

Week 4

Community

Day 1

NAME:_____

Day 1 Agenda

Topic	Activity
Warm-Up!	
English Language Arts	<ul style="list-style-type: none"> • Read the story, "Thank you, Ma'am" by Langston Hughes. • Identify how the author helps the reader understand his characters. • Respond to questions about the story.
Science	<ul style="list-style-type: none"> • Read about Ecosystems • Answer questions about what you read • Draw a picture of an ecosystem
Mindfulness Moment!	
Math	<ul style="list-style-type: none"> • Real World Math: Defining Your Community: Looking more closely at the census data (census tracts, etc.) • Practice Problems
Health	<ul style="list-style-type: none"> • What makes communities healthy or unhealthy
Mindfulness Moment!	
Civics/Social Studies	<ul style="list-style-type: none"> • A New Community: Learn about Guatemala and its culture

Warm-up Activity: Write a journal entry around the daily quote on identity.



Day 1: How Do People in a Community Influence Us? English Language Arts

What is this lesson about? Over the next week, you will be reading and reflecting on the idea of Community. Today, you will have the opportunity to read a short story about an interaction between two strangers who live in the same community and how they impact each other's lives.

Step 1: Before reading

Read, think about and answer the following pre-reading questions. There is no wrong or right answer for these questions. They are designed to get you thinking about what the story will be about and to consider your own thoughts and ideas on some of the issues that it brings up.

A. Should people be given a second chance after they have done something wrong? (lying, cheating, stealing?). Why or why not?

B. A famous African proverb says that "It takes a village to raise a child". Do you think this is true? Why or why not? (Should other people, other than your parents be involved in raising you to understand the difference between right and wrong?).

Step 2: Read and Annotate

The short story you are about to read, "Thank you Ma'am" was written by Langston Hughes, one of the most well-known writers of the Harlem Renaissance. As you read, think about how the author uses dialogue and descriptive language to create his characters.

Thank You, Ma'am

by Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

Stop: Write a couple of sentences summarizing what is happening in the text.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm." The woman said, "What did you want to do it for?" The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching. "If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being dragged boy. "I just want you to turn me loose." "Was I bothering you when I turned that corner?" asked the woman. "No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Stop: Write a couple of sentences about what is happening. Predict what will happen next.

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes," said the boy.

Stop: Why did the boy want money? How is the relationship between the lady and the boy changing? How do you know?

"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say but, didn't you? You thought I was going to say, but I didn't snatch people's pocketbooks. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

“Don’t believe I do,” said the woman, “unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here.”

“That will be fine,” said the boy.

She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

“Eat some more, son,” she said.

When they were finished eating she got up and said, “Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else’s—because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in.”

She led him down the hall to the front door and opened it. “Good-night! Behave yourself, boy!” she said, looking out into the street.

The boy wanted to say something else other than “Thank you, m’am” to Mrs. Luella Bates Washington Jones, but he couldn’t do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say “Thank you” before she shut the door. And he never saw her again.

Stop: What happened? What do you guess happened after the boy left the lady’s house?

Step 2: Complete the Characterization Graphic Organizer

Characterization is how an author tells us about the characters in her/her stories.

When an author uses DIRECT Characterization, he/she tells us DIRECTLY/CLEARLY what the character is like: For example: If the author says, “Fabian is funny and kind”. They don’t show us what he is like, they tell us directly.

When an author uses INDIRECT Characterization, we find out about the characters through actions, dialogue, appearance, thoughts and feelings or what other characters say about them. For example: If an author says, “When Fabian saw that Hope was sad, he started making jokes and acting silly. Sure enough, she soon started to laugh and forget her worries.” Here we see that Fabian is kind and caring, and that he is also funny...but we saw that through his actions.

Practice: Think about some of your own characteristics or personality traits (polite, enthusiastic, moody, etc.). Write one or two sentences about yourself where you use direct characterization Then write one or two sentences where you use Indirect characterization to show the same thing.

Direct Characterization	Indirect Characterization

Share your **Indirect Characterization** with a partner or with the group: Have them guess what your characteristic is. If they can't guess, then revise your sentence to make it more descriptive.

Remember:

Direct Characterization	Indirect Characterization
Direct comments by the author	Actions Words/Dialogue Appearance Thoughts and Feelings Other Characters' feeling about them

Now: Go back and look at the story and your notes: Choose ONE character from ***Thank you, Ma'am*** and identify 3 character traits that the character displays in the story. Provide evidence for your choice and then say whether it is direct or indirect characterization. There is an example set up for you.

Which character did you choose? _____

Trait: (Example: Shy, Funny, Mean)	Evidence: (Example: Fabian was making jokes that made others laugh.)	Type of Characterization: (Direct or Indirect)

Step 3: Answer the following questions

<p>1. Why doesn't Mrs. Luella Bates Washington Jones call the police? What do you think her intentions are when she deals with the situation with Roger?</p>

Day 1: Ecosystems Science

What is this lesson about?: Today you will read through the Ecosystems passage. You will answer a few questions about what you read. You will draw a picture of an ecosystem.

Step 1: Read through the Ecosystems passage

Ecosystems

softschools.com

What is needed to survive? How do living things interact? Is there food, water, comfortable temperature, or shelter? All of the answers to these questions are found in the ecosystem. An ecosystem is all living things and non-living things and how they interact with each other. Ecology is the study of how all these things interact with each other in order to survive.



An ecosystem may be very small like a backyard or a pond. Or it can be large like a prairie, a desert, or a rainforest. There are freshwater ecosystems that cover less space than saltwater ecosystems. Regardless of where they are located or how small or large they may be; all ecosystems are made up of the same parts. These parts are either living or non-living parts and are equally important to the ecosystem.

The non-living parts of the ecosystem are called abiotic factors. All living things need non-living things in order to survive. Some of these abiotic factors include water, minerals, sunlight, air, climate, and soil.

All living things need water to survive. Living organisms are made up of between 50 and 95 percent water. The processes that keep living things alive like photosynthesis and respiration can only take place in the presence of water. Living things also need minerals such as calcium, iron, phosphorus, and nitrogen. Some living things need sunlight to make food. Animals need oxygen to produce energy for their bodies. The environment must also have the right temperature for organisms to survive. Without these non-living things, life would cease to exist. Abiotic factors are essential to the ecosystem.

Just like abiotic factors make it possible for organisms in an ecosystem to survive; biotic factors are equally important for survival in the ecosystem. Biotic factors or living parts of the ecosystem include animals, plants, fungi, protists, and bacteria.

Plants and algae are called producers. They produce oxygen and food that animals need. Animals are called consumers. They consume or eat the plants and other animals. Animals also give off carbon dioxide that plants need to make food. Thus the ecosystem is a continuous cycle of living and non-living things interacting with each other to survive.

What do fungi and bacteria contribute to the ecosystem? They are very important because

they are called decomposers. They decompose, or break down, dead plants and animals and turn them into useful things like minerals that enrich the soil. Plants need this to grow. Each of these kinds of organisms helps the other to survive in the ecosystem.

Each kind of organism whether it is an animal, plant, fungus, or bacteria is a member of a different species. All the organisms of a species living in the same area make up a population. And all populations living in certain areas make up a community.

Scientists study the interactions of different populations in an ecosystem's community. This helps them to determine how an ecosystem stays healthy and continues to grow. It further describes how living and non-living organisms work together to provide survival for each other. Whether large or small, whether abiotic or biotic, the ecosystem depends on the interaction of each in order to remain healthy.

Step 2: Answer the following questions

1. An ecosystem is best described by which of the following?
 - a. All living things and non-living things and how they interact with each other.
 - b. How living things survive and remain healthy.
 - c. All living things and non-living things and how they survive independently.
 - d. When the sunlight gives life to the non-living things.

2. The non-living parts of the ecosystem are called which of the following?
 - a. Biotic factors
 - b. Environmental factors
 - c. Abiotic factors
 - d. Climate factors

3. The living parts of an ecosystem are called which of the following?
 - a. Abiotic factors
 - b. Environmental factors
 - c. Climate factors
 - d. Biotic factors

4. Each kind of organism whether it is an animal, plant, fungus, or bacteria is a member of a different:
 - a. Family
 - b. Species
 - c. Culture
 - d. Factor

5. All the organisms of a species living in the same area make up which of the following?
 - a. An ecosystem
 - b. A producer
 - c. A population
 - d. A consumer

6. Fungi and bacteria contribute which of the following to the ecosystem?
 - a. They decompose dead plants and animals and turn them into useful things.
 - b. They consume dead plants and survive in the community.
 - c. They provide oxygen to other plants and animals in the ecosystem.
 - d. They give off carbon dioxide to plants so they can make food.

7. The environment must have the right temperature for organisms to survive.
 - a. TRUE
 - b. FALSE

Step 3: Draw a picture

Draw a picture of an ecosystem that you care most about. Be prepared to explain your drawing.

Student Feedback:

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



Mindfulness Moment!

Make a Mixtape: Write out the songs you would add to your mixtape and give the tape a name on the lines below.



Side A

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Side B

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Day 1: The U.S. Census-why do they ask all those questions? Math

What is this lesson about?: Today' lesson focuses on the US Census and tries to answer the question: "why do they ask all of those questions?"

But first: Today's Warm-Up

Kenny earns \$9 per hour. He works 40 hours per week. He works 50 weeks per year. How much money does he earn in one year?

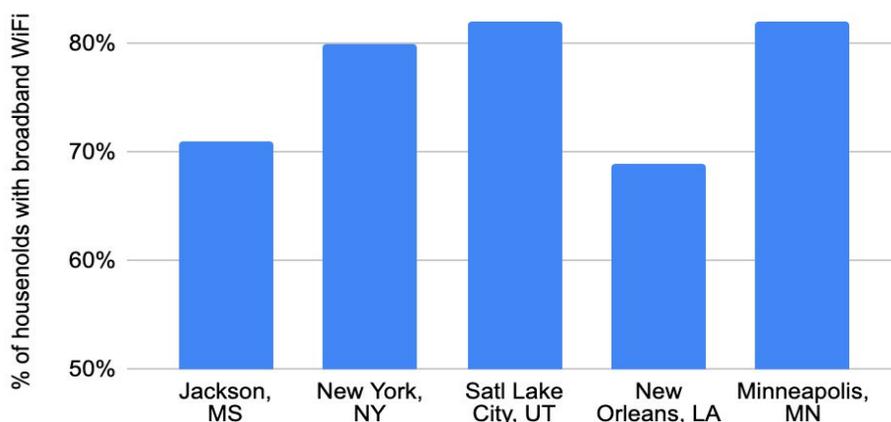
Melinda earns \$12 per hour. She works 40 hours per week. She works 50 weeks per year. How much money does she earn in one year?

Adrian earns \$25 per hour. He works 40 hours per week. He works 50 weeks per year. How much money does he earn in one year?

Based on these three examples, can you quickly estimate how much someone who earns \$10 and works full time for 1 year would earn? How about someone who earns \$7 per hour?

Step 1/Activity 1: Looking at Census data from 5 cities. Review the chart below and answer the questions.

% of households with broadband WiFi



What City has the highest percentage of households with broadband WiFi?

What City has the lowest percentage of households with broadband WiFi?

Based on these 5 cities, what would your estimate be for a city like Birmingham, Alabama? What about a city like San Francisco or Seattle?

What is the average percentage of households with broadband for these 5 cities (you may need to approximate the %s based on looking at the graph)?

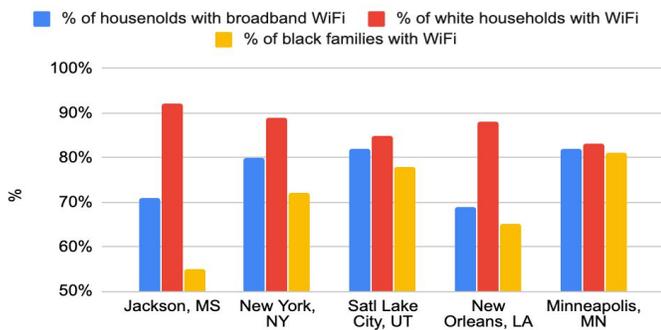
Does the average feel like it gives you an accurate picture? Yes/No? If no, write out a short sentence that would offer the reader a more complete story....

Step 2/Activity 2: Use the two charts to answer questions about the Census.

Here is a sample question from the actual US. Census.

Many people wonder why we ask about race in the census. You see at the right what the census says about this question. Using the results of the question about race on the census, we can now take an even closer look at the data about who has access to broadband/WiFi. Use the chart below to answer the questions.

% of households with broadband WiFi, by race



In what City is the % of black and white residents who have broadband the least disparate--meaning the % is almost the same?

In what City is the % of black and white residents who have broadband the most disparate--meaning there is a wide gap in the %?

Assume you are hired to be the new Superintendent of Schools for Jackson, MS. It is just a few months after the COVID-19 crisis has started to get better. You know how important it is for all students and families to have access to broadband internet access.

- Based on the data you now have, what policy might you try to enact to help bridge this gap in access?
- Is there a mayor of any of these other cities who you might want to talk to?
- Does having data about WiFi broken down by race going to help you try and come up with some smart decisions? How might that impact your decisions or policies as superintendent?

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.

<input type="checkbox"/> Chinese	<input type="checkbox"/> Vietnamese	<input type="checkbox"/> Native Hawaiian
<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean	<input type="checkbox"/> Samoan
<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Chamorro
<input type="checkbox"/> Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. <input type="text"/>	<input type="checkbox"/> Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. <input type="text"/>	

Some other race – Print race or origin.

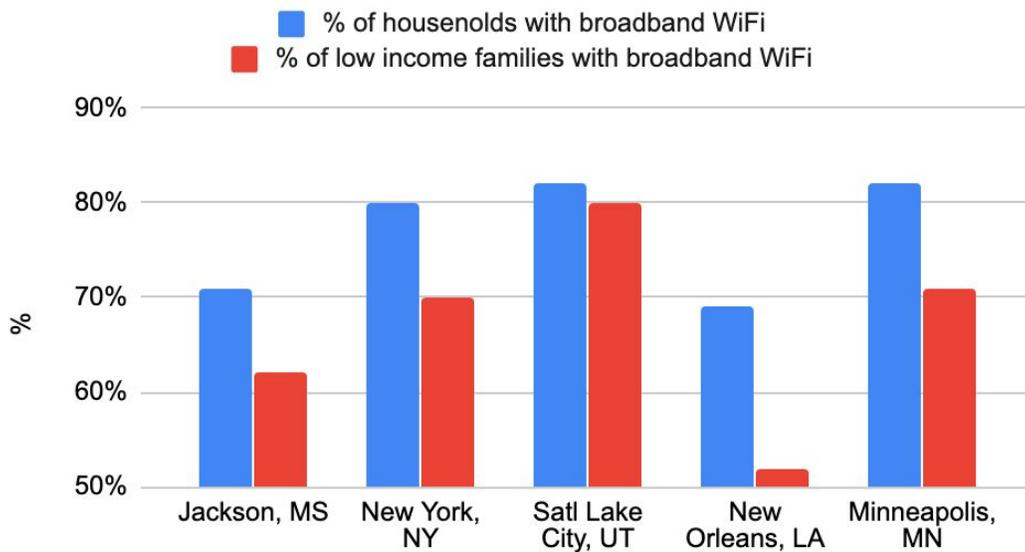
Step 3/Activity 3: Use the charts to answer questions about the Census. Here is another sample question from the Census.

