-89% of the steps and solutions have no mathematical errors.</td>
<td>75-84% of the steps and solutions have no mathematical errors.</td>
<td>More than 75% of the steps and solutions have mathematical errors</td>
</tr>
</tbody>
</table>
1. The supplies I used for the project were set up on a table at the front of the room. I had Elmer’s glue, Tide in little bottles to make it easy to pour, glitter, foam balls, sequins, lotion, food coloring, and shaving cream.

2. The students used the Chromebooks to research about Non Newtonian liquids.

3. I had three different types of slime set up (slime with foam balls, slime with shaving cream, and normal slime) so the students could get an idea of the different consistencies.

4. Each group took supplies from the front table back to their desk to experiment.

5. The groups collaborated together to find their perfect slime ratio.

6. The groups collaborated together to find their perfect slime ratio.
7. The groups collaborated together to find their perfect slime ratio.

8. The groups collaborated together to find their perfect slime ratio.

9. Experimental results from one group

10. A different experimental result

11. One more experimental result

12. Getting supplies for final product
13. Mixing Final Product

![Image of mixing final product]

14. Two final products

![Image of two final products]

15. Another final product

![Image of another final product]

16. Another final product

![Image of another final product]
Sensational Slime

Have you ever played with slime? Have you ever wondered why you can form it into a ball in your hands but as soon as you lay it on the table it takes no shape at all? Technically, slime is a non-Newtonian liquid. Take a quick moment to research and gather ideas about non-Newtonian liquids and record your thoughts below.

1. What is a non-Newtonian liquid?

2. One interesting fact:

3. Another interesting fact:

4. Name a different non-Newtonian liquid:

Slime can be made with very few ingredients. We are going to create it using glue and laundry soap then personalize it with add-ins. The ratio of each ingredient affects how it will look and feel. As you change the ratio, you’ll end up very different slime. It is time for you to create your very own sensational slime!

You have decided to start a small business and create the perfect slime to sell. Your job is to figure out the most cost effective, creative, visually appealing, and perfect slime ratio. You have a budget of $6.80 to create the perfect slime with all of the add-ins. The materials you have to use are listed below but how it is put together is up to you!

**Step 1: Planning Stages.** Figure out the unit rate for each supply listed in the table.

*What is a unit rate?_________________________________________________________

<table>
<thead>
<tr>
<th>Supply</th>
<th>Cost</th>
<th>Unit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Supplies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glue</td>
<td>$3.75 for 4 tsp</td>
<td></td>
</tr>
<tr>
<td>Tide</td>
<td>$2.50 for 2 tsp</td>
<td></td>
</tr>
<tr>
<td><strong>Optional Supplies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glitter</td>
<td>$2.15 for 3 spoonful</td>
<td></td>
</tr>
<tr>
<td>Food Coloring</td>
<td>$0.75 for 3 drops</td>
<td></td>
</tr>
<tr>
<td>Sequins</td>
<td>$0.36 for 2 sequins</td>
<td></td>
</tr>
</tbody>
</table>
Step 2: Experiment time!

Procedure:
How much of each ingredient you should add is up to you. Your challenge is to find the right ratio of ingredients to create a sensational slime recipe. Start with the ratios in the table below. For each ratio:
1. Add glue according to the table
2. Add Tide according to the table
3. Stir the ingredients in the bowl
4. Record your observations

<table>
<thead>
<tr>
<th>Solution A</th>
<th>Complete the table showing the number of tsp you would use for this ratio.</th>
<th>Graph the results from the table. Make sure to label the units.</th>
<th>What equation can we use to represent x teaspoons of glue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glue:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 tsp</td>
<td>X Glue Y Tide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tide:</td>
<td>0 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 tsp</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does this represent a proportional relationship? Explain your reasoning.

Describe your results. Is this your perfect slime ratio? Why or Why not?
The bowl will start with 2 tsp of tide. You will then add 1 tsp of glue for every 1 tsp of Tide. Complete the table showing the number of tsps. you would use for this ratio.

<table>
<thead>
<tr>
<th>X (Glue)</th>
<th>Y (Tide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

What equation can we use to represent x teaspoons of glue?

Graph the results from the table. Make sure to label the units.

Does this represent a proportional relationship? Explain your reasoning.

Describe your results. Is this your perfect slime ratio? Why or Why not?

---

Complete the table showing the number of tsp you would use for this ratio.

<table>
<thead>
<tr>
<th>X (Glue)</th>
<th>Y (Tide)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What equation can we use to represent x teaspoons of glue?

Graph the results from the table. Make sure to label the units.

Does this represent a proportional relationship? Explain your reasoning.

Describe your results. Is this your perfect slime ratio? Why or Why not?

---

Solution B

Glue:
1 tsp

Tide:
1 tsp

Glue:
_____ tsp

Tide:
_____ tsp
Complete the table showing the number of tsp you would use for this ratio.

<table>
<thead>
<tr>
<th>Glue</th>
<th>Tide</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ tsp</td>
<td>____ tsp</td>
</tr>
</tbody>
</table>

What equation can we use to represent x teaspoons of glue?

Graph the results from the table. Make sure to label the units.

Does this represent a proportional relationship? Explain your reasoning.

Describe your results. Is this your perfect slime ratio? Why or Why not?

**Step 3: Perfecting your ratio.**

1. What is your perfect ratio? _____ Glue and _______ Tide

2. Suppose your friend tried to help you and didn’t realize you already found the perfect recipe. Complete the table showing what you would need to add to form a ratio equivalent to yours.

<table>
<thead>
<tr>
<th>Glue</th>
<th>2 tsp</th>
<th>3 tsp</th>
<th>6 tsp</th>
<th>9 tsp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tide</td>
<td>8 tsp</td>
<td>12.5 tsp</td>
<td>15 tsp</td>
<td></td>
</tr>
</tbody>
</table>

3. Now that you have found your perfect ratio, what would be the ratio to make the following:
   - You will have 50 tsp of Tide. How much glue should you add?
   - You will have 75 tsp of glue. How much Tide should you add?
   - You will have 36.5 tsp of glue. How much Tide should you add?

Explain how you found your answers.
**Step 4: Planning your budget**

Now that you have your perfect ratio, it’s time to personalize your slime and plan your budget. Fill out the purchase order using your perfect slime ratio and the budget information in step 1. Keep in mind that the tax rate is 8.25% and shipping will be an additional 5% of your total order (before taxes).

**Purchase Order**

<table>
<thead>
<tr>
<th>Date</th>
<th>Group Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Unit Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments:</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tax</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shipping</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 5: Personalize your slime**

Once your purchase order is complete, personalize your slime. After, create a detailed description of your slime. Make sure to use complete sentences and descriptive adjectives that will entice a customer to purchase your slime.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Step 6: Create your business
1. How much will you have to sell your slime for if you want to make 80% profit?

2. How much slime will you have to sell if you want to make $80 profit (The cost to make each pencil pouch is not part of your profit).

3. Stores selling your pouches need to make a profit as well. Calculate the suggested retail price for each percent markup: 35%, 45%, 50%.

4. An employee can make 8 containers of slime in one hour. Complete the table showing the total number of containers of slime completed per hour. Make sure to label the independent and dependent event.

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>1.5</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

5. You decide to help your employee make slime. Your employee can make 8 containers of slime every hour and you can make 10 containers of slime every hour. Complete the triple number line to show the total containers of slime made each hour.

6. How many containers of slime will be made after 7 hours? 20.5 hours? N hours?
You realize you now have competition in the slime business. The diagram below shows your competitor’s perfect slime ratio for creating 3 containers of slime.

3 tsp Tide  3 tsp Tide  3 tsp Tide  3 tsp Tide

2.5 tsp Glue

Use the diagram to answer the following questions.

7. How much Tide and glue are needed to make 1 container of your competitor’s slime?

8. Whose slime will cost more to make if your competitor spends $51.20 to make 8 containers of slime? Explain how you know.
## Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness and Organization</td>
<td>The work is presented in a neat, clear, organized fashion that is easy to read</td>
<td>The work is presented in a neat and organized fashion that is usually easy to read</td>
<td>The work is presented in an organized fashion but may be hard to read at times</td>
<td>The work appears sloppy and unorganized. It is hard to know what information goes together.</td>
</tr>
<tr>
<td>Working with others</td>
<td>Student was an engaged partner, listening to suggestions of others and working cooperatively throughout the project</td>
<td>Student was as engaged partner but had trouble listening to others and/or working cooperatively</td>
<td>Student cooperated with others, but needed prompting to stay on-task</td>
<td>Student did not work effectively with others</td>
</tr>
<tr>
<td>Completion</td>
<td>All problems are completed</td>
<td>All but one of the problems are completed</td>
<td>All but two of the problems are completed</td>
<td>Several of the problems are not completed</td>
</tr>
<tr>
<td>Mathematical Concepts</td>
<td>Explanation shows complete understanding of the mathematical concepts used to solve the problems</td>
<td>Explanation shows substantial understanding of the mathematical concepts used to solve the problems</td>
<td>Explanation shows some understanding of the mathematical concepts needed to solve the problems.</td>
<td>Explanation shows very limited understanding of the underlying concepts needed to solve the problems or is not written</td>
</tr>
<tr>
<td>Accuracy</td>
<td>90-100% of the steps and solutions have no mathematical errors.</td>
<td>85-89% of the steps and solutions have no mathematical errors.</td>
<td>75-84% of the steps and solutions have no mathematical errors.</td>
<td>More than 75% of the steps and solutions have mathematical errors</td>
</tr>
</tbody>
</table>
Sensational Slime

Have you ever played with slime? Have you ever wondered why you can form it into a ball in your hands but as soon as you lay it on the table it takes no shape at all? Technically, slime is a non-Newtonian liquid. Take a quick moment to research and gather ideas about non-Newtonian liquids and record your thoughts below.

1. What is a non-Newtonian liquid?
Non-Newtonian liquid is a substance that changes a fluid's physical properties.

2. One interesting fact: is about obbleck. Obbleck is solid when hit quickly.

3. Another interesting fact: is also about obbleck. Obbleck is liquid when touched slowly.

4. Name a different non-Newtonian liquid:
Honey is a different non-Newtonian liquid.

Slime can be made with very few ingredients. We are going to create it using glue and laundry soap then personalize it with add-ins. The ratio of each ingredient affects how it will look and feel. As you change the ratio, you’ll end up with very different slime. It is time for you to create your very own sensational slime!

You have decided to start a small business and create the perfect slime to sell. Your job is to figure out the most cost effective, creative, visually appealing, and perfect slime ratio. You have a budget of $6.80 to create the perfect slime with all of the add-ins. The materials you have to use are listed below but how it is put together is up to you!

**Step 1: Planning Stages.** Figure out the unit rate for each supply listed in the table.

*What is a unit rate? A unit rate is the price for 1 item.*

<table>
<thead>
<tr>
<th>Supply</th>
<th>Cost</th>
<th>Unit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Supplies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glue</td>
<td>$3.75 for 4 tsp</td>
<td>0.9375</td>
</tr>
<tr>
<td>Tide</td>
<td>$2.50 for 2 tsp</td>
<td>1.25</td>
</tr>
<tr>
<td><strong>Optional Supplies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glitter</td>
<td>$2.15 for 3 spoonful</td>
<td>0.716</td>
</tr>
<tr>
<td>Food Coloring</td>
<td>$0.75 for 3 drops</td>
<td>0.25</td>
</tr>
<tr>
<td>Sequins</td>
<td>$0.36 for 2 sequins</td>
<td>0.18</td>
</tr>
<tr>
<td>Lotion</td>
<td>$0.50 for 2 pumps</td>
<td>0.25</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
<td>------</td>
</tr>
<tr>
<td>Foam Balls</td>
<td>$2.50 for 3 spoons</td>
<td>0.85</td>
</tr>
<tr>
<td>Shaving Cream</td>
<td>$0.70 for 2 pumps</td>
<td>0.35</td>
</tr>
</tbody>
</table>

Explain how you want your slime to look and feel:

No matter how my slime looks I want it to feel crunchy. Option 1: Dark slime w/ sequins. My second option is yellow slime with mixed foam balls.

Step 2: Experiment time!

Procedure:
How much of each ingredient you should add is up to you. Your challenge is to find the right ratio of ingredients to create a sensational slime recipe. Start with the ratios in the table below.

For each ratio:
1. Add glue according to the table
2. Add Tide according to the table
3. Stir the ingredients in the bowl
4. Record your observations

<table>
<thead>
<tr>
<th>Solution A</th>
<th>Complete the table showing the number of tsp you would use for this ratio.</th>
<th>Graph the results from the table. Make sure to label the units.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glue:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 tsp</td>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td>Tide:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 tsp</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Does this represent a proportional relationship? Explain your reasoning.

This represents a proportional relationship. First, the table starts with 0, 0. Next, all the fractions simplify to the unit rate. Lastly, it’s a straight line (passes through origin).

Describe your results. Is this your perfect slime ratio? Why or Why not?

Solution A was too watery & slippery. Therefore, this was not the perfect slime ratio.
### Solution B

The bowl will start with 2 tsp of tide. You will then add 1 tsp of glue for every 1 tsp of Tide. Complete the table showing the number of tps. you would use for this ratio.

<table>
<thead>
<tr>
<th>Tide: 1 tsp</th>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Glue</td>
<td>Tide</td>
</tr>
<tr>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

What equation can we use to represent x teaspoons of glue?

Graph the results from the table. Make sure to label the units.

**y = 1x + 2**

Does this represent a proportional relationship? Explain your reasoning.

This does not represent a proportional relationship. First of all, the table does not start with 0, 2. Also, the line (graph) doesn’t pass through the origin. Describe your results. Is this your perfect slime ratio? Why or Why not?

Solution B was too slippery. Therefore, this was not our perfect slime ratio.

### Solution C

Complete the table showing the number of tsp you would use for this ratio.

<table>
<thead>
<tr>
<th>Tide: 1 tsp</th>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Glue</td>
<td>Tide</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

What equation can we use to represent x teaspoons of glue?

Graph the results from the table. Make sure to label the units.

**y = 1x**

Does this represent a proportional relationship? Explain your reasoning.

This represents a proportional relationship. All the fractions simplify to 1/1. The line intersects the origins, and the table starts with (0, 0). Describe your results. Is this your perfect slime ratio? Why or Why not?

Solution C was lumpy. In summation, this wasn’t perfect.
Complete the table showing the number of tsp you would use for this ratio.

<table>
<thead>
<tr>
<th>Glue</th>
<th>Tide</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 tsp</td>
<td>1 tsp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

What equation can we use to represent x teaspoons of glue?

\[ y = \frac{x}{3} \]

Graph the results from the table. Make sure to label the units.

Does this represent a proportional relationship? Explain your reasoning.

This represents a proportional relationship. One passes through origin. Two straight lines. Three fractions simplify to 1/3. Four table starts with 0.

Describe your results. Is this your perfect slime ratio? Why or Why not?

My results were close to perfect. It was a little too sticky. Next time I’ll add .5 more tsp of tide.

Step 3: Perfecting your ratio.

1. What is your perfect ratio? 3 Glue and 1 Tide

2. Suppose your friend tried to help you and didn’t realize you already found the perfect recipe. Complete the table showing what you would need to add to form a ratio equivalent to yours.

<table>
<thead>
<tr>
<th>Glue</th>
<th>2 tsp</th>
<th>24 tsp</th>
<th>3 tsp</th>
<th>37.5 tsp</th>
<th>6 tsp</th>
<th>45 tsp</th>
<th>9 tsp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tide</td>
<td>1.5 tsp</td>
<td>8 tsp</td>
<td>12.5 tsp</td>
<td>2 tsp</td>
<td>15 tsp</td>
<td>3 tsp</td>
<td></td>
</tr>
</tbody>
</table>

3. Now that you have found your perfect ratio, what would be the ratio to make the following:

- You will have 50 tsp of Tide. How much glue should you add?
  
  I’ll add 150 tsp of glue.

- You will have 75 tsp of glue. How much Tide should you add?
  
  I’ll add 25 tsp of Tide.

- You will have 36.5 tsp of glue. How much Tide should you add?
  
  I’ll add 109.5 tsp of Tide.

Explain how you found your answers.

STEPS (or finding my answers)

1. Cross Multiply
2. Divide
3. ANSWER!
Step 4: Planning your budget
Now that you have your perfect ratio, it’s time to personalize your slime and plan your budget. Fill out the purchase order using your perfect slime ratio and the budget information in step 1. Keep in mind that the tax rate is 8.25% and shipping will be an additional 5% of your total order (before taxes).

**Purchase Order**

<table>
<thead>
<tr>
<th>Date</th>
<th>Group Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 2-2-18</td>
<td>BREEZZY WAYS!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Unit Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Glue</td>
<td>$0.94</td>
<td>$2.82</td>
</tr>
<tr>
<td>1</td>
<td>Tide</td>
<td>$1.25</td>
<td>$1.25</td>
</tr>
<tr>
<td>6</td>
<td>Glitter</td>
<td>$0.72</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Food Coloring</td>
<td>$0.25</td>
<td>$0.25</td>
</tr>
<tr>
<td>6</td>
<td>Sequins</td>
<td>$0.18</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lotion</td>
<td>$0.25</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Foam Balls</td>
<td>$0.83</td>
<td>$0.83</td>
</tr>
<tr>
<td>6</td>
<td>Shaving Cream</td>
<td>$0.35</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th></th>
<th>Subtotal</th>
<th>Tax</th>
<th>Shipping</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$5.15</td>
<td>$0.42</td>
<td>$0.28</td>
<td>$5.85</td>
</tr>
</tbody>
</table>

Step 5: Personalize your slime
Once your purchase order is complete, personalize your slime. After, create a detailed description of your slime. Make sure to use complete sentences and descriptive adjectives that will entice a customer to purchase your slime.

**BREEZZY WAYS**—slime the only slime you’ll need. It’s slushy, non-sticky and fun to play with. It’ll solve all your problems. My slime is a beautiful shade of purple with black foam balls. But that’s not all when you play around with it, you’ll hear the most satisfying crunchy noise. GET IT NOW!
Step 6: Create your business

1. How much will you have to sell your slime for if you want to make 80% profit?
   \[
   \frac{5.85 \times 1.5}{1.5} = 16.83
   \]
   I’ll sell my slime at $16.83 to make a 80% profit.

2. How much slime will you have to sell if you want to make $80 profit (The cost to make each pencil pouch is not part of your profit).
   I’ll make 17 slimes to make a profit of $80.

3. Stores selling your pouches need to make a profit as well. Calculate the suggested retail price for each percent markup: 35%, 45%, 50%.
   \[
   35\% = \$14.22 \\
   45\% = \$16.27 \\
   50\% = \$16.80
   \]

4. An employee can make 8 containers of slime in one hour. Complete the table showing the total number of containers of slime completed per hour. Make sure to label the independent and dependent event.

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>1.25</td>
<td>10</td>
</tr>
<tr>
<td>1.5</td>
<td>12</td>
</tr>
<tr>
<td>1.875</td>
<td>15</td>
</tr>
<tr>
<td>2.5</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>

5. You decide to help your employee make slime. Your employee can make 8 containers of slime every hour and you can make 10 containers of slime every hour. Complete the triple number line to show the total containers of slime made each hour.

