

## Week 3 ELA

<p>Day 1: Answering the questions for: My Name:</p>	<p>1: The tone is one of sadness and disappointment—she doesn't like her name: words that give tone: muddy, sadness, waiting, sobbing, too many letters.</p> <p>2: The author is creating the image again of "waiting", which is almost the opposite of hope because she keeps waiting for something, but doesn't happen. With Esperanza, it is just the wait without the reward.</p> <p>3: She talks about her grandmother was strong but didn't have control over her own life. Esperanza feels the same way.</p> <p>4: The names she picks have a sense of excitement and mystery. She wants to express that about herself.</p>
<p>Day 1: Answering the Questions for <i>Comedian Hasan Minhaj Explains Why He Corrected Ellen DeGeneres' Pronunciatio n of His Name</i></p>	<ol style="list-style-type: none"> <li>Hasan Minhaj says "I remember when I first started comedy, at the first open mics, there was this host," he recalled. "You'd write your name down and he'd be like, 'Look, man, nobody's going to be able to pronounce this. You've got to change your name.'" "So for like, two months I'd go to open mics and I was Sean," he continued." He felt like he needed to be "American" in order to be accepted.</li> <li>His mother cringed and he felt the embarrassment of, in a sense, hiding his culture just to be accepted. He might have felt that he was, in a sense disrespecting her and his father for all they had given him.</li> <li>Hasan mentions that his father just wanted him to take advantage of the opportunity he had been given to be introduced to the country on a popular show instead of arguing with the host about his name. His father might have felt that he risked not being invited on other shows or seeming like he was difficult to work with.</li> <li>Hasan's family immigrated from another country, are Muslim and had had to make a lot of sacrifices for Hasan and his sister to live more "American" lives especially after 9/11 when they faced increased racism. For Hasan, he is trying to "live" which means to go beyond just trying to survive—it means being able to demand and expect more because he knows he IS American.</li> </ol>
<p>Day 2 Answering questions for Two Names, Two Worlds by Jonathan Rodriguez</p>	<ol style="list-style-type: none"> <li>The shift in his name symbolizes the different parts of his identity. A. A. He starts with Jon which is very Americanized B. Jonathan Rodriguez with no accent is the Americanized version of his Latino Name C. The last version of his name is pronounced with the accent and emphasizes the Latino part of his identity.</li> <li>His two worlds are the Americanized or Anglo world and the Latino world of his culture.</li> <li>Some of the assumptions that could be made that he says are not true include: e's not a "smooth Latin cat" because his head is always "in the clouds, my nose in a comic book" e can't dance Merengue, Bachata or Salsa</li> </ol>

	<p>4: Some things that might surprise people—same as above—He can't dance traditional Latin dances, he's a nerd, he's an introvert, he likes comic books, he is not smooth with girls.</p> <p>5. He knows that because he is a mix of two cultures, it might be hard to fit in with either one because he is different.</p> <p>6. Rodriguez starts to see the beauty of being a mixture of cultures and that he is more than just one thing, but instead something different that combines the best of both cultures.</p> <p>7. He is choosing to define his own identity instead of having others define him. Instead of just being "Dominican" or just be "American"—he is a lot of different things---an introvert, a comic book lover, et</p>
Day 2: Writing a Bio Poem:	See Sample
Day 3: Annotating Poem: Identity	<p>Stanza 1: <i>Let other people be like flowers—pampered and taken care of and loved, but still trapped—not free.</i></p> <p>Stanza 2: <i>I'd rather be considered ugly and not wanted, but allowed to be free and strong.</i></p> <p>Stanza 3: <i>I'd rather be strong and independent, to be able to feel and experience things , to be able to share my thoughts and ideas and experience the world.</i></p> <p>Stanza 4: <i>I'd rather be ignored by others, and even rejected by them, than to have to play by everyone else's rules and expectations. I don't want to be just another person in the crowd, where everyone is praised and told they are good, but for the benefit of others.</i></p> <p>Stanza 5; <i>I'd rather be considered ugly and wrong than to be considered beautiful and not be allowed to be strong and free and independent.</i></p>
Day 3: Answer the questions about the Poem: Identity	<p>1. They and them refers to other people—people who follow the crowd or allow others to tell them what to think, believe and do.</p> <p>Words that indicate that he does not respect them or want to be like them is when he repeats "he'd rather be" or when he describes them as "harnessed" , "guarded", as being "handled" and "plucked" which indicates that they are being manipulated and have to be like everyone else in order to be considered beautiful.</p> <p>2. Being a weed, to him, means that he isn't following what society expects of him, but instead being himself and being free.</p> <p>3. There are various examples of imagery: They may include: "Harnessed to a pot of dirt". Literally this makes you picture the flower being tied down into the dirt. "like an eagle, wind wavering above high jagged rocks". The eagle symbolizes freedom and being out in the wind, he is defying others' expectations. To have "broken through the surface of stone, To live, to feel exposed...". Means that he had to break through a lot of limitations in order to be free and be able to</p>

	<p>experience the world the way he wants to. “Carrying my soul, my seed, Beyond the mountains of time or into the abyss of the bizarre”—again, he is able to go where he wants and experience what he wants—he is living by his own beliefs and interests. “...handled, and plucked By greedy, human hands”—here he is describing people who live by other people’s expectations—they are manipulated for the pleasure or convenience of other people.</p> <ol style="list-style-type: none"> <li>4. Breaking through the surface of the stone shows the strength of the weed and how it has extra challenges to break through in order to be free and independent. The weed doesn’t get taken care of, it lives in SPITE of others but it ends up free and strong.</li> <li>5. When he says he’d rather, the author is emphasizing that he has and is living his own choices, not the expectations of others.</li> <li>6. He is choosing his own identity.</li> </ol>
Day 4: Reading and answering questions about “The Rose That Grew From Concrete”	<ol style="list-style-type: none"> <li>1. Nature’s law would say that something beautiful and something that is considered delicate, like a rose, should be able to survive in a harsh environment—it should need to be taken care of and pampered, but this Rose has broken through those expectations and has been able to not only survive but grow.</li> <li>2. It kept ahold of its dreams. By always keeping true to it’s dream, the rose has been able to be strong, persistent and free.</li> <li>3. The fresh air represents freedom and also a sense of accomplishment and success.</li> <li>4. Shakur’s image of a rose emphasizes that struggle and the strength that it takes to work through struggle is actually what makes you beautiful and strong.</li> <li>5. The rose is an example for others, that if you are born into difficult circumstances and experience struggle,</li> <li>6. Answers can include: Both the weed and the rose are strong and resilient. They choose to be true to themselves and choose who they want to be instead of what others expect of them. The difference would be that Shakur emphasizes the beauty of being strong and independent and Polanco instead prefers what others see as “ugly”</li> </ol>
Day 5: Reading and Answering questions for: My Past Has Shaped the Person I Am Today	<ol style="list-style-type: none"> <li>1. Some of the challenges that the author experienced are: homelessness, having to move around a lot and change schools, being poor and going hungry, being depressed.</li> <li>2. Instead of deciding to drop out, she decided to work hard and stay focused on her goals. As she got older, she started to see and understand the challenges in her life in a way that she didn’t understand as a child so she started to want something different.</li> <li>3. She wants to be able to help others and prevent them from going through what she went through.</li> <li>4. She has not always been positive, it has developed in her over time.</li> <li>5. Answers vary.</li> </ol>
Day 5: Reading and Answering questions for: I Am Who I Say I Am	<ol style="list-style-type: none"> <li>1. One of the positive influences in her life was her grandmother and how her grandmother stepped in and took care of her and raised her.</li> <li>2. In order to be “healthier” mentally and emotionally, the author had to let go of the disappointment and hurt that she felt towards her mother and instead focus on appreciating what she does have and who she is.</li> <li>3. Because she has experienced struggles and pain, it gives her the ability to empathize with others and it has allowed her to grow as a person, become stronger and do believe in herself.</li> </ol>