11 Do you or any member of this household have access to the Internet using a –

	Yes	No
a. cellular data plan for a smartphone or other mobile device?	<input type="checkbox"/>	<input type="checkbox"/>
b. broadband (high speed) Internet service such as cable, fiber optic, or DSL service installed in this household?	<input type="checkbox"/>	<input type="checkbox"/>
c. satellite Internet service installed in this household?	<input type="checkbox"/>	<input type="checkbox"/>
d. dial-up Internet service installed in this household?	<input type="checkbox"/>	<input type="checkbox"/>
e. some other service? <i>Specify service</i> ↴	<input type="checkbox"/>	<input type="checkbox"/>

Many people wonder why we ask about internet access and family income in the census. Using the results of questions about family income and internet access on the census, we can now take an even closer look at the data about who has access to broadband/WiFi. Use the chart below to answer the questions.

% of households with broadband WiFi



In what City is the % of lower income and wealthier residents who have broadband the least disparate--meaning the % is almost the same?

In what City is the % of lower income and wealthier residents who have broadband the most disparate--meaning there is a wide gap in the %?

Assume you are hired to be the new Superintendent of Schools for Jackson, MS. It is just a few months after the COVID-19 crisis has started to get better. You know how important it is for all students and families to have access to broadband internet access.

- Based on the data you now have, what policy might you try to enact to help bridge this gap in access?
- Is there a mayor of any of these other cities who you might want to talk to?

- Does having data about WiFi broken down by family income going to help you try and come up with some smart decisions? How might that impact your decisions or policies as superintendent of schools?

Step 4/Activity 4: Concluding Thoughts-

What is one benefit of including questions about family income or race or educational attainment in the Census?

What could be one downside, or negative, of including questions like this in the Census?

Skill Builders and Review Problems

- See separate handout

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
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Day 1: What makes communities healthy or unhealthy? Health

What is this lesson about?: In today’s lesson, you will reflect on what makes something or someplace healthy, and how you measure the health of something. You will then explore how aspects of neighborhoods affect the health of the people who live in those neighborhoods.

Step 1: Warm-Up

Take a moment to reflect on what makes something healthy and how do you measure it. Fill in the below table with your thoughts. Remember, health can be physical, mental, or environmental (ex: conflict, pollutions, etc.).

	Healthy/Unhealthy?	How do you know? (indicators)
Individual	<i>What do you do to make yourself healthy or unhealthy?</i>	<i>How do you know whether your healthy or not?</i>
School	<i>What is healthy or unhealthy about your school?</i>	<i>How do you measure it?</i>
Neighborhood	<i>What is healthy or unhealthy about your neighborhood?</i>	<i>How do you measure it?</i>

Step 2: Read and learn

How Can Your Neighborhood Affect Your Health?

Our neighborhoods are highly correlated with the quality of our housing, municipal services, health care and educational and employment opportunities, which can have a significant impact on our health. Depending on where we live, our health may be adversely affected by neighborhood characteristics such as poor air and water quality, proximity to hazardous substances, substandard housing, and lack of access to nutritious foods and safe places to exercise or play. Conversely, for many, neighborhood aspects such as the presence of sidewalks and playgrounds, after-school programs for children, and affordable nutritious food encourage healthy behaviors and make it easier to maintain them.

Step 3: Neighborhood features activity

Complete the following table. Try and focus on features in your own neighborhood.

Neighborhood Feature	Potential Health Impacts
<i>Example: Living near a freeway or road with lots of truck traffic</i>	<i>Asthma from diesel pollution; noise disturbs sleep</i>
Plenty of parks	
Lots of fast-food restaurants	
Noise	

Step 3: Reflection

On your own, or with a partner, reflect on the following questions.

<p>One a scale from 1 (super unhealthy) to 10 (super healthy), how healthy do you think your community is? Why?</p> <p>How do you think you could make your community/neighborhood healthier?</p>

Mindfulness Moment!

Favorite Lyrics: Write down the lyrics to your favorite song.



Day 1: Communities of the World: Guatemala Social Studies

What is this lesson about?: This week in Social Studies, you will explore different communities from around the world. You'll learn about 4 countries and the people who live there, and then you will complete a project on your own community. Today, we will focus on the country of Guatemala.

Step 1: Warm-up

Have you heard of Guatemala before? What do you know about it? List some things you know about Guatemala (like where it is, what language Guatemalans speak, what they eat, etc.)

Step 2: Read the article on Guatemala.

Countries Of The World: Guatemala

By National Geographic Kids, adapted by Newsela staff

Guatemala is a country of volcanoes, mountains and beaches on the Pacific Ocean and the Caribbean Sea. This small country is marked by contrasts. The land includes everything from highlands to long, sandy coastlines. Guatemala has more than two dozen volcanoes, and four of them are still active.

The Pacaya volcano near Guatemala City is one of the most active in the country. Lake Atitlan formed when a volcano exploded over 84,000 years ago and caved in to form a crater. The lake is the deepest lake in Central America. It is believed to be more than 1,000 feet deep and covers 49 square miles.



Guatemala is only slightly larger than the U.S. state of Tennessee. It is a mountainous country. One-third of the population lives in cooler highland villages. The coastal lowlands are warm and humid. The country is bordered by Mexico, Honduras, El Salvador and Belize.

Nature

High in the mountains lives a bird called the Resplendent Quetzal. In the bright sunshine, both the male and female quetzal have bright green, white and red feathers. The male has a fabulous tail that can reach 3 feet long.

The cloud forest mist provides a water source to air plants known as bromeliads. These plants cling to tree trunks. The branches, tree trunks and forest floor are home to orchids, ferns and mosses.

The lowland Petén region in the northeastern part of the country is home to many animals. They include jaguars, tapirs, monkeys and mule deer.

People And Culture

Guatemala was once home to an ancient civilization called the Maya. The Maya were very advanced in math and science. They probably developed the concept of zero and left written records using glyphs, symbols that stood for different words.

Today, Maya women continue to weave brightly colored cloth. They fashion the same traje, or suit, that their ancestors wore. The population of Guatemala is almost 40 percent native (mostly Maya). The largest of the 20 Maya groups is the K'iché. They live near the city of Quetzaltenango, called Xela (SHEH-la) by the locals.

Guatemala was the ancient name of the region where the K'iché people lived. Historians are not completely sure what it means. Some say that "Guatemala" means "land of many trees." Others think it refers to the "mountain that vomits water," a volcano near the old capital in Antigua. Today, this volcano is called Volcán de Agua, "Volcano of Water."

Government And Economy

Guatemala's economy boomed in the 1870s thanks to coffee exports. To make way for more coffee plantations, wealthy landowners pushed Maya communities off their land. The conflict between the government and native groups led to decades of civil war. More than 200,000 Guatemalans were killed in the ongoing conflict. In 1996, a new president named Alvaro Arzú signed a peace agreement with the rebels. This brought the long civil war to an end.

A new constitution in 1986 established three branches of government. The president serves for only one term and is assisted by a vice president and the Council of Ministers. New laws are passed by Congress.

The current president is Jimmy Morales. He was elected in 2015.



History

Scientists believe that people have lived in Guatemala for at least 11,000 years. People began to farm and form villages here possibly as long ago as 2300 B.C. Some of them became the Maya. The Maya civilization ruled this region from about 1000 B.C. to A.D. 900.

One of the great Mayan cities in Guatemala was Tikal, which was once home to about 100,000 people. The great Temple I in Tikal was built over 1,300 years ago. Tikal began to decline in the year A.D. 850 and was abandoned about 50 years later. The ruins were not discovered for another thousand years.



In the 1500s, the Spanish invaded Guatemala and fought the largest remaining group called the K'iché. The K'iché were overpowered and forced to work on vast estates. Soon, this land became part of a huge colony called "New Spain."

In 1821, Guatemala declared independence from Spain.

Step 3: Answer questions

Correct me if I'm Wrong: Read the following statements and decide whether they are true or false. If a statement is false, correct it by finding the correct information from the article above.

Example: FALSE Guatemala has many volcanos. None of the volcanos are currently active.

4 of Guatemala's volcanos are currently active.

1. _____ About 40% of Guatemalans are of indigenous descent.
2. _____ Guatemala had a civil war that lasted for decades and ended in 2006.
3. _____ Oil is a big export in Guatemala.
4. _____ The Maya civilization ruled the region of Guatemala for almost 2,000 years
5. _____ In 1821, Guatemala declared independence from Mexico.

Step 4: Read about the typical food of Guatemala



Photo and excerpt from the book, "Hungry Planet: What the World Eats, by Peter Menzel.

The Mendozas of Todos Santos, Guatemala in their courtyard with a week's worth of their food - Food expenditure for one week: 573 Quetzales or \$75.70. Family Recipe: Turkey Stew and Susana Perez Matias's Sheep Soup.

Except during holidays, most families in Guatemala eat meat less than once a week. Three times a day they eat rice, beans, potatoes, eggs, and tortillas in one combination or another. Some families who do not live near the ocean rarely eat fish. One of the Mendoza daughters shown above explained that they do not eat candies or dessert. "If we want dessert, we have a banana." The Mendozas eat fruit and vegetables when they are in season only because the stores and local market don't have refrigeration and transportation necessary to stock out-of-season items.

Excerpt from Foodbycountry.com

Guatemala does not have a national dish, but there are many foods that have become a part of the everyday diet. Just as during the time of the Mayans, corn continues to be a staple food. It is most often eaten in the form of a tortilla (a thin corn pancake). These are usually served warm and wrapped in cloth. Black beans (*frijoles*), another Mayan staple, are eaten at almost every meal. They are usually refried (*volteados*), mashed, or simply eaten whole (*parados*). Rice, eggs, and cheese are also widely consumed.

Recipe: Arroz Guatemalteco (Guatemalan-Style Rice)

Ingredients

- 2 cups long grain rice
- 2 Tablespoons oil
- 1 cup mixed vegetables (carrots, celery, sweet red peppers, green peas), finely chopped
- Salt and pepper, to taste
- 4 cups chicken stock

Procedure

1. Heat the oil in a heavy saucepan and add rice.
2. Sauté lightly until the rice has absorbed the oil, being careful not to let it change color.
3. Add the mixed vegetables, salt, pepper, and chicken stock.
4. Bring to a boil, cover, and reduce heat to low.
5. Cool for about 20 minutes until rice is tender and the liquid has been absorbed.

Chicken, turkey, and beef (roasted, grilled, or fried) are the country's most popular meats and are normally accompanied by beans and rice (*frijoles con arroz*). Meats are often served in stews (*caldos*) or cooked in a spicy chili sauce, though whole chickens may occasionally be served with the feet still attached. *Pepián* , a thick meat and vegetable stew, is a common dish in the area of Antigua (a town just outside of Guatemala City, the country's capital). Seafood is most common along the coasts, and is usually prepared with various spices.

Other popular dishes are *bistec* (grilled or fried beef), *guacamole* (mashed avocado with onions and spices), *mosh* (porridge), *churrasco* (charcoal-grilled steak), and *chiles rellenos* (chiles stuffed with meat and vegetables). Fresh fruits and vegetables, such as yucca, carrots, plantains, celery, cucumbers, and radishes, help to keep the Guatemalan diet healthy. However, snacks, such as doughnuts (*donas*), are also widely popular.

Guatemalan coffee, which is most often exported, is considered some of the best in the world. Most Guatemalans, however, tend to drink weak coffee loaded with plenty of sugar. Rich, savory coffee is more commonly found in tourist areas. *Aguas* , soft drinks, are also abundant. Sweetened fruit juice mixed with either water or milk, called *licuado* , is a refreshing alternative.

Step 3: Answer questions

What foods do the Mendozas have at their house?

What do you eat that the Mendozas do not?

What is the biggest difference between the food the Mendozas have and the food you have at your home?

The excerpt mentions that many Guatemalan dishes are based on Mayan culture and recipes. Do you think American food is based on food from different cultures? What cultures? And why do those cultures influence our food?

Step 4: What does a typical family home look like in Guatemala?

Photo to right: A typical home, overlooking mountainous Guatemalan highlands.

Adapted from Scholastic's The New Book of Knowledge

Most Guatemalans in rural communities live in simple, one-room houses. The houses are made of sun-dried adobe bricks with tile roofs or wood with thatched roofs. In general, everyone lives, sleeps, and eats in the same room.



Houses are clustered into villages. Several villages make up a *municipio*, or municipal district. The center of each *municipio* is the focus of local social and economic life. Most residents go to the center regularly to sell goods at the market, buy necessities, or catch public transportation to their workplaces in larger cities. Rural Guatemalans tend to retain strong ties to their village and *municipio* even if they move away.

Step 5: Explore the culture of Guatemala.

Adapted from Scholastic's The New Book of Knowledge

People

Approximately half of all Guatemalans are *indígenas*, or native Indians who consider themselves descendants of the ancient Maya. The Maya lived in the region long before Spanish conquerors arrived in 1524.

The other major group in Guatemala is made up of ladinos. They are either of mixed Spanish and Maya descent or are ethnic *indígenas* who have given up the culture of their ancestors. Westernized practices and Spanish speech distinguish ladinos from the Indians.



The Garífuna people, a third group, live along the Caribbean coast. They are also known as Black Caribs. Their cultural and ethnic roots are part African and part Caribbean.

Language

Spanish is the official language. It is used in business, politics, and legal proceedings. Some 5 million Guatemalans speak native Maya languages in addition to Spanish or as their only tongue.

Guatemala has 21 different Maya languages. The most common are Kekchí, Quiché, Cakchiquel, and Mam. Some of the other Maya languages are threatened by extinction. They are spoken only among older generations and are not being passed down to their children. The Garífuna speak their own language. It is of South American origin.