6. How many containers of slime will be made after 7 hours? 20.5 hours? N hours?
   \[
   7 \rightarrow 126 \\
   20.5 \rightarrow 369 \\
   n \rightarrow 18n
   \]
You realize you now have competition in the slime business. The diagram below shows your competitor’s perfect slime ratio for creating 3 containers of slime.

3 tsp Tide  3 tsp Tide  3 tsp Tide  3 tsp Tide
2.5 tsp Glue

Use the diagram to answer the following questions.

7. How much Tide and glue are needed to make 1 container of your competitor’s slime?
   Tide → 4
   Glue → 0.83

8. Whose slime will cost more to make if your competitor spends $51.20 to make 8 containers of slime? Explain how you know.
   It costs my competitor more to make slime. I know this because it costs me $46.80 to make 8 containers. It takes my competitor $51.80 to make the same amount. In conclusion, my slime is better.
Have you ever played with slime? Have you ever wondered why you can form it into a ball in your hands but as soon as you lay it on the table it takes no shape at all? Technically, slime is a non-Newtonian liquid. Take a quick moment to research and gather ideas about non-Newtonian liquids and record your thoughts below.

1. What is a non-Newtonian liquid? A non-Newtonian liquid is fluid whose viscosity changes, based on applied force or stress.

2. One interesting fact:
   You can run across these fluids, and not sink.

3. Another interesting fact:
   Non-Newtonian liquids can be both solid and liquid.

4. Name a different non-Newtonian liquid: A different non-Newtonian liquid is oobleck or silly putty.

Slime can be made with very few ingredients. We are going to create it using glue and laundry soap then personalize it with add-ins. The ratio of each ingredient affects how it will look and feel. As you change the ratio, you’ll end up very different slime. It is time for you to create your very own sensational slime!

You have decided to start a small business and create the perfect slime to sell. Your job is to figure out the most cost effective, creative, visually appealing, and perfect slime ratio. You have a budget of $6.80 to create the perfect slime with all of the add-ins. The materials you have to use are listed below but how it is put together is up to you!

**Step 1: Planning Stages.** Figure out the unit rate for each supply listed in the table.

<table>
<thead>
<tr>
<th>Supply</th>
<th>Cost</th>
<th>Unit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Supplies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glue</td>
<td>$3.75 for 4 tsp</td>
<td>$0.94</td>
</tr>
<tr>
<td>Tide</td>
<td>$2.50 for 2 tsp</td>
<td>$1.25</td>
</tr>
<tr>
<td><strong>Optional Supplies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glitter</td>
<td>$2.15 for 3 spoonful</td>
<td>$0.72</td>
</tr>
<tr>
<td>Food Coloring</td>
<td>$0.75 for 3 drops</td>
<td>$0.25</td>
</tr>
<tr>
<td>Sequins</td>
<td>$0.36 for 2 sequins</td>
<td>$0.18</td>
</tr>
<tr>
<td>Lotion</td>
<td>$0.50 for 2 pumps</td>
<td>$0.25</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Foam Balls</td>
<td>$2.50 for 3 spoons</td>
<td>$0.83</td>
</tr>
<tr>
<td>Shaving Cream</td>
<td>$0.70 for 2 pumps</td>
<td>$0.85</td>
</tr>
</tbody>
</table>

Explain how you want your slime to look and feel:

I want my slime to feel soft and stretchy. I want to make fluffy slime. I'm also going to add glitter so that the slime is not very sticky. I also want my slime to be very colorful, and I want to add pink and teal glitter.

**Step 2: Experiment time!**

**Procedure:**

How much of each ingredient you should add is up to you. Your challenge is to find the right ratio of ingredients to create a sensational slime recipe. Start with the ratios in the table below.

For each ratio:

1. Add glue according to the table
2. Add Tide according to the table
3. Stir the ingredients in the bowl
4. Record your observations

<table>
<thead>
<tr>
<th>Solution A</th>
<th>Complete the table showing the number of tsp you would use for this ratio.</th>
<th>Graph the results from the table. Make sure to label the units.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glue:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 tsp</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>x</strong></td>
<td><strong>y</strong></td>
</tr>
<tr>
<td>Tide:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 tsp</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Does this represent a proportional relationship? Explain your reasoning.

Yes, this represents a proportional relationship because the table simplifies to 3/1, and the graph starts at 0.

Describe your results. Is this your perfect slime ratio? Why or Why not?

No, this is not our perfect slime ratio because there was way too much tide and it made the slime very liquidy.
Solution B

<table>
<thead>
<tr>
<th>Glue:</th>
<th>1 tsp</th>
<th>X</th>
<th>Y</th>
<th>Tide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

The bowl will start with 2 tsp of tide. You will then add 1 tsp of glue for every 1 tsp of Tide. Complete the table showing the number of tsp you would use for this ratio.

What equation can we use to represent x teaspoons of glue?

\[ y = x + 2 \]

Graph the results from the table. Make sure to label the units.

Does this represent a proportional relationship? Explain your reasoning.
No this does not represent a proportional relationship because the table doesn’t start at 0/0.
Describe your results. Is this your perfect slime ratio? Why or Why not?
This is not our perfect slime ratio because although it was better than the last slime it’s still too liquidy.

Solution C

<table>
<thead>
<tr>
<th>Glue:</th>
<th>2 tsp</th>
<th>X</th>
<th>Y</th>
<th>Tide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Complete the table showing the number of tsp you would use for this ratio.

What equation can we use to represent x teaspoons of glue?

\[ y \approx 0.66x \]

Graph the results from the table. Make sure to label the units.

Does this represent a proportional relationship? Explain your reasoning.
This is a proportional relationship because they all simplify to 2/3.
Describe your results. Is this your perfect slime ratio? Why or Why not?
This is our perfect slime ratio because the slime wasn’t sticky and it was still stretchy. This was also our perfect slime ratio because it was also squishy.
Solution D

Glue: _____ tsp

Tide: _____ tsp

Complete the table showing the number of tsp you would use for this ratio.

<table>
<thead>
<tr>
<th>X Glue</th>
<th>Y Tide</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What equation can we use to represent x teaspoons of glue?

Graph the results from the table. Make sure to label the units.

Does this represent a proportional relationship? Explain your reasoning.

Describe your results. Is this your perfect slime ratio? Why or Why not?

Step 3: Perfecting your ratio.

1. What is your perfect ratio? Glue and Tide

2. Suppose your friend tried to help you and didn’t realize you already found the perfect recipe. Complete the table showing what you would need to add to form a ratio equivalent to yours.

<table>
<thead>
<tr>
<th>Glue</th>
<th>2 tsp</th>
<th>12</th>
<th>3 tsp</th>
<th>18</th>
<th>75</th>
<th>6 tsp</th>
<th>22.5</th>
<th>9 tsp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tide</td>
<td>1.33</td>
<td>8 tsp</td>
<td>2</td>
<td>12.5 tsp</td>
<td>4</td>
<td>15 tsp</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

3. Now that you have found your perfect ratio, what would be the ratio to make the following:

- You will have 50 tsp of Tide. How much glue should you add? 75 tsp of glue
- You will have 75 tsp of glue. How much Tide should you add? 50 tsp of tide
- You will have 36.5 tsp of glue. How much Tide should you add? 3.24 tsp of tide

Explain how you found your answers.

We found the first answer by dividing 50 tsp by our unit rate of 2 tsp of tide. We got 25 and multiplied that by 3 to get 75 tsp of glue. We found the other answers the same way, by dividing the amount of glue we have, then multiplying that to get the amount of tide.
Step 4: Planning your budget
Now that you have your perfect ratio, it’s time to personalize your slime and plan your budget. Fill out the purchase order using your perfect slime ratio and the budget information in step 1. Keep in mind that the tax rate is 8.25% and shipping will be an additional 5% of your total order (before taxes).

### Purchase Order

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
<th>Unit Price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Glue</td>
<td>$0.94</td>
<td>5.28</td>
</tr>
<tr>
<td>2</td>
<td>Tide</td>
<td>$1.25</td>
<td>2.50</td>
</tr>
<tr>
<td>1</td>
<td>Food Coloring</td>
<td>$0.25</td>
<td>0.25</td>
</tr>
<tr>
<td>1</td>
<td>Shaving Cream</td>
<td>$0.35</td>
<td>0.35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments:</th>
<th>Subtotal</th>
<th>Tax</th>
<th>Shipping</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$5.92</td>
<td>$0.49</td>
<td>$0.30</td>
<td>$6.71</td>
</tr>
</tbody>
</table>

Step 5: Personalize your slime
Once your purchase order is complete, personalize your slime. After, create a detailed description of your slime. Make sure to use complete sentences and descriptive adjectives that will entice a customer to purchase your slime.

My slime is very fluffy, since I added shaving cream. My slime also is not sticky, and it is kind of stretchy. My slime is also a pastel purple color and it’s very pretty.
Step 6: Create your business

1. How much will you have to sell your slime for if you want to make 80% profit?

\[ \frac{10.71}{1.8} = \frac{53.68}{10} \times \frac{12.08}{12.91} \]

2. How much slime will you have to sell if you want to make $80 profit (The cost to make each pencil pouch is not part of your profit).

\[ \frac{531}{1.4} \times \frac{37}{5} \times \frac{2620}{7} \times \frac{357}{8} = \frac{2148}{3759} \times \frac{8}{912} \]

3. Stores selling your pouches need to make a profit as well. Calculate the suggested retail price for each percent markup: 35%, 45%, 50%.

\[ \frac{12.08}{1.35} \times \frac{12.08}{1.45} \times \frac{12.08}{1.5} \]

4. An employee can make 8 containers of slime in one hour. Complete the table showing the total number of containers of slime completed per hour. Make sure to label the independent and dependent event.

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
<th>z</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>1.25</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>1.5</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>1.675</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>2.5</td>
<td>20</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>120</td>
</tr>
</tbody>
</table>

5. You decide to help your employee make slime. Your employee can make 8 containers of slime every hour and you can make 10 containers of slime every hour. Complete the triple number line to show the total containers of slime made each hour.

employee - me - total -

6. How many containers of slime will be made after 7 hours? 20.5 hours? N hours?

7 hours: 120 slime
20.5 hours: 309 slime
N hours: \[ y = 18n \]
You realize you now have competition in the slime business. The diagram below shows your competitor's perfect slime ratio for creating 3 containers of slime.

\[
\begin{align*}
&\text{3 tsp Tide} & &\text{3 tsp Tide} & &\text{3 tsp Tide} & &\text{3 tsp Tide} \\
&\begin{array}{c}
2.5 \text{ tsp Glue}
\end{array}
\end{align*}
\]

Use the diagram to answer the following questions.

7. How much Tide and glue are needed to make 1 container of your competitor's slime?

\[
\begin{align*}
\text{Tide} &= 4 \text{ tsp} \\
\text{Glue} &= 0.83 \text{ tsp}
\end{align*}
\]

8. Whose slime will cost more to make if your competitor spends $51.20 to make 8 containers of slime? Explain how you know.

My slime would cost more to make 8 containers than my competitor's slime. This is because my competitor's cost for 8 containers of slime is $51.20. My cost is $53.68. I know this because I multiplied my cost for one slime by 8 to get $53.68.
Lesson Plan Title: Standing Tall In Kindergarten-A Project All About Giraffes
Lesson Plan Grade Levels: 1; Pre-K
Lesson Plan Subject Areas: History/Social Sciences; Language Arts/Reading; Music; Science (Amgen Category); Visual Arts

We began our project with the driving question, “How Can Giraffes Help Us Become Better Humans?” In order for students to answer this question, we began with our first Case Study which was “What Makes A Giraffe a Giraffe”? During this phase of the project, we had three Learning Targets. Target 1 was: I can identify parts of a giraffe. The second Learning Target was: I can explain why giraffes have body parts unique to them. The third Learning Target was: I can describe and recreate a giraffe’s habitat. Students had access to resource books about giraffes including informational texts. They each kept a scientific journal where they wrote giraffe facts that focused on each Learning Target. Students also created a giraffe habitat in the classroom. Art and technology were embedded in the lessons. Students watched “Austin’s Butterfly” and learned how to give appropriate and helpful feedback. Students then provided peer critiques to help make each others drawings more accurate. Final drafts of giraffe art were framed and were also used along with the app Chatterpix to share giraffe facts using student artwork. We were fortunate that during this phase April, the pregnant giraffe at the Houston Zoo, became available through the live camera feed. Students had access to watching and learning about giraffe behavior through the use of a Viewsonic computer/screen.
Standing Tall In Kindergarten – A Project All About Giraffes

We began our project with the driving question, “How Can Giraffes Help Us Become Better Humans?” In order for students to answer this question, we began with our first Case Study which was “What Makes A Giraffe a Giraffe”? During this phase of the project, we had three Learning Targets. Target 1 was: I can identify parts of a giraffe. The second Learning Target was: I can explain why giraffes have body parts unique to them. The third Learning Target was: I can describe and recreate a giraffe’s habitat. Students had access to resource books about giraffes including informational texts. They each kept a scientific journal where they wrote giraffe facts that focused on each Learning Target. Students also created a giraffe habitat in the classroom. Art and technology were embedded in the lessons. Students watched “Austin’s Butterfly” and learned how to give appropriate and helpful feedback. Students then provided peer critiques to help make each others drawings more accurate. Final drafts of giraffe art were framed and were also used along with the app Chatterpix to share giraffe facts using student artwork. We were fortunate that during this phase April, the pregnant giraffe at the Houston Zoo, became available through the live camera feed. Students had access to watching and learning about giraffe behavior through the use of a Viewsonic computer/screen.

During the second Case Study, students focused on the driving question, “Why is a giraffe part of Non-Violent Communication?” Students again focused on three Learning Targets: I can list qualities of NVC (Non-violent communication), I can explain how the giraffe is a symbol for NVC and I can use NVC to communicate compassionately, to express my needs and to work out concerns with others. Students created a life-sized giraffe, adding spots which illustrated ways that they show kindness. They learned that giraffes have the largest heart of all land animals and that their long necks allow them to see the “bigger picture” which helps them with conflict-resolution. Discussions were held how each student could demonstrate giraffe behavior and be a contributing member of both the classroom and the school community.

The last phase of the project allowed students to work in crews. Each crew had a specific task and guidelines were set for crew behavior. One crew worked to create a giraffe bumper sticker for the school. Another crew created a giraffe school flag. A crew was responsible for creating a giraffe song and a crew designed a giraffe buddy bench which would be used in the Kindergarten playground when students were in need of a friend. The last crew worked to create a pamphlet all about giraffes for kids which would be used at the Santa Barbara Zoo at the giraffe exhibit. This came about after we met with the Director of Education from the Santa Barbara Zoo and asked them what need they had in regards to their giraffe habitat. They shared that they would love to have a pamphlet for the giraffe exhibit with giraffe information for kids written by kids. We found that this phase allowed students to develop a deep connection for their school and instilled school spirit as they learned in depth about their school mascot. Crews regularly reflected on their work together and used a rubric to assess their efficiency as a group as well as evaluating their own individual contributions to their crew. During this phase, students became aware that they were creating things that were not just going to be beneficial to kindergartners, but to the entire school and even to the Santa Barbara community. We incorporated a Social Studies unit on civic engagement and the importance of all individuals contributing to their community in meaningful ways.

The students participated in the Santa Barbara Zoo’s Giraffe Awareness Day which was held in June, 2017. Students had their giraffe artwork displayed in the Education Building and their giraffe pamphlet had its debut.
being displayed at the giraffe exhibit. The pamphlet gives important giraffe facts, ideas on how to help the giraffes, along with giraffe artwork and kid activities such as a maze and word search. The project not only gave students a great deal of knowledge about giraffes but also gave them pride in their school as well as in themselves for creating and collaborating on important work that was used and enjoyed by so many people in the greater community. Teachers were able to address many Kindergarten Common Core Standards in Reading, Writing, Speaking and Listening, Math, Science, Art and Technology. Students were able to demonstrate their knowledge and mastery through various methods including orally, in writing, through their visual art, and with the use of technology. The students took ownership of the project and their final crew work went beyond our expectations. The project had a positive effect on their attitudes and the creation of a buddy bench in their play yard has been a great addition to helping to ensure that all students have a friend to play with during recess and lunch. The students were responsible for telling others how to correctly use the buddy bench and it is a big hit still to this day! This project began as a study of our school mascot, but quickly turned to a focus of the importance of building community, focusing on each individual’s contribution to a larger group and an introduction to civic engagement. Our lessons and daily crew activities helped students to be a part of a process that focused on community needs and they became excited about providing things that would enhance the quality of our school community as well as instill school pride. Students were able to reflect through self assessments about their behavior and their contributions to the project and their larger community. This project can be adapted for use with any school mascot or can be replicated as a study about giraffes and their uniqueness!
Standing Tall in Kindergarten
A Project All About Giraffes
Case Study 1: What makes a giraffe a giraffe?

Students took a gallery walk, using a notecatcher to draw and write what they noticed in the photos. They were not told what the close-up images were. The students had to use critical thinking and observations to decide.
More from the Gallery Walk
Making Our Thinking Visible: See, Think, Wonder

See
- purple tongue
- long legs with hooves
- four legs
- hair at end of tail
- some pink on tongue
- spots
- furry
- big ears
- hairy ears
- long tongue
- long tail
- nostrils
- polka dots near tail and on skin
- long legs
- white lines, brown spots
- long neck
- round tail, not flat

Think
- eat plants
- eat lettuce
- go in water
- kick legs for protection
- can run
- are tall
- protect their babies
- can reach really high things like leaves from trees to eat
- have horns (boys?)

Wonder
- Can their spots change color?
- Is their skin yellow in the light?
- Do their tails grow longer?
- Do they fight? Do they use their neck?
- Why is the giraffe our mascot?
- Why do giraffe tongues look like horns?
- Do their spots identify them as part of a herd?
- Are there different types of giraffes?
- Are babies born without spots?
- Can baby giraffes stand when they are born?

Giraffes
- feet
- body
- ears
- legs (four)
- tail
- black tongues
- a woman's tail
- hooves
- long neck
- skinny
- mouth
- nose

See
- eat leaves
- have long tongues
- spots
- hooves
- eyes
- have long necks
- they breathe air through their nose and mouth
- giraffes can see
- they are big
- have a face
- they run around
- they have baby
- they can see well
- little head

Wonder
- Do they weigh more than humans/elephants?
- What can they eat?
- Can they reach the ground?
- Do they sleep standing up?
- Can giraffes be camouflage?
- Do they live in snow?
- Do they hibernate?
- Do they live in the wild?
- Do they kill their enemies?
- Why do they have long necks?
- Do they lay eggs?
- Do they drink water?
Project Introduction: The Driving Question

How can giraffes help us become better humans?
Learning Targets: Case Study 1

- I can identify parts of a giraffe.
- I can explain why giraffes have body parts unique to them.
- I can describe and recreate a giraffe’s habitat.
Using our Scientist Eyes: Labeling Body Parts
Students used many different informational texts to support their learning. Students relied on these books to guide them in their scientific journals. They referred to the text and photos often during the writing process.
Giraffes can run with their are Born.