## Week 3 Science

### Day 1 - DNA and Genes

1. What does DNA stand for?
  - a. Double nitrogen argon
  - b. Dioxide nickel acid
  - c. **Deoxyribonucleic acid**
2. How many types of nucleotides are there in DNA?
  - a. Three
  - b. **Four**
  - c. Five
3. Which of the following is not a letter that represents a nucleotide in DNA?
  - a. C
  - b. G
  - c. **R**
4. Three letters in DNA make up a word called a \_\_\_\_\_.
  - a. **Codon**
  - b. Chromosome
  - c. Gene
5. What is the shape of a DNA molecule called?
  - a. Octahedral
  - b. Covalent
  - c. **Double Helix**
6. Most genes within DNA hold instructions for the cell to make a specific \_\_\_\_\_.
  - a. Chromosome
  - b. **Protein**
  - c. Carbohydrate
7. Over 99% of DNA in different human beings is the same.
  - a. **TRUE**
  - b. FALSE

### Day 2 - Chromosomes

1. Chromosomes are made from protein and what other molecule?
  - a. ATP
  - b. Carbon dioxide
  - c. **DNA**
2. Chromosomes are found inside what structure in the cell?
  - a. Membrane
  - b. **Nucleus**
  - c. Mitochondria
3. How many pairs of chromosomes are in a human being?
  - a. **23**
  - b. 44
  - c. 89
4. What form does the chromosome take when the cell is not dividing?
  - a. Wound up like a tube
  - b. Tubes shaped like an X
  - c. **Long and thin strand**

5. Which of the following is considered the basic unit of heredity?
  - a. Chromosomes
  - b. Genes
  - c. Enzymes
6. What does the X/Y pair of chromosomes determine in humans?
  - a. What color eyes you have
  - b. How tall you will be
  - c. Whether you are a male or female
7. Every chromosome carries exactly the same information.
  - a. TRUE
  - b. FALSE

#### Day 4 - The Human Brain

1. The brain is part of which system?
  - a. Cardiovascular System
  - b. Nervous System
  - c. Digestive System
2. Which part of the brain can learn motor movements?
  - a. Cerebrum
  - b. Cerebral Cortex
  - c. Cerebellum
3. Which of the following is NOT a function that is controlled by the brain stem?
  - a. Breathing
  - b. Vision
  - c. Digestion
4. Which part of the brain controls senses like hearing or touch?
  - a. Cerebrum
  - b. Cerebral Cortex
  - c. Cerebellum
5. What is the surface of the Cerebrum called?
  - a. Cerebral Cortex
  - b. Cerebellum
  - c. Brain Stem
6. How is energy sent to the brain?
  - a. Oxygen
  - b. Nerves
  - c. Blood
7. The left side of the brain controls the left half of the body and the right side of the brain controls the right half of the body.
  - a. TRUE
  - b. FALSE

## Week 3 Social Studies

Day1	<p>Step 2</p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. D</li> <li>3. B</li> <li>4. B</li> </ol> <p>Step 5</p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. A</li> <li>4. B</li> </ol>
Day 2	<p>Step 1</p> <ol style="list-style-type: none"> <li>1. Christianity</li> <li>2. Torah, Bible, Qur'an</li> <li>3. Synagogue, Church, Mosque</li> </ol> <p>Step 3</p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. 2 &amp; 4</li> <li>3. C</li> </ol> <p>Step 5</p> <ol style="list-style-type: none"> <li>1. Ramadan is a holy month of fasting and prayer for Muslims around the world</li> <li>2. Ramadan takes place at a different time each year because it is based on the lunar calendar which has 354 or 355 days per years, rather than the solar calendar which has 365 days.</li> <li>3. People observe the holiday by fasting from sun up to sun down and praying multiple times throughout the day.</li> </ol>
Day 3	<p>Step 2</p> <ol style="list-style-type: none"> <li>1. Women bring different perspectives to the table and bring forward casues of women, like their voting rights/suffrage.</li> <li>2. Voting can play a role in making sure lawmakers identify with their community because the community is who votes them into office. In doing so, the community can choose who they identify with and vote that person into office to represent them.</li> </ol>
Day 4	<p>Step 2</p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. B</li> <li>3. D</li> </ol> <p>Step 4</p> <ol style="list-style-type: none"> <li>3. Civil rights are a group of rights that protect individuals' freedom from infringement by</li> </ol>

	<p>governments, social organizations, and private individuals. They ensure one's entitlement to participate in the civil and political life of the society and state without discrimination or repression. The civil rights movement was during the 1940s to 1960s, when black American fought to end racial discrimination and gain equal rights.</p>
Day 5	<p>Step 2</p> <ol style="list-style-type: none"><li>1. A national identity is a sense of a nation as a cohesive whole, as represented by distinctive traditions, culture, and language.</li><li>2. A study conducted by Pew Research found that language was what really defined a country. Most people believe it is important to speak the national language of their country.</li></ol>

## Day 1: Identity/Brand Name Clothes, Shoes, etc. Math

### What is this lesson about?:

Today we are going to take a look at the clothes and shoes we wear, and spend some time thinking about how the prices for these items are set. At the end of the activity, we will pose the questions: how much of your identity is tied up in the brands you wear? And is that worth it?

### But first: Today's Warm-Up

Because of the current situation with COVID-19, people are driving less, and most airline travel has stopped.

- What do you think has happened to the prices of a gallon of gas? Are gasoline prices going up or down? *Price ↓*
- What is one good side of lower gas prices? *LESS EXPENSIVE to buy gas & Fill up TANK f CAR!*
- What is one bad side of lower gas prices?  
*→ LESS INCENTIVE to USE ALT ENERGY; POSSIBLE job Losses*

### Step 1/Activity 1: What goes into that Nike Brand, NBA hoodie?

The chart below shows the cost of making Nike/NBA sweatshirts, as well as the amount that Nike charges when they sell them, to retailers, or directly to you, the consumer.

Costs for Nike/NBA 2019-20 Labron Hoodies		
# of Hoodies	1	
Cotton and other material		2.00
Labor		1.00
Shipping (from China to US)		5.00
Marketing/Advertising		6.00
Other fixed costs		3.50
<b>Total Cost to Nike</b>		<b>17.50</b>
<b>Revenue to Nike</b>		
<i>Option 1: Nike sells hoodie to Modells, or Foot Locker</i>		
- Price to Retailer		20.00
Profit before taxes if Nike sells to first line retailers		<div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block;"></div>
<i>Option 2: Nike sells on line from its own website</i>		
		22.00
Profit before taxes if Nike sells online from it's site		<div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block;"></div>

*\$2.50*

*\$4.50*

## Step 2/Activity 2: Understanding the charts

How much does it cost Nike to make 1 sweatshirt?  $\$17.50$

How much would it cost Nike to make 1,000 sweatshirts?  $\$17,500$

Assume that a person working in the Nike Factory can sew 3 sweatshirts in 1 hour, how much money does that person make per hour?  $\$3.00/\text{hr}$

What is the most expensive cost to Nike for each sweatshirt? ADVERTISING & MARKETING

**Explain** in your words where all that advertising and marketing money goes?

ADS on LINE, on TV (ESPN), PAY SUPERSTARS ENDORSEMENTS, ETC

How much money (before taxes) does Nike make on each sweatshirt it sells to a retail store like Foot Locker? (first grey box in the above chart)  $\$2.50$

How much money (before taxes) does Nike make on each sweatshirt it sells directly to a person from its website? (second grey box in the above chart)  $\$4.50$

**Explain:** Why does Nike sell its clothes through retail stores at all if it makes more money selling them online from its own site?

RETAIL STORES GET LOT of NIKE PRODUCTS OUT TO CONSUMERS for NIKE.

## Step 3/Activity 3: Ok, let's take a look at Foot Locker and see how a local Foot Locker Store makes money.

Assume that **Foot Locker** sells the sweatshirt for  $\$30$ . How much money does it make on one sweatshirt? How about if it sold 1,000 sweatshirts?