Religion

Roman Catholicism is the principal religion in Guatemala. It has been so since Spanish missionaries introduced it in the 1500's. But today Evangelical Protestantism is attracting an increasing number of followers. Other Guatemalans practice a religion that is a unique blend of Catholicism and Maya traditions and rituals.

Education

Only about half of all Guatemalans receive formal education. Less than 15 percent finish high school. Boys are more likely than girls to be literate (able to read and write). Just over 50 percent of Guatemalans above the age of 15 are literate.

Classes in almost all the country's schools are conducted in Spanish. This is a disadvantage to schoolchildren in rural areas where Maya languages are dominant. Recently there have been efforts at bilingual education, with classes taught in both Spanish and a native language. But the national education system still tends to discourage Maya children from using the language of their ancestors.

Step 3: Answer questions

1. What are the religions of Guatemala? Are any of them the same as in the USA?
2. What are the houses typically made from in Guatemala?
3. What are houses typically made of in the USA? How do you think our homes are different than guatemalan homes?
4. What are the two most interesting things you learned about Guatemala?
5. What more do you want to know about Guatemala?

Student Feedback:

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



Week 4

Community

Day 2

NAME: _____

Day 2 Agenda

Topic	Activity
Warm-Up!	
English Language Arts	<ul style="list-style-type: none"> • Read a poem by Rudyard Kipling titled “We and They”. • Analyze the poem for perspective and complete a graphic organizer. • Annotate and respond to questions about the poem.
Science	<ul style="list-style-type: none"> • Read about Community Structures • Answer questions about what you read • Draw an image/picture
Mindfulness Moment!	
Math	<ul style="list-style-type: none"> • Real World Math: Defining Community: The math of gerrymandering • Practice Problems
Mindfulness Moment!	
Civics/Social Studies	<ul style="list-style-type: none"> • A New Community: Learn about Mongolia and its culture
PE	<ul style="list-style-type: none"> • Bingo!

Warm-up Activity: Write a journal entry around the daily quote on identity.

COMMUNITY

OVER

COMPETITION

Day 2: Who Is Part of Our Community? English Language Arts

What is this lesson about?: Today you will continue to explore the theme of community. You will read a poem about how we create community through our own perspective of who is like us and who is not. (*Perspective* is point of view.)

Step 1: Read the Poem

Some vocabulary to review before reading:

grub: the larva of an insect	utterly: completely	thatch: a roof covering of straw, leaves or branches
impudent: disrespectful	heathen: a person who does not belong to a religion (often considered uncivilized)	gobble: to eat noisily and quickly, to eat greedily

We and They

By Rudyard Kipling

Father and Mother, and Me,
Sister and Auntie say
All the people like us are We,
And every one else is They.
And They live over the sea,
While We live over the way,
But-would you believe it? – They look upon We
As only a sort of They!

We eat pork and beef
With cow-horn-handled knives.
They who gobble Their rice off a leaf,
Are horrified out of Their lives;
While they who live up a tree,
And feast on grubs and clay,
(Isn't it scandalous?) look upon We
As a simply disgusting They!

We shoot birds with a gun.
They stick lions with spears.
Their full-dress is un-

We dress up to Our ears.
They like Their friends for tea.
We like Our friends to stay;
And, after all that, They look upon We
As an utterly ignorant They!

We eat kitcheny food.
We have doors that latch.
They drink milk or blood,
Under an open thatch.
We have Doctors to fee.
They have Wizards to pay.
And (impudent heathen!) They look upon We
As a quite impossible They!

All good people agree,
And all good people say,
All nice people, like Us, are We
And every one else is They:
But if you cross over the sea,
Instead of over the way,
You may end by (think of it!) looking on We
As only a sort of They!

Step 2: Complete Graphic Organizer

Communities are made up of people who feel a sense of fellowship (or belonging) with others because they share common characteristics, attitudes, beliefs, interests or goals. This poem emphasizes the different perspectives or ways that we see ourselves and how that affects how we see others.

You are going to analyze the different perspectives in the poem by looking at how the speaker describes “we” differently from “they”. You will focus on two different kinds of words:

Nouns: *persons, places, things, feelings or ideas*

Verbs: *actions or states of being (run, is/be)*

Go through the poem and underline lines that describe “we” or “us”

*Go through and star * the lines that describe “them” or “They”*

Use this information to complete the graphic organizer below—focusing on the types of words that are being used to describe the two different groups. An example has been provided. (Provide a minimum of 5 for each.)

We	They
<i>Nouns: pork and beef</i>	<i>Nouns: knives, rice</i>
<i>Verbs: eat</i>	<i>Verbs: gobble</i>

Step 3: Share

Share out your words to the rest of the group. As you listen to others, add in any words that you had not included. Make sure you have words from each stanza.

Step 4: Answer the following questions

Connotation is the implied meaning of a word—it is what can make a word be negative or positive. For example: If you like someone, you might not say they are “fat” because that has a negative connotation, you might describe them as “curvy” or “chubby” because these tend to have more positive connotations or feelings.

1. What kind of connotations do you see with the words used in the “we” column? Give at least one example of a word and its connotation. Is it positive or negative? How?
2. What kind of connotation do you see with the words in the “they” column? Give at least one example of a word and its connotation. Is it positive or negative? How?
2. How does the author want you to feel about “they”?
3. The speaker ends each stanza in a similar way by saying that “they” look at “we” as “they”. Explain what he is saying.
4. The theme is the “message” or “lesson” that an author is trying to communicate. (Hint: Look at the last stanza.) What is the theme of this poem?

Step 4: Write a short reflection.

Perspective, or your point of view influences how you see people of other groups but these perspectives can sometimes be incorrect because they are missing information or have bias.

Think of a group or community that you belong to that has been judged incorrectly. What is the misperception? What do you wish other people would take the time to know?

Student Feedback:

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



Day 2: Community Structures Science

What is this lesson about?: Today you will read through the Community Structures passage. You will answer a few questions about what you read. You will complete a community structure-activity.

Step 1: Read through the Community Structures passage

Community Structures

Khan Academy

Different ecological communities can be pretty different in terms of the types and numbers of species they contain. For instance, some Arctic communities include just a few species, while some tropical rainforest communities have huge numbers of species packed into each cubic meter.

One way to describe this difference is to say that the communities have different structures. Community structure is essentially the composition of a community, including the number of species in that community and their relative numbers. It can also be interpreted more broadly, to include all of the patterns of interaction between these different species.

In this article, we'll look at some of the ways that community structure can be quantified (measured numerically). Then, we'll examine factors that shape community structure, focusing especially on foundation and keystone species.

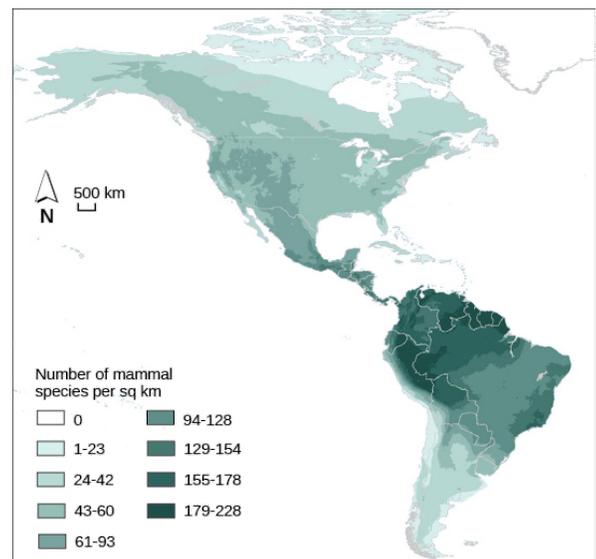
How do we measure community structure?

Two important measures ecologists use to describe the composition of a community are species richness and species diversity.

Species richness

Species richness is the number of different species in a particular community. If we found species in one community, and species in another, the second community would have much higher species richness than the first.

Communities with the highest species richness tend to be found in areas near the equator, which have lots of solar energy (supporting high primary productivity), warm temperatures, large amounts of rainfall, and little seasonal change. Communities with the lowest species richness lie near the poles, which get less solar energy and are colder, drier, and less amenable to life. This pattern is illustrated below for mammalian species richness (species richness calculated only for mammal species, not for all species). Many other factors in addition to latitude can also affect a community's species-richness.



Map shows the spatial distribution of mammal species richness in North and South America. The

highest number of mammal species, 179-228 per square kilometer, occurs in the Amazon region of South America. Species richness is generally highest in tropical latitudes, and then decreases to the north and south, with zero species in the Arctic regions.

Species diversity

Species diversity is a measure of community complexity. It is a function of both the number of different species in the community (species richness) and their relative abundances (species evenness). Larger numbers of species and more even abundances of species lead to higher species diversity. For example: A forest community with 20 different kinds of trees would have greater species diversity than a forest community with only 5 kinds of trees (assuming that the tree species were even in abundance in both cases). A forest community with 20 different kinds of trees in even abundances would have greater species diversity than a forest community with the same number of species in very uneven abundances (for instance, with 90 percent of the trees belonging to a single species).

In general, ecologists think that more diverse ecological communities are more stable (that is, more able to recover after a disturbance) than less diverse communities. However, the diversity-stability relationship isn't a universal rule, and there are some cases where other factors (besides species diversity) are more important in determining community and ecosystem stability.

What factors shape community structure?

The structure of a community is the result of many interacting factors, both abiotic (non-living) and biotic (living organism-related). Here are some important factors that influence community structure:

- The climate patterns of the community's location.
- The geography of the community's location.
- The heterogeneity (patchiness) of the environment.
- The frequency of disturbances, or disruptive events.
- Interactions between organisms.

A community's structure can also be shaped by the chance events that happened during its history. For instance, suppose that a single seed blows into the dirt of a particular area. If it happens to take root, the species may establish itself and, after some period of time, become dominant (excluding similar species). If the seed fails to sprout, another similar species may instead be the lucky one to establish itself and become dominant.



Foundation and keystone species

Some species have unusually strong impacts on community structure, preserving the balance of the community or even making its existence possible. These "special" species include foundation and keystone species.

Foundation species

A foundation species plays a unique, essential role in creating and defining a community. Often, foundation species act by modifying the environment so that it can support the other organisms that form the community.

Kelp (brown algae) is a foundation species that forms the basis of the kelp forests off the coast of California. Kelps create environments that allow the survival of other organisms that make up the kelp forest community. The corals of a coral reef are another foundation species. The exoskeletons of living and dead coral make up most of the reef structure, which protects other species from waves and ocean currents. Beavers, which modify their environment by building dams, can also be seen as a foundation species.



Keystone species

A keystone species is a species that has a disproportionately large effect on community structure relative to its biomass or abundance. Keystone species differ from foundation species in two main ways: they are more likely to belong to higher trophic levels (to be top predators), and they act in more diverse ways than foundation species, which tend to modify their environment.

The intertidal sea star *Pisaster ochraceus*, which is found in the northwestern United States, is perhaps the most famous example of a keystone species. In a classic experiment of community ecology, the sea stars were experimentally removed from the intertidal zone where they lived. As a result, populations of their prey (mussels) increased, altering the species composition of the community and sharply reducing species diversity. When the sea stars were present, about species of barnacles and algae were found in the lower part of the intertidal zone, but when they were missing, the mussel population expanded downward and almost entirely replaced these other species.

This type of sharp reduction in diversity or collapse of community structure commonly occurs when a keystone species is removed. In this case, the loss of diversity happened because the mussels crowded out other species, which could normally persist because the sea stars kept the mussels in check.

Step 2: Answer the questions using the text

1. What is a community structure?
2. What are two important measures ecologists use to describe the composition of a community?

3. Why do communities with the highest species richness tend to be found near the equator?
4. What two functions make up a species diversity?
5. What are two factors that influence community structure?
6. What are two types of species that have unusually strong impacts on community structure?
7. Ecological communities are exactly the same.
 - a. TRUE
 - b. FALSE

Step 3: Draw a picture and describe

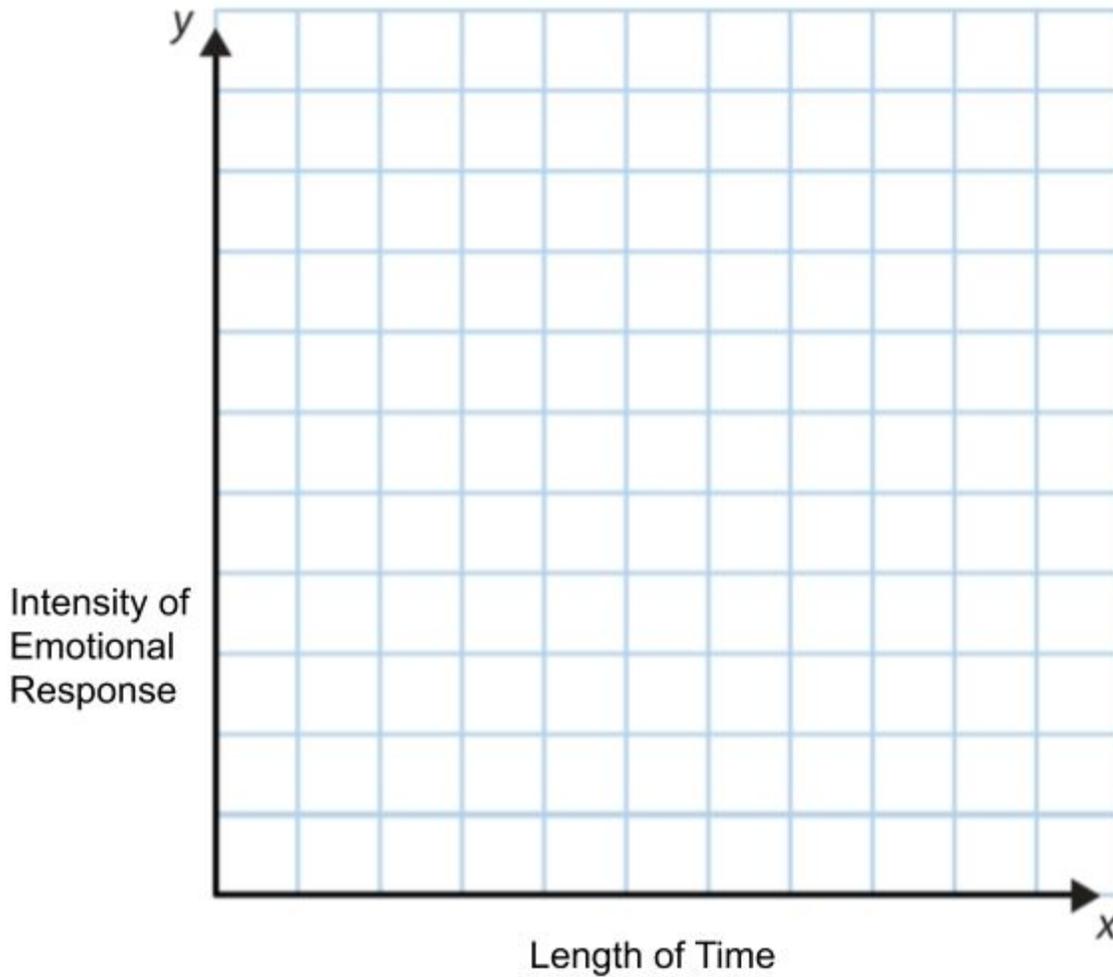
Draw a picture of your community. Is your community diverse? What words would you use to describe your community?