Giraffes, it’s always meat time! They are for 16 to 19 hours every day.

Giraffes are called trophies because of their long necks.
All About Giraffes: Student-Created Scientific Journal

Giraffes have long necks.

Giraffes live in herds.

Giraffes eat leaves.
Animated Giraffes

Using their research, students created animated giraffes from a guided drawing activity. We used the apps Chatterkids and iMovie to create this informative and fun movie.
We Publish a Book!

Our Kindergartners created a class book using pages from our science journals about giraffes. This published book was also available for students to keep.
Models of Excellence and Creating a Culture of Quality

Using the example set by Expeditionary Learning, we shared *Austin’s Butterfly* with our students. We followed with discussion about the revision process and the importance of perseverance, stamina, and patience to achieve our goal to produce high-quality work using “scientist eyes”.
Models, Critique, and Descriptive Feedback

We encouraged an environment where students felt safe to critique, be critiqued, make mistakes, and grow with each revision of their scientific drawings. Students used “warm” comments and made specific suggestions to help create high-quality work.
The Revision Process

Using a model, students created multiple drafts of a giraffe.
We read *The Giraffe that Walked to Paris* and learned how one special giraffe overcame the challenging task of travelling long distances in the 19th century. Inspired by this story, students wrote their own stories about a giraffe who had a problem they needed to overcome. After illustrating their storyboards and writing supporting sentences, they transferred their stories to a digital platform using the app Little Bird Tales. They were able to narrate the story and share them with their families during a celebratory classroom event!
We decided to use the book *Giraffes Can’t Dance* to encourage our students to develop a growth mindset. This story also emboldens children to be themselves and be proud of their individuality. Inspired by Gerald the giraffe, students wrote about what makes them special. They also created art inspired by the book.
I am special like Gerald the giraffe because

I like to play with my coats and sleep with them.

I can do Aon.
Giraffe Habitat: The African Savanna

Kindergartners imagined what the African savanna would be like using their senses.
Inspired by their learning, students constructed their own African savanna using construction paper, magazine pictures, drawings, and labels.
African Savanna

- Humans
- Birds
- Owl
- Butterfly
- Elephants
- Lion
- Giraffe
- Antelope
- Zebra
- Ostrich
- Crocodile
- Rhinoceros

Animals and birds of the African Savanna.
Case Study 2: Why is the giraffe part of Non-Violent Communication and our school mascot?
Learning Targets:  
Case Study 2

- I can list qualities of non-violent communication.

- I can explain how the giraffe is a symbol for NVC and our school mascot.

- I can use NVC to communicate compassionately, express my needs, and to work out concerns with others.
Using NVC Eyes: Labeling Symbolic Body Parts

Diagram of a giraffe with labeled parts:
- Standing
- Reins
- Lungs
- Heart
- Swallowing
- Eyes
- Long neck
- See highest
- Stands tall
- Ears
- Spine
Replicating our School Mascot

Students collaborated on creating a life-sized baby giraffe. They reflected on the symbolic qualities of a giraffe. Students learned that giraffes have the largest heart of any land mammal. We discussed ways in which the students show kindness to others with their own large hearts with illustrated giraffe spots.
I can play with my sister.

I can help make dinner.

I can help clean up the toy box.

I can give a friend a hug if they want one.
We are Crew!

Kindergartners discussed what it means to be part of a crew. We emphasized that, “we are crew, not passengers”. Students chose which part of the project they’d like to work on: developing a buddy bench, writing a school spirit song, designing a school flag or bumper sticker, or creating a zoo pamphlet for the giraffe exhibit.
Buddy Bench Crew

The Buddy Bench Crew spent several hours in the design process. They considered what words should be included on the bench, how we would incorporate our school mascot, how it should be constructed, and where it could be located in the schoolyard. This crew not only designed the bench, but also painted it! It is a source of pride for these former Kindergartners and a beloved spot in the schoolyard.
Sketches of the buddy bench during the design process.
The School Song Crew brainstormed words that they associated with our school. Many of their words included the symbolic qualities of the giraffe and non-violent communication such as, “big heart”, “listen to each other”, “open ears and hearts”. They then created lyrics and, with our assistance, put the lyrics to a guitar melody. The students performed the song in front of the entire school. This song, which the students voted to call The Kindergarten Giraffe Song, has quickly become a new school tradition to sing!
Giraffe School Song Lyrics

1. Be nice to each other
   Have a big heart
   just like the giraffe
   Be like the giraffe
   and have a big heart.
   Be nice to each other
   right from the start.

When you have a concern
and you need your friend to hear
Be like the giraffe
with big open ears

Think about the greater good
and everybody’s needs.
Where we can all be happy.
Open books are the keys.

We can see the big picture
With long necks like the giraffe.
Understanding all our feelings
With a big and open heart.

2. Be the Giraffe
   Tall, tall, tall
   When you see a friend in need
   Stand tall and be kind.
   Be like the giraffe
   Tall, tall, tall
   When you’re feeling down or sad
   Reach up and feel so sad.

3. Kindergarten Giraffe Song
   Tall, tall, tall
   When you’re feeling down or sad
   Reach up and feel so sad.
   Be like the giraffe
   Tall, tall, tall
   When you see a friend in need
   Stand tall and be kind.

When you have a concern
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with big open ears

Think about the greater good
and everybody’s needs.
Where we can all be happy.
Open books are the keys.

We can see the big picture
With long necks like the giraffe.
Understanding all our feelings
With a big and open heart.
The bumper sticker and flag crew spent time thinking up a motto that would be succinct enough to fit on a bumper sticker and flag, but that could illustrate the heart of our school. They also worked on several drafts for the image that they would like to see on a school bumper sticker or flag.
The Zoo Pamphlet Crew brainstormed what elements they’d like to include in a pamphlet for children. They decided to share ideas to help giraffe conservation, educate children about giraffes, and design games to enjoy at the zoo! They also assisted in designing the layout of the pamphlet, which included student art from throughout the project.
Our Friend,
The Giraffe
AN INFORMATIVE GUIDE
FOR KIDS BY KIDS

WAYS YOU CAN HELP
SAVE THE GIRAFFE

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Our Friend,
The Giraffe
AN INFORMATIVE GUIDE
FOR KIDS BY KIDS

FUN FACTS ABOUT GIRAFFES

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PLAY THESE GIRAFFE GAMES!

HELP MAMA GIRAFFE FIND HER BABY!
Giraffe Awareness Day at the Santa Barbara Zoo!
The Kindergartners’ informational pamphlet was handed out at a booth on Giraffe Awareness Day. Their artwork was also displayed in the Education Building at the Santa Barbara Zoo.
Use of the Viewsonic Board and Webcam
### Self-Assessment

#### My Work Habits

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<td>Did I have a growth mindset?</td>
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<td>★★★</td>
<td>★</td>
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<td>Did I contribute to the discussion about my peer’s work?</td>
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Giraffe Art
Student-Led Inspired Art

This project was so loved by our students. It inspired such creativity in our classrooms. During choice time our students were often found creating all sorts of giraffe art!
Hooray for Giraffes! Hooray for School Spirit!
**Lesson Plan Title:** Sub-Saharan Africa: Ghana and Mali  
**Lesson Plan Grade Levels:** 7  
**Lesson Plan Subject Areas:** History/Social Sciences

“Tell me and I forget, teach me and I remember, involve me and I learn.” My 7th grade students worked in cooperative groups to produce a state of the art unit of study, which focused on the West African civilizations of Ghana or Mali. Each report was a unique combination of maps, essays, documentaries, and picture collages, complete with a bibliography and student-made test. The works published in the report, represented the BEST of the groups individual efforts, as determined by themselves through their peer editing. This multimedia report integrated Medieval World History with language arts, graphic arts, visual arts and technology. But more importantly, it integrated the tracked “Basic Students” to interact with my “Honor Students” through these peer reports. Providing a rich interaction between all types of students with different abilities.
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This unit focused on CA History-Social Science Framework: West Africa (900-1400) Ghana and Mali Empires. I began the unit by making sure students had a secure foundation of basic knowledge through whole group instruction on the geography of Sub-Saharan Africa. Students completed a map about the physical features of Africa. We read the textbook and completed workbook activities. We watched a video on Ancient Africa, and took Cornell notes. Using www.Flocabulary.com, students worked independently to complete two unites on Ancient Africa: “The Middle Ages” and “African Proverbs.” Students were given individual grades on these vocabulary, reading comprehension, and music video assignments. Using www.easybib.com, we began a bibliography to document our resources.

Once students understood this basic knowledge, they divided themselves into expert groups based on which civilization they preferred to study in depth: Ghana or Mali. I placed “At Risk Students,” whose grades on the assignments thus far had not reflected a basic understanding of the civilization into a strategic group where I could give them direction and scaffolding during their independent study of Mali or Ghana.

It was in these expert groups that students gained a general knowledge of their civilization by reading the textbook and completing workbook pages in cooperative groups of four. Then they went even further into the topic, researching documentaries on key events and people, taking Cornell notes and producing essays. Next they went on www.ducksters.com, and took Cornell notes and produced essays on the many aspects of their civilization’s history. Each pair of students focused on a different aspect of the civilization’s important events, geography, culture and peoples. Then they peer edited their essays and created a collages using the free App Pic Collage. Students used the map skills they had learned previously and created a map of their choice for their civilization. Mali’s emphasized trade routes and Ghana’s reflected the journey of Mansa Munsa’s Haji to Mecca. Using www.easybib.com, students added their individual resources they used to their bibliography.

All the work products were individually given grades and those that got a C grade or better were handed back to the students to publish into a textbook or unit of study. Students wrote a question and answer for each product in their book, whether a map, essay, video, or collage. After peer-editing, the students created an on-line test, using the free website, www.study stack.com. To make their books interactive, students learned how to make a QR codes for their tests, collages, and videos. Some students had color printers, so they chose to print their collages. Preferably, all essays were written in cursive writing, but standard printing was acceptable too.
In publishing these books, there were no mistakes, only creations of personal expression and individual points of views. All of the student’s work products had previously been judged and graded, so grades for the books were given by the number of products published in the books. Students had before them their best pieces of work to publish and it was obvious that they were very proud of them. During publishing, you could see the students celebrating curiosity, resourcefulness and problem solving, all in service to the act of creating a unit of study.

The students synthesized the curriculum of Ghana and Mali unit by sharing their knowledge through the exchange of the reports. These interactive reports were studied and the students’ comprehension was tested through each report’s Study Stack test. This was a very fun exchange of ideas and it was very manageable, as the Study Stack grades the tests electronically, so each student simply showed me their grades on their I-Pads as they finished the tests, and I recorded them in the grade book. Students were given three class periods to study the many reports from the two different leveled classes. This exchange provided a rich interaction between all types of students with different abilities. The spectrum of diverse products, perspectives, and content allowed ALL students an opportunity to get different points of view on their civilization, resulting in an even more in-depth understanding of their civilization. Furthermore they got a reasonable understanding of the other civilization that they had not previously studied.

This unit was a very efficient use of class time because we were able to get through a whole unit of study in four weeks. The students really enjoyed this unit, as you can see by the nice comments written on the back of the student work samples and their happy, engaged faces in the class video.

This unit was very practical. All the websites and applications used in this unit were free, except Flocabulary.com. All my students were provided with I-Pads, but everything we used was accessible by a smart phone, which most students have in their back pockets.
Watch our Class Movie
Scan with a QR Code Reader
Ancient Africa

Honors Student's Work Sample
Ancient Africa

Travels of Gedi

Tribute Giraffe
From Bengal

The Swahili People

Great Zimbabwe

Carbon Dating

Environments of Africa

- Desert
- Mediterranean
- Grasslands
- Tropical Savanna

Atlantic Ocean

Mediterranean Sea

Cape Town

O'Equator
Child labor in Africa is a problem in Africa. Not only does it leave children without education, but conditions can get very dangerous. One country that is rich in Child Labor is Ghana. In Ghana, gold and cocoa are major materials that contribute to the country's economy. But the catch is that child labor is a factor. Children are forced to work in hazardous places and bad air quality. It is all to see children who should be in school being forced to hard work. It is not uncommon why this is happening but poverty. These children work to help their families yet they still get paid little. In fact, if 5-10 children are forced to work in critical endures.

Thankfully, child labor in Africa is improving. It may be slowly but surely. An increasing number of African countries are developing the National Action Plan to end this abuse.

Anansi is an African folk tale character. He takes on many forms, but his original form is a mischievous spider with a cunning mind. Anansi originated from an African folktale by the Ashanti people in Ghana. The tale starts off with Anansi asking the Sky God if he can lay his stories so he can share them with the people. The Sky God said that he would only see it if he attracts a few people. With this smart yet tricking mind, Ananse was able to trick his captives and give it to the god. Ananse ended up sharing the stories with the people. His tales took on many versions when the Europeans sold and traded slaves in Africa.

The people of Ghana use their resource gold and cocoa to build a wealthy empire. The resources they mainly used were gold, salt, iron, and iron ore. But it was also the trade with North Africans. On this essay, you will read about the Rise of Ghana. Since West Africa grew rich, with iron, they made sharp and strong tools, which made farming easier and an increase in food supply. With more food, people became experts in other skills from the West Africans grew more and more rich from trading the cattle and gold and other goods. North Africa used gold, while West Africans used salt to the gold and sell it. Some of these goods made the Ghana very wealthy.

Today, Ghana isn't as wealthy as it was in the past. However, they still have a good economy. They are

Though there was much history in Ancient Africa, the daily life of commoners is still full of knowledge. All may not be as great as the higher positioned people. But we should still learn about it. In the following, you will read about the daily life of the commoners during Ancient Africa.

The typical jobs for a commoner are farmers, traders, artisans, servants, or slaves. But no matter what job, these homes would be thatched with mud made of clay and straw. They were generally round and thatched room. Anything that did depend on things are their foods. Depending where they lived, they all different foods. Each region had a major staple crop that formed the majority of the food. They would eat this crop with either fish, meat, or vegetables. And they got in Africa, people didn't wear much clothing, only of a special event. When they did, they wore animal skin for cotton, and sometimes lamp of trees.

Africa in modern day is different than Ancient Africa. Although, it is many changes! For example, education is now open to more people, and supermarkets are open for food.
Trade Routes of Ghana

Ivory

Gold

Sahara

Ghana

Salt

Key:
- City
- Major trade routes

Location: West Africa

Burkina Faso

Togo

Côte d'Ivoire
Comments Down Here

I learned that the Almoravids are a group made up of the Almoravids. I learned that about 10% of children are forced into child labor and I like your mops.

Fatima Sigiri

I learned that child labor is a problem in Africa.
Sub-Saharan Africa:
Ghana

Work sample of a “Basic Student”
**Slavery in Africa**

Did you know that 10% of the people in Africa were slaves? In this essay, you will learn about slavery in Ancient Africa. To become a slave, you'd have to be captured in war, pay debts, or as a punishment for a crime. In some African societies, slaves were actually treated almost like family. Slaves became a major part of the African economy in 700 CE. Slavery was a major part of the African economy for over 1000 years. The African slave trade was established by the Arabs. Slaves traveling to America were not transported in style. The European slave trade did not begin until 1600 CE. Working in salt mines was so bad to work because being sent there was almost like getting a death sentence. Many African merchants and warlords became wealthy through the slave trades. In conclusion, yes there are still slaves in the world, with India having the most at 18,354,700, which is 1.4% of the population.
Ghana built a wealthy empire by trading their resources. Wealthy means having a great deal of money. Gold and salt were traded through silent barter. Barter means to trade without talking. Ghana was excellent at trading blocks of salt. Ghanaian rulers were the only ones allowed to own gold nuggets. The gold and salt trade affected the Ghanaian rulers and created lots of revenue or income to the government. North Africa traded swords, copper, and silks to Ghana. In return, they traded ivory, crafts, precious woods, and enslaved people. In 1076, an Almoravid army invaded Ghana and captured the capital. The leaders converted to Islam. After that, Ghana never returned to normal. In conclusion, today in Ghana, they still trade blocks of salt.
Ancient Africa Report

Work Sample
Of an English Language Learner (ELL) Student
African Proverbs

People of Mother Africa pass knowledge through stories and rhyme. Tula people say:"Patience can catch a snake". Ashanti people say:"If you understand the beginning well, the end will not trouble you." The Ethiopians say:"When one is in love, a cliff becomes a meadow. The same people say:"Until the lion has his or her own story telling, the hunter will always have the best part of the story.

Ancient Africa: Traditional Religions Africa

The religions practiced by the majority of people living in Africa were Christianity and Islam. Rituals of passage has to do with rituals for events like marriage, birth, and death. A witchdoctor would cast spells or provide charms to help people. Nature spirits has to do with the spirits of animals, water, and earth. Ironworkers were considered powerful magic users in ancient Africa. Sacrifice has to do with offering things like food, drink, and animals to the gods. The beliefs of traditional African religion impacted the daily lives of people in ancient Africa. Ancestral has to do with relatives who have died. Two religions

Middle Ages

The type of African tradition that prevents us from knowing as much about their ancient culture is the Oral traditions. Cantos were West African stories and musicans, who told stories and spread knowledge. Africans grew coffee beans by the pound. There are 2,000 languages in Africa. The two resources that contributed to the wealth of the kings of Ghana are camels and gold. The nomadic people who helped the Ghana were the Berbers. Sundaka Ilela was a great Mali leader. Sundaka Ilela's nickname was the "Lion King." Mansa Musa was the most famous king of the Mali empire. Timbuktu was the capital during Mansa Musa's reign.
Ancient Africa

Slaves

Ancient Africa

The occupation of most people in ancient Africa was to be a farmer. Traders moved goods across the Sahara Desert using caravans of camels. Artisans, who were sometimes brought to have magical powers, lived near the home of the typical person in ancient Africa. Slaves were often captured in wars or committed crimes. Soldiers were the peace and maintained power for the emperor. Yams, maize, rice, and wheat were staple foods grown in ancient Africa. A great deal of trade involved spices, which were sold at market. Most people in ancient Africa wore little or no clothing.
Africa is a large and diverse continent. Its history is filled with the rise and fall of numerous civilizations and empires. Islamic culture heavily influenced the art of Northern Africa. Rivers were the main subject in most Ancient African art. Most African art was created in three dimensions. Wood was the most common used material in African art. The representation of people in African art was often abstract. The type of monumental structures Ancient Egyptians built were the pyramids. Jewelry was a form of art that was important in showing a person's status and wealth. Body paintings in Nubia are thought to be some of the oldest pieces of art in the world. Masks were a form of African art that was used together with dancing and in religious ceremonies. Pottery was also used as everyday bowls and cooking pots.
2018 Ventura County Impact II Grant

District: Ventura County Office of Education
School: Dorothy Boswell School
Participant(s): Kathleen Levin

Lesson Plan Title: Sweet Sending's: Using Homemade Greeting Cards to Teach Business Skills for Students with Moderate-to-Severe Special Needs
Lesson Plan Grade Levels: 12
Lesson Plan Subject Areas: Visual Arts

This project will simultaneously allow our classroom’s special education students to explore their artistry, learn about small businesses, and utilize math skills with an authentic, real-world project. Our school is a dedicated special education site for students with moderate-to-severe special needs, and our curriculum focuses on life skills with an emphasis on independent living. Community-Based Instruction (CBI) is an integral part of our daily schedule: with CBIs, our students learn not only about appropriate community behavior, but also basic living skills like working at job sites, selling products, and handling money. Though our classroom has been conducting a VCOE-approved greeting card “business” for three years now, we have been using rudimentary software and donated supplies. This grant would help us to purchase Photoshop software and a high-quality printer, which will, in turn, allow our class to create higher-quality products.
Sending Sweet Messages for Special Education:
Teaching Special Education Students Business Skills through the Creation of Original Greeting Cards

Curriculum, Best Practices, and Supporting Educational Materials:
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State Standards:
In addition to the real-world, authentic experience of showcasing and selling original artwork, this project will explicitly help support several ELA and Mathematics state standards. Of course, because our special education students have cognitive, physiological, and/or emotional impairments, our staff must “unpack the standards” and thoroughly scaffold tasks for our students. As such, this project addresses the following standards:

- **Number and Quantity:** Perform arithmetic operations with complex numbers.
- **Using Probability to Make Decisions:** Use probability to evaluate outcomes of decisions.
- **Interpreting Categorical and Quantitative Data:** Summarize, represent, and interpret data on a single count or measurable variable.
- **Apply and manage use of money** in the context of real-life world situations.
- **Use of numbers in real-life situations**, including basic computation, including money.
- **Apply problem-solving skills** to issues related to daily living or business situations.