$30 \times 1,000 = \$30,000 \Rightarrow$  BUT WE KNOW AT LEAST THEY HAD 1,000 TO PAY NIKE  $\$20/\text{each}$   $\Rightarrow$  SO THAT LEAVES  $\$10/\text{each}$   $\Rightarrow$   $\frac{10}{1,000} = \$10,000$

Write down some of the costs that Foot Locker has each month other than the cost of buying all of its shoes and clothes.

$\Rightarrow$  PAY ITS STAFF  $\Rightarrow$  PAY for its own ADVERTISING  
 $\Rightarrow$  PAY RENT

Do you think the owners of Foot Locker get to keep all of the money they make off of each sale? Yes/No?

No  $\Rightarrow$  SEE ABOVE ; HAVE TO PAY STAFF, ETC

Let's take a closer look:

<b>Footlocker Costs of Selling Hoodies</b>		
<b>Fixed Costs Monthly</b>		
Rent		3,500
Labor (everyone who works in the store)		24,000
Insurance		3,500
Monthly costs (utilities, technology, )		1,500
Advertising		2,000
<b>Total Fixed Monthly Costs</b>		<b>34,500</b>
<b># of Hoodies purchased from Nike</b>	<b>5,000</b>	
Price per Hoodie (Nike)	<del>\$</del> 20	
Cost of purchasing from Nike		100,000
<b>TOTAL MONTHLY COSTS</b>		<b>134,500</b>
<b>Sales</b>		
<b># of Hoodies Sold</b>	<b>5000</b>	
Retail Price	<del>\$</del> 30	
<b>TOTAL SALES FOR THE MONTH</b>		<b>150,000</b>
How much profit did the store owner make?		<b>15,500</b>

Just to keep it straightforward, looking at the chart above, if the Foot Locker buys 5,000 sweatshirts from Nike and sells all of them @ \$30 each, how much profit or loss (before taxes) does Foot Locker earn in 1 month?

*\$13,500*

How about if it (buys and) sells 6,000 sweatshirts @ \$30 each and didn't have to bring on any additional staff or other costs?

*\$25,500*

Fill in the grey boxes below.

<b>SCENARIO 2</b>		
Total Fixed Monthly Costs		34,500
# of Hoodies purchased from Nike	6,000	
Price per Hoodie (Nike)	20	
Cost of purchasing from Nike		120,000
		= 6,000 x 20
<b>TOTAL MONTHLY COSTS</b>		154,500
		= line above + 34,500
Sales		
# of Hoodies Sold	6000	
Retail Price	30	180,000
<b>TOTAL SALES FOR THE MONTH</b>		180,000
		= 6,000 x 30
How much profit did the store owner make?		25,500
		= total sales - total costs

What happens if Foot Locker buys 5,000 sweatshirts but at the end of the season has only sold 3,000 of them (say LaBron gets hurt and no one wants his sweatshirt now)? (fill in the grey boxes)

<b>SCENARIO 3</b>		
Total Fixed Monthly Costs		34,500
# of Hoodies purchased from Nike	5,000	
Price per Hoodie (Nike)	20	
Cost of purchasing from Nike		100,000
<b>TOTAL MONTHLY COSTS</b>		134,500
Sales		
# of Hoodies Sold	3000	
Retail Price	30	
<b>TOTAL SALES FOR THE MONTH</b>		90,000
How much profit did the store owner make?		44,500
Or did they lose money?		LOST

$134,500 - 90,000 = 44,500$   
 LOST 44,500

**Step 4/Activity 4:** Ok, bringing this home to you!

Compare the two charts below, one for the Nike/NBA sweatshirt, the other for a 'generic' sweatshirt, sold under the Target Label.

Assume that these two sweatshirts are made in the same factory, with the same materials and by the same workers.

Costs for Nike/NBA 2019-20 Labron Hoodies		
# of Hoodies	1	
Cotton and other material	2.00	
Labor	1.00	
Shipping (from China to US)	5.00	
Marketing/Advertising	6.00	
Other fixed costs	3.50	
<b>Total Cost to Nike</b>	<b>17.50</b>	

Costs for Target Brand Hoodies		
# of Hoodies	1	
Cotton and other material	2.00	
Labor	1.50	
Shipping (from China to US)	5.00	
Marketing/Advertising	2.00	
Other fixed costs	3.50	
<b>Total Cost to Target</b>	<b>14.00</b>	

What are the two main differences in costs between making a Nike/NBA hoodie compared to a Target Brand hoodie?

TARGET BRAND  $\downarrow$  MARKETING COSTS  
 TARGET BRAND PAY WORKERS A LOT LESS  $\uparrow$

So, looking at the chart below, how much are you 'paying' for the Nike/NBA label on each hoodie that you wear?

Consumer Prices		
Nike Labron @ Foot Locker		30.00
Nike LaBron @ Nike Shop Online		32.00
Target Brand @ Target		18.00

BETWEEN \$12-\$14  
 EXTRA for the Nike  
LABEL

Is that \$ worth it to you? What about over 5-10 years, and all the clothes you are buying 'for' the label. Is that worth it? Use this chart to do a rough calculation of how much \$ you're spending to support the marketing budget of Nike.

Number of Nike Products Bought Each Year	10
Amount you 'overpay' for Nike Brand	\$12
Amount overpaid each year	\$120
Amount overpaid after 10 years...	\$1,200

## Step 5/Activity 5: Sales, Sales....

You are the owner of a Foot Locker. You have lots of the hoodies on your racks and it is nearly summer. You have two choices. Which one would you select?

1. Sell 500 of them to Marshalls for \$12 each. Marshalls pays cash on the spot.
  - If you do this, how much money will you take in? *\$6,000*
  - How much did you spend on those 500 hoodies when you bought them from Nike? *\$10,000*

2. Keep them on your shelves for 3 more months, taking up space, hoping to sell them \$15?

- **Discuss:** Which one would you do? Explain your answer?

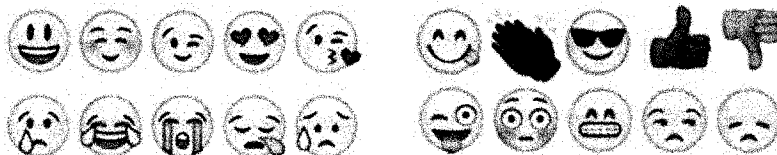
*→ I'd sell to Marshalls  
9 more ones →*

## Skill Builders and Review Problems

- Organizing Data in Tables

## Student Feedback:

Circle the emojis that best represents how this activity made you feel.



## Day 2: Identity/Cigarettes and Smoking Math

**What is this lesson about?:** This lesson focuses on the cost cigarettes--to individuals and to society. And as we look at the costs, we will also try to understand the role that smoking plays in one's identity, and in the identity of regions of the country.

### But First: Today's Warm-Up

Let's go back to those hoodies/sweatshirts...

You go online and look up the same sweatshirt at a few sites. The chart below shows the prices.

	Store A	Store B	Store C	Store E	Store F
Cost of the Nike Sweatshirt	16	30	36	34	32

What is the **average** cost of the sweatshirt?

$$148 / 5 = 29.6$$

What is the **median** cost of the sweatshirt?

$$16, 30, 32, 34, 36$$

$$\begin{array}{r} 32 \\ 34 \\ 36 \\ 30 \\ 16 \\ \hline 148 \end{array}$$

What if the sweatshirt sold at Store A is a fake.

- What is the new **average price** in the remaining 4 stores?

$$132 / 4 = 33$$

- What is the **median price** in the remaining 4 stores?