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
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Mindfulness Moment!

Emotional Graph: Everyone processes emotions differently. Using the graph below chart your own response to these five emotions: Sad, happy, surprise, angry, and afraid. Consider how long your emotions last...the length of time will compare to the length of the line.



Day 2: The Census: Population and Prisons Math

What is this lesson about?: This lesson focuses on how people who are incarcerated 'count' in the Census, and raises questions about whether the current system is fair or not, and what could be done to make the Census work better for certain communities.

But first: Today's Warm-Up

Do you think that everyone should pay the same amount for WiFi at their homes or is this something that should depend on how much money a family makes?

Assume that a city government passed a law saying that it would automatically provide 'free' internet to all households in the city. How would the City 'pay' for that?

How would you respond to this if you were a big cable/wifi provider like Comcast or Cox or Verizon?

Step 1/Activity 1: Residents held in prisons across the country are counted in the Census.

If you were living in Atlanta, Georgia, were arrested and then sentenced to prison in rural Georgia, where do you think you would be 'counted' for purposes of the US Census?

Almost always, the answer is in the location where you are imprisoned. This process of counting residents held in prisons in the location of their prison, not their last known address, creates some outcomes that many think are not that fair. This is how most states account for their prison population, although a few states have changed their state laws to count prisoners at their 'last known address.'

Today we are going to take a look at a few scenarios to see how this impacts funding and voting.

Example #1. A city called **Everything's Perfect** has 48,000 residents.

- The City is broken up into 4 Wards or Districts.
- Each District gets 1 representative on the City Council...

Everything's Perfect collects \$240,000 in taxes on gasoline sales. These taxes are used to fix up the roads.

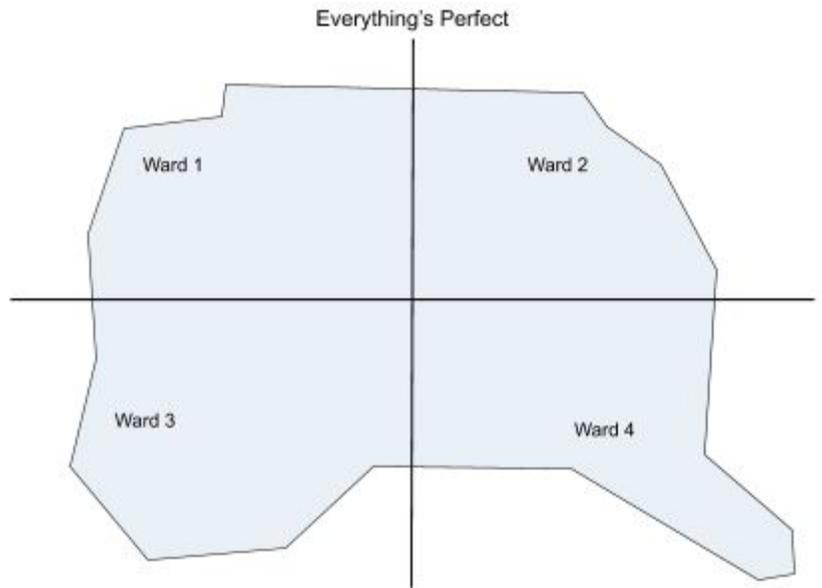
- Assuming that each Ward gets the same amount of money to fix up its roads, how much money will each Ward get for Road Repair?
- Hint: if there are 4 Wards and each has the same # of people, divide \$240,000 by 4.

- Assume that Ward 3 and Ward 4 have a lot more roads than Wards 1 and 2. What will happen over time to the roads in Wards 3 and Ward 4 if each Ward gets the same amount of Road Repair money year after year?
- Do you think that using the Census results is the best way to allocate the amount of money used for Road Repair? Yes/No. If no, what would be an alternative way to figure out how to use the Road Repair money.
 - Now, assume that you live in Ward 1 (very few roads). Each year you pay your gasoline taxes that go to repair the roads.
 - If you work from home and mostly drive around your neighborhood, how might you feel about your gasoline taxes being divided up this way?
 - If you have a long drive from your apartment and drive through the other Wards to and from work each day, how might you feel about your gasoline taxes being divided up this way?
- Ok, each year the city of “Everything's Perfect” receives a ‘grant’ from the Federal government to help build solar panels on homes--to increase its use of solar energy. In its first year, the City Council takes in the \$120,000 it gets from the federal government and says every resident can get a \$500 credit to use to help them install solar panels.
 - At the end of the first year, the City learns that:
 - ½ of the houses in Ward 1 used the money and purchased solar panels.
 - But in Ward 2, only a ⅛ of the people used the money to purchase solar panels.
- The City did some research and learned that in Ward 1 most people own their own home, but that in Ward 2 most people live in apartments. For some reason the landlords didn't bother to install the panels.
 - What is a reason why landlords might not install panels when homeowners would?

Step 2/Activity 2: Now let's consider what happens when the City decides to build a prison that will house **4,000 people in Ward 4**. The prisoners all come from out of town.

- Assume that the rest of the population stays the same. How many people, including the prisoners now live in **Everything's Perfect**.
- If the City wants each Ward to have approximately the same number of people living there, how many people should each Ward now have?
 - Hint: take the total population before the new prison (48,000) and add in the new 4,000 people. What is the new population of the City?
 - Now, if each Ward is supposed to have the same number of people, divide that number by how many Wards there are.
 - So: How many people should each Ward have now? _____

- Use the Grid to the right to mark off the 4 Wards of the City-
- Add the prison to Ward 4 and write in the # of people in the prison.
- Add in the # of nonincarcerated people in each Ward.
 - How many nonincarcerated people live in Wards 1, 2 and 3.
 - How many nonincarcerated people live in Ward 4?



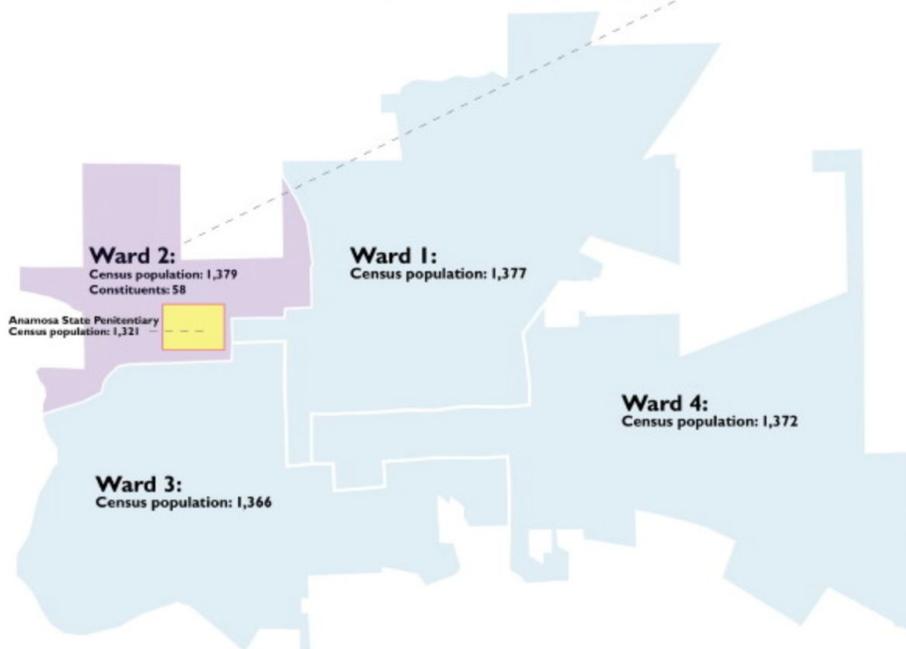
Remember, the people living in the prison cannot vote, but they do count as a part of the Ward's population.

- Now, assume that the City Council has 4 representatives, one for each Ward. Who has more voting power, a nonincarcerated person living in Ward 1 or Ward 4?
- If each Ward gets the same amount of money to put in new water pipes to replace the lead pipes, who will get more money to pu in new water pipes--a non incarcerated person ilving in Ward 2 or Ward 4?

Step 3/Activity 3: Looking at a real map, and real data. Below is a map of a rural county from the last census.

City Council Wards in Anamosa, Iowa

Ward 2 has all the perks of a City Council seat while representing only 58 constituents



Review the map above and answer the questions below.

Each Ward has approximately how many residents?

(Round off to the nearest 10)

What Ward has a prison (penitentiary)?

What is its population?

How many nonincarcerated people live in Ward 2?

Approximately how many nonincarcerated people live in each of the other Wards?

Assume each Ward has 1 person on the City Council.

Ok, now what happens if the City Council has a vote on whether or not to raise taxes or where to build a new park or playground or how to distribute federal grant funds.

Who has more voting power, a person who lives in Ward 2 or a person who lives in Ward 3 or 4?

- Remember, individuals locked up at the prison don't get to vote, but they do count when dividing the city up into equally sized Wards...

Assume that the City of Anamosa gets a federal grant to put a new park in each Ward of the City.

Which park will be the least crowded?

Is this fair to the residents of Wards 1, 3 and 4? Yes/No?

Is it fair that the prisoners 'count' but don't get to use the local park?

Closing note: In recent years, some states (Delaware, Maryland and more recently, California) have started to move away from this system, and are going to 'count' individuals held in prisons as a part of their home neighborhood.

Step 4/Activity 4: How does this impact the communities where individuals are taken from?

In some neighborhoods, a large % of the adults may end up incarcerated. When these adults are held far away from their communities, they don't 'count' in the local census. This can have negative impacts on their own community. Let's look at the chart below to examine this...

Assume that over 3 years, the population of Neighborhood A falls from 100,000 people to 75,000 people, while the population of the other three Neighborhoods stays the same.

	Year 2020	% of Population	Year 2023	% of Population
Neighborhood A	100,000	25%	75,000	
Neighborhood B	100,000	25%	100,000	
Neighborhood C	100,000	25%	100,000	
Neighborhood D	100,000	25%	100,000	
Total	400,000		375,000	

Based on the chart above, what % of the total population is in Neighborhood A in 2023?

What % of the total population is in each Neighborhood B, C and D in 2023?

(Hint: divide 75,000/375,000) and divided 100,000/375,000).

In 2020, if the City had \$1,000,000 to use to support affordable housing, how much of that money would go to Neighborhood A if they based it on % of the total population?

In 2023, if the City has another \$1,000,000 to support affordable housing, how much of that will go to Neighborhood A if they base it on % of the total population?

- **Discuss:** Is this fair? Would your answer be different if you know that 25,000 people moved away for good or if 25,000 were moved out because they were sent to prison but their families were left behind?

Skill Builders and Review Problems

- See separate document

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
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Mindfulness Moment!

Read The Guest House and respond to it below.

The Guest House

This being human is a guest house.
Every morning a new arrival.

A joy, a depression, a meanness,
some momentary awareness comes
As an unexpected visitor.

Welcome and entertain them all!
Even if they're a crowd of sorrows,
who violently sweep your house
empty of its furniture,
still treat each guest honorably.
He may be clearing you out
for some new delight.

The dark thought, the shame, the malice
meet them at the door laughing,
and invite them in.

Be grateful for whoever comes,
because each has been sent
as a guide from beyond.

What do you think this poem is trying to say?

What do you think the guest house is a metaphor for? (metaphor: something that is symbolic for something else)

Day 2: Communities of the World: Mongolia Social Studies

What is this lesson about?: In today's lesson you will learn about a community that differs from your own. Today we will focus on Mongolia.

Step 1: Read the article on Mongolia

Countries Of The World: Mongolia

Image to right: Horses are an important part of Mongolian culture. They are a very respected animal and are used for traveling, farming and hunting. In fact, there are more horses in Mongolia than there are people. Photo by: Pixabay/Kanenori.



Mongolia is located in Asia between Russia to the north and China to the south. Situated on mountains and plateaus, it is one of the world's highest countries with elevation averaging 5,180 feet. Mongolia is 435 miles from the Yellow Sea.

Mongolia's temperature can fluctuate as much as 35 degrees in one day. The country is very dry and receives only about 4 inches of rainfall per year. Southern Mongolia is dominated by the Gobi, which is one of the Earth's coldest deserts and covers about 500,000 square miles.

People And Culture

For most of its history, Mongolia was closed off to the world and little was known about the country or its people.

Many Mongolians continue to live in yurts, or gers, which are dome-shaped, round, tent-like structures. They are furnished with a stove for heat and cooking meals, rugs to cover the wooden floors, beds and storage. Today's gers often have electricity, satellite dishes and solar panels.

Mongolia's largest festival, Naadam, is celebrated in summer and focuses on sports, games and food. Children also participate in some of the sports, including horse races. Many people still raise animals in Mongolia and eat a lot of meat and milk products.



Nature

Bactrian camels are native to Mongolia. They have two humps and are smaller than the Arabian camel. The Mongolian horse is small but tough and can withstand the harsh temperatures of the Mongolian climate.

The Gobi is expanding. Every year, about 1,400 square miles of new desert are added because of changes in land use, including farming, grazing animals and destruction of the forests. Global climate change may also be a factor.

Wildlife is threatened in Mongolia. The rare snow leopard is endangered, but has a refuge in the country's nature reserves. As less land is available for wild animals, species such as the musk deer have nowhere to hide from illegal hunters who are killing off most of the remaining population.



The first dinosaur egg ever discovered was found in the Gobi. Many dinosaur remains and fossils from 100 million years ago, during the late Cretaceous period, have been found there.

Government

Mongolia is led by a president who is elected by the people, but the president doesn't have much power. Most of the control is in the parliament, which has 76 members and chooses the prime minister and the cabinet officers.

History

The Mongol Empire gained power as Genghis Khan and his sons conquered much of Asia and Europe during the 13th century.