Lessons and Activities Used:
Much of our curriculum focuses on community interaction, ranging from casual “field trips” to interactive grocery shopping excursions to focused job training environments. During all of these CBIs, staff and students have access to phones and iPads, which they use to capture photos of the experiences. While some of these pictures are used for IEPs and staff presentations, we use some of the more artistic photos for creative projects – including our greeting cards. Once students and staff members return to school after a CBI, the digital photographs are uploaded to our school computers and imported into a rudimentary design program (we currently use Microsoft Word). After the photos have been transferred into Word, students and staff resize, edit, and manipulate the pictures to fit our previously designed greeting card templates; sometimes, we add clipart or tag lines to create a message for the card.
Though the project could very well end at this juncture, with students printing up their work on thin pieces of paper and taking their work home, we continue working to create a product for fundraising. One of our school job sites, a local printing company, graciously allows us to print out our greeting cards at their location. Because of technological limitation at the business, however, we actually photocopy our printed cards onto thicker cardstock paper; while this is convenient (and free), it does create some issues with image clarity and discoloration. Ideally, we would like to print our cards onto cardstock directly from digital files, but we are confined by the limitations of our classroom printer and equipment. Once printing is completed, we take the photocopied cardstock pages back to our school site, fold them, place them inside pre-sized plastic wrapping, and prepare them for sale. Our staff and students take the packaged cards to sell at multiple locations – including our school’s office, a local high school, and (periodically) in the VCOE ASC Camarillo office – along with a locked box for depositing money, and the cards are placed in carousels for sale.

On a monthly basis, our staff and students will visit the locations where our cards are sold to replenish stock and count the money. This allows the students to experience job tasks and transactions similar to a retail sales position, as well as an opportunity to practice their math skills in counting money. This authentic project thus bridges the gap between theoretical concepts taught within a classroom setting and practical, real-world tasks that students will encounter in a workplace environment.

Assessment of Success:

Though the simple act of creating an original print product is, alone, a significant marker of achievement, we can also gauge the success of our greeting card project through the aesthetic qualities of the final product and the number of cards sold at our different sites. By analyzing the artistic merits and qualities of each student-designed card, we can work to improve our students’ artwork for future batches of cards (as well as other art projects). Because we sell our greeting cards for a small price ($1.00/card), we can also identify which cards have sold the most copies and how much money has been earned from sales. We tend to sell more cards during holiday seasons, but we have themed cards for all different kinds of occasions, ranging from “thank you” greetings to consolation cards to birthday wishes.

Student Learning and Achievement:

Technology has allowed our students to express themselves much more easily and effectively in a variety of mediums. Our classroom has several student iPads, which our students have used to take pictures and edit their photographs with some impressive results; while the production and editing of photography is, in and of itself, a worthy use of classroom instructional time, the ability to create a tangible artistic product using student artwork opens a new world of possibility. By incorporating the use of computer software (even programs as simple and ubiquitous as Microsoft Word or PowerPoint), we are providing our students with an opportunity to engage with technology in an engaging, non-threatening fashion. Of course, the ultimate end-product of printed greeting cards also elevates the curriculum to innovative and creative heights.
Sample Student-Created Cards
Sample Displays
Our project was designed as a culmination to our unit of study titled ‘Road to Revolution”. We had spent a great deal of time on the eighth-grade history framework question of what would push people to a revolution. After analyzing the tensions between the British King and the colonists, the students understood that the colonists had reached a breaking point. At this time, we “found” a breakup letter. We acted as if we had found numerous student letters in the classroom, and it was time for that to end. We read the letter aloud.
“I’m Taking You, to Court!”

Our project was designed as a culmination to our unit of study titled ‘Road to Revolution’. We had spent a great deal of time on the eighth grade history framework question of what would push people to a revolution. After analyzing the tensions between the British King and the colonists, the students understood that the colonists had reached a breaking point. At this time, we “found” a breakup letter. We acted as if we had found numerous student letters in the classroom, and it was time for that to end. We read the letter aloud.

This letter was engaging and had the students on edge to find out who was the one who had written it. We then played a video clip of “The King” (aka one of our male teachers) threatening to take the colonists to civil court. His claim was that he had listened and tried to make compromises with the colonists, and that their declaration was unethical and unfounded. This was the beginning of our project.

The students were introduced to the Essential/ Guiding Questions:
Why was there an American Revolution?
Were the colonists justified in declaring their independence from Britain?
Was the Declaration of Independence ethical (right)?

They were then assigned a position, either plaintiff (bringing the complaint) / For the King / Against the Colonists or Defense (the one being sued) / For the Colonists / Against the King, and they were assigned an exhibit to research. Exhibits were events leading to the revolution such as taxes, acts, Boston Massacre, Boston Tea party etc. Groups reviewed the evidence and build an argument. We also went over how to present an argument to the jury (class) in a structured debate.
The class acted as a neutral jury and listen to each argument. Their job was to persuade them to either support the king in his civil suit or to throw out the claim of the King and support the colonists.

Students were tasked with completing a graphic organizer in which they kept notes on the arguments for each event/topic. They used these notes when they deliberated with the jury to decide if the King should win or lose the case.

The project culminates with a C-E-R (claim-evidence-reasoning) essay quiz. Students had the choice between the following questions:
Were the colonists justified in declaring their independence from Britain?
Was the Declaration of Independence ethical (right)?

Differentiation: In some classes, we broke the class into twelve research groups. Each group was assigned one of the exhibits to research and argue in the court. In another class where we had a cluster of GATE students, those students tested out of some of the preceding lessons, so they were given an independent contract where they formed the prosecution and defense, and they prepared for court like lawyers would. Those two teams conducted the who court proceeding, while the rest of the class was the jury. In both instances, the classes were engaged in the learning as proved by their C-E-R (claim-evidence-reason) assessment.

Standards:
8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9

Analyze the relationship between a primary and secondary source on the same topic.
Dear K.G.
I'm not sure how to start this letter but I feel we need to talk. I've been thinking about us a lot lately. Things used to be so great it was like we were M.F.E.O. I mean everyone said it was perfect. I thought we would be together forever but then things changed. A relationship should be give and take, but recently you've just seemed to take. I mean, you do whatever you want and you don't ask me about my own feelings. I don't think you ever took into consideration my feelings when you make decisions for us. Some of the things that I would like to point out specifically that have upset me in the past few months include: you always choosing which restaurants we go eat at, you always making me feel like I have to hang out with your family, and you making me feel like I'm always inferior to you. I have tried to make this work, giving you too many opportunities to change your ways. And yes, it is true that you have fixed some of our problems, but overall, you just seem to focus on changing the little stuff. You haven't made any attempts to work on some big personality issues. I've been thinking about this for a while and while I don't want to hurt you, I think it's time that we ended this. I mean it's just not going to work. I need some time by myself to see what it is like on my own. You were always making me do things YOU wanted to do and never let me have my own voice. I'm sorry things didn't work out but I gave you time to change and you didn't. YOU are the one to blame for this. Sorry but "US" is over.
Signed,
A.C.

Letter found on Pinterest

Road To Revolution - Court Simulation

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 10/24</td>
<td>• Read B.O.L to students. Explain to students that we are going to trace the steps leading up to the break-up.</td>
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<tr>
<td></td>
<td>• But first, we have a message from the King! Play video</td>
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<td></td>
<td>• Introduce Trial Project using <a href="#">Presentation</a></td>
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<tr>
<td></td>
<td>• Students will work in teams of 2-3 people. They will receive an Exhibit and a side to argue. Pass out <a href="#">instructions</a>.</td>
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<tr>
<td></td>
<td>○ <a href="#">1A Groups/Dates</a></td>
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<tr>
<td></td>
<td>○ <a href="#">3A Groups/Dates</a></td>
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<tr>
<td></td>
<td>• Students should spend the remaining class researching independently. They will complete <a href="#">research document</a> &amp; citation.</td>
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<tr>
<td>Date</td>
<td>Activities</td>
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<tr>
<td>Thursday 10/26</td>
<td>● Continue Research&lt;br&gt;● Complete <a href="#">Prepare for Court</a> (Opening/Closing Statements)&lt;br&gt;&lt;br&gt;<strong>HW:</strong> Read 6.1 and complete guided notes (30)</td>
</tr>
<tr>
<td>Monday, 10/30</td>
<td>● <a href="#">Ethics Lesson</a>&lt;br&gt;● Warm-up: Why are juries important?&lt;br&gt;● Exhibit A and B&lt;br&gt;  ○ Mini-lessons (teacher) *Pass out <a href="#">graphic organizer</a> for the jury to take notes&lt;br&gt;  ○ Court in Session (student debate)&lt;br&gt;Complete <a href="#">rubric</a> post presentation&lt;br&gt;&lt;br&gt;<strong>HW:</strong> Read 6.2 and complete cornell notes</td>
</tr>
<tr>
<td>Thursday, 11/2</td>
<td>● Exhibit C and D&lt;br&gt;  ○ Mini-lessons (teacher)&lt;br&gt;  ○ Court in Session (student debate)&lt;br&gt;&lt;br&gt;<strong>HW:</strong> Read 6.3 and complete cornell notes</td>
</tr>
<tr>
<td>Monday, 11/6</td>
<td>● Warm-up: <a href="#">What happened to trial by jury?</a> TED Ed video&lt;br&gt;● Exhibit E and F&lt;br&gt;  ○ Mini-lessons (teacher)&lt;br&gt;  ○ Court in Session (student debate)&lt;br&gt;  ○ Jury Deliberations&lt;br&gt;  ○ C-E-R Practice</td>
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<tr>
<td>Wednesday, 11/8</td>
<td>● Warm-up: <a href="#">Journal write</a>&lt;br&gt;● Activity: <a href="#">Who would you have been?</a> Loyalist or Patriot?&lt;br&gt;● <a href="#">Thomas Paine, L &amp; C, Olive Branch Lesson</a>&lt;br&gt;&lt;br&gt;<strong>HW:</strong> Have Ch.6 Notes Ready ---Study for Test</td>
</tr>
<tr>
<td>Monday, 11/13</td>
<td>● Test (C-E-R) *can use notes&lt;br&gt;● Turn-in Ch. 6 Notes&lt;br&gt;● Finished early? Check out <a href="#">Judicial Learning Center Website</a></td>
</tr>
<tr>
<td>Wednesday, 11/15</td>
<td>● Why did the Founders write the Declaration of Independence? <a href="#">PPT</a>&lt;br&gt;  ○ Analysis &amp; Discussion&lt;br&gt;  ○ <a href="#">Start Declaration Analysis</a> (skipped)&lt;br&gt;&lt;br&gt;● America Story of Us : Rebels (47 min.)</td>
</tr>
<tr>
<td>Friday, 11/17</td>
<td>● America Story of Us</td>
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</table>
**Setting the Stage**

**The King is taking the colonies to court!**

The scenario involves the colonies of the New World deciding whether to support the King or not. The colonies are divided in their support of the King.

**Questions:**
1. **Research:**
   - How will we prepare for court?
   - How will you research to support your position?
2. **Persuasive:**
   - How will you persuade the jury to believe your side of the story?
3. **Support:**
   - What is the evidence that supports your side of the story?

**Steps:**
1. **Prepare:**
   - Gather evidence that supports your position.
2. **Present:**
   - Persuade the jury of your side of the story.
3. **Support:**
   - Present evidence in support of your position.
4. **Convict:**
   - Convince the jury of your side of the story.

The class will act as a neutral jury and listen to each argument.
Socratic seminar, class debates, engaging video clips, character greeting cards, collaborative group work, various non-fiction and fiction pieces and an interactive game reinforcing figurative language are all part of the unit Time to Change. The standards based unit is designed to provoke interest, utilize complex thinking and analysis of forces that drive and benefits that come from change. The six week unit designed for grades 7-10, is student-centered with real world application.
Time to Change

Socratic seminar, class debates, engaging video clips, character greeting cards, collaborative group work, various non-fiction and fiction pieces and an interactive game reinforcing figurative language are all part of the unit *Time to Change*. The standards based unit is designed to provoke interest, utilize complex thinking and analysis of forces that drive and benefits that come from change. The six week unit designed for grades 7-10, is student-centered with real world application.

Guiding Questions

Can people change? What forces play on this change? Internal or external?

Is change beneficial?

Why might someone resist change?

Can one person affect change in the world?

Stage 1 Observing Change

To generate interest and understanding of the many aspects of change, the unit starts with a series of topical video clips highlighting change. While viewing the clips that range from comic book heroes, to historical events and metamorphosis in nature, students will make notes on a graphic organizer that categorizes the changes. Following discussion on student's observations, students evaluate two songs on change, Michael Jackson’s “Man in the Mirror” and David Bowie’s “Changes”. During the song analysis, a number of figurative language terms are introduced and will be used throughout the unit.

Stage 2 External Forces

The next stage of the unit focuses on external forces and their effects. At this point we start background on Charles Dickens. Students will complete an Edpuzzle video on the Industrial Revolution and its influences. This is an interactive video that allows the teacher to collect data while students are engaged. https://edpuzzle.com/assignments/5a72056ecbf22e409b6c3e15/watch

Next, students are broken into groups and assigned one of two articles from *Time* “Charles Dickens: The Secret of Dickens' Enduring Success” and “Charles in Charge, The Secret of Dickens’ Success”. Groups will analyze the articles, complete a close read, written summary and present a graphic poster with their findings.

As the class moves into the play, students are assigned a variety of reading questions that not only check comprehension, but also encourage interpretation and personal analysis. Many of these will serve as previews for the topics during Socratic seminar.

Stage 3 Internal Forces

Because of the complexity of the vocabulary, and the genre, much of the play is read out loud in class and discussions will highlight the internal struggles of the main character. At this point, the Greeting Card is assigned. Students create a greeting card to Ebenezer Scrooge that includes a greeting, graphic, and vocabulary from the unit. The students can voice their thoughts on his conflicts and his resistance to change.

To prepare for a written assessment, we play the game I created called “Link by Link”. This is a creative approach to review aspects of the text and the use of figurative language in an engaging and innovative way. The game is conducted over two days. Students are organized into groups and given supplies. Very similar to “Apples to Apples”, the students take turns as “link reader”. The student reads a category
(quotes, character, symbols, literary devices) and students select the best answer card and defend their choice with evidence from the text. The game encourages cooperative learning and produces positive interactions. They are thinking creatively, drawing conclusions and making connections. There is not one perfect answer, so the students really have to synthesize the material introduced. While the game was designed for "A Christmas Carol", the concept can be adapted to any unit, or piece of literature.

Following the game, the students complete a written assessment where they select one symbol to represent the theme of the play. They must cite evidence to defend their selection. Much of the brainstorming for this assessment was actually part of the game and the students are able to proceed directly to organizing their thoughts and writing a response.

After the play, the class reads O'Henry's "After 20 Years", again focusing discussion and written responses on internal and external struggles that result in change. The characters in the story supply a slightly different take on physical changes, loyalties, morals and reformation.

**Stage 4 Making Change**

The final stage focuses on how individuals can not only change their lives, but also make positive changes in their community, environment and world. Once again, students are organized in groups and read *Time* article, “Malala Yousafzai, The Fighter”. Groups will complete a close read and present a symbol summary of the piece. A symbol summary is a poster with a symbol on the front, a quote from the text that supports the symbol and a five sentence summary on the back.

There are three culminating activities for the unit. One part is a Socratic Seminar. Through the seminar process students discuss various ways of encouraging positive change, activism, civil rights and other examples of people fighting for change. Students will be able to participate as both a speaker and an observer.

The second culminating activity for the unit is a written assessment. The students write a five paragraph, cause and effect essay. The essay cites evidence of internal and external forces that caused change in the various characters and people we studied.

The final culminating activity will be a debate on the issue: In the face of injustice, civil disobedience is morally required. There will be ten member proposition and opposition teams. Each team presents three speeches supporting their side of the issue. The rest of the class will be the neutral party, or judge. The debate process, once taught, can easily be applied to a variety of subjects and units.

Overall, I found the unit to be valuable, instructional, relevant, and student centered. While addressing a variety of learning styles, the unit adheres to the following Common core State Standards in English and History:

**ELA:** Reading Standards for Literature Grades 6-12

- Key Ideas and Details 1,2,3,4,7,8,9 & 10
- Writing Standards 1 a,b,c,d &e 2 a,b,c,d,e &f, 4 and 5
- Speaking and Listening Standards 1 a,b,c,d and 3
- Language Standards 1 c, 2 a,b, 3 a, 5 a,b,c and 6

**Standards for Literacy in History/Social Studies**

1-8
Over the course of this unit, you have read and watched selections that relate to someone experiencing a major change in their life. Review the selections in the unit and analyze the ways specific forces play on the changes and contribute to the transformation. Write a cause and effect essay explaining the changes. Make sure you cite evidence to support your claim.

In a Christmas Carol, Scrooge grumbles, "If I could work my will, every idiot that goes about with 'Merry Christmas' on his lips should be boiled with his own pudding, and buried with a stake of holly through his heart." (page 238) Scrooge is a morose, covetous miser who doesn't care for Christmas ir anyone at all. This greedy, malcontent man only cares for money and is unreasonable in every way. When Scrooge's dead work partner, Marley, send 3 Christmas spirits to visit Scrooge, Scrooge finally finds out what being generous and kind to other people feels like and what Christmas truly means to him.