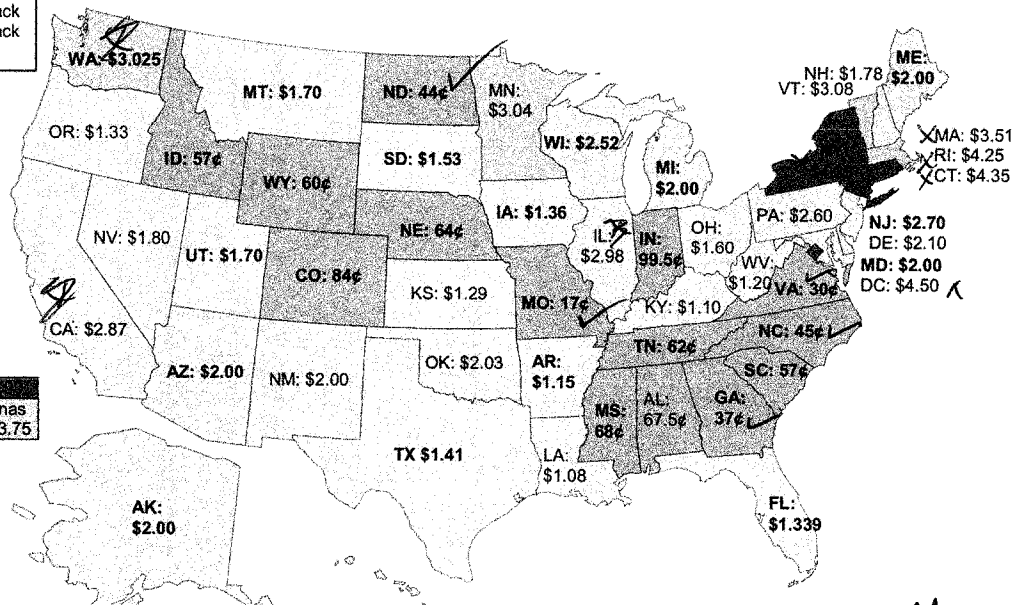
$$30, 32, 34, 36$$

$$\begin{array}{r} 30 \\ +32 \\ +34 \\ +36 \\ \hline 132 \end{array}$$

Hint:

- To find the average, **add up all the items and divide by the # of items.**
- To find the median, **arrange the numbers from smallest to largest and select the middle number.** If there are 2 middle numbers, add them and divide by 2.

**Step 1/Activity 1:** Let's use the chart below to answer a few questions.



What states have the 5 lowest taxes on a pack of cigarettes. List them below:

- What is the average tax on a pack of cigarettes in those 5 states?  $\$1.35$
- What is the median tax on a pack of cigarettes in those 5 states?

$$M_0 = 17$$
$$V_A = .30$$
$$64 = 0.37$$
$$x_{1D} = 44$$
$$\mu_c = .45$$
$$\sqrt{1.73/5}$$

What states have the highest taxes on a pack of cigarettes. List them below:

- What is the average tax on a pack of cigarettes in those 5 states?  
 $AVG = \$4.39$   
*TX, NY, CT, RI, MA*
- What is the median tax on a pack of cigarettes in those 5 states?  
 $3.57, 4.25, 4.35, 4.35, 4.50$

Looking at the map:

What region of the country has the lowest tax rates on cigarettes? (Circle one)

- North East, Southeast, Midwest, Southwest, Northwest

What other region of the country has pretty low taxes?

- (Circle one) Northeast, Southeast, Midwest, Southwest, Northwest

**Discuss/Consider:** One of the primary reasons states charge a high sales tax on a pack of cigarettes is to **REDUCE cigarette smoking**.

- Is there any historical or cultural reason that might be the reason for low sales tax on cigarettes in either the southeastern or midwestern parts of the US?
- Where in the US was most of the tobacco in the US grown from the 1600s through the early 1900s?

Southern

- What part of the country do you think of when you see the Marlboro Man?

WEST  
MIDWEST

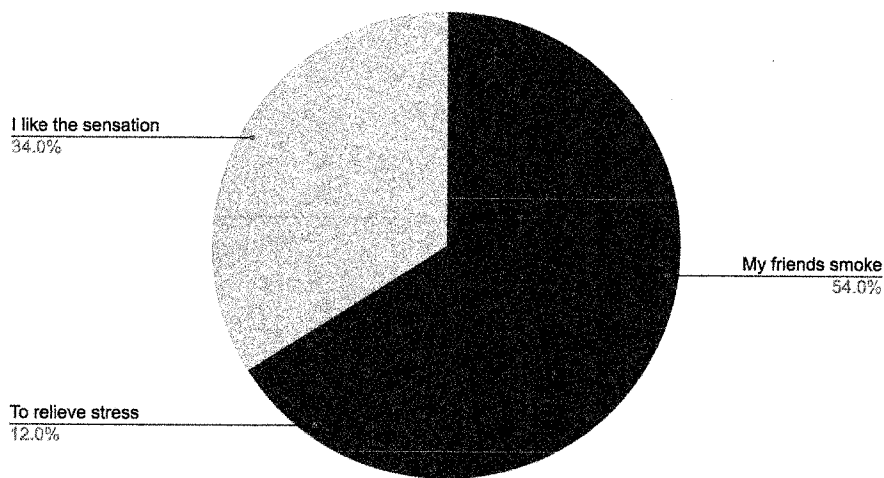
- Would you be surprised to know that in 2015 17% of the adult population in the Midwest and 16% of the adult population in the south smokes cigarettes?
- What % of the adult population do you think smokes in the northeast (New York, Massachusetts, etc.)

10% (?)

## Step 2/Activity 2: Teens and Cigarette smoking...

For many teenagers, smoking is something that they start and something that they start to take on as a part of their identity. The chart below shows the 3 primary reasons teens and young adults say they smoke.

Primary Reasons Teens Smoke Cigarettes

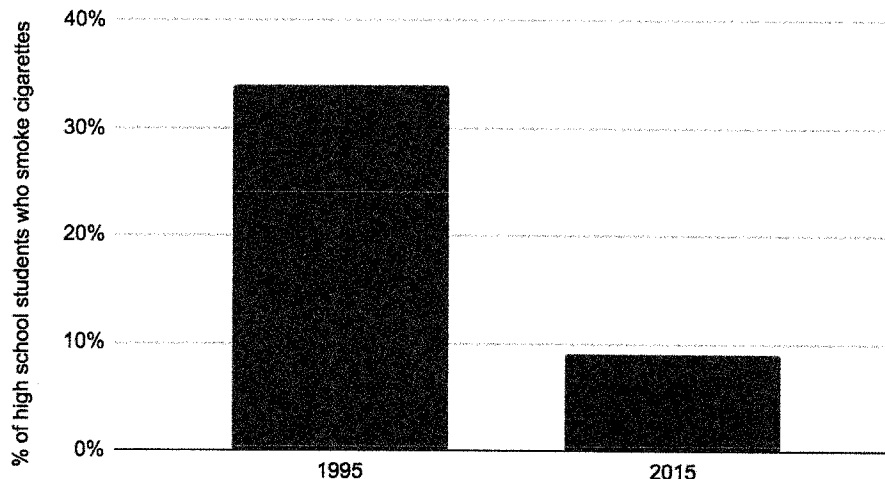


Based on the chart, what is the #1 reason why teens and young adults smoke?

FRIENDS

The chart below shows the percent of high school students who smoked cigarettes in the last 30 days, in 1995 compared to 2015.

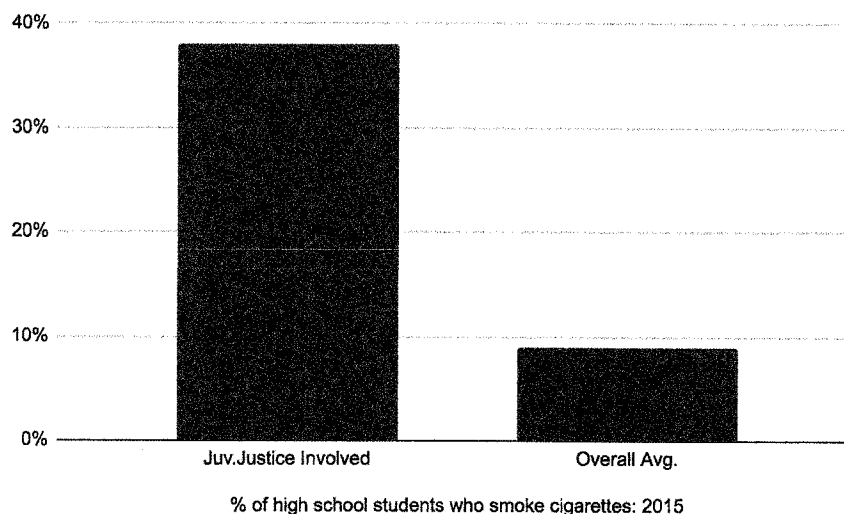
% of high school students who smoke cigarettes



- Out of 100 students in 1995, about how many smoked cigarettes? **33**
- Out of 100 students in 2015 about how many smoked cigarettes? **8**
- **Discuss/Consider:** what are some reasons for this decline, do you think?