Marco Polo, his father and an uncle were the first Europeans to cross the Gobi in about A.D. 1275. The southern portion of Mongolia, known as Inner Mongolia, is part of China. The northern region became independent from China in 1921 with Russia's help. Mongolia became a communist country in 1924, but in 1990 multiparty elections were held by the people.

Step 2: Answer Questions

What is the giant desert in Mongolia called? List three things you learned about that desert.

Step 3: Check out the typical food of Mongolia.



The most common rural dish is cooked mutton (sheep), usually without any other ingredients. In the city, every other local displays a sign saying "buuz". Those are steamed **dumplings** filled with meat. Other types of dumplings are boiled in water (bansh [ko], **manti**), or deep fried in mutton fat (khuushuur). Other dishes combine the meat with rice or fresh noodles made into various stews (*tsuivan [ru]*, *budaatai huurga*) or noodle soups (*guriltai shol*).

The most surprising cooking method is only used on special occasions. In this case, the meat (often together with vegetables) gets cooked with the help of stones, which have been preheated in a fire. This either happens with chunks of mutton in a sealed milk can (khorkhog), or within the abdominal cavity of a deboned goat or marmot (*boodog*).

Milk is boiled to separate the cream (*öröm*, clotted cream). The remaining skimmed milk is processed into cheese (*byaslag*), dried cheese curds (*aaruul*), yogurt, kefir, and a light milk liquor (*shimiin arkhi*). The most prominent national beverage is airag, which is fermented mare's (horse) milk. A popular cereal is barley, which is fried and malted. The resulting flour (*arvain guril*) is eaten as a porridge in milk fat and sugar or drunk mixed in milky tea. The everyday beverage is salted milk tea (*süütei tsai*), which may turn into a robust soup by adding rice, meat, or bansh.

Step 4: Answer the question

Are you brave enough to try some Mongolian food? Which one(s)?

Step 5: What does the inside of a typical family home look like in Mongolia?



The Regzen family outside their ger with all of their possessions, Ulaanbaatar, Mongolia. Published in *Material World* pages 40-41. The Regzen Batsuuri family lives in a 200 square foot ger (round tent built from canvas, strong poles, and wool felt) on a hillside lot overlooking one of the sprawling valleys that make up Ulaanbaatar, Mongolia.

Step 6: Explore the culture of Mongolia.

One of the most colorful and original items of Mongolian national dress is the traditional headwear. The Mongolian headdresses differed in shape and purpose; there were hats for the young and old, summer and winter & men & women, holidays and ceremonies & fashionable and everyday hats. Their fashion and trimmings & colors were amazingly varied depending on the sex of the person wearing it his or her social position or to who's tribe or nationality they belonged. There are 400 different styles. For example, the cone-shaped top of the hat (blue or red) had 32 stitching symbolizing the unification of 32 Mongolian tribes.



The middle ages women & men wore summer hats made of plush wet velvet upturned brim & brocaded pointed tops. In ancient times it symbolized power capable of frightening enemies. In summer Mongols wore either the hat or flat-topped "Toortsog" hat consisting of six gores. The toortsog had an upper and a lower part. The upper part was not one piece but was sewn from six

separate pieces.

Married women were not permitted to wear this hat, only girls & men. Women's holiday headwear was noted for its original and richness of adornment. It consisted of holiday silk and velvet hat and a complete decorative set for the hair the lower part of the hat was made from velvet and the upper part from red silk. The hair holder was covered with coral, pearl, and mother pearl. The Shanaavch the temporal adornment with little silver bells was fixed to the hair holder. The "Tolgoin boolt" was a headdress usually made of silver and studded with a precious stone and semiprecious stones. Women's hats were more fashionable than men's, and the ribbons on them were decorated with turquoise.



Step 7: Answer the questions below.

1. List two interesting things that you learned about Mongolia?
2. Can you list three interesting things in the photo of the Mongolian family's house?
3. How were Mongolian hats different based on who is going to wear hats? What types of things do the hats symbolize?

4. Are there any hats or headresses that symbolize different things in American culture? (hint: what do students wear on their graduation day? Are there any special hats worn for holidays or religious ceremonies that you can think of?)

5. What else do you want to know about Mongolia?

Student Feedback:

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



Day 2: PE Health

What is this lesson about?: In today's lesson, you will work on your PE BINGO card.

Step 1: Try to complete the PE BINGO card.

PE BINGO

Try to complete all the squares Tuesday and Thursday.

60 Second Wall Sit	20 Burpees	20 Jumping Jacks	10 Jumps
10 Hops On One Foot	60 Second Stand on One Foot	60 Second Plank	15 Walking Lunges
10 Arm Circles	Run Fast in Place 30 Seconds	15 Sprinter Situp 	30 Bicycle Crunches
30 Bicycle Crunches	60 Second Superman 	Wheelbarrow Walk	20 Calf Raises
15 Pushups	10 Jumps	60 Second Stand on One Foot	1 Handstand

Week 4

Community

Day 3

NAME:_____

Day 3 Agenda

Topic	Activity
Warm-Up!	
English Language Arts	<ul style="list-style-type: none"> • Read a chapter from the book <u>Seedfolks</u> by Paul Fleischman. • Respond to questions about the text. • Reflect upon and write about the challenges of maintaining a sense of community.
Science	<ul style="list-style-type: none"> • Read about Species' Impact on Community Structures • Write down key facts • Draw an image/picture
Mindfulness Moment!	
Math	<ul style="list-style-type: none"> • Real World Math: The math of Community: Planning a birthday party. What does it cost to host a b-day party. • Practice Problems
Health	<ul style="list-style-type: none"> • How can we impact our community health
Mindfulness Moment!	
Civics/Social Studies	<ul style="list-style-type: none"> • A New Community: Learn about Kuwait and its culture

Warm-up Activity: Write a journal entry around the daily quote on identity.

ONE CANNOT SEPARATE THE HEALTH OF
THE INDIVIDUAL FROM THE HEALTH OF THE
COMMUNITY, FROM THE HEALTH OF THE
WORLD.

- PATCH ADAMS -

LIBQUOTES.COM

Day 3: What Challenges Can Fracture a Community? English Language Arts

What is this lesson about? Today, you will read a chapter from the book *Seedfolks* by Paul Fleischman. You will reflect upon the challenges of keeping a community together.

Step 1: Before reading

Complete an 8 minute quick-write where you just write your ideas, don't worry about your spelling or grammar, just focus on what you feel and want to say.

Write for 8 minutes: think about a time that you have been part of a group or community. What kept your community together? (What did people do, to keep people feeling like a part of the group and contributing to the group?). What were actions/events that threatened to break the community apart?

Step 2: Read the excerpt from the novel *Seedfolks* by Paul Fleischman.

The novel takes place in the city of Cleveland, Ohio. In the novel, a neighborhood, where people mostly keep to themselves, started a community garden and it starts to bring people together. In this chapter, Sam, a former community organizer, describes his experience and perspective on what is happening in the garden. As you read, look for how the speaker in the chapter describes the different “communities” in the garden and what starts to happen to make it break apart.

Some vocabulary to review before reading:

pacifism—the belief that all disputes should be settled by peaceful means

spigot: a faucet

Tower of Babel: According to the Bible, the Babylonians wanted to make a name for themselves by building a mighty city and a tower “with its top in the heavens.” God disrupted the work by so confusing the language of the workers that they could no longer understand one another. The city was never completed, and the people were dispersed over the face of the earth. (Taken from <https://www.britannica.com/topic/Tower-of-Babel>)

CHAPTER 6: SAM

I saw people on the sidewalk, watching something. I crossed to join them, like a cat who smelled herring. Men in jumpsuits, from the jail I think, were clearing the lot. Unbelievable. The woman beside me told me the land was for anyone who wanted a garden. Even more unbelievable. The word “paradise” came out of my mouth, without thinking. The woman looked at me strange. It’s a hobby with me, studying words. I looked at the three walls surrounding the lot, then at a garden coming up beautiful, planted there close to the sidewalk. “paradise” comes from a Persian word...

It means “walked park”. I told the woman that. This time she gave me a little smile. I smiled back. That’s my occupation.

You’ve seen fishermen mending the rips in their nets. That’s what I do, only with people. I used to try to patch up the whole world. For thirty –six years I worked for different groups, promoting world government, setting up conferences on pacifism, raising money, stuffing envelopes. Not that I’ve given up the fight. I’ve just switched battlefields, from the entire planet to this corner of Cleveland. Sometimes I think I’ve actually had more effect on the world since I retired. What do I do? I smile at people, especially black people and the ones from different countries. I get ‘em looking up at me instead of down or off to the side. I start up conversations in lines and on the bus and with cashiers. People see I’m friendly, no matter what they’ve heard about whites or Jews. If I’m lucky, I get ‘em talking to each other. Sewing up the rips in the neighborhood.

I hadn’t had a garden since I was a kid. I wanted one now, only this time I was seventy-eight to be exact, and in no condition to dig up the soil. So I hired a teenager, Puerto Rican, who said he knew where he could get a shovel. He knew he’d have to do a good job to be paid. He worked that soil until it flowered through your fingers like silk. I paid him well and offered him a row. He wanted to grow marijuana, to sell. A real businessman. We discussed this. We finally compromised on pumpkins, after I explained how much he could probably get for them a Halloween, not to mention the advantages of staying out of jail. He was new to the neighborhood. We chatted back and forth. Squatting there in the cool of the evening, planting our seeds, a few other people working, a robin singing out strong all the while, it seemed to me that we were in truth in Paradise, a small Garden of Eden.

In the Bible, though, there’s a river in Eden. Here, we had none. Not even a spigot anywhere close by. Nothing. People had to lug their own water, in buckets or milk jugs or soda containers. Water is heavy as bricks, trust me. And new seeds have to be always moist. And in all of June it didn’t rain but four days. The result? People bent over like coolies, walking sometimes three or four blocks, a gallon jug in each hand, complaining all the time about the water. Mine I had hauled by a third-grader with a wagon. The contest I started came later.

Water aside, we had other problems. People in the garden told friends and relatives. The lot was big, there was plenty of room. But newcomers joined, at least at the beginning, they could usually get a spot near people they knew. One Saturday, when the garden was fullest, I stood up a minute to straighten my back. And what did I see? With a few exceptions, the blacks on one side, the whites on another, the Central Americans and Asians toward the back. The garden was a copy of the neighborhood. I guess I shouldn't have been surprised. A duck gives birth to a duckling, not a moose. Each group kept to itself, spoke, its own language, and grew its own special crops. One man even put up a pole and flew the Philippine flag above his plot.

Then there was the garbage. A few well brought-up people in the buildings around the lot still used it for a trash can. Just couldn't get out of the habit. They emptied their ashtrays out the windows and tossed out all sorts of stuff. One day a bottle came down, like a meteor. A man picked it up and threw it back, straight through the window it came out of. A minute later, five more flew out. Next, I thought to myself, come gunshots. Instead, thank God, it was only shouting.

That crazy homeless man, the one who used to sleep on the broken-down-couch-he also missed the lot being a dump. He showed up, saw his couch had been taken, and started ripping out people's plants. The police had to come. Some people started worrying, looking ahead to ripe beans and tomatoes and thinking about strangers coming in. That week, a man put chicken wire around his garden, five feet high, complete with a little gate and padlock. The week after that someone built a board fence. Then came the first KEEP OUT sign. Then, the crowning achievement -barbed wire.

God, who made Eden, also wrecked the Tower of Babel, by dividing people. From Paradise, the garden was turning back into Cleveland.

Step 3: Answer the following questions

1. What is Sam's reason for becoming involved in the garden?
2. Sam uses a metaphor to describe what he likes to do in a neighborhood by comparing it to sewing up ripped fishing nets. He says that he "likes to sew up the rips in the neighborhood", what does this mean? What are some ways that he does this?
3. What does Sam observe about how people have set themselves up in the garden?

Day 3: Species' Impact on Community Structures Science

What is this lesson about?: Today you will read through the Species with a Large Impact on Community Structure passage. You will answer a few questions about what you read. You will draw a picture and describe your own community.

Step 1: Read through the Species with a Large Impact on Community Structure passage

Species with a Large Impact on Community Structure

Delbert L. Smee - Nature Education



Of course predators consume prey, but in doing so, they may have broader impacts on communities as a whole. That is to say, predators help to maintain a balance among organisms, both by consuming prey and by altering prey behavior and prey habitat selection. This article describes how predators influence the composition and distribution of species in communities.

Some Species Have a Greater Impact Than Others on Community Structure

Dominant species are the most abundant species in a community, exerting a strong influence over the occurrence and distribution of other species. In contrast, keystone species have effects on communities that far exceed their abundance. That is to say, the importance of keystone species would not be predicted based upon their occurrence in an ecosystem. Dominant and keystone species influence the presence and abundance of other organisms through their feeding relationships. Feeding relationships — eating or being eaten — are called trophic interactions.

In addition, some organisms, called foundation species, exert influence on a community not through their trophic interactions, but by causing physical changes in the environment. These organisms alter the environment through their behavior or their large collective biomass. Foundation species may also be dominant species.

Predation can have large effects on prey populations and on community structure. Predators can increase diversity in communities by preying on competitive dominant species or by reducing consumer pressure on foundation species. For example, in rocky intertidal systems of the Pacific Northwestern US, mussels, barnacles, and seaweeds require a hard substrate to grow on, and they compete for space on the rocks. Mussels (dominant species) are superior competitors and can

exclude all other species within a few years. However, starfish (keystone species) eat mussels, and in doing so, free up space for many other organisms to settle and grow, thus increasing biodiversity within this ecosystem.

Human Activities Adversely Affect Communities by Removing Important Species, Especially Predators

Unfortunately, human activities are causing the populations of many predatory species to decline worldwide. These declines may have significant consequences for communities, and deprive humans of the benefits we receive from these natural communities. In coastal systems, scallops and other bivalves are consumed by stingrays, which in turn are preyed upon by sharks. Overfishing of large shark species (top-predators) has led to an increase in the numbers of rays (intermediate consumers), and greater predation by sting rays has destroyed the scallop fishery along the East Coast of the US.

Predators May Affect Communities through Lethal and Non-lethal Processes

Lethal effect (sometimes referred to as a consumptive effect) occurs when predators consume lower trophic levels. Non-lethal effect (also referred to as a non-consumptive effect) occurs when prey react to predators by altering their behavior, morphology, and/or habitat selection. Classic studies of predation, such as those described above, have focused on the lethal or consumptive effects predators have on lower trophic levels. That is to say, predators consume prey, and by reducing prey numbers, have sometimes large effects upon communities. Recent studies however have shown that predators also affect prey populations through non-lethal or non-consumptive means.