The Christmas spirit, Past, shows Scrooge all the memories Scrooge buried in his cold, dark heart, hoping to forget them forever including his dear little sister, Fan, his wonder mentor, Fezziwig, and a broken promise. First, Past shows Scrooge his kind sister, Fan. "Oh my dear, dear sister Fan… how I loved her." (A Christmas Carol, page 253) This shows that Scrooge loved his sister and thought dearly of her. Because Scrooge saw his beloved sister and how big her heart was, Scrooge wishes he had been more like his caring sister and looked more after her one son, Fred. This leads to Scrooge having a bigger heart. Additionally, Past shows Scrooge magnificent mentor, Fezziwig. "Hilli-ho! Clear away, and let’s have some room here! Hilli-ho, Dick! Chirrup, Ebenezer!" (A Christmas Carol, page 254) This shows that Fezziwig is a jolly and cheerful man. When Scrooge remembers how nice his master had been to everybody, Scrooge realizes how mean and cruel he had been to people and wishes he could have been as kind as Fezziwig to other people, especially his clerk, Bob Cratchit. This results in Scrooge being kinder and more generous to everyone. Furthermore, Past shows Scrooge a promise Scrooge made with his fellow apprentice, Dick, when he was younger. "If I ever had a firm of my own, I would treat my apprentices with the same dignity and same grace." (A Christmas Carol, page 225) This shows that Scrooge promised to be generous and kind to his own apprentices if he had any. When Scrooge remembers the promise he had made with his friend, Dick, about treating his apprentices with the same grace and dignity as Fezziwig, Scrooge realizes how rude and cold-hearted he had been to Bob Cratchit. This leads to Scrooge raise Bob Cratchit's pay. In conclusion, the Christmas spirit, Past, helps Scrooge remember forgotten memories and helps this greedy, morose miser turn into a kind-hearted, generous person.

The second Christmas spirit, Present, shows Scrooge how much some people care about him. Present and Scrooge visit the crowded Cratchit home, and the cozy house of Fred and his wife; Present also shows Scrooge two important dolls. First, Present takes Scrooge to the joyul and warm house of Bob Cratchit and his family. "I should like to drink to the man that employs me and allows me to earn my living and our support and that man is Ebenezer Scrooge…" (A Christmas Carol, page 272) This shows that Bob Cratchit cares for Scrooge and is thankful for the pay he gets from Scrooge. When Scrooge sees his clerk, Bob Cratchit, make a toast for him, Scrooge feels bad about not helping Bob Cratchit's family and his crippled son, Tiny Tim, out more. This results in Scrooge giving the Cratchit family a giant turkey and giving Bob Cratchit more money for his hard work during his job. In addition, Present takes Scrooge to visit his nephew, Fred, and his lovely wife. "Uncle Scrooge has given us plenty of merriment… it would be ungrateful not to drink to his health." (A Christmas Carol, page 275) This shows that Fred is grateful to Scrooge even though Scrooge has been nothing but rude and mean to him. Because Fred also makes a toast to Scrooge, Scrooge realizes how mean he had been to Fred and wishes he could of been kinder to him. This leads to Scrooge having Christmas dinner with Fred and his wife's family and being nicer to Fred. Moreover,
Present shows Scrooge two gnarled baby dolls which are Man’s children; the boy is ignorance and that girl is Want. “Beware them both, and all their degree, but most of all, beware the boy, for I see written on his brow which is doom.” (A Christmas Carol, page 276) This shows that Present believes that if Scrooge doesn’t beware Ignorance and Want, his fate would be doomed. Because Present warns Scrooge of Ignorance and Want, Scrooge beware both of them. This results in Scrooge being neither ignorant or greedy, but generous and kind. In conclusion, the Christmas spirit, Present, shows Scrooge Bob Cratchit and Fred toasting him and helps Scrooge realize how mean he was to these people and become kinder and more warm-hearted towards them; Scrooge also takes Present’s warning seriously and beware Ignorance and Want.

The third Christmas spirit, Future, shows Scrooge three businessmen, people selling Scrooge’s belongings, and Tiny Tim’s death. First, Future shows Scrooge three businessmen who talk about what Scrooge did with all his money and what a cheap funeral it would be. “It’s likely to be a cheap funeral, for upon my life, I don’t know a living soul who’d care to venture to it.” (A Christmas Carol, page 278) This shows that the businessmen believe that is would surely be a cheap funeral and no one would want to go to it. Because the businessmen never say who they were talking about, Scrooge doesn’t know that they were talking about him. This leads to Scrooge believing that they were talking about Jacob Marley. In addition. Future shows Scrooge a woman, a man, Old Joe, and Mrs. Dilber stealing Scrooge’s possessions and selling it. When they tell rude jokes about jokes about Scrooge, Scrooge is extremely mad and them and becomes terrified of his fate. This results in Scrooge thinking that his like holds parallel. Furthermore, Future shows Scrooge the Cratchit family mourning Tiny Tim’s death. When Scrooge watches the Cratchit family try to move on from Tiny Tim’s death, Futures takes Scrooge to a graveyard and Scrooge sees his name written on a gravestone. This leads to Scrooge believing there is no way to alter his life and promise Future desperately that the three spirits will always strive within him, and he will not shut out the lesson they had taught him hoping to change his fate. In conclusion, Future shows Scrooge his terrible fate and what will happen to him if he didn’t stop being morose, malcontent, or covetous and helps Scrooge become generous, kind, and jolly.

In conclusion, because Jacob Marley, a spector, sends the Christmas spirits, Past, Present, and Future, to visit Scrooge, a covetous miser, Scrooges turns from a cold-hearted, malcontent, morose man to a cheerful, warm-hearted, compassionate man with a big heart. Scrooge becomes generous and kind to everybody is is a jolly man everyday to other people. Scrooge soon becomes everybody’s friend and everybody loves his new change in personality. Clearly, without Jacob Marley and the three spirits help, Scrooge would never be a kind-hearted, cheerful person like the man he is at the end of the story.
<table>
<thead>
<tr>
<th></th>
<th>Focus and Organization</th>
<th>Evidence and Elaboration</th>
<th>Conventions</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Introduction is engaging and has a clear thesis statement.</td>
<td>All details, quotes and examples are specific, described and relevant.</td>
<td>Intentionally follows standard English conventions of usage and mechanics. All quotes are properly cited.</td>
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<tr>
<td></td>
<td>Thesis is supported by specific details, examples and quotations from a variety of selections.</td>
<td>The style and tone are formal and objective.</td>
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<td></td>
<td>Ideas are easy to follow and adhere to logical organization.</td>
<td>Does not include the use of first person.</td>
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<td></td>
<td>Includes transitions that show the relationship of cause and effect.</td>
<td>Words are carefully chosen and suited to purpose and audience.</td>
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<td>Conclusion supports the ideas in the essay and offers insight into the thesis statement.</td>
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<tr>
<td>3</td>
<td>Introduction includes a clear thesis.</td>
<td>Details, examples and quotations are relevant.</td>
<td>The essay follows standard English conventions of usage and mechanics. Most quotes are properly cited.</td>
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<td></td>
<td>Thesis is supported by details, examples and quotations from more than one selection.</td>
<td>The style and tone are mostly formal and objective.</td>
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<td></td>
<td>Ideas are organized so that the information is easy to follow.</td>
<td>First person is occasionally used.</td>
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<td></td>
<td>Transitions show the relationships between cause and effect.</td>
<td>Words are generally suited to purpose and audience.</td>
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<td></td>
<td>Conclusion supports the ideas.</td>
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<tr>
<td>2</td>
<td>Introductions states the thesis.</td>
<td>Some details and examples are relevant.</td>
<td>The essay sometimes follows standard English conventions of usage and mechanics. Quotes are not properly cited.</td>
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<tr>
<td></td>
<td>Thesis is supported by some details, examples and quotations.</td>
<td>The style and tone are occasionally formal and objective.</td>
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<td></td>
<td>May use only one selection.</td>
<td>First person is used.</td>
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<tr>
<td></td>
<td>Little or no connection to cause and effect.</td>
<td>Words are somewhat suited to purpose and audience.</td>
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<td></td>
<td>Ideas are vaguely organized, with a few transitions to orient readers.</td>
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<td></td>
<td>Conclusion relates to the information in the essay.</td>
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<tr>
<td>1</td>
<td>Thesis is not clearly stated in the introduction.</td>
<td>There is little or no relevant support.</td>
<td>The essay contains many errors. Quotes are not properly cited.</td>
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<tr>
<td></td>
<td>Thesis is not supported by details, examples and quotations.</td>
<td>The style and tone are informal.</td>
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<td></td>
<td>Ideas are disorganized and the information is difficult to follow.</td>
<td>Written in first person.</td>
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<td>There is no connection to cause and effect.</td>
<td>Words are not appropriate to purpose or audience.</td>
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<td></td>
<td>Conclusion does not include relevant information.</td>
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Greeting Card Assignment

As you read “A Christmas Carol”, many of you find yourself wanting to say something to Scrooge. As Dickens himself stated, “It is always the person not in the predicament who knows what ought to have been done.” What does Ebenezer Scrooge need to hear? This assignment is an opportunity to offer advice to Scrooge. You can choose to send the card to a young Scrooge, a young adult Scrooge, an adult Scrooge in his prime, or an older Scrooge.

Directions:

Create a greeting card for Ebenezer Scrooge. It should be approximately 5x7. It can be folded like a card, or written as a letter.

Front of the card, or envelope: you need some sort of an image or design. You may use a computer, or any other art supplies.

Inside of the card or letter: The inside of the card will contain your greeting. You need to date the card according to the age you have selected (return to the text for approximate dates) and address the card to Scrooge. Include a sentiment you wish to convey to Scrooge, and sign your name. The message should be at least three sentences long, and needs to contain two vocabulary words. Please proofread your work.

Back of the card: Make sure you record your name, class and date.
Debate

Peer Evaluation/Group Grade

Team:_______________ Period:_______________

List the name of each member of your group. Record the job that each member completed. Decide, as a group, a grade for each member. The teacher will provide the other 10 points of the grade.

Remember that the grade is not based on whether or not your team won the debate, but how well each member contributed to the project. In general, most scores should be at least a 7.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Task</th>
<th>Group Grade (out of 10)</th>
<th>Teacher Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
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</table>
Directions: This is a group activity designed much like the game Apples to Apples. Students are divided into groups of five or six.

1. Each student is given six green “answer” cards. They should review the answer cards, but keep them hidden from other students.
2. One student starts as the Link Reader and selects one red category card and reads the category, or question to the group.
3. The other students select one of their green cards to answer the category, or question. They should select the best answer from the cards they have. The answer cards are placed face down in front of the Link Reader.
4. The Link Reader reads each answer card out loud, and then selects the best answer. The Link Reader must cite evidence from the text to support their selection.
5. The student that submitted the selected answer receives the red category card as a “point”, or link in the chain.
6. Students are now given a new green card to add to their pile.
7. The Link Reader rotates clockwise and a new category card is selected.

Time will be given to allow each student in the group to have a chance as Link Reader. At the end of the game, the student with the most points, or links to the chain, is the winner.
Christmas Present’s Robe

The dust that Present sprinkles on the poor

When man gives in to greed, life will become unbearable.

Greed

There is always a chance for redemption, but you must work hard.

The “Spirit of Christmas” can’t be kept.

Mankind should be your business.

When you allow people into your heart, you will become fulfilled.
Directions: In your groups, complete a close read of the *Time* magazine article, “The Fighter Malala Yousafzai”, taking note of ways that Malala is causing change. Select a symbol to represent the change and present it on an 8x11 piece of paper. Provide a quote from the article to support your symbol selection. Make sure you correctly cite your quote. Write a five sentence summary of the article on the back of your symbol presentation.
## Time to Change

### Malala Symbol Presentation Rubric

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Quote</th>
<th>Summary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Symbol shows creativity. Relevant to text Includes detail and color Image is recognizable. 8x11</td>
<td>Relevant to text Connected to symbol Represents change</td>
<td>Five sentences long Present tense Includes title and author No personal opinion Summarizes key points</td>
</tr>
<tr>
<td>3</td>
<td>Shows some creativity Some connection to text Some detail and color Image may be unclear May be wrong size</td>
<td>Somewhat relevant Shows some connection to text Some connection to change</td>
<td>May be less than or more than 5 sentences Mostly present tense Includes title and author May contain some opinion Summarizes most key points</td>
</tr>
<tr>
<td>2</td>
<td>Little creativity Little or no connection to text Little or no color or detail Image is unclear Wrong size</td>
<td>Not connected to symbol or text little or no connection to change</td>
<td>Too short or too long Not in present tense Missing title or author Contains student opinion Misses key points</td>
</tr>
<tr>
<td>1</td>
<td>Image may be missing No clear connection to text Pencil</td>
<td>May be missing No connection to text, symbol or change</td>
<td>Incomplete Missing title and author Mostly opinion, off topic Does not cover key points</td>
</tr>
</tbody>
</table>
Time to Change

Debate

Issue: In the face of injustice, civil disobedience is morally required.

Proposition and Opposition: Ten Members

Three speakers, three speech writers, two historians/researchers, two artists to create poster

Neutral Party: rest of class

Create a list of questions for debate, provide a written response on your findings.
Ed Puzzle

Time to Change Video Questions

Turning Points in History Industrial Revolution

Follow the link to watch the video. Complete the questions on your own sheet of notebook paper.

Ed Puzzle Video: https://edpuzzle.com/assignments/5a72056ecbf22e409b6c3e15/watch
Video Clips

Time to Change

Watch the following videos and take notes on your graphic organizer in response to the changes you see.

Marvel Turning Point

https://edpuzzle.com/assignments/5a7208512a37564095a870dc/watch

DC Turning Point

https://edpuzzle.com/assignments/5a72093dcbf22e409b6c861b/watch

butterfly metamorphosis
https://www.youtube.com/watch?v=ocWgSgMGxOc

Civil War Impact


Elvis Presley


Michael Jackson’s “Man in the Mirror”

As we all know, much of our beloved city of Ventura was devastated by the Thomas Fire. On the City of Ventura website, they explain the natural disaster in the following way:

On December 4, 2017 a fast moving active brush fire that started North of Santa Paula along Highway 150 and Bridge Road was pushed by strong east winds through the City of Ventura. The Thomas Fire burned 281,893 acres and was 100% contained on January 12, 2018. 1,063 structures were destroyed and 280 structures were damaged. In the City of Ventura, more than 100 structures have been identified as damaged and more than 500 structures have been identified as being destroyed.

Our entire county was affected by the Thomas Fire. Schools were closed. Families and faculty lost their homes. Families moved in with friends and relatives. And the smoked affected us all.

How could we go back to our normal routines in light of all that our communities had lived through? We decided we simply could not, and as a result, our team created this unit that asks the essential question: How can I best heal from trauma? In this unit, students discussed their situations, read a novel about a girl who experiences trauma as a result of the war in Afghanistan, researched ways to deal with trauma (including how to choose effective search terms), wrote informative paragraphs, studied the effects of trauma on the brain, surveyed peers about their experiences, and analyzed the resulting data to make inferences about trauma at our school. This transdisciplinary, project-based unit culminates in students helping rebuild the Botanical Gardens and making Public Service Announcements on campus to remind students of self-care strategies. This unit was taught in English in World Geography and Math and in Spanish in Two-Way Immersion History.
Trauma, Teenagers, and the Thomas Fire

As we all know, much of our beloved city of Ventura was devastated by the Thomas Fire. On the City of Ventura website, they explain the natural disaster in the following way:

On December 4, 2017 a fast moving active brush fire that started North of Santa Paula along Highway 150 and Bridge Road was pushed by strong east winds through the City of Ventura. The Thomas Fire burned 281,893 acres and was 100% contained on January 12, 2018. 1,063 structures were destroyed and 280 structures were damaged. In the City of Ventura, more than 100 structures have been identified as damaged and more than 500 structures have been identified as being destroyed.

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After the fire we wanted to find out about how students felt about coming back. We suspected that many had been displaced or experienced some kind of trauma. In order to promote an open and honest discussion, we started with a peace circle. Students practiced listening and speaking from the heart as they discussed displacement experiences and the anxiety they felt as the fires continued. Through our stories we found connections with our students and built community as we got ready to discuss methods of coping and healing.

In order to make this topic relevant to History and our study of Islam, in particular, we approached the topic of trauma by looking at the experiences of refugees of war in Afghanistan and Pakistan. For the Into we looked at the life of Sharbat Gula, the famous figure with the captivating green eyes on the cover of National Geographic that started the conversation about refugees worldwide. We briefly looked at the history of Afghanistan and its long exposure to conflict and the effects of war on people. Students then began reading the novel The Breadwinner whose protagonist experiences a series of traumatic events related to the occupation of Afghanistan by the Taliban with the subsequent arrest and disappearance of her father. While reading the novel we also tracked the examples in the text where Parvana experienced trauma. Students also had to identify how Parvana coped with these traumatic events. By the end of the second week of instruction we had a second peace circle where students made a connection to their own experiences with trauma. As we read the novel, students also learned about the 5 pillars of Islam and the spread as well as contributions of the Arabic language and culture in North Africa, Central Asia, and the Iberian Peninsula.

The following weeks we began the informative writing process. We collaborated with the Library and Media teacher who conducted a lesson on how to utilize keywords and searches. The objective of these lessons was to help
students identify reliable sources of information. It was at this point that students came up keywords related to the trauma research they wanted to write about. They also identified a quote that presented a coping mechanism that helped with healing from that trauma. Once students identified the quote, we learned how to embed it into a paragraph by using the quote sandwich. The students wrote their informative essays and were scored using a rubric. Finally, because some of the key ways people can cope with trauma are exercising and being in nature, students work to help the Botanical Gardens get started in the rebuilding process.

The Math teacher began the study of trauma by asking students to research different parts of the brain. Students investigated and presented on the neocortex (prefrontal cortex), the limbic system (amygdala and hippocampus), and the reptilian brain (brainstem and cerebellum). Next, the teacher generated a survey regarding trauma from the Thomas Fire and trauma in general. Students across the campus took the survey. Looking at the data, students were able to analyze and make inferences about the population of students at Anacapa Middle School. Based on the data collected, students were able to find the number of students who are still impacted by the Thomas Fire or other types of trauma and work to address their needs in their public service announcements.

As a result of this unit, we learned about students who live with the stress of parents who are fighting cancer or HIV, who deal with memories of the war in Syria, who live in poverty and face uncertainty, who live with the stress of divorce, who live with anxiety, who live in new spaces because they lost their homes, and who live in fear of their parents being deported. These students learned of ways to deal with trauma, and they learned they are not alone. What's more, they became civically engaged in rebuilding their community.

Standards addressed: CCSS.ELA-LITERACY.W.7.2; CCSS.ELA-LITERACY.RL.7.9; CCSS.ELA-LITERACY.RH.6-8.1; CCSS.MATH.7.RP.3; CCSS.MATH.7.SP.2; History/SS Standards 7.2.(1-6)
Eating Naan
Reading The Breadwinner
Learning about the Effects of Trauma on the Brain
Students Research and Make Inferences from Student Surveys on Trauma
Sharbat Gula

World Geography - The Breadwinner

Click to access more information.
Article - Sharbat Gula

Close read the article of Sharbat Gula.

1st read - Out loud with the teacher.