**HEALTH, MEDIA, EDUCATION**

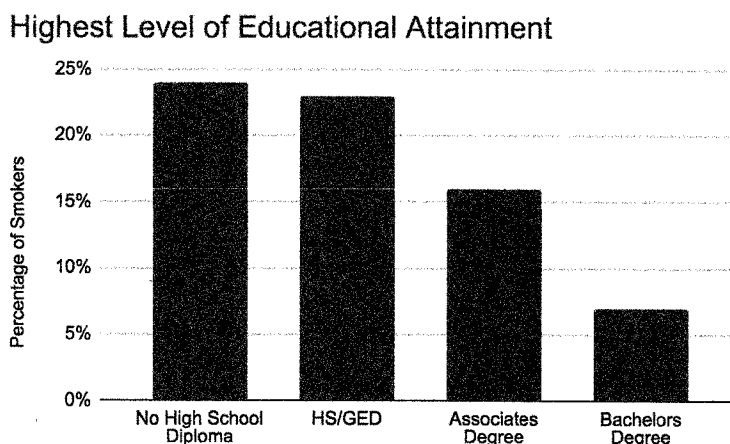
The chart below shows the percent of high school students who smoked cigarettes on average, compared to high school students involved in the juvenile justice system, in 2015.



- Out of 100 high school students in 2015, about how many smoked cigarettes? **8%**
- Out of 100 high school students **who were involved in the juvenile justice system** in 2015 about how many smoked cigarettes? **38%**
- **Discuss/Consider:** what are some reasons for this difference, do you think?

**DISCUSS**

The chart below compares smoking habits to education, as of 2015.



- Out of 100 adults who earn a 4-year college degree, what % smoke cigarettes? **8%**
- Out of 100 adults who get their GED but don't complete college, what % smoke cigarettes? **22%**
- **Discuss/Consider:** what are some reasons for this difference, do you think?

**EDUCATION RELATED TO HEALTH, ETC.**

### Step 3/Activity 3: Smoking, Addiction and Health Challenges

Each day approximately 2,500 high school students will try a cigarette across the country.

- In one 5-day week, how many students is that?
- The average school year has about 35 weeks in it. About how many students is that over one school year, across the country?

$$2500 \times 5 = 12,500$$

$$\begin{array}{r} 12,500 \\ \times 35 \\ \hline \end{array}$$

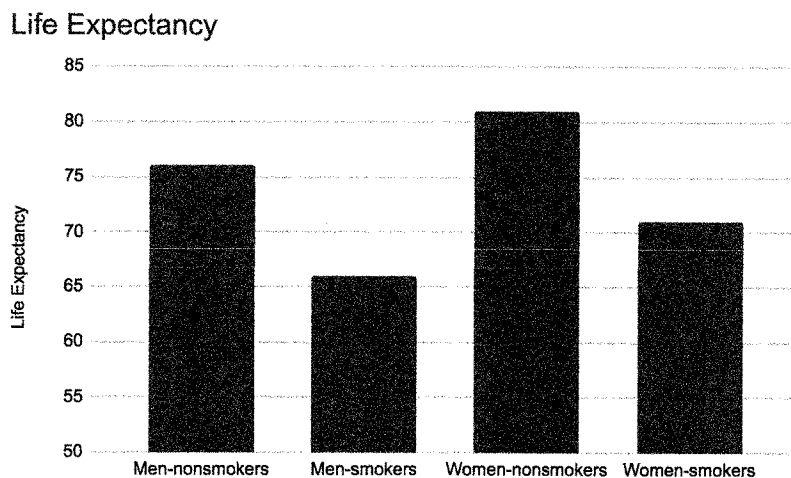
$$437,500$$

Almost **1 out of every 5** high school students who try a cigarette will become long-term smokers.

- So, of the students who try cigarettes in one year (above), how many of them will become **long-term smokers**?

$$437,500 / 5 = 87,500$$

The chart below shows the average life expectancy of smokers vs nonsmokers.



What is the average life expectancy for a non-smoking male?

76

What is the average life expectancy for a smoking male?

66

What is the average life expectancy for a non-smoking female?

81

What is the average life expectancy for a smoking female?

71-72

Based on your current identity as a smoker or nonsmoker, what is your current life expectancy?

76

## Step 4/Activity 4: The cost of smoking....Last questions and Identifying as a smoker or nonsmoker?

Complete the chart below and then answer the questions...

State	Cost of 1 pack of cigarettes	# of packs/week	Cost per week	Annual cost	Cost after 20 years
New York	10.00	x 1 =	10.00	x50 = 500.00	x20 = 10,000.00
Missouri	4.00	x 1 =	4.00	x50 = 200.00	x20 = 4,000.00
Kentucky	5.50	x 1 =	5.50	x50 = 275.00	x20 = 5,500.00
Arizona	7.00	x 1 =	7.00	x50 = 350.00	x20 = 7,000.00

Based on the 4 states listed, what is the average cost for 1 pack of cigarettes?

How much would you spend over 1 year (1 pack /week) on cigarettes if you live in Kentucky? And in Arizona?

How much would you spend over 20 years on cigarettes if you live in Missouri?

How about in New York? And in Arizona?

Assume that you smoke **2 packs per week**, how much would you spend over 20 years in:

New York? Missouri? Kentucky? Arizona

**Discuss:** Do these amounts seem like a lot of money, or a minor amount?

**Discuss/consider:** You probably identify yourself in a lot of ways--as a teenager, as a male or female, as Black or White or Latinx, as a scholar, as a son or daughter...

- Do you identify yourself as someone who smokes cigarettes?
- Yes/No? If yes, is this an identity that is essential to you?
- Is this a part of your identity that you would like to keep or shed?

No Correct Answer

## Skill Builders and Review Problems

- Interpreting Data in Charts

## Student Feedback:

Circle the emojis that best represents how this activity made you feel.	
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## Day 3: Identity/Migration & Immigration Math

**What is this lesson about?:** We will use African American migration data from 1910-1930 to learn about calculating percent change.

### But first: Today's Warm-Up

Last week a gallon of milk cost \$3.00, this week it costs \$3.45.  
Did the price increase or decrease and by how much? Does this seem like a normal weekly fluctuation or is this abnormal?

Increase by \$.45

(Hint: Think about what milk would cost in a couple of months if this type of price change continued)

### Step 1/Activity 1: Calculating Price Change

Calculating price increases or decreases is fairly easy, just compare the current amount to the previous amount. If the price goes up, it is an increase. If the price goes down, it is a decrease.

Example #1: A Pre-paid cellular phone cost \$100 last month, but this month it costs \$80 (cellular phone costs continue to decline in our country).

- This is an example of a price decrease.
- By subtracting \$80 from \$100 we can see that the price decreased \$20.

Your turn: Ostrich farms have been increasing in popularity over the past 20 years as people look for more sources of lean protein. You have decided to purchase 15 ostriches for \$300 each. This seems like a good deal to you since last year they were priced at \$400.

$400 - 300 = \$100$  price decrease

- How much you saved per ostrich and in total for your purchase.

$\$100 \times 15 \text{ ostriches} = \$1,500 \text{ saved}$

### Step 2/Activity 2: Converting decimals to percentages

To be able to calculate percent change, we will need to review converting decimals to percentages. All finite decimals can be converted to percentages, the simple rule is to move the decimal point 2 units to the right.