In these situations, predators alter prey behavior, morphology, and/or habitat selection. Some prey species may remain in refuges and forgo foraging opportunities to avoid predators, while others may alter their morphology to make themselves less susceptible to predation.

Examples of non-lethal predator effects abound. In oyster reefs, juvenile oysters (basal trophic level) are consumed by mud crabs (intermediate consumers), but predation on juvenile oysters is alleviated when toad fish (top-predators) are present. Toad fish consume mud crabs (lethal effect) and also cause mud crabs to seek refuge within the reef matrix and stop foraging (non-lethal effect). Both of these effects benefit juvenile oysters by reducing predation on them by mud crabs.

In this example, it is clear that predators can have significant effects on the composition of entire communities by consuming lower trophic levels, and by altering the behavior or habitat selection of prey. Understanding how predators affect communities remains a central goal of contemporary ecology as changes in predator population densities or predator behavior may have significant effects on entire ecosystems.

Step 2: Write down five key facts

Write down five key facts you learned about species' impact on community structures:

- 1.
- 2.

3.

4.

5.

Step 3: Draw a picture and describe

When you think about your own community, what predators and what prey exist? How might you help make sure your community is healthy, so every member benefits from your community?

Student Feedback:

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



Mindfulness Moment!

Reflect on the Poem below.

Autobiography In Five Short Chapters

Chapter I

I walk down the street.
There is a deep hole in the sidewalk.
I fall in.
I am lost... I am hopeless.
It isn't my fault.
It takes forever to find a way out.

Chapter II

I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in this same place.
But it isn't my fault.
It still takes a long time to get out.

Chapter III

I walk down the same street.
There is a deep hole in the sidewalk.
I see it there.
I still fall in... it's a habit... but,
my eyes are open.
I know where I am.
It is my fault.
I get out immediately.

Chapter IV

I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

Chapter V

I walk down another street.

- *Portia Nelson*

What holes do you often fall into?

What holes do you often fall into?

Why is it so easy to make the same mistakes over and over?

What new streets do you think you could walk down?

What changes could you make that will help you better take care of yourself?

Day 3: Hosting a Birthday Party... Math

What is this lesson about?: In today's lesson, you will explore the Paradox of Choice.

But first: Today's Warm-Up

Everyone believes that the more choices you have, the better off you are. Do you think this true?

The most recent psychological evidence suggests otherwise. Having too many choices can be crippling. Decisions can be tough to make and we, as human beings, can be paralyzed as a result.

Step 1/Activity 1: Trader Joe's

Scenario #1. Your spouse sends you to the grocery store for cooking oil. This simple task is much more complex once you reach the aisle marked cooking oils. This what you see →



Yikes! There are an almost unlimited amount of choices. Cooking oils come in different sizes, different brands and there are at least 15 different types of oils in a traditional grocery store (vegetable, peanut, olive, etc.) This confrontation with an abundance of choices is stress inducing and can make people anxious.

Here is where Trader Joe's comes in. Trader Joe's was founded in 1958 in Los Angeles, California (same year Jiff peanut butter was introduced.) Trader Joe's has been growing across the country and now has over 500 locations. At first glance it is hard to see why they are successful. They do not claim to be the cheapest, they don't generally locate in prime real estate areas and their selection is a fraction of a traditional grocery store. It is in the last fact that social psychologists believe Trader Joe's has an edge over its rivals. Less is sometimes more. Trader Joe's sells cooking oils, but just a few. Same for spaghetti sauce, peanut butter, etc. People prefer to avoid the paralysis of excess choice.

Step 2/Activity 2: Its a Birthday Party

Scenario #2. You are married and have a 3 year old daughter. She is turning 4 soon and you want to have a proper birthday party for her and her friends. You and your spouse work full time and everything you earn goes towards your monthly bills.

Your spouse is a dental hygienist and is maxed out at 40 hours per week. You are an electrician's apprentice making \$12 per hour. The job has been a good opportunity for you. As you become more skilled, your employer can bill out your time at a higher rate, and thus raise your wages. For the foreseeable future, \$12 per hour is what you can plan on earning. However, you have the opportunity to work overtime.

Most work past 40 hours per week is compensated at time and a half. In your case $\$12 \times 1.5 =$

\$18 per hour. Your firm is busy so you can work as many extra hours as you can handle.

You want to do right by your daughter and give a birthday party she will have pleasant memories of. How many overtime hours do you need to work in the next 8 weeks until her birthday? To make this decision we will have to look at the costs associated with a children's birthday party....

Step 3/Activity 3: The paradox of choice returns

The first choice you are confronted with is the location of the party. The easiest solution is to let the professionals handle it. There are places that specialize in kids' birthday parties. There are several themes, swimming, bouncing, even pizza with a singing rat. These places provide almost everything, food, balloons, plates, napkins. All you have to do is bring the birthday cake.

Decision #1. What will be the venue for the party?

You believe there will be **30 people attending** the birthday party, kids and adults. The cake will cost \$40. Calculate the cost of each venue with the pricing provided:

Venue	Cost per person	Cost of Cake	Total Cost
Swimming Party	\$20	\$40	
Pizza Party	\$15	\$40	
Bounce Party	\$25	\$40	

You also have the choice to host the party at your home for free. Of course, there will need to be a bunch of choices to make. Costs associated with hosting a birthday party:

Items/Activities	Costs
Napkins and plates	\$10
Cups	\$5
Meal	\$300
Ice Cream	\$20
Drinks	\$30
Balloons	\$30
Bounce House Rental	\$150
Magician	\$150
Clown	\$150
Cake	\$40
Total Cost	

Step 4/Activity 4: Making a Decision.

Now that you have all the information, describe in the space below exactly what birthday party you are going to have for your daughter. Use the information you have been given to calculate a final cost.

Using the final costs associated with the party of your choice (as calculated above), how many hours per week and in total of overtime work you will need to put in to achieve your goal?

- Pretend that there are no taxes and you can keep all \$18 per overtime hour you earn. We will talk more about taxes tomorrow.

Skill Builders and Review Problems

- See separate document-

Student Feedback:

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



Day 3: How can we impact our community's health? Health

What is this lesson about?: In today's lesson, you will discover the impact you could have on your community.

Step 1: Read the article

A group of high school students in New Jersey have come together to raise money for health care workers on the front lines of the coronavirus fight.

When schools across the state closed and moved over to remote learning, Ridgewood High School students Lili Weissberg, 16, and her 14-year-old sister, Jane, were thinking of how to spend their time now that they were confined to the house.



"My sister said to me, 'Lili, you love making string bracelets, why don't you make a few string bracelets for yourself?' And I was like, 'Oh yeah, that's cool,'" Weissberg said.

The idea soon blossomed and the sisters turned a simple hobby into a potentially life-saving project.

Weissberg said they decided to sell their bracelets and donate the money for COVID-19 relief.

The girls named the project "Stringing Together Ridgewood" and enlisted their friends, including junior Claire Sullivan.

"When we were in school I would probably spend four hours a day making bracelets but now that we're on spring break I pretty much do it all hours of the day," Sullivan said.

Depending on the pattern, it can take between 5 minutes and three hours to complete a bracelet.

The money is going to Valley Hospital to buy gowns, masks and gloves.

"That was really heartwarming to see the impact we're having on the community, not just those in the healthcare field," Sullivan said.

"It just feels really good, and I want people to know that there are people out there that want to help," Jane Weissberg said.

The bracelets sell for between \$3 and \$10.

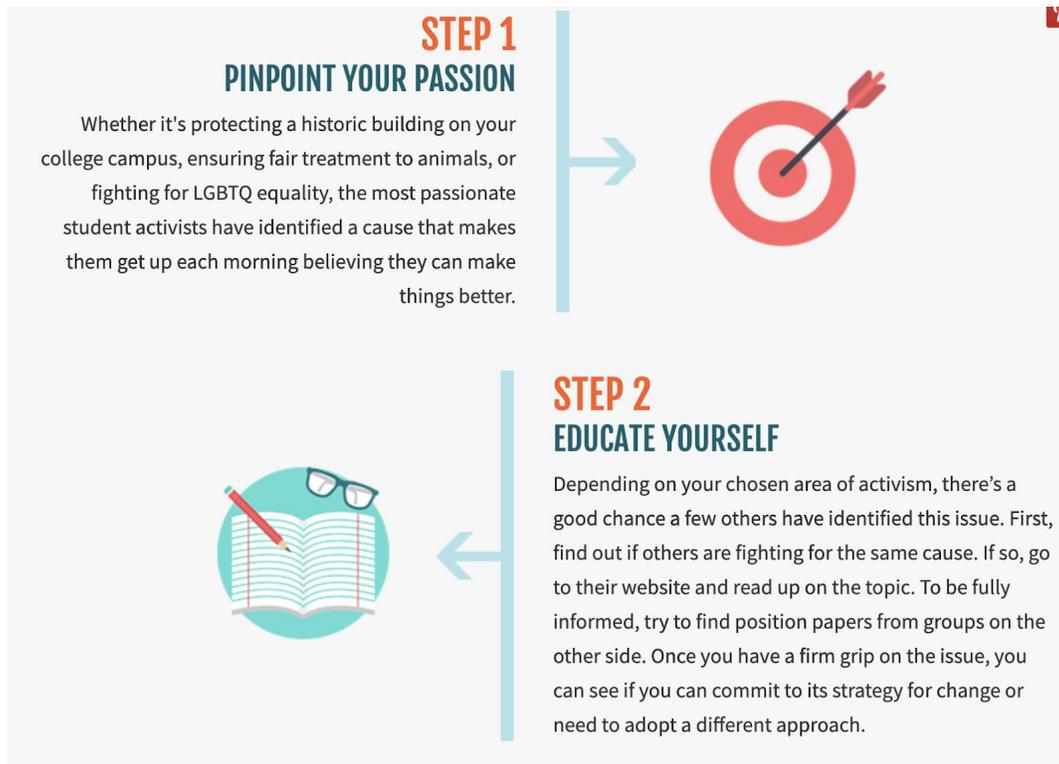
So far, they've raised more than \$3,000.

Step 2: What community health issues exist in your neighborhood?

You are the youth ambassador of your community, and you are going to take action to improve some of the unhealthy problems in your neighborhood. Using the chart below, make a list of the issues that concern you in column 1, what are possible solutions in column 2, and then rank how easy they would be to fix in Column 3. After you finish this chart, choose one of your issues to focus on and circle it.

Issues that concern you...	Possible Solutions...	Are these Easy, Medium, or Hard to solve?

How to Make an Impact



STEP 3 DETERMINE YOUR GOAL

When you start making others aware of the injustice you've identified, what action are you hoping to encourage? It could be you want to gain signatures in support of a proposed plan for the administration, or perhaps you're more interested in raising public awareness. Either way, listing short, intermediate and long-term goals keeps you organized and shows supporters you've thought things out.



STEP 4 TAP INTO RESOURCES

Resources come in many forms, and one of the first types a student should find is peer groups. Activists looking for strength in numbers should start on their campus, preferably by reaching out to a faculty or staff member who will advise you. But don't shy away from contacting national groups. Many have toolkits filled with media strategies and organizational plans.

STEP 5 CREATE AN ACTION PLAN

Think about the objectives that need to be in place to achieve that goal. Then develop detailed action steps to complete the objectives and meet your goals.



STEP 6 GO!

You've identified your passion, educated yourself on it, set goals, found resources, and created a plan for success. The final step to becoming a student activist is to bring awareness to your cause. This could mean speaking at student club meetings, blogging, organizing a speaker series, or meeting with the administration.

In your next Health activity, you will dig deeper into this idea that will impact your community. Share your idea here and why it means so much to you.

Mindfulness Moment!

Write your own Autobiography poem.

Autobiography In Five Short Chapters

Chapter I

Chapter II

Chapter III

Chapter IV

Chapter V

- YOU

Day 3: Communities of the World: Kuwait Social Studies

What is this lesson about?: In today's lesson you will learn about a community that may be different from your own. Today we will focus on Kuwait.

Step 1: Learn about Kuwait

Kuwait is a small nation situated on the Arabian Peninsula in Southwest Asia. Before the discovery of oil in the 1930's made it one of the world's wealthiest countries, Kuwait was a poor, little-known Arab state. Its people had traditionally earned their livelihood from boat building, pearl diving, fishing, and raising livestock. Oil transformed Kuwait, enabling it to finance a broad range of social welfare programs for its citizens. The country's wealth made it a tempting prize to its more powerful neighbor Iraq, which invaded Kuwait in 1990, setting off the 1991 Persian Gulf War.

FACTS AT A GLANCE

Location: Southwest Asia.

Area: 6,880 sq mi (17,818 km²).

Population: 2,000,000 (estimate).

Capital and Largest City: Kuwait (including metropolitan area).

Major Language(s): Arabic (official).

Major Religious Group(s): Muslim.

Government: Constitutional monarchy. **Head of state** emir. **Head of government**—prime minister (appointed by the emir). **Legislature**—*National Assembly*.

Monetary Unit: Kuwaiti dinar

The People

Ethnic Groups, Religion, Language. The Kuwaitis are Muslims. Arabic is the language of the country, although English is widely spoken. Traditionally, less than half the population were Kuwaiti citizens. The rest were immigrant workers and their descendants. Palestinian Arabs long made up the largest group of foreign workers. Others came from various parts of the Middle East. Thousands of Europeans and Americans were also employed by the oil companies. Kuwait has since adopted a policy of relying less on foreigners. Palestinians were hardest hit because of support for Iraq during the Gulf War by Palestinian leaders abroad.



Way of Life. Before the oil boom, most of the people lived in the old walled town of Kuwait, in mud and brick houses packed into winding alleyways. The people outside the town were Bedouin nomads, herders of camels, goats, and sheep. This way of life was changed abruptly, in the years following World War II (1939-45), when Kuwait began to export oil in large quantities. Most of the old town of Kuwait was replaced by Kuwait city—a modern capital with wide boulevards, a variety of shops, banks, luxury hotels, and the most up-to-date urban services.

The Land

Kuwait is located on the eastern coast of the Arabian Peninsula, at the northwestern tip of the Persian Gulf. Kuwait's neighbors are Iraq and Saudi Arabia. Nearly all of the country is flat, sandy desert, with a few small hills. Here and there a few oases (watered, fertile areas) provide shelter and subsistence for the Bedouin nomads and their flocks and herds. Rainfall is little, falling mostly between October and April.

The climate of Kuwait is one of the hottest in the world, often reaching temperatures of 125°F (52°C) in the summer. During the winter months, temperatures are much cooler.