Skill: Annotation - vocabulary scaling

1---------2---------3---------4---------5

Put the following words in order from least emotional to most emotional:

ask, question, grill, interrogate, wonder

happy, thrilled, content, jubilant, glad

2nd read - Circle words that bring up an emotional response.
Sharbat Gula

Steve McCurry first photographed Sharbat Gula in 1985, in a refugee camp in Pakistan. “I remember the noise and confusion….I asked permission for the teacher to enter the girls’ school tent to photograph her...The Soviets had been in Afghanistan for five years, and Sharbat’s parents had both been killed during airstrikes on her village.” The photograph, printed on the cover of *National Geographic* in June 1985, became one of the most famous ever printed in the magazine. McCurry says that not a day goes by when he doesn’t receive a letter requesting more information about the girl in the photo. So, almost two decades later, McCurry traveled to Pakistan with National Geographic staff to find the girl who had captivated audiences around the world with her stunning green eyes.

McCurry went to the refugee camp near Peshawar where he had first met Sharbat Gula, and he spoke to the inhabitants to see if anyone remembered her and knew of her whereabouts. Word of the journalists’ hunt reached a man who claimed to know Sharbat Gula. He offered to bring her back to Pakistan.

When Sharbat Gula walked into the room three days later, McCurry knew it was her. A team of experts, including ophthalmologists and FBI agents, proved what McCurry already knew: This was the girl from the photograph. He called that meeting one of the most memorable moments in his life.

Sharbat Gula had moved back to Afghanistan and now lived in the mountains near Tora Bora with her husband and three daughters. Although their life is difficult, it is a wonder that Sharbat survived at all. Initially she did not want to be photographed again. “But...when we explained how Steve’s original photograph had inspired people to go to work in refugee camps,” recalls producer Carrie Regan, “she knew that this story could once again help bring attention the plight of Afghan people and mobilize people to help. She was willing to do it, I think, because she saw it as a sacrifice she was doing for her people.”

How does learning more about Sharbat Gula’s life change your reading of her photograph?
# The Breadwinner - Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Picture</th>
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<tbody>
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**The Breadwinner**

https://www.youtube.com/watch?v=Br2tUEImmll

**Trauma** - a deeply distressing or disturbing experience

---

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Trauma</th>
<th>How does the person cope?</th>
<th>What kind of coping skill is this?</th>
</tr>
</thead>
<tbody>
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Maslow’s Pyramid of Needs

Maslow’s Hierarchy of Needs

1. Self Actualization
2. Aesthetic and cognitive needs
   - knowledge, understanding, goodness, justice, beauty, order, symmetry
3. Esteem needs
   - competence, approval, recognition
4. Belongingness and love needs
   - affiliation, acceptance, affection
5. Safety needs
   - security, physiological safety
6. Physiological needs
   - food, drink
Parvana

Is Parvana using all of her talent and creativity to become the best person she can be?

Does Parvana feel confident and respected?

Does Parvana have love and feel like she belongs to a family or a group of friends? Does she feel connected to others?

Does Parvana feel safe and healthy? Does she have medical care, electricity, a safe community?

Does Parvana have food, water, air, a home and clothes/warmth?

Write about where Parvana is on Maslow’s hierarchy of needs. Which needs does she and her family spend most of their time trying to fulfill?

________________________________________________________________________

________________________________________________________________________

How does she feel about this? How do you know?

________________________________________________________________________

________________________________________________________________________
Name:________________________

My Pyramid of Needs

Do I feel like I am using all of my talents and creativity to become the best person I can be?

Do I feel confident and respected?

Do I have love and feel like I belong to a family, a group of friends? Do I feel connected to others?

Do I feel, safe and healthy. Do I have a safe in my neighborhood?

Do I have food, water, warmth (clothing), a home?

Write about where you are on Maslow’s hierarchy of needs. Which needs do you and your family spend most of your time trying to fulfill?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How do you feel about where you are in Maslow’s hierarchy? Please explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Names_________________________________  &  __________________________________

Period_________________________________

Date__________________________________

**Search Words or Keywords:** Words and phrases that searchers type into a search engine that lead to articles, images, videos, or other websites that help define or explain a topic

<table>
<thead>
<tr>
<th><strong>Step 1: Use my keywords. Type the following keywords into the search bar:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________________________________________</td>
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<table>
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<tr>
<th><strong>When you type these keywords into your search engine, how many results did you get?</strong></th>
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<tr>
<td>____________________________________________________________</td>
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<table>
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<tr>
<th><strong>How many of the first 10 results are:</strong></th>
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<tbody>
<tr>
<td>.gov  _________      .edu  _________     .org _________     .com _________      other _________</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Choose 1 of the first 10 articles. Read/Scan it with your partner. Does it help you answer today’s focus question? Explain.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s focus question is:  ________________________________________________________________________________________</td>
</tr>
<tr>
<td>URL of the article:  _______________________________________________________________________________________________</td>
</tr>
</tbody>
</table>

Do you think this article is helpful to you in answering the focus question? **Explain your answer.**

*Does it answer the question? *Is there too much information? Not enough? *Are there other helpful resources? (graphs, statistics, visuals, other websites, etc.) *Is the vocabulary too difficult?
Step 2: The teacher is going to give you and your partner a some keywords. What keywords were you and your partner given? Please write them on the lines below:

______________________________

When you type **these** keywords into your search engine, how many results did you get?

______________________________

How many of the first 10 results are:

.gov   _______  .edu   _______  .org   _______  .com   _______  other   _______

Choose 1 of the first 10 articles. Read it with your partner. Does it help you answer today’s focus question? Explain.

Today’s focus question is:  __________________________________________________________

URL of the article:

________________________________________________________

Do you think this article is helpful to you in answering the focus question? **Explain your answer.**

*Does it answer the question? *Is there too much information? Not enough? *Are there other helpful resources? (graphs, statistics, visuals, other websites, etc.) *Is the vocabulary too difficult?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
Step 3: With your partner, choose some keywords that you think will help you find an article about the focusing question and write them on the line below:

____________________________________________

When you type *these* keywords into your search engine, how many results did you get?

____________________________________________

How many of the first 10 results are:

.gov ________ .edu ________ .org ________ .com ________ other ________

Choose 1 of the first 10 articles. Read it with your partner. Does it help you answer today’s focus question? Explain.

Today’s focus question is: __________________________________________________________

URL of the article:

____________________________________________

Do you think this article is helpful to you in answering the focus question? **Explain your answer.**

*Does it answer the question? *Is there too much information? Not enough? *Are there other helpful resources? (graphs, statistics, visuals, other websites, etc.) *Is the vocabulary too difficult?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
My focus question is: How can I best cope with/heal from trauma?

Source 1:
http://www.pamf.org/teen/life/trauma/
(You will need to investigate the links on the side of the page to find ways to cope/heal.)
Read Source 1, and answer the following questions.

What are some ways to heal from trauma that are listed in the article?
1. 
2. 
3. 
4. 

Which way of dealing with trauma found in this article do you think will help you best deal with this sort of trauma?

Find a direct quote from the article that talks about a coping/healing mechanism that appeals to you and how/why this way of dealing with trauma can be helpful.

“

Source 2:
https://balancehealthandhealing.com/coping-skills/
(You will need to investigate the links on the side of the page to find ways to cope/heal.)
Read Source 2, and answer the following questions.

What are some ways to heal from trauma that are listed in the article?
1. 
2. 
3. 
4. 

Which way of dealing with trauma found in this article do you think will help you best deal with this sort of trauma?
Find a direct quote from the article that talks about a coping/healing mechanism that appeals to you and how/why this way of dealing with trauma can be helpful.

Source 3:

https://casapalmera.com/blog/7-ways-to-heal-your-childhood-trauma/
https://www.boystown.org/parenting/Pages/50-coping-skills.aspx
(You will need to investigate the links on the side of the page to find ways to cope/heal.)

Read Source 3, and answer the following questions.

What are some ways to heal from trauma that are listed in the article?
1.
2.
3.
4.

Which way of dealing with trauma found in this article do you think will help you best deal with this sort of trauma?

Find a direct quote from the article that talks about a coping/healing mechanism that appeals to you and how/why this way of dealing with trauma can be helpful.

Find a source that you can use to answer the questions.

Source 4:
1. I am researching information about how I, as a teenager, can best heal from trauma related to ________________________________

My focus question: ________________________________________________________________

2. The keywords/search terms I am using for my search are: ____________________________

________________________________________________________________________________________

3. After scanning a few articles, you can either try new search terms/keywords. When you find an article that relates to your focus question, please write the url here: (Copy and paste the link/url directly below. )

________________________________________________________________________________________

4. What are some ways listed in the article for helping teenagers deal with trauma? List at least 3.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

5. Which way of dealing with trauma do you think will help you best deal with this sort of trauma?

________________________________________________________________________________________

Find a direct quote from the article that talks about a coping/healing mechanism that appeals to you and how/why this way of dealing with trauma can be helpful.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Informative Paragraph Sample

I am interested in how I can heal from the trauma of losing a loved one. My mom passed away 2 months ago, and I have been grieving. According to the American Psychological Association, it is important to “Accept your feelings. People experience all kinds of emotions after the death of someone close. Sadness, anger, frustration and even exhaustion are all normal.” This quote shows that I need to allow many types of feelings to come and go. I need to accept that grief can bring up many emotions. Therefore, one way I can deal with trauma is to let myself have my feelings.

Informative Paragraph Cloze

I am interested in how I can heal from the trauma of __________________________.(Explain why this is important to you) ________________________________________________________________________________________.

According to ______________________________________, “_________________________________________________________________________________________.” This quote shows that ________________

__________________________________________________________________________________________.

Therefore, one way I can deal with trauma is _____________________________________________________________________________________________.

509
# Informative Paragraph Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose</th>
<th>Organization</th>
<th>Elaboration of Narrative / Integration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response is fully sustained and consistently and purposefully focused: * main idea of a topic is clearly stated, focused and strongly maintained throughout the paragraph * main idea of a topic is communicated clearly within the introduction and body paragraph</td>
<td>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 variety in sentence structure</td>
<td>The response provides thorough and convincing support/evidence for the main idea that includes the effective use of sources, facts, and details: * use of evidence from sources is smoothly integrated, comprehensive, and relevant * effective use of a variety of elaborative techniques</td>
<td>The response demonstrates a strong command of conventions: * few, if any, errors 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: * main idea of a topic is clear and focused throughout the paragraph, though some loosely related detail may be present</td>
<td>Has an evident organizational structure and a sense of completeness, though there may be minor flaws and some loosely connect ideas: * adequate use of transitional strategies * adequate progression of ideas * adequate connection and ideas</td>
<td>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>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</td>
</tr>
<tr>
<td>2</td>
<td>Response is somewhat sustained and may have a minor drift in focus: * may be clearly focused on the main idea, but is insufficiently sustained * main idea may be unclear or unfocused</td>
<td>Inconsistent organizational structure, and flaws are evident: * inconsistent use of transitional strategies * Introduction and conclusion are weak * weak connection among ideas</td>
<td>Provides uneven, cursory support/evidence for the controlling 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 uneven * weak, or uneven use of elaborative techniques</td>
<td>Demonstrates a partial command of conventions: * frequent errors in usage may obscure meaning * inconsistent use of punctuation, capitalization and spelling</td>
</tr>
</tbody>
</table>
| 1 | Response may be related to the topic but offers little to no focus: *very brief*  
   *may have a major drift*  
   *focus may be confusing or ambiguous* | Has little to no discernable organizational structure:  
   *few or no transitional strategies are evident*  
   *focus may be confusing or ambiguous* | Provides minimal support/evidence for the controlling or main idea that includes little or use of sources, facts, and details:  
   *use of evidence from the source material is minimal, absent, in error, or irrelevant* | Demonstrates a lack of command of conventions:  
   *errors are frequent and severe and meaning is often obscured* |
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Artículo - Sharbat Gula

Haz una lectura cercana del artículo

Primera Lectura-Lee el artículo con la maestra

Destreza: Anotación - escala de vocabulario

1---------2---------3---------4---------5

Pon las siguientes palabras en orden, con menos emoción hasta más emoción

preguntar, cuestionar, interrogar, curiosidad

feliz, emocionado, contento, jubiloso, alegre

Segunda Lectura - Circula las palabras que sugieren emociones
¿Cómo encontraron a Sharbat Gula por segunda vez?
Sharbat Gula

Steve McCurry tomó la primera fotografía de Sharbat Gula en 1985, en un campo de refugiados en Pakistán. “Recuerdo el ruido y la confusión ... Había pedido permiso del profesor para entrar en la tienda de la escuela de las niñas para fotografiarla ... Los soviéticos había estado en Afganistán durante cinco años, y los padres de Sharbat habían muerto durante los ataques aéreos sobre su pueblo. "La fotografía fue impresa en la portada de National Geographic en junio de 1985, se convirtió en una de las más famosas jamás impresa en la revista. McCurry dice que no pasa un día que no recibe una carta solicitando más información acerca de la chica de la foto. Así, casi dos décadas después, McCurry viajó a Pakistán con el personal de National Geographic para encontrar la chica que había cautivado al público de todo el mundo con sus impresionantes ojos verdes.

McCurry fue al campo de refugiados cerca de Peshawar, donde había conocido a Sharbat Gula, y habló con los habitantes para ver si alguien se acordaba de ella o sabía de su paradero. Noticias de la búsqueda del periodistas llegó a un hombre que afirmaba conocer a Sharbat Gula. Se ofreció a llevarla de vuelta a Pakistán.

Cuando Sharbat Gula entró en la habitación tres días más tarde, McCurry sabía que era ella. Un equipo de expertos, entre oftalmólogos y agentes del FBI, concluyeron lo que McCurry ya sabía: Esta fue la chica de la fotografía. McCurry llamó este uno de los momentos más memorables de su vida.

Sharbat Gula se había trasladado de vuelta a Afganistán y ahora vivía en las montañas cerca de Tora Bora con su marido y tres hijas. Aunque su vida es difícil, es una maravilla que Sharbat sobrevivió todos estos años. Al principio ella no quería ser fotografiada de nuevo. “Pero ... cuando nos explicó cómo la fotografía original del Steve había inspirado a la gente a ir a trabajar en campos de refugiados,” recuerda la productora Carrie Regan, "sabía que esta historia podría volver a ayudar a llamar la atención sobre la difícil situación de los afganos y movilizar a la gente ayuda. Ella estaba dispuesta a hacerlo, creo, porque ella lo vio como un sacrificio que estaba dispuesta a hacer por su pueblo”.

¿Cómo puedes aprender más sobre la vida de Sharbat Gula y como ha cambiado la lectura tu opinión de su fotografía?
Escala de vocabulario

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Nombre: ____________________________________________
Hora: ____________________________________________

El pan de la guerra

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<tr>
<th>Palabra</th>
<th>Definición</th>
<th>Imagen</th>
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### El pan de la guerra

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<thead>
<tr>
<th>Capítulo</th>
<th>Trauma</th>
<th>¿Cómo hace frente al trauma?</th>
<th>¿Qué clase de destrezas utiliza este personaje para enfrentarse al trauma?</th>
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Piramide de Maslow
Parvana

La Pirámide de Maslow

¿Parvana está usando todo su talento y creatividad para convertirse en la mejor persona que puede ser?

¿Parvana se siente segura y respetada?

¿Parvana tiene amor y siente que pertenece a una familia o grupo de amigos? ¿Se siente conectada con los demás?

¿Parvana se siente seguro y saludable? ¿Tiene atención médica, electricidad, una comunidad segura?

¿Tiene Parvana comida, agua, aire, una casa y ropa / calor?

Escribe sobre dónde está Parvana en la jerarquía de necesidades de Maslow. ¿Por cuáles necesidades pasan ella y su familia la mayor parte de su tiempo tratando de cumplir?

__________________________________________________________________________

__________________________________________________________________________

¿Cómo se siente ella acerca de esto? ¿Cómo lo sabes?

__________________________________________________________________________

__________________________________________________________________________
Nombre: ______________________________

Mi Pirámide de Necesidades

¿Siento que estoy usando todos mis talentos y creatividad para convertirme en la mejor persona que puedo ser?

¿Me siento seguro y respetado?

¿Tengo amor y siento que pertenezco a una familia, a un grupo de amigos? ¿Me siento conectado con los demás?

¿Me siento seguro y saludable? ¿Tengo una caja fuerte en mi vecindario?

¿Tengo comida, agua, calor (ropa), un hogar?

Escriba acerca de dónde se encuentra en la jerarquía de necesidades de Maslow. ¿Qué necesidades pasan usted y su familia la mayor parte de su tiempo tratando de cumplir?

________________________________________________________
________________________________________________________________________
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¿Cómo te sientes acerca de dónde estás en la jerarquía de Maslow? Por favor explique.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Palabras de búsqueda o palabras clave: Palabras y frases que los buscadores escriben en un motor de búsqueda que conducen a artículos, imágenes, videos u otros sitios web que ayudan a definir o explicar una

<table>
<thead>
<tr>
<th>Paso 1: Con tu pareja escoge algunas palabras (en español) que te ayudarán a encontrar algún artículo que conteste la pregunta de enfoque y escribela en la línea de abajo.</th>
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<th>Cuando escribes estas palabras en el buscador, ¿Cuántos resultados obtienes?</th>
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| ¿Cuántos de los resultados son?: |
| ________________________________|
| .gov ________ .edu ________ .org ________ .com ________ otro__________ |

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<tr>
<th>Escoge 1 de los primeros 10 artículos. Leelo con tu pareja. ¿Te ayuda a contestar la pregunta de enfoque de hoy? Explica tu respuesta.</th>
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<tr>
<td>La pregunta de enfoque de hoy es:</td>
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<td>___________________________________________________________________________________________________________________________</td>
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| Direccion del artículo (URL): |
| _______________________________________________________________________________________________________________________|

<table>
<thead>
<tr>
<th>¿Crees que este artículo es útil para responder/contestar la pregunta de enfoque? Explica tu respuesta.</th>
</tr>
</thead>
<tbody>
<tr>
<td>* ¿La información contesta la pregunta? * ¿Hay demasiada información? ¿No hay suficiente? * ¿Hay otros recursos útiles? (gráficos, estadísticas, visuales, otros sitios web, etc.) * ¿Es el vocabulario demasiado difícil?</td>
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Paso 2:
Con tu pareja escoge algunas palabras (en español) que te ayudarán a encontrar algún artículo que conteste la pregunta de enfoque y escribela en la línea de abajo.

____________________________________________

Cuando escribes estas palabras en el buscador, ¿Cuántos resultados obtienes?

____________________________________________

¿Cuántos de los resultados son?:
.gov  _________      .edu  _________     .org _________.com  ________otro_________

Escoge 1 de los primeros 10 artículos. Leelo con tu pareja. ¿Te ayuda a contestar la pregunta de enfoque de hoy? Explica tu respuesta.

La pregunta de enfoque de hoy es:

____________________________________________

Direccion del articulo (URL):

____________________________________________

¿Crees que este artículo es útil para responder/contestar la pregunta de enfoque? Explica tu respuesta.
* ¿La información contesta la pregunta? * ¿Hay demasiada información? ¿No hay suficiente? * ¿Hay otros recursos útiles? (gráficos, estadísticas, visuales, otros sitios web, etc.) * ¿Es el vocabulario demasiado difícil?