Example #1: Find what percentage is equivalent to .034.

- Move the decimal 1 unit to the right (now it is between the 0 and the 3)
- Move the decimal 1 more unit to the right (2 units total) and now it reads 03.4.
- Since we have completed the steps to converting to a percentage, we can rewrite 03.4 as 03.4%.
- Now, knock off that 0, there is never a need to start a quantity or price amount with a 0, unless

you are stating a value of nothing.

Your Turn: Find which percentage is equivalent to 2.87.

2.87 → 287%

Bonus- Can you figure out which decimal is equivalent to 18.5%?

18.5 → .185

### Step 3/Activity 3: Calculating percentage change

Calculating percentage change requires finding the amount of change and dividing it by the original amount.

$$\text{Percentage Change} = \frac{\text{Amount of change}}{\text{Original amount}}$$

Example #1: - Using the example from our warm up, the price of a gallon of milk increased from \$3.00 per gallon(original amount) to \$3.45 per gallon(new amount).

- Using Step#1 we find the price increase(amount of change) to be \$.45.

- Remember, Percentage Change =  $\frac{\text{Amount of change}}{\text{Original amount}}$

$$\frac{\text{Amount of change}}{\text{Original amount}} = \frac{\$.45}{\$3.00} = .15$$

- Then convert .15 to a percentage by moving the decimal 2 units to the right and add the percentage sign, **15%**.

Your Turn: You are at an all you can eat buffalo wing restaurant and just finished off 28 wings. Last week you were really hungry and ate 42 buffalo wings, impressive.

Please calculate the amount of change, whether it was an increase or a decrease and calculate the percent change.

①  $42 - 28 = 14$  wing decrease

②  $\frac{14}{42} = .33$

③  $.33 \rightarrow 33\%$

### Step 4/Activity 4: Using what we have learned.

In the early 1900s, many African American families moved from southern states north and west. This was called the Great Migration. There were lots of reasons for this, but one of them was because African Americans were fleeing the Jim Crow laws and ongoing racial terrorism of the south during these years.

The chart below shows the African American population of each state (20 of them) between 1910 and 1930, based on Census data. Column B is the population in 1910, Column C is the population in 1930.

*Note, the numbers are rounded off.*

Select **5 of the states below** that you want to work with.

- Step 1: In Column A make a prediction about whether you think the population in that state went up or down during this 20 year period.
- Step 2: Go to Column D. Subtract the bigger number from the smaller number in Col. B and Col. D to show the difference in population from 1910 to 1930. Use a +/- to show if it is an increasing or decreasing number.
- Step 3: Calculate percentage change in Col. E. Remember the formula for calculating percentage change is to divide the **amount of change** by the **original amount**, then convert your decimal to a %.

Percentage Change =  $\frac{\text{Amount of change}}{\text{Original amount}}$  → then convert the decimal to a % by moving the decimal 2 units to the right

	Col. A	Col. B	Col. C	Col. D	Col. E
<b>Name of State</b>	Do you predict the African American population went up or down from 1910 to 1930?  +/-	What was the total number of African Americans in this state in 1910?	What was the total number of African Americans in this state in 1930?	Express the change in the African American population as a number. (+/-)	Express the change in the African American population as a percentage. (+/-)
Alabama		910,000	945,000	+35,000	3.85%
Arkansas		443,000	479,000	+36,000	8.12%
Florida		308,000	431,000	+123,000	39.93%
Georgia		1,175,000	1,071,000	-104,000	-8.85%
Illinois		109,000	328,000	+219,000	200%
Indiana		60,000	111,000	+51,000	85%

Kentucky		261,000	226,000	-35,000	-13.41%
Louisiana		713,000	776,000	+63,000	8.84%
Massachusetts		38,000	52,000	+14,000	36.84%
Michigan		17,000	169,000	+152,000	894%
Minnesota		7,000	9,000	+2,000	28.57%
Mississippi		1,009,000	1,009,000	0	0%
New Jersey		89,000	208,000	+119,000	133.71%
New York		134,000	412,000	+278,000	207.46%
North Carolina		697,000	918,000	+221,000	31.71%
Pennsylvania		193,000	431,000	+238,000	123.32%
South Carolina		835,000	793,000	-42,000	-5.03%
Tennessee		473,000	477,000	+4,000	.85%
Texas		690,000	854,000	+164,000	23.77%
Virginia		671,000	650,000	-21,000	-3.13%

### Comparing and Analyzing the Data

1. Compare Col. A and Col.D in the five states you selected to work with. How many of your predictions were correct?                      Incorrect?
2. Explain why you might have been wrong in some of your predictions. What did you incorrectly assume?

3. Which state had the largest number of African Americans in 1910? 1930?

Georgia

4. Which states had the smallest number of African-Americans in 1910? 1930?

Minnesota

5. Of the 5 states you selected, which states had the largest and smallest percentage changes in their African-American population from 1910 to 1930?

**Short Answer Questions:** Discuss as well, if permitted.

What state do you live in? Do you know what state your parents or your grandparents were born in? If your family has moved do you know why?

Were your parents or grandparents born outside of the US? If yes, what led them to the US?

How does where you were born, or where your family is from impact your identity?

### Skill Builders and Review Problems

- Mean, Median and Mode

### Student Feedback:

Circle the emojis that best represents how this activity made you feel.



## Day 4: Identity/Census Data and Money Math

**What is this lesson about?:** Today we will learn about the mathematical concepts around proportionment related to the U.S. Census. The U.S. Census happens every 10 years and 2020 is a census year. It is extremely important in how federal resources are allocated to individual states. The basic idea is to count every person possible in the entire country and it is a monumental task. The amount of money a state receives for everything from education to public safety is dependent on it. Apportioning it correctly is essential to a fair republic.

### But first: Today's Warm-Up

You and two friends have decided to order a pizza for dinner. You want Domino's, one friend wants Papa John's and another friend wants Pizza Hut. You agree on Papa John's and place your order after agreeing on which toppings you want. The pizza arrives and you are confronted with the problem of there being 3 of you, but 8 pieces of pizza. 3 doesn't divide evenly into 8...

What possible solutions could you come up with that are fair to each of you?

*Each eat 2 and split the leftover 2 pieces into 6 and each get two slices from that*

BTW, is it possible to have an odd number of pizza slices if the pizza is cut with straight lines through the center?

*NO*

### Step 1: Understanding Greatest Integer

In later high school math classes you may learn about greatest integer functions. Integers, by definition, are numbers that do not have fractions or decimals associated with them.

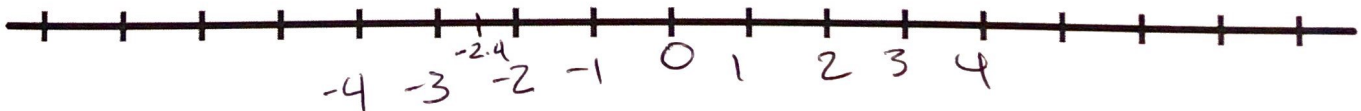
Examples are 4, 0 and -3. We can find the greatest integer of any number by locating the first integer on the number line to the left of that number.  $\lfloor \ ]$  is the mathematical way we represent greatest integer.

Example 1: Find  $\lfloor 3.8 \rfloor$ .

- While 3.8 is closer to 4 than 3, we follow our rule and go with the first integer to the left of 3.8 on the number line, so  $\lfloor 3.8 \rfloor = 3$

Your Turn:

- Find  $\lfloor 17.543 \rfloor$ . *17*
- Find  $\lfloor -2.4 \rfloor$  (be really careful with negative numbers, use the number line below if you need to, the answer may surprise you.) *-3*



## Step 2: Calculating a divisor to apportion delegates

Here is a chart of the U.S. population data based on the 1790 U.S. Census.