Step 2: Answer questions

1. What were the traditional ways that Kuwaitis earned their livelihood, before working in oil became the popular career?
2. What is the main religion of Kuwait? Do Americans also practice that religion?
3. What is the geography like in Kuwait? What is the land and weather like?
4. Why did the Persian Gulf War start? (hint: why did Iraq invade Kuwait?)
5. Based on what you've learned about Kuwait so far, would you want to live there? Would you want to visit?

Step 3: What do people eat in Kuwait?

Picture to right:

The Al Haggan family of Kuwait City. Food expenditure for one week: 63.63 dinar or \$221.45. Family recipe: Chicken biryani with basmati rice.
From the book, "Hungry Planet: What the World Eats" by Peter Menzel.



Food in Daily Life.

After centuries of living as nomads, surviving off of subsistence farming and breeding farm animals, the relatively recent increase in the income of many Kuwaitis has led to a rapid rise in the relative obesity of the general population. Still operating under the belief that plump children are healthy, Kuwaitis eat a very rich diet, and do not engage in physical exercise like they did in the past. The shift from a nomadic to sedentary (spending a lot of time seated) lifestyle happened quickly with industrialization and urbanization coinciding with the advent of the oil industry in the past century, and habits of nutrition have not completely changed to adjust to the present environment.

An average Kuwaiti person eats three meals each day. Breakfast often includes some meat, such as fried liver or kidneys, and a dairy product such as cheese or yogurt. For lunch and dinner, several meat dishes may be served. In the desert, vegetables and grains were largely unavailable. Therefore, meat was a staple of the desert nomad's diet. As in the past, meat remains a central part of the Kuwaiti diet.

Excerpt from everyculture.com

Step 4: Answer Questions

Do Kuwaitis eat similarly to you? What is the same? What is different from what you eat?

Step 5: What does a typical home in Kuwait look like?



The Abdulla family with all of their possessions pose for a portrait in front of their home in Kuwait City, Kuwait. Published in the book *Material World*. Their house is 4,850 square foot one-story house (with a full basement) in a residential neighborhood.

Excerpt from everyculture.com

Over the span of just two hundred years, Kuwait shifted from a nomadic population to an urban population. The development of the urban environment has largely been influenced by Islam, and Kuwaiti homes reflect the tenets of Islam as clearly as they reflect the influence of desert life and culture. Most homes are rectangular in shape and are organized around an inner courtyard. This courtyard allows for an enclosed yet open environment, and at the same time protects from the wind and direct sunlight in the arid desert climate. Generally homes are clustered together to unite and serve the needs of an extended family. As family size increases, more rooms are built on to accommodate the new members.

The manner in which space is used in Kuwait reflects the traditional relationship between men and women. In nomadic times, tents would be separated by screens or a cloth, so that men could entertain unrelated men, as is their custom, without having the guests come into contact with female kin. With the advent of urban living, homes were built with what is known as a "double circulation system" so that men and women could avoid contact with one another, and most importantly so that women were not in contact with strange men.

Step 5: Answer questions

What do you think is interesting about the picture of the Abdulla Family's home above?

Why do Kuwaiti families expand their homes?

What are the two most interesting things you learned about Kuwait?

What more do you want to learn about Kuwait?

Student Feedback:

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



Week 4

Community

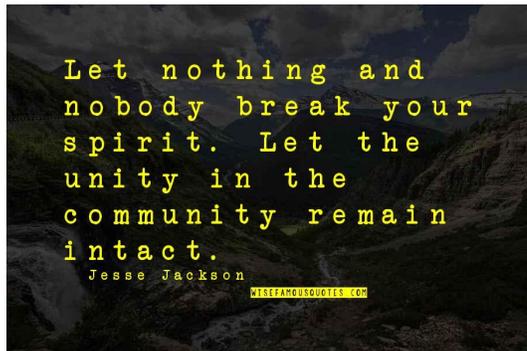
Day 4

NAME:_____

Day 4 Agenda

Topic	Activity
Warm-Up!	
English Language Arts	<ul style="list-style-type: none"> • Read the article Jose Andres Fed Puerto Rico and May Change How Aid Is Given by Kim Severson at the <u>New York Times</u>. • Answer questions about the text. • Complete a graphic organizer on the responsibilities of belonging to a community.
Science	<ul style="list-style-type: none"> • Read about How Predators May Affect Communities • Answer questions about what you read • Draw a picture and describe
Mindfulness Moment!	
Math	<ul style="list-style-type: none"> • Real World Math: Paycheck math: Understanding your basic deductions and (what is FICA, Medicare, state and federal taxes deductions), and how these relate to our collective sense of community • Practice Problems
Mindfulness Moment!	
Civics/Social Studies	<ul style="list-style-type: none"> • A New Community: Learn about Iceland and its culture
PE	<ul style="list-style-type: none"> • Bingo!

Warm-up Activity: Write a journal entry around the daily quote on identity.



Day 4: Our Responsibility to Our Community

English Language Arts

What is this lesson about?

Today, you will learn about someone who felt a strong responsibility to help people in a community. As you read and think about this article, think about what your role and responsibility is in the different communities you belong to.

Before you read:

On September 6, 2017, Hurricane Irma, hit the island of Puerto Rico with flooding rains and 100 mph winds. The storm killed 4 people and cut off power to nearly 2/3 of the population and a little more than 30% of the population lost access to clean water. Two weeks later, on September 20th, Hurricane Maria made landfall in Puerto Rico as a Category 4 hurricane with winds of 155 mph. Parts of Puerto Rico experienced 30 inches of rain in one day.

Over the next couple of weeks, over 50% or 1.87 million people of the population lost access to clean water and the island lost power virtually everywhere. Hospitals were destroyed and 34 people were killed. Throughout this disaster, the U.S. Federal Government delayed in sending help and support to Puerto Rico. In reaction, many private citizens in the U.S. and elsewhere reached out to Puerto Rico to provide support. This is the story of Jose Andres, a famous chef, who decided to go to Puerto Rico to provide meals to the victims of the hurricane. The article has been adapted for length from its original text in the [New York Times](#).



Step 1: Read the article

José Andrés Fed Puerto Rico, and May Change How Aid Is Given

By Kim Severson

Oct. 30, 2017

SAN JUAN, P.R. — José Andrés was walking along a dark street in a stained T-shirt and a ball cap, trying to decompress after another day of feeding an island that has been largely without electricity since Hurricane Maria hit a month ago.

He'd gone barely half a block before two women ran over to snag a selfie. A man shouted out his name from a bar running on a generator and offered to buy him a rum sour.

The reaction is more subdued in rural mountain communities like Naguabo, where Mr. Andrés and his crew have been delivering supplies so cooks at a small Pentecostal church can make 5,000 servings of arroz con pollo and carne guisada every day. There, people touch his sleeve and whisper, "Gracias." They surround him and pray.

"He's much more than a hero," said Jesus R. Rivera, who was inside a cigar store watching Mr. Andrés pick out one of his daily smokes. "The situation is that still some people don't even have food. He is all that is keeping them from starving."

It's overwhelming, even for Mr. Andrés, the larger-than-life, Michelin-starred Spanish chef with a prolific, unfiltered social media presence, who got into a legal fight with the Trump Organization after Donald Trump made disparaging comments about Mexicans.

"Every day I have this personal anxiety inside," Mr. Andrés said during a Jeep ride through the countryside in late October. "We only came here to try to help a few thousand because nobody had a plan to feed Puerto Rico, and we opened the biggest restaurant in the world in a week. That's how crazy this is."

Since he hit the ground five days after the hurricane devastated this island of 3.4 million on Sept. 20, he has built a network of kitchens, supply chains and delivery services that as of Monday had served more than 2.2 million warm meals and sandwiches. No other single agency — not the Red Cross, the Salvation Army nor any government entity — has fed more people freshly cooked food since the hurricane, or done it in such a nurturing way.

Mr. Andrés's effort, by all accounts the largest emergency feeding program ever set up by a group of chefs, has started winding down. But it illustrates in dramatic fashion the rise of chefs as valuable players in a realm traditionally left to more-established aid organizations.

With an ability to network quickly, organize kitchens in difficult circumstances and marshal raw ingredients and equipment, chef-led groups are creating a model for a more agile, local response to catastrophes.

"It's part of a larger trend we're starting to see with corporations and individuals who are applying their unique skill sets to solve problems after a disaster," said Bob Ottenhoff, the president and chief executive of the Center for Disaster Philanthropy, which helps donors make strategic contributions related to domestic and international emergencies.

In addition to sending money or showing up to hand out blankets or boxes of food, companies like UPS and IBM are designing ways to quickly supply logistical and technical aid.

"Chefs are part of that trend now, too," Mr. Ottenhoff said. "They're starting to say, 'Look, people are in need of not just food but good food, and we know how to serve large quantities of good food very quickly.'"

Restaurateurs have long offered food when trouble hit their communities.

Kitchens near the World Trade Center in New York served thousands of meals each day to emergency workers after 9/11. In response to the 2004 earthquake off the coast of Sumatra, Indonesia, the celebrity chef Cat Cora started Chefs for Humanity. Competition barbecue teams that headed to Joplin, Mo., after the 2011 tornadoes organized themselves into Operation BBQ Relief, a nonprofit group that has since responded to more than 40 disasters.

Two weeks ago, a food writer in Northern California tapped the region's best chefs to provide a steady stream of meals for people who had lost homes to wildfires. The restaurateur and TV personality Guy Fieri, who had to evacuate his Santa Rosa residence, organized a team of volunteers and began serving mashed potatoes and pork loin to firefighters and others in a parking lot.

Mr. Andrés helped out after Hurricane Sandy, but his first big lesson in emergency food relief came in August, when he rallied local chefs in Houston to help feed survivors of Hurricane Harvey.

Other Houston chefs and caterers started a website called “I Have Food I Need Food” and used social media to create a system to organize donations, cook food and get it delivered. They codified their effort in a manual and sent it to chefs in Miami who were staring down Hurricane Irma, which landed 16 days later.

But nothing prepared Mr. Andrés for what he faced in Puerto Rico. After taking one of the first commercial flights to the island after the storm, he realized that things were worse than anyone knew.

He found his friend Jose Enrique, the chef who had no electricity to run his Restaurant Jose Enrique, in the Santurce district of San Juan. Rain poured through the roof. But he had food in the freezer. Other chefs did, too. Someone had a generator.

“We decided we would just start cooking,” Mr. Enrique said.

The next morning, Mr. Andrés went to a food distributor and loaded up his car. “I was already smart enough to know I would need aluminum pans, so I bought every aluminum pan I could,” he said.

They began cooking big pots of the classic island stew called sancocho on the street in front of Mr. Enrique’s small restaurant. Word spread and the lines grew. They sent food to people waiting in 10-hour lines at gas stations. They heard that workers at the city’s biggest medical clinic were going hungry, so they added it to what was now a makeshift delivery schedule. “Every day it would just double,” Mr. Enrique said.

Mr. Andrés didn’t realize that his was the biggest hot-food game on the island until a week or so after they started. Someone from the Salvation Army pulled up and asked for 120 meals.

“In my life I never expected the Salvation Army to be asking me for food,” he said. “If one of the biggest NGOs comes to us for food, who is actually going to be feeding Puerto Rico? We are. We are it.”

More cooks arrived to help. Partnerships were forged with other aid groups and large food companies. Sandwiches and fruit were added to their repertory of rice dishes.

The team moved its base of operation to the island’s largest arena. To pay for it all, at least in the beginning, they used Mr. Andrés’s credit cards, or cash from the pockets of the vest he wore like a battle jacket.

Mr. Andrés left the island only a few times, the first after 11 days on the ground. He had lost 25 pounds and became dehydrated.

His team deployed food trucks, like a strike force, to isolated neighborhoods and towns that needed help. Agents of Homeland Security Investigations, a division of United States Immigration and Customs Enforcement, were serving as emergency workers, and staying in the same hotel as Mr. Andrés’s crew. The chef persuaded them to load food into their vehicles every morning as they headed out to patrol.

With limited ability to communicate, the crew organized everything with satellite phones, WhatsApp and a big paper map of all the feeding stations on the island, which Mr. Andrés carried like a general at war.

He negotiated with a chain of vocational schools around the island to let culinary students cook there. During visits to his kitchens, 18 in all, he admonished volunteers to add more mayonnaise to sandwiches, keep the temperature up on the pans of rice or serve bigger portions.

Mr. Andrés recruited his own chefs, too. David Thomas, accustomed to making \$540 suckling pigs as the executive chef at Mr. Andrés's Bazaar Meat restaurant in Las Vegas, suddenly found himself trying to figure out how to make meals out of donations that might include 5,000 pounds of lunch meat one day and 17 pallets of yogurt the next.

Eventually, the effort would cost World Central Kitchen about \$400,000 a day, paid for by donations from foundations, celebrities and a flood of smaller donors, as well as two FEMA contracts — one early on to cover the cost of 140,000 meals, and another for \$10 million to cover two weeks' worth of meals while Mr. Andrés's team scaled down the operation.

Mr. Andrés, who often rolls right over regulations and ignores the word "no," clashed more than once with FEMA and other large organizations that have a more-seasoned and methodical approach. In meetings and telephone calls, FEMA officials reminded him that he and his people lacked the experience needed to organize a mass emergency feeding operation, he said.

"I am doing it without red tape and 100 meetings."

FEMA officials contacted for this article were quick to point out that many other groups and agencies besides World Central Kitchen were feeding Puerto Rico; a spokesman would not publicly discuss Mr. Andrés or his operation.

Late last week, the system that was serving more than 130,000 meals a day became much smaller. A core crew will most likely keep things going until Thanksgiving, with one main kitchen and a handful in some of the neediest regions.

Mr. Andrés flew home to Washington, D.C., on Thursday. "This has been like my little Vietnam, but now I need to go back to normal life," he said.

He never intended to stay as long as he did, he said. Or to feed an island.

"At the end, I couldn't forgive myself if I didn't try to do what I thought was right," he said. "We need to think less sometimes and dream less and just make it happen."

Step 2. Answer the following questions.

1. What were some of the logistical (involving organization and planning) problems/challenges that Andres faced when he got to Puerto Rico with the intention of helping feed people.