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Paso 3:
Con tu pareja **escoge algunas palabras (en español)** que te ayudarán a encontrar algún artículo que conteste la pregunta de enfoque y escribela en la línea de abajo.

______________________________

Cuando escribes estas palabras en el buscador, ¿Cuántos resultados obtienes?

______________________________

¿Cuántos de los resultados son?:

.gov _______ .edu _______ .org _______.com _______ otro_________

Escoge 1 de los primeros 10 artículos. Leelo con tu pareja.¿Te ayuda a contestar la pregunta de enfoque de hoy? Explica tu respuesta.

La pregunta de enfoque de hoy es:

______________________________

Direccion del artículo (URL):

______________________________

¿Crees que este artículo es útil para responder/contestar la pregunta de enfoque? Explica tu respuesta.

* ¿La información contesta la pregunta? * ¿Hay demasiada información? ¿No hay suficiente? * ¿Hay otros recursos útiles? (gráficos, estadísticas, visuales, otros sitios web, etc.) * ¿Es el vocabulario demasiado difícil?

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Mi pregunta de enfoque es: ¿Cómo puedo yo hacer frente y sanar del trauma?

Fuente 1:
http://www.pamf.org/teen/life/trauma/
(Usted tendrá que investigar los enlaces de la parte de la página para encontrar maneras de hacer frente / curar del trauma.)

Leer Fuente 1, y responde a las siguientes preguntas.

¿Qué forma de lidiar con el trauma encontrado en este artículo cree usted que ayudará le mejor trato con este tipo de trauma?
1. 
2. 
3. 
4. 

Encuentra una cita directa del artículo que habla de un mecanismo de defensa / curación que te atraiga, y cómo / por qué esta forma de lidiar con el trauma puede ser útil.

Fuente 2:
https://balancehealthandhealing.com/coping-skills/
(Usted tendrá que investigar los enlaces de la parte de la página para encontrar maneras de hacer frente / curar)

Leer Fuente 2, y respuestas las siguientes preguntas.

¿Qué forma de lidiar con el trauma has encontrado en este artículo y crees que ayudará a sanar de este tipo de trauma?
1. 
2. 
3. 
4. 

Encuentra una cita directa del artículo que habla de un mecanismo de defensa / curación que le atraiga, y cómo / por qué esta forma de lidiar con el trauma puede ser útil.
Fuente 3:

https://www.boystown.org/parenting/Pages/50-coping
https://casapalmera.com/blog/7-ways-to-heal-your-childhood-trauma/-skills.aspx
(Usted tendrá que investigar los enlaces de la parte de la página para encontrar maneras de hacer frente / curar.)

Leer Fuente 3, y contesta las siguientes preguntas.

¿Qué forma de lidiar con el trauma encontrado en este artículo cree usted que ayudará le mejor trato con este tipo de trauma?
1. 
2. 
3. 
4. 

Encuentra una cita directa del artículo que habla de un mecanismo de defensa / curación que le atraiga, y cómo / por qué esta forma de lidiar con el trauma.

Fuente 4:

1. Estoy investigando información sobre cómo puedo sanar del trauma relacionado con

Mi pregunta de enfoque:

2. Las palabras clave / términos de búsqueda que estoy usando para mi búsqueda son:

3. Después de escanear un par de artículos, puede probar nuevos términos de búsqueda / palabras clave. Cuando encuentre un artículo que se refiere a su pregunta de enfoque, por favor escribe la URL aquí: (Copiar y pegar directamente el siguiente enlace.)

4. ¿Cuáles son algunas formas enumeradas en el artículo para ayudar a los jóvenes se ocupan de trauma? Lista de al menos 3.

5. ¿Qué estrategia me ha gustado más para sanar del trauma?
Encuentra una cita directa del artículo que habla de un mecanismo de defensa / curación que te atraiga, y cómo / por qué esta forma de lidiar con el trauma puede ser útil.
Nombre ________________________________

Oración de introducción: __________________________________________________________

Sandwich de citas

Introduce la cita:

* 

* 


De dónde viene la cita:

* 

* 


Da un comentario acerca de la cita:

* 

* 


Termina tu párrafo con una conclusión:

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<table>
<thead>
<tr>
<th>Puntuación</th>
<th>Declaración de Propósito</th>
<th>Organización</th>
<th>Elaboración de la Narrativa / Integración de evidencia</th>
<th>Las convenciones de escritura</th>
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<td>La respuesta es totalmente sostenida y consistente con un objetivo centrado: * idea principal de un tema está claramente establecido, centrado firmemente y se mantuvo durante todo el párrafo * idea principal de una el tema está comunicada claramente en el párrafo de introducción y el cuerpo</td>
<td>La respuesta tiene una estructura organizativa clara y eficaz la creación de la unidad y la integridad: * uso efectivo y consistente de una variedad de transiciones * progresión lógica de ideas de principio a fin * introducción y la conclusión eficaz para la audiencia y propósito * fuentes conexiones entre las ideas, con un poco de variedad en la estructura de la oración</td>
<td>La respuesta proporciona pruebas completas y convincentes de la idea principal que incluye el uso eficaz de las fuentes, hechos y detalles: * uso de evidencia de fuentes se integran sin problemas * uso eficaz de una variedad de técnicas más elaboradas</td>
<td>La respuesta demuestra un fuerte dominio de las convenciones: * pocos, si alguno, los errores en la formación de uso y la frase * uso efectivo y consistente de puntuación, mayúsculas y ortografía</td>
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<td>La respuesta es apoyada de manera adecuada * la idea principal del tema es clara y enfocada en todo el párrafo, aunque algunos detalles poco relacionados pueden estar presente</td>
<td>Tiene una estructura organizativa evidente y aunque puede haber defectos de menor importancia y algunas conexiones no muy claras de ideas: * uso adecuado de estrategias de transición * la progresión adecuada de las ideas * conexión e ideas adecuada</td>
<td>Proporciona suficiente evidencia para la idea central o idea principal que incluye el uso de las fuentes, los hechos y los detalles: * cierta evidencia de fuentes están integradas, aunque las citas puede ser imprecisas * uso adecuado de algunas de las técnicas</td>
<td>Demuestra un dominio adecuado de las convenciones: * algunos errores en la formación de uso y la oración, pero sin un patrón sistemático de errores * uso adecuado de puntuación</td>
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<td>2</td>
<td>Hay poca evidencia que apoyan las afirmaciones * puede demostrar un enfoque en la idea principal, pero no hay suficiente evidencia</td>
<td>La estructura organizativa es inconsistente * uso inconsistente de las estrategias de transición * introducción y conclusión son débiles * conexión débil entre las ideas</td>
<td>El apoyo es superficial para la idea central o principal que incluye parcial o irregular uso de las fuentes, los hechos y los detalles: * evidencia de fuentes está integrada con muy poca claridad, y las citas que sí están presentes no están relacionadas con el tema * uso débil, o desigual de las técnicas más elaboradas</td>
<td>Demuestra un conocimiento parcial de las convenciones: * errores frecuentes en el uso de la convenciones pueden intervenir con el significado * uso inconsistente de puntuación</td>
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</table>
| 1 | Respuesta puede estar relacionada con el tema, pero ofrece poca o ninguna atención: * muy breve  
* enfoque puede ser confuso | Tiene poco o ninguna estructura organizativa discernible: * pocas o ninguna transiciones son evidentes | Proporciona un mínimo de evidencia para la idea central o principal que incluye poco uso de fuentes, hechos y detalles: * uso de la evidencia del material de origen es mínimo, ausente | Demuestra una falta de dominio de las convenciones: * los errores son frecuentes y graves y no permiten que se entienda las ideas del autor claramente |
STUDENT WORK
I am interested in how I can heal from trauma of war. Millions of people died and lost their homes or jobs in the Middle East. I lived in the Middle East until 2016, and I had to leave because of the war. One way that I learned to heal from trauma is to make friends. According to Jesuit Social Services, “a small group of trusted friends can support the young person and reduce their isolation”. This quote shows that if you make friends they will support you and help you to not stay alone. The best way I can heal from trauma is to make friends.

I am interested in how I can heal from the trauma of my mom having cancer. My mom has had cancer for about 3 years. According to the National Cancer Institute, it is important to “Pray or meditate.” I pray for my mom everyday so she can get better, not worse. This helps me because it helps me feel better when I am in school, and she’s at home. In conclusion, one way I can heal from trauma is by praying.

I am interested in how I can heal from the trauma of divorce. Even though my parents are not divorced, I wonder how it would feel like, or how to heal from divorce. According to kidshealth.org, the author states that it is important to,” Keep in touch. Going back and forth between two homes can be tough, especially if parents live far apart. It can be a good idea to keep in touch with a parent you see less often because of distance. Even a quick email saying "I'm thinking of you" helps ease the feelings of missing each other. Making an effort to stay in touch when you're apart can keep both of you up to date on everyday activities and ideas." This quote shows that it is a good idea to keep in touch with a parent that is far away by just texting, because it helps ease the feelings of missing each other. Therefore, one way I can heal from trauma of divorce is to keep in touch even if it is a text message.

I am interested in how I can heal from the trauma of losing a pet. About 3 years ago I lost my pet dog and I have always been thinking about him. According to the article by The University of New Hampshire, “Trauma makes you feel very alone. As part of your healing, you need to reconnect with others. This connection may be part of your treatment.” This quote shows that I should reconnect with loved ones, friends, and others. This is one way I could heal from trauma, by reconnecting with people.
La Pirámide de Maslow

¿Puedes ser una de las necesidades más comunes en la mayoría de las personas que conoces?

¿Puedes asociar algo con lo que pertenece a cada una de los grupos de necesidades? ¿O si estás asociado con los demás?

¿Cómo te sientes acerca de dónde estás en la jerarquía de Maslow? ¿Qué necesidades pasan antes y su familia la mayor parte de su tiempo tratando de cumplir?

¿Cómo te sientes acerca de dónde estás en la jerarquía de Maslow? Por favor explique.

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Parrafo De Trauma

Yo estoy de acuerdo con APA con los estrategias de aprender sobre depresión sobre un desastre natural. Como dice APA “La intensa ansiedad y temor que suele aparecer después de un desastre puede resultar especialmente difícil para los niños, especialmente si han sido testigos del incendio, perdido su hogar, etc.” Yo estoy de acuerdo con esta cita porque como yo a experimentado este tipo de trauma este cita es muy precio. Yo si pienso que los niños si experimentan mucha ansiedad y depresión sobre un desastre natural. Unas otras tipos de recuperar de trauma son; Ver a una película, Cantar, y Bailar. En conclusión la trauma de una desastre natural puede ser muy intenso para niños y adultos.

Parrafo De Trauma

A mi me interesa como sanar de ansiedad. La razón porque me interesa la ansiedad es porque ambos mi mama y yo tenemos ansiedad, y la trauma que viene con la ansiedad es brutal. A helpguide.org la dice “duerme y levantate a la misma hora todos los días y procura dormir 7 a 9 horas cada noche. Evita el alcohol y las drogas. Su uso puede empeorar sus síntomas de trauma y aumentar los sentimientos de depresión, ansiedad, y aislamiento.” Esta cita me ayuda porque me da informacion sobre que puedo ser a calmar mi ansiedad. El saber combatir el trauma de ansiedad puede ayudar a mi mama y yo sanar.

Trauma de PTSD después de los accidentes de carro

De acuerdo con la PMC para aliviarse de PTSD(posttraumatic stress disorder) tendrás que experienciar otra vez que paso como si estabas en un coche que carro y tienes miedo de entrar en un carro tendrás que hacerlo para que sepas que no te puede hacer daño. Agare una cita de PMC que dice “Participar en la actividad relacionada con el trauma para asistir a la terapia es único en el campo de tratamiento de TEPT y en la sección siguiente titulada “Ansiedad durante la sesión de tratamiento” describimos los intentos de lidiar con la angustia durante la sesión provocada al conducir un vehículo de motor”. La razón en porque estoy interesado en aprender en como sanar de este trauma es porque yo me rompí la pierna cuando un carro me pego en el verano leyendo entre el tercer año.Y para dos meses tuve miedo de cruzar las calles sin alguien a mi lado. La razón en porque escogí este tema es porque si yo pudiera saber de esta manera de sanar de PTSD no tendré que recordar de las memorias de mi pierna. El saber de cómo combatir el trauma de PTSD me pudiera alludar a mí a sanar.
Estoy interesado en cómo sanar del trauma de __________________________. (Explica por qué este tema es importante para ti) _________________________________________________________

_______________________________________________________________. De acuerdo con ______________________________________, “____________________________

________________________________________________________________________________

______________________________________________________________.”. Esta cita demuestra que __________

_______________________________________________________________. Por lo tanto, una manera de sanar del trauma es por medio de

_______________________________________________________________.

Here is a link to our entire unit on Islam:
https://drive.google.com/drive/folders/0BxWfRviFSUu1dnVDX0UxdzJvWGc?usp=sharing
In our district, we had a need to re-evaluate our gifted program and enrichment practices. I was tasked with ending a six-week, pull-out GATE model as the practice was outdated, and proven by research to be ineffective. The program was fun. The students were engaged, but it was not tied to the curriculum, and students were out of their regular classrooms for 20 plus hours over those six weeks. In addition, there were transportation and health issues that continued to arise. While it was accepted that the program needed to go, it was also acknowledged that the students, parents, and teachers still wanted the opportunity for district wide enrichment that could be carried out at each site, without disrupting classes. Another problem to solve, was how do I, one person, run a program on multiple campuses at once?
Virtual Enrichment Classroom

In our district, we had a need to re-evaluate our gifted program and enrichment practices. I was tasked with ending a six-week, pull-out GATE model as the practice was outdated, and proven by research to be ineffective. The program was fun. The students were engaged, but it was not tied to the curriculum, and students were out of their regular classrooms for 20 plus hours over those six weeks. In addition, there were transportation and health issues that continued to arise. While it was accepted that the program needed to go, it was also acknowledged that the students, parents, and teachers still wanted the opportunity for district wide enrichment that could be carried out at each site, without disrupting classes. Another problem to solve, was how do I, one person, run a program on multiple campuses at once?

I decided to use Google Classroom learning management system as the base for the new Virtual Enrichment Classroom for our district. Initially, I created a leveled hyperdoc for students to work through in order to receive a certificate with a badge for each level they achieve. These levels and activities are tied to GATE standards and strategies, and aligned to content standards. I started with the GTAE identified Universal Concept of “change” and found ways to tie it into every curricular area including health, physical education, and the arts. Every activity has a portion to connect back to their regular classroom studies. Each level increases in depth of knowledge rigor. Level one is simple, and introduces the concept of change. Students observe a collage of pictures to identify common attributes until they can make a general statement that is true for all changes. Level two is mini inquiry activities in each content area. They look at how art can impact science, how emotions change our physical appearance, how characters change in different settings, etc. Level three is where students design their own inquiry focus for problem based learning, and level four is a chance for students to create their own “change” based hyperdoc to teach others. I shared this hyperdoc in our Virtual Enrichment Classroom, and I gave the code to the GATE cluster teachers. They were asked to allow approximately an hour a week, when appropriate, for GATE students to explore this enrichment. Some have a designated time for enrichment, others use it as a daily warm-up, and others use it as something for students to do when they finish early. As the students work on the hyperdoc, they are able to ask questions and leave comments through the stream feature. This opens up the possibility for collaboration across the district when working on levels three and four. It also allows me to monitor, and provide guidance for the students.

I did a mid-year analysis of students, teachers, and parents, and realized that some students are thriving by working through the levels, while others are overwhelmed by it. In response, I broke the levels into separate sections that students could choose between. I also began adding mini- weekly inquiry challenges for those who do not wish to earn badges. I utilize free resources such as “Mystery Doug” and byrdseed.com “Puzzlement” inquiries. Both of these resources are free, and accessible to all teachers.
have also been able to incorporate current events such as the eclipse and SpaceX Falcon rocket launch. One example is the inquiry I posed for students to explore:

It seems that Elon Musk is a revolutionary in space exploration. (Not sure what it means to be a revolutionary? Look it up!) As with anything, there are pros and cons. I wonder what are both the negative and positive impacts that regular space exploration and travel could have on the economy, the environment, and the health of those involved. Think like a doctor, economist, or environmentalist to research one of these topics and the impact frequent space travel may have. Post your answer below.

This platform also allows me to incorporate art challenges for our creatively gifted students. For Valentine’s day they create academic (analog) Valentines to share. On a different occasion, a local council for the gifted requested student artwork in the wake of the fires and mudslides. This was to recognize the social emotional needs of students as they process the disasters. The prompt was to create a portrait with the hashtag #805Strong depicting what they love about their county. The pictures and narratives were stunning. Some were complex, others simple and symbolic. It was a great outlet for students to discuss, process, and create as they worked through their emotions.

A bonus to providing virtual enrichment, is that it opened up the possibility for all students to participate versus just the GATE identified students. In the past, it was only GATE students pulled for enrichment during the six week program, but we know there are many students who benefit from the differentiation strategies and enrichment opportunities often saved for the identified “gifted”. Creating a virtual enrichment opportunity allows teachers to open the opportunity for any student who could benefit from it. In May, we will host a student showcase at our local community center for students throughout the district to share their inquiry projects with friends, families, and community members. I am excited to continue to refine the program and see where it can take the students in their educational journey. I hope to share this simple platform with other educators.

Standards: This classroom pulls from grade 3-8 content standards (all subjects), Common Core standards, technology, and GATE Standards.
A Universal Theme or Concept is a central idea that can be found in all content areas. You will explore the Universal Theme of Change.

You will be able to...

- Utilize a variety of thinking skills.
- Think creatively to make connections between what I know and what I learn.
- View a topic from multiple perspectives to help me problem solve during my inquiry.
- Communicate and collaborate with my teachers and peers.
- Research and create a project that demonstrates the impact of change.
- Develop independent thinking and goal setting to accomplish a project.
How does this program work?
Level 1 - Introduces the concept of change.
Level 2 - Explores change across the disciplines.
Level 3 - Allows you to choose your own inquiry question for authentic problem-based learning.
Level 4 - Allows you to create your own lesson on change.

At the end of the program, you will receive a certificate with badges to represent the levels you have completed. Later in the year, you will have a chance to present your projects at our Student Showcase which will be held at the Camarillo Community Center for the community to see.

**Personal Vocabulary Tool Box** - Before beginning, if at anytime you are unsure of a word, make it a part of your personal vocabulary toolbox by looking up the meaning and making sure you understand it before moving on.
Level 1- What is CHANGE exactly? (This is a simple overview.) View this collage and then answer the questions below.
Look at all of the images in this collage. Describe how their attributes are similar and different, and then answer the question.

Attribute similarities: Some similarities are that most of the pictures show that when you change something, it is a good thing. For example, if you take a town and then rebuild it to be better, it is a change and that change is good.

Attribute differences: Some differences are some of the pictures show that change can turn into something good and others show change can make different changes that you're not ready for.

Looking at the similarities, make a general statement that is true about changes.

What is true about changes is they all have there good ways. When change happens it turns something not as good into something better! All the pictures show that change is good and everybody can relate to it.
Look at the following generalizations. Can you come up with at least one example of when each generalization is true? Challenge yourself to find many examples for each. I have done one for you.