State	1790 Population
Connecticut	236841
Delaware	55540
Georgia	70835
Kentucky	68705
Maryland	278514
Massachusetts	475327
New Hampshire	141822
New Jersey	179570
New York	331589
North Carolina	353523
Pennsylvania	432879
Rhode Island	68446
South Carolina	206236
Vermont	85533
Virginia	630560
Total	3615920

In 1790 there were a total of 120 delegates in the United States house of representatives. To calculate a divisor, we take the total population 3615920 and divide it by 120. The result is 30,133. That means for every 30,133 residents a state has, they should be awarded a delegate to represent their interests. Alexander Hamilton suggested this approach and at the time it was known as the Hamiltonian method. The results are below.

State	1790 Population	Delegates(Hamilton)
Connecticut	236841	7.86
Delaware	55540	1.84
Georgia	70835	2.35
Kentucky	68705	2.28
Maryland	278514	9.24
Massachusetts	475327	15.77

New Hampshire	141822	4.71
New Jersey	179570	5.96
New York	331589	11
North Carolina	353523	11.73
Pennsylvania	432879	14.37
Rhode Island	68446	2.27
South Carolina	206236	6.84
Vermont	85533	2.84
Virginia	630560	20.93
Total	3615920	120
Divisor (120 delegates)	30133	120

While mathematically sound, do you see a problem with the Hamiltonian method of delegate apportionment.

*When you have to round down because there cannot be a percentage of a person. For example, Vermont should have 2.83 delegates but this isn't possible.*

**Step 3/Activity 3:** Using greatest integer to fix the Hamiltonian method.

Since humans cannot be divided into pieces, unlike pizza, the Hamiltonian method was rejected. Use what we learned earlier in the lesson to apply greatest integer to each Hamiltonian delegate below.

State	1790 Population	Delegates(Hamilton)	Greatest Integer
Connecticut	236841	7.86	7
Delaware	55540	1.84	1
Georgia	70835	2.35	2
Kentucky	68705	2.28	2
Maryland	278514	9.24	9
Massachusetts	475327	15.77	15
New Hampshire	141822	4.71	4
New Jersey	179570	5.96	5
New York	331589	11	11
North Carolina	353523	11.73	11

Pennsylvania	432879	14.37	14
Rhode Island	68446	2.27	2
South Carolina	206236	6.84	6
Vermont	85533	2.84	2
Virginia	630560	20.93	20
Total	3615920	120	
Divisor (120 delegates)	30133	120	111

Once you have calculated the greatest integer for each state, add them up to make sure they total 120. If they do not, we must come up with another approach.

#### Step 4: Rounding saves the day

Another method of eliminating fraction or decimals to make integers is rounding. Rounding is also fairly straight forward. If the number has a fraction or decimal equal to half or more of the next integer, you round up to the next highest integer. If the fraction or decimal is below .5, you simply eliminate the fraction or decimal.

- Ex. Round 3.49 to the nearest integer
- Ex. Round 5.64 to the nearest integer

Answer=3

Answer=6

Use rounding to adjust the Hamiltonian method below.

State	1790 Population	Delegates(Hamilton)	Greatest Integer	Rounding
Connecticut	236841	7.86	7	8
Delaware	55540	1.84	1	<del>1</del> 2
Georgia	70835	2.35	2	2
Kentucky	68705	2.28	2	2
Maryland	278514	9.24	9	9
Massachusetts	475327	15.77	15	16
New Hampshire	141822	4.71	4	5
New Jersey	179570	5.96	5	6
New York	331589	11	11	11
North Carolina	353523	11.73	11	12
Pennsylvania	432879	14.37	14	14
Rhode Island	68446	2.27	2	2
South Carolina	206236	6.84	6	7
Vermont	85533	2.84	2	3
Virginia	630560	20.93	20	21

Total	3615920	120	111
Divisor(120 delegates)	30133	120	120

If done correctly you should come to a total of 120 delegates.

What other ways can you think of to apportion delegates? In 1790 there were more than 10 different proposals considered by the house of representatives.

### Step 5/Activity 5: Starting to Look at the Census more carefully

The Census asks a number of questions. Below are the questions on the Census that inquire about ethnicity and race. Fill in the sample questions below, if you feel comfortable.

**Is this person of Hispanic, Latino, or Spanish origin?**

☐ No, not of Hispanic, Latino, or Spanish origin

☐ Yes, Mexican, Mexican Am., Chicano

☐ Yes, Puerto Rican

☐ Yes, Cuban

☐ Yes, another Hispanic, Latino, or Spanish origin – *Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc.*

**What is this person's race?**

Mark ☒ one or more boxes **AND** print origins.

☐ White – *Print, for example, German, Irish, English, Italian, Lebanese, Egyptian, etc.*

☐ Black or African Am. – *Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc.*

☐ American Indian or Alaska Native – *Print name of enrolled or principal tribe(s), for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc.*

☐ Chinese
☐ Vietnamese
☐ Native Hawaiian

☐ Filipino
☐ Korean
☐ Samoan

☐ Asian Indian
☐ Japanese
☐ Chamorro

☐ Other Asian – *Print, for example, Pakistani, Cambodian, Hmong, etc.*
☐ Other Pacific Islander – *Print, for example, Tongan, Fijian, Marshallese, etc.*

☐ Some other race – *Print race or origin.*

Do you feel a sense of **identity** based on your race? Yes/No. Explain.

Why, do you think, does the government want to understand the different ethnicities and races in our Country?

*Note:* We will come back to this next week when we start to consider *Community* and the following week when we consider *Power*.

### Skill Builders and Review Problems

- Multiples

## Day 5: Identity/Race, Education, Employment and Incarceration Math

**What is this lesson about?:** In this lesson, we will look at some of the math behind a range of topics including racial disparities in education, juvenile and criminal justice, and employment. As a part of this we will try and assess how this 'math' may impact one's sense of self-identity.

### But first: Today's Warm-Up

Let's look at this quote from Nipsey Hussle-

"If you look at people in your circle and you don't get inspired you don't have a circle you have a cage."

What does this quote mean to you, in your own words?

> No Correct Answer

In your view, do your friends form a circle around you, or more of a cage around you?

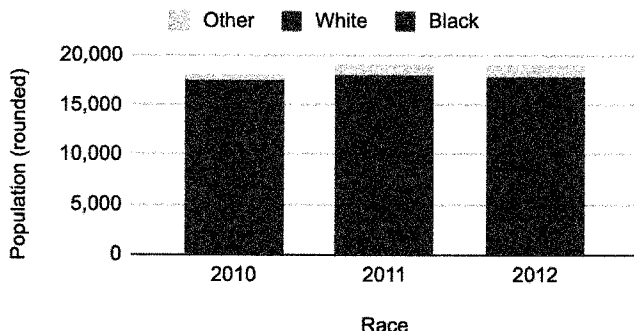
### Step 1: Race and Economics in DC

The charts below analyze a number of race and economic issues facing Washington, DC between 2007 and 2011. Please take a few minutes to review them and then we will move to the questions below.

**Chart 1: High School Age Students in DC Public Schools: 2010-2012, By Race (rounded)**

Year/Race	Black	White	Other	Total
2010	16,020	1,440	540	18,000
2011	16,340	1,710	950	19000
2012	16,150	1,710	1,140	19000

**High School Age Students in DC Public...**



Based on these charts:

- About how many high school aged students attended public schools Washington, DC in:

2010? 18,000      2011? 19,000      2012? 19,000

- About how many of those students were Black and how many were white in:

2010-Black? 16,000      White? 540      2011-Black? 16,000      White? 950      2012-Black? 16,000      White? 1,100

Based on these charts, what percentage of DC's population would you estimate was:

- Black? 90%      White? 7-8%      Other? 3-4%

In fact, DC's population during this time was about 45% Black, 45% White and 10% other.