<table>
<thead>
<tr>
<th>Generalization</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can be natural or man-made.</td>
<td>Changes to the earth can be natural, such as an iceberg carving away the land. It can also be man-made, like when faces were carved on a mountain to create Mount Rushmore.</td>
</tr>
<tr>
<td>Can be either positive or negative.</td>
<td>Changes to towns or building can be positive because it can improve the things in the building or towns. Changes also can be negative when something changes and you're unprepared for what is coming next.</td>
</tr>
<tr>
<td>Is inevitable.</td>
<td>Changes need to happen sometimes because if a house falls down then it needs to be fixed and changed. It can’t just stay broken down. Changes like that can be hard.</td>
</tr>
<tr>
<td>Is necessary for growth.</td>
<td>Changes are also necessary like if you are in one class at your school and you are doing either better then you need to or doing things you are not suppose to do, you are going to have to change from that classroom to another. It would be necessary for you to change classes.</td>
</tr>
<tr>
<td>Occurs over time.</td>
<td>Some changes occur over time like, if you are moving and need to find the perfect house or it’s getting rebuild before you move in, it will take a few months or even a year to finish. That change will occur over time.</td>
</tr>
<tr>
<td>Generates additional change.</td>
<td>Some change causes even more change, such as, if you were going to a new school and you are moving up a grade, that is a change. Then if you have to go back down a grade because you are not ready for the grade you are in, you will have to change again down to a lower grade. Then change could go on and on and on.</td>
</tr>
</tbody>
</table>
Identify a change that has occurred overtime. It can be one from the chart above. Go to insert, and choose **DRAWING**. In the blank DRAWING, create your own image or collage to represent your change.

This is not a time to copy and paste a complete diagram that you found on a search engine, it needs to be your creation.

Label the changes that are occurring in your diagram/picture.

You may also include links to videos and additional pictures, but the main focus needs to be your original diagram.

Place your cursor here, and then insert your drawing so that it is added to this document:

![Old school building](Image1.jpg) ![New school building](Image2.jpg)  
Old school building ![Changes](Image3.jpg)  
New school building  
$4.99 ![Image4.jpg]  
$47.99  

![Rate of Change of a Linear Relationship](Image5.jpg)
**Language Arts**

While reading a story, characters rarely stay the same. In other words, they change. This lesson will focus on how and why a character changes.

**INTERACT**

Find out how characters develop in stories.

[YouTube Character Change](https://www.youtube.com)

Your turn. Think of a book you have read recently and answer the following questions:

**How and Why Characters Change**

<table>
<thead>
<tr>
<th>Title: A 5th grade comedian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: Elizabeth Levy</td>
</tr>
</tbody>
</table>

**Character Name: Bobby**

**Directions:** Provide text evidence from the story to support your conclusions.

<table>
<thead>
<tr>
<th>At the beginning…</th>
<th>At the end…</th>
</tr>
</thead>
<tbody>
<tr>
<td>It talks about how Bobby is a comedian and gets in trouble for it. He chooses to not do his homework and gets in trouble for that too.</td>
<td>Bobby creates a laugh off and wins the laugh off. He gains trust and proudness in his principal, parents, friends, and brother.</td>
</tr>
</tbody>
</table>

**How the character changed…**

The character changes from getting in trouble and not doing his homework, to someone who created a laugh off, won the laugh off, and gained trust in friends and family. He went from a troublemaker to a proud, trustworthy student. Who is also a comedian.
Observe & Show Your Characteristics

Review the infographic that shows how to write about a character.
From the infographic, which character are you?

<table>
<thead>
<tr>
<th>Which character did you choose? You may pick any character from above.</th>
<th>I got gloria.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the character look like? The character is a hippo and as no fur. She is beautiful in her own way. Her species is a herbivore, mammal.</td>
<td>Hair: skin/fur: Animal species? handsome/beautiful</td>
</tr>
</tbody>
</table>
| What are the character traits or personality of the character? Avoid words such as good or bad. | ● Strong sense  
● Warm hearted  
● popular  
● Responsible  
● Caring  
● Unselfish  
● Favored |
| What special skills does your character have? | My characters special treats are that she is sassy but smart and resourceful. Also she is the level-headed mediator of the bunch. |
What makes your character unique/different?

My character is different because she is gargantuan yet graceful. She’s also equal parts of ballerina and bouncer.

Based on the infographic, it is your time to write an original story on a character that you choose.
Hi, I am Gloria. I live in a small town in California. I have lots of friends and I love to work at my job everyday. My job includes to work at Super Silent Library. I put books on shelves, I read to children, and most importantly, I hand out free cookies to everyone. I know, I know that my job sounds super boring to some people but, i really enjoy it.

It was December 12th and I was starting to get out some christmas decorations out to decorate the library. I especially like to decorate the kid area. They like it a lot.

Christmas is my favorite holiday! It is cold and snowy. Sadly california is not meant for snow but, sometimes rain. Plus you can bake more and more COOKIES! Last year I baked over 270 cookies for just one house! That is my favorite part of Christmas.

Anyways, I got to sidetracked talking about all these Christmas things I like to do. I continued to grab all the boxes and lights.

“What are ya doin?” I turned to look at my sister who walked in. I have one sister. Her name is Aspyn. She is just 2 years younger than me. She works at a restaurant down the coast. It is called Shake n’ Bake. A breakfast cafe.

“Goodness, Aspyn. You almost scared me so much that I would of dropped all these decorations on myself.”

“Sorry” she said back, walking towards me. “Do you need any help?” She sounded really excited to help me. “No thanks.”

I grabbed all the boxes and lights. Aspyn walked out with me and grabbed some of the lights I dropped.

“Well if you don’t need help, then I’ll go find a few books to check out.” She said as she started heading to the “Adult Books” section.

I started hanging up the lights and decor. One hour later, I got almost all the decor up and my shift was almost over. I started packing up the decor I didn’t need, put it back in the storage room, and grabbed all my stuff.

My boss was outside and he wanted to say something to me. “Hey Gloria, I wanted to let you know that you have a really warm heart, are responsible, and caring to all these young children. Even adults. I will like to give you a pay raise because you are working so hard.I think you are a very favored person. I’m very proud. “

That whole speech he just gave me, made me freeze. “I...I'am honored. Thank you, thank you very much.” I turned to him, shook his hand, said bye, then went to my car.

I sat in my car for five minutes just thinking about it. Then I headed off in the distance to my house.

A week later, I got a text from my boss that said,

Dear Gloria,

You have been such a good helper with the kids, that I want to level you up. You are not going to be the front desk operator. You will be the manager of the other employees you are friends with. Yes, I’m the boss but, you can teach and control the other. Have a great day.

 Truly the dearest, Mr. Rob
When I heard this news I immediately brightened up. I called my sister and told her the news.

“That’s great!” Aspyn said as I finished my sentence. “Well you have a great day.” I said back.

“Bye”

“Bye” I said as I sat back on my couch, grabbing my calendar on the side table, and I wrote my new schedule for my new role!

A year later, I have been super super happy with the new role I had. I continued to have fun and more fun. Plus my boss and friends gained more and more trust in me. I loved it so much but, I think my boss liked it better than I did because every Friday now he brought donuts for us. He always said how good I was doing and how proud he was. That always made me laugh and smile. I think this new role will last for a while!
Science

Science is full of experiments where you manipulate objects with the sole purpose of creating change. You will participate in some virtual experiments that create change.

INTERACT:

Click here to observe and manipulate different states of matter. Make sure you interact with all four atoms and molecules (neon, argon, oxygen, and water), and the different states (solid, liquid, gas) to complete the next section.

COMPARE/
CONTRAST ATTRIBUTES:

Compare and contrast the four (4) states of matter you explored.

1. Neon: Stays mostly together and then expand when there is heat

2. Argon: When argon gets colder it forms together.

3. Oxygen: The hotter oxygen gets, the more it spreads out

4. Water: When heat gets hotter it spreads out

5. What generalizations or attributes do all of these atoms and molecules share?

OBSERVE:

Click here to conduct virtual chemical reactions and solve a puzzle.
Research common chemical reactions that can take place at home if you are not careful. Create a Google Drawing safety poster informing your audience of these dangers and how to avoid them. Place your cursor on the X below, and insert Drawing to begin.


**Your Synthesis/Connections**

1. What changes have you studied in science this year, or years prior?
   Some changes we have studied this year are, in 5th grade, we learned about the solar system always changing and evolving. Also in 4th grade we learned about the environment changing.

2. Why is the Universal Theme of Change important to understand when studying science?
   It is important to understand change when studying science because when studying life science you need to know an animal’s condition or for life science you can be learning about the generalization of human life, which is the universal theme of change.

   a. Can you elaborate on your answer?

   no
# Math

Math is full of CHANGES! In this section, you will complete an activity called **Line Graphs Showing Change Over Time**.

## Observe:

**Return to Sensible Flats - Water Level Data**

At the reservoir in Sensible Flats, the Cyberchase kids get data from Cowboy Rudy about the water level in the reservoir.

<table>
<thead>
<tr>
<th>Day</th>
<th>H2O level (ft.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>17 ½</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>16 ½</td>
</tr>
<tr>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>15</td>
</tr>
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<td>9</td>
<td>13</td>
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<td>10</td>
<td>12</td>
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<td>5</td>
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<td>3</td>
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<td>17</td>
<td>1</td>
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<td>0</td>
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<tr>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Make observations about what you can tell from the data.

What I can tell from the data is that the data from day zero to day thirty, is different. The data says that high to low and high to low over and over again. From day eighteen to day thirty, water level is at zero. For the rest of the days, there actually is a water level.

2. Find a way to represent the way in which the water level has changed as time passed. You may want to insert a Google Drawing in the box below.

The water level has definitely changed as time passed. It went from highs to lows, to high to lows. Water level will always change because, the water level of things will eventually evaporate or get released some how to lower the water level.
"When they return to Sensible Flats, the CyberSquad learn from Sheriff Judy, Judge Trudy, and Cowboy Rudy that it hasn’t rained, and Sensible Flats is running out of water. Cowboy Rudy provided the data table."

You will watch a video clip in which the CyberSquad tries to explain what is happening to the Sensible Flats water supply.

**WATCH - DECREASING WATER LEVELS**

"The CyberSquad and Digit realize that Hacker has been stealing water that comes from Lost Lake up on the mountain and they channel it back to Sensible Flats. But now, a huge thunderstorm presents a new problem. How does a line graph help them predict how much time they have, and what to do?"

A line graph helps because the line graph shows the predictions it has and the rating of what is most popular or what is most popular to do.

**WATCH - A FLOODING THREAT**

For each of the drawings below, make up a “story” about water levels changing and the passage of time. There are no units given, so you can be creative about your context.

“There was no time to waste and the people of New York are worried. The water levels have increased so much that they had to prevent certain places from"
flooding and other places to not have a drought. The water control team is working on this so do not be worried folks. Safety and pleasure is here to come.” We heard the broadcaster say on the television.

We will be just fine, dear.” Momma replied as i sat on the couch. “OK” i replied back.
History/Social Studies

In this lesson from , you will examine a number of technological innovations that have occurred since the beginning of humanity. You will trace how technology has changed over time.

When you hear the word technology, what kinds of things do you think of?

Computer, phones, i pads, wires, extension cords, and things related to that.

Look over the list below. Are any of the listed items considered technology? Why or why not?
- pencil
- rock
- ballpoint pen
- coffee cup
- eraser
- wood
- calculator
- sticky notes
- wind
- paper clips
- eyeglasses
- battery
- light bulb

Yes because all of those items have either been turned into something that involves energy or they have things attached to them to be technology. They all have to be handmade to be technology.

Technology is essentially anything that is made by humans to help them succeed in their environment. Natural items may help people build technology, but are not actually technology. Look at your answer above, did you get it right?

**LINK - THE HISTORY OF INVENTION**

Use the link above to learn about how technology has changed over time. Start with the six categories already identified. Take notes about each one in the space provided. After reviewing them, chose three more inventions to explore based on your own interests.

<table>
<thead>
<tr>
<th>calendar</th>
<th>pottery</th>
<th>plywood</th>
</tr>
</thead>
<tbody>
<tr>
<td>wheel</td>
<td>toothpaste</td>
<td>swimming pools</td>
</tr>
</tbody>
</table>
Find one invention—from antiquity to the present—that shares related technology with at least one or two other inventions on the timeline (and that was necessary for the development of the succeeding inventions you identify).

You should look for information based on these categories:

- Names and dates of the inventions
- Description of why each invention was important
- Explanation of how each affected people’s lives and shaped societies
- Explanation of how the first invention relates to or inspired the second
- Optional: Description of how the second invention relates to or inspired the third

What kind of invention might be developed in the future that could result from or be related to these two (or three) inventions?

How does this cycle relate to our theme of CHANGE?
Physical Education/Health

**Observe:**

[Image: Emotions Change Us Physically](video)

**Synthesize/Make Integrated Connections:**

Insert a Google Drawing and create your own advertisement/infographic poster for the benefits of physical activity on at least 2 body systems.

The purpose of your poster is to convince people to take up exercise to improve their health.
The **circulatory** and **respiratory** systems

As blood circulates through your body, it eventually needs fresh oxygen ($O_2$) from the air. When the blood reaches the lungs, part of the respiratory system, the blood is reoxygenated. A simple example is the connection between the circulatory and respiratory systems. As blood circulates through your body, it eventually needs fresh oxygen ($O_2$) from the air.
The Arts

We know about the various types of art, but do you know that art can sometimes impact other disciplines. We will explore how a piece of art brought together scientists and doctors to solve a mystery.

Statues are often cultural pieces of art. We visit museums and marvel at their beauty. But, what if it was not just a piece of art? What if a mystery was trapped inside? Read this article from History.com to uncover the mystery hidden inside this Buddha statue.

How did art bring together people of different disciplines including artists, scientists, and doctors?

Art brought together artists, scientists, and doctors.

How did this statue change from being art to scientific research?

The statue changed from being art to being a scientific research because they had to scan the statue for what was inside and they had to find out what the items were that were inside the statue. It took a lot of research to find out.

In what other ways do you think art can change the way we look at history?

Art can change the way we look at history because back in the old days, people didn’t have the things we have today. Such as, a painting a painter painted when native americans were alive. That artwork can never be done like that in the present. We don’t have the right unusual tools to do it.
Level 3 - How can I create a positive CHANGE in our world?

**Personal Project Based Learning Project**

**Systems**

Now that you have explored the universal concepts about “CHANGE” (across the disciplines), you get to personalize your learning by creating your own problem and project based learning experience.

Your first step is to identify real world problems that interest you, and that you would like to help solve. Your problems can be something that you deal with in your life, that others might deal with as well. Your problems might affect your city, or might affect society on a global (worldly) level. Here are some video links to spark your ideas:

**WATCH - IF I COULD CHANGE THE WORLD...**

**WATCH - WHAT ARE THE WORLD’S BIGGEST PROBLEMS?**

To really solve a problem, you need to have empathy, not sympathy for the people affected by the situation. To learn more about empathy, watch the following videos.

**WATCH - SESAME STREET: MARK RUFFALO: EMPATHY**

**WATCH - EMPATHY CAN CHANGE THE WORLD**

---

Brainstorm problems you deal with, that others may too:

In California right now, there are tons of fires going on. Some near where I live and some near where my friends live. Some people lost their homes and some people got lucky. The smoke has been terrible lately.

Brainstorm problems in your city/local community:

There are more and more homeless people appearing in our city.

Brainstorm problems in our global world:

All around the world, global warming is affecting our world.

---

Which of these problems are you most passionate about solving?

I’m most passionate about changing on how the fires are spreading. This is because it is effecting alot of people I know and love.
Brainstorm ways in which you can implement a CHANGE to help you solve the problem:
I can change the situation by giving foods and items to people who lost their homes. Or by giving things to the helpers that are putting out the fire.

**NEED AND EXAMPLE? WATCH - INNOVATIVE WATER CARRIER IN AFRICA**

When you have brainstormed and decided on your (big idea), complete the Personal Learning Plan Template:

<table>
<thead>
<tr>
<th>What is the question that will drive my inquiry about a system of CHANGE? (Pick something that is personally compelling, something that matters to you.)</th>
<th>How can I help improve the safety of the fires in California?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will I pursue answers to this question? (readings, field trips, experiments, interviews, new experiences, research, review of research, building a personal learning network related to your question, online communities, etc.)</td>
<td>I can research all the different materials that the people without homes need and the firefighters need.</td>
</tr>
<tr>
<td>How will I document and reflect on my learning journey? (It should be in a form that the teacher/coach can review it at any point in the journey. Plan to update it at least once a week. Possibilities include but are not limited to a wiki, blog, shared Google Doc, video diary, Seesaw, etc.)</td>
<td>I will get a journal specifically for this and right notes on what happened, how I fixed it, and all the little things to inform my reader about it.</td>
</tr>
<tr>
<td>What culminating product(s)/project(s)/performance(s) will be the result of my work? This can be presented at our Student Showcase Night at the Camarillo Community</td>
<td>I would make a poster about it and I’d bring my journal to show people my process in work.</td>
</tr>
</tbody>
</table>
Center (formerly known as Expert Night).
(Possibilities include but are not limited to papers, presentations to different audiences, models, photo journals, events that you plan and host, things that you design or create, etc.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>How will I monitor my progress and get feedback on my progress throughout the project?</td>
<td>I will share something on the internet about the progress and how it’s going.</td>
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<tr>
<td>What is the tentative timeline for this project?</td>
<td>As long as the fire i’m working on, lasts. That might take months.</td>
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<tr>
<td>What are some key resources to get started?</td>
<td>A journal, a camera to record the scenes. A poster board. Picture evidence. Possibly, more things.</td>
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<tr>
<td>How will this project connect with one or more key standards or learning outcomes?</td>
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Once you have your plan in place, it is time to work through your problem based learning experience. Remember, the point is to learn through this process, and not just to complete a project. You may come up with many possible solutions to a problem, and still not have the perfect answer, and that is ok. The goal is to learn and share! When you are done with your project, make sure to share it with me and your teacher.

**Level 4** - How can you teach others about the universal concept of CHANGE?
You have now shown that you fully grasp how the universal concept of “CHANGE” relate to you, your education, and your world. Now you have the chance to become the teacher. Create your own class hyperdoc (like what you completed in levels 1 and 2) in which you teach about CHANGE across the disciplines in your school and your world.

Your sequence of lessons needs to include:
1. What is CHANGE? (This is where you create learning experiences to explain change to people who have never heard of the term, or experienced it in action. (Think of it like explaining the topic to a very young sibling. You must be specific and clear.)

2. Engage your audience in a variety of changes and their effects. (Create learning experiences where they can play with changes, and make the connection of how the changes impact their world.)

3. Put the learning to use. (Have your audience work with change in a new way, or create a new system to solve a problem.)

Look back at Level 1 and 2 to see how they were scaffolded (built), and look at the following links to see how to construct a hyperdoc.

http://www.hyperdocs.co/templates
https://readwriterespond.com/?p=1860

When your hyperdoc is complete, share it with me and your teacher for approval to allow other students to participate in your “class”.