If this is the overall population, why do you think the number of Black vs White students in the public schools isn't almost equal? — DISCUSS —

**Chart 2: Number of students: long-term suspension, expelled and known drop-outs--Grade 9**

Year/Race	Black	White	Other	TOTAL
2010	650	10	100	
2011	525	10	92	
2012	400	5	80	

Based on these charts:

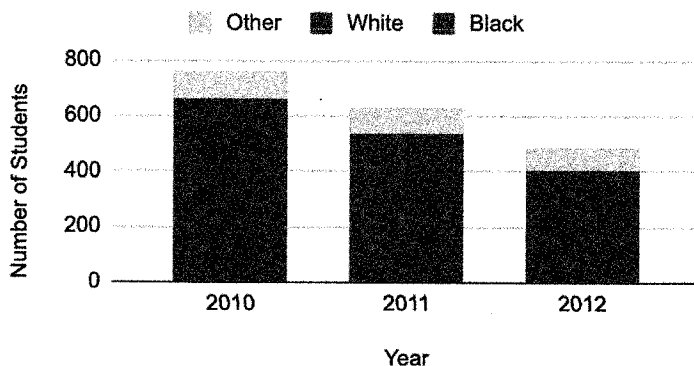
- About how many students total either were suspended, or expelled or dropped out of school in 9th grade in:

2010? 760

2011? 610

2012? 450

**Long term suspensions, expulsions, known drop-outs--Grade 9**



- About how many of those students were Black and how many were white in:

2010-Black? 650      White? 10

2011-Black? 525      White? 10

2012-Black? 400      White? 5

**Chart 3: Students Committed to New Beginning Youth Development Center -- 2010-2012 - DC's (rounded)**

Year/Race	Black	White	Other
2010	150	0	5
2011	130	2	7
2012	100	0	3

Based on the chart above and to the right:

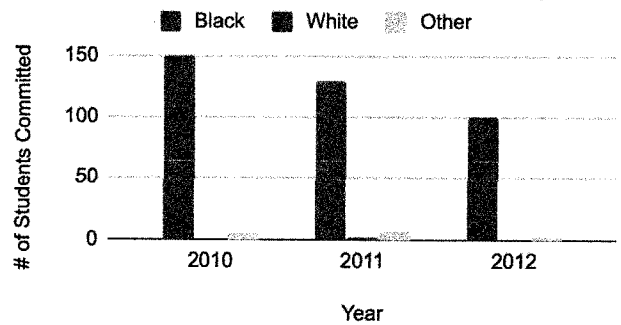
- About how many students all total were sent to New Beginning Youth Center in:

2010? 155  
2011? 139  
2012? 103

- About how many of those students were Black and how many were white in:

2010-Black? 150 White? 5  
2011-Black? 130 White? 9  
2012-Black? 100 White? 3

Youth Committed to Oak Hill/NB, by...



## Step 2: How does your life compare?

Based on these charts, your review of them, and your own life experiences-

- What are some of the factors that lead some students to dropout of high school, especially in 9th grade?

Discuss

- What could be done in schools in DC to reduce the number of students who were getting expelled or suspended?

Discuss

- What are some of the factors that are leading teens to getting arrested and sent to DC's youth facility (called New Beginnings)?

Discuss

- What questions would you want to ask to better understand why there is such a large gap in the number of Black students compared to White students ending up at New Beginnings?

Discuss

## Step 3: Earnings and Education

We are now going to look at earnings of adults at age 26 and 36, based on how far they went in school.

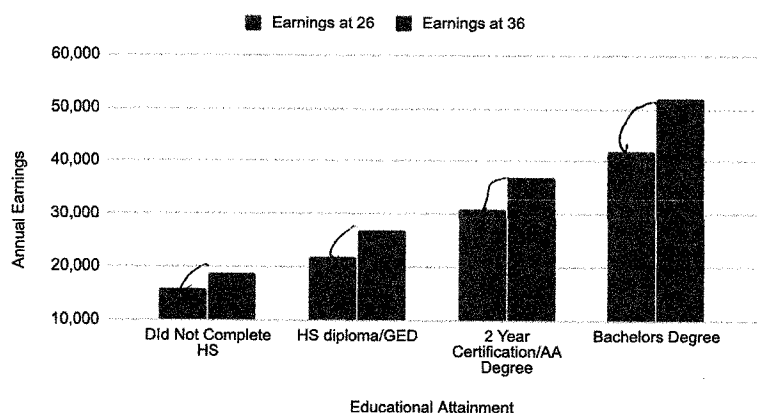
Based on this chart:

- How much money per year does a 26 year old:

- Who has a high school diploma/GED earn?

\$22,000

Earnings Charts-/Earnings at 26 and 36



- Who earned a two year certification/associates degree earn? \$31,000
- Who completed a four-year college degree earn? \$42,000
- Who never completed high school earn? \$13,000

Based on this chart:

- How much money per year does a 36 year old:  
Who has a high school diploma/GED earn? \$26,000
- Who earned a two year certification/associates degree earn? \$38,000
- Who completed a four-year college degree earn? \$52,000
- Who never completed high school earn? \$17,000

Based on this chart:

- How **much more per year** does a 36 year old earn than a 26 year old, if:  
She/he has a high school diploma/GED? Approx \$4,000
- She/he earned a two year certification/associates degree? Approx \$12,000
- She/he completed a four-year college degree? Approx \$19,000
- She/he never completed high? Approx \$3,000

**Discuss/Consider:** Does anything about these charts and the earnings raise any specific questions for you?

- Right now, what steps can you be taking to help you increase your earnings potential in the future?
- Many people have an identity that is closely related to the job they have. What sort of "identity" do you want to have as you get older?

Discuss

## Step 4: Criminal Justice Involvement and Education

Based on this chart:

- If 100 students drop out high school in the 9th grade, what % of them may end up involved in the criminal justice system as adults if:

They are Black? 28%

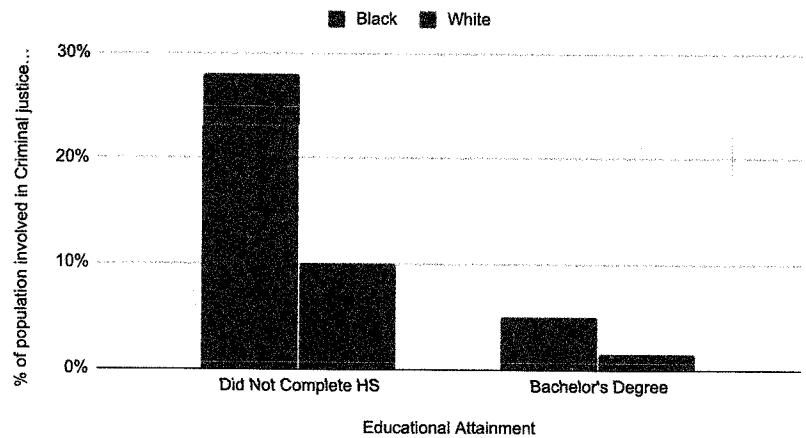
They are White? 10%

- If 100 students complete high school and college, what % of them may end up involved in the criminal justice system as adults if:

They are Black? 4%

They are White? 1-2%

Educational Attainment and System Involvement as Adult



- Based on everything we have looked at today, one thing is clear. Making it through 9th grade and graduating high school is really important in helping students, particularly Black students, stay out of the juvenile and criminal justice systems. Systematic racism makes this even more important.

- What are 3 things that should be put in place to make sure that more and Black students flourish in 9th grade and go on to graduate?

Discuss

## Step 5/Activity 5: Taking ownership of your identity

- The topic of this week's work was Identity. Often, when teens and young adults are arrested, people unfairly label them or give them an identity (inmate, juvie, etc.)
- But many of us believe in you and identify you in a different way--as a student, or a scholar, or a poet, or hard worker, or funny.....
- **How do you want to be identified right now? Feel free to write an answer or make a drawing or sketch.**

Discuss

Discuss

## Skill Builders and Review Problems

- Multiples

## Student Feedback:

Circle the emojis that best represents how this activity made you feel.	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="margin: 5px;"> </div> <div style="margin: 5px;"> </div> <div style="margin: 5px;"> </div> <div style="margin: 5px;"> </div> </div>
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