2. List at least 2 examples of other places and other disasters where chefs have been able to help feed people in need.

3. How did the people of Puerto Rico respond to Mr. Andres' efforts? Give examples from the text.

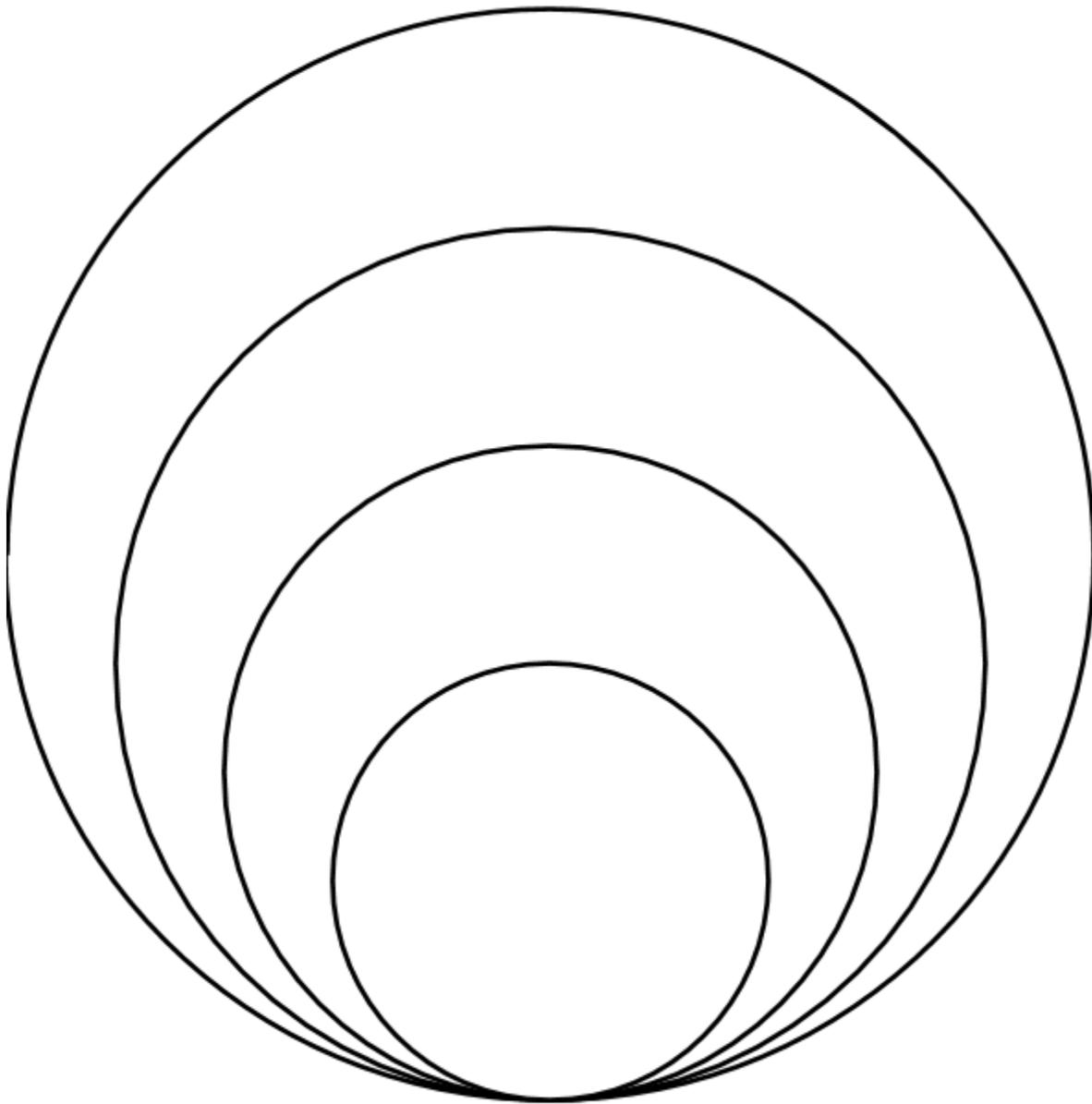
4. Mr. Andres states that he felt that helping feed others during this disaster was the "right" thing to do. Do you believe that it is the responsibility of others to help or is something that is a "nice" thing to do for others? Why or why not?

5. The title of the article is: *José Andrés Fed Puerto Rico, and May Change How Aid Is Given*. Andres is only one example of private citizens and companies who are stepping in to help others during disasters. What reason does the article give for this? What are some of the ways that private companies can help in a better way than the government can?

6. Explain the last quote in the article: "We need to think less sometimes and dream less and just make it happen."

Step 3: Complete the Graphic Organizer

This week's theme is community. The article discusses the importance of a sense of responsibility within a community. Think about 2 communities that you belong to (family, religion, facility, friends, culture, team, etc.) Write them into the graphic organizer with the one that you feel most connected to in the circle closest to the center circle and the one you feel second most connected to in the third circle. Think about the responsibilities that you have for each, starting with yourself. (For example, you might feel you have the responsibility to stay healthy, if so, write that in.). For each circle, write in the name of the community and your responsibilities to that community, ending with the outer circle that represents the larger community of society.



Step 5: Share

Pair work- Share what you wrote in one of the circles. Use this sentence starter to discuss: *I belong to the community of _____ (my family, my friends, etc..) and my responsibilities to this community are _____.*

Did your partner and you have any responsibilities in common? If so, which ones?

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
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Day 4: Climate Change Impact on Community Science

What is this lesson about?: Today you will read through an article about how most Americans say climate change impacts their community, but effects vary by region. You will answer a few questions about what you read. You will complete a climate change activity.

Step 1: Read the passage

Most Americans say climate change impacts their community, but effects vary by region

BY MEG HEFFERON (Pew Research Center)

Dry, cracked earth near a Firebaugh, California, almond orchard in 2015. A majority in Pacific states say climate change is affecting their community at least some, and most in this group cite droughts or water shortages as a specific example. (Justin Sullivan/Getty Images)

Roughly six-in-ten U.S. adults (62%) say climate change is currently affecting their local community either a great deal or some, according to a new Pew Research Center survey. This finding is consistent with a 2018 Center survey, in which 59% of Americans said global climate change was affecting their local community at least some.

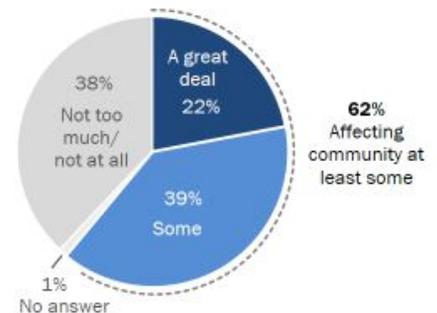
As is the case on many climate change questions, perceptions of climate change effects in one's local community are closely tied with political party affiliation. About eight-in-ten Democrats (82%, including those who lean to the Democratic Party) say climate change is affecting their local community at least some, while about half as many Republicans say this (38%, including leaners).

But politics is not the only factor related to these views.

Americans' beliefs about the overall effect of climate change on their local community vary by geographic region. Around seven-in-ten Americans living in the Pacific region (72% in California, Washington, Oregon, Hawaii and Alaska) report at least some effect

A majority of U.S. adults say climate change is affecting their local community at least some

% of U.S. adults who say global climate change is affecting their local community ...



Source: Survey conducted Oct. 1-13, 2019.
"U.S. Public Views on Climate and Energy"

PEW RESEARCH CENTER

of climate change in their local community. In contrast, 54% of those living in Mountain states (Arizona, Colorado, Nevada, Utah, New Mexico, Idaho, Montana and Wyoming) say the same. Although the share of Democrats living in the Pacific region is higher than the share living in Mountain states, Pacific residents remain significantly more likely than those in the Mountain region to say they see climate change effects locally, even after controlling for party.

Americans living in close proximity to a coastline are modestly more likely to report climate change is affecting their local community. Two-thirds of Americans who live within 25 miles of a coastline (67%) say climate change is affecting their local community at least some. In comparison, 59% of those who live 300 miles or more from the coast say the same.

In the new survey, the Center also asked those who said climate change is affecting their local community to identify major ways their local area has been affected. About eight-in-ten of this group (79%, which represents 49% of all U.S. adults) say long periods of unusually hot weather are a major effect. And around seven-in-ten of those who see climate effects in their community cite severe weather (70%), harm to animal wildlife and their habitats (69%) or damage to forests and plant life (67%) as major effects. Equal shares (56%) say more frequent wildfires or rising sea levels that erode beaches and shorelines have been major effects locally.

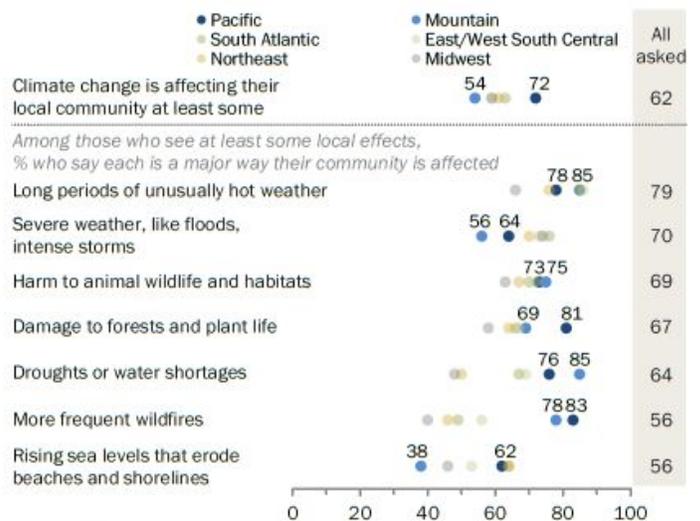
Although majorities of Americans across regions who say they see at least some local impact of climate change cite long periods of hot weather as a major effect, responses vary widely by region when it comes to other kinds of environmental impacts.

As areas in the Pacific and Mountain regions have gotten hotter and drier, the length of the fire season and the sizes of fires have grown. Americans living in the Pacific and Mountain regions stand out as especially likely to point to frequent wildfires along with drought or water shortages as major effects. Among those who say they see local impacts of climate change in their community, 83% of Pacific region and 78% of Mountain region residents say increasing wildfire activity is a major effect. This compares with about half or fewer of those living in the Southern (52%), Northeastern (46%) or Midwestern (40%) regions of the United States who say the same.

Another difference in perceptions of local climate change effects emerges between regions with differing sizes of coastline. Among those who see climate change effects locally, majorities of residents in Northeastern (64%), South Atlantic (64%) and Pacific states (62%) – regions with significant lengths of coastline – cite rising sea levels that erode beaches and shorelines as a major local effect. (The South Atlantic region includes Florida, North Carolina, Georgia, Virginia, Maryland, South Carolina, West Virginia, Delaware and the District of Columbia.) In comparison, 46% of those

Majorities in Western states report experiencing more frequent wildfires, droughts locally due to climate change

% of U.S. adults living in each region who say the following



Note: Respondents who gave other responses or who did not give an answer are not shown. Source: Survey conducted Oct. 1-13, 2019. "U.S. Public Views on Climate and Energy"

PEW RESEARCH CENTER

asked in the Midwest and 38% in Mountain states cite this as a major effect.

Similarly, those living within 25 miles of a coast are especially likely to cite rising sea levels as a major climate change impact. Among those living close to a coast who see at least some local effects of climate change, about seven-in-ten (72%) say this, compared with fewer than half of those who live at least 300 miles inland and see at least some effects of climate change locally (45%).

Step 2: Answer the questions

1. What people are more likely to agree that climate change is affecting their community?
2. What are some examples of climate change noted in the text?

Step 3: Draw a picture and describe

How has climate change impacted your community?

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
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Mindfulness Moment!

Try out this little experiment to test out the concept of meditation.

Sit in silence for 15-30 seconds and notice your breath as it flows in and out of your body.

Acknowledge your thoughts and feelings as they arise, but just let them float by, not attaching yourself to them.

Try to continue this practice for another 30-60 seconds and notice how you feel after.

Day 4: Taxes Math

What is this lesson about?: Today we will look at a paycheck and learn how to read the various parts of a paycheck. We will also use that knowledge to talk about taxes and shared responsibility for community needs.

But first: Today's Warm-Up

Do you think people held in prison should have the right to vote? Yes/No. Explain your answer-

Do you think that people who return home from prison should have the right to vote? Yes/No. Explain.

- Do you think their right to vote should be based on what they were convicted of?
- Should their right to vote be impacted by whether they remain on parole?

Step 1/Activity 1: Review the sample pay stub below and answer questions.

Marcus Smart/Line Cook - Pay stub			
		Week ending April 3	Year to date
Week ending April 3, 2020			
Hours worked		40	520
Hourly wage		12.00	12.00
Gross Wages		480.00	6,240.00
Deductions			
FICA (Social Security/Medicare)	6.75%	32.40	421.20
State Taxes	5.00%	24.00	312.00
Federal Taxes	15.00%	72.00	936.00
Total Deductions		128.40	1,669.20
Net Pay (amount deposited)		351.60	4,570.80

How many hours did Marcus work last week?

What is his hourly wage?

What was his Gross Wages for last week?

How much did he pay toward social security and medicare?

How much did he pay in state income taxes?

How much did he pay in federal taxes?

What is his Net Pay (Income) for 1 week?

What are Marcus' Gross Wages for the 2020 year so far?

How much did he pay in FICA and all taxes so far?

What is his Net Pay so far this year?

Marcus has worked approximately 3 months. There are 12 months in the year.

- Approximately how much money will he earn in Gross Wages in 12 months?
- Approximately how much money will he earn in Net Pay in 12 months?

FICA (Federal Insurance Contribution Act) payments are your contributions to social security and medicare. Social Security is our government-sponsored retirement fund and medicare is our government funded health care for senior citizens. We all pay **7.65%** of our wages into this fund, so that there will be money for elderly people.

- Does this seem like a good thing that we all should contribute to? Yes/No. Explain.
- Do you think it would work to make it optional to contribute to these programs? Yes/No Explain your answer.
- If it was optional to contribute, what do you think most people would choose?
- What would then happen when those people were old, not working and didn't have any income?

Step 2/Activity 2: Review the sample pay stub below and answer questions.

Marcus Smart/Electrician - Pay stub			
		Week ending April 3	Year to date
Week ending April 3, 2020			
Hours worked		40	520
Hourly wage		36.00	36.00
Gross Wages		1,440.00	18,720.00
Deductions			
FICA (Social Security/Medicare)	6.75%	97.20	1,263.60
State Taxes	5.00%	72.00	936.00
Federal Taxes	20.00%	288.00	3,744.00
Total Deductions		457.20	5,943.60
Net Pay (amount deposited)		982.80	12,776.40

How many hours did Marcus work last week?

What is his hourly wage?

What was his Gross Wages for last week?

How much did he pay toward social security and medicare?

How much did he pay in state income taxes?

How much did he pay in federal taxes?

What is his Net Pay (Income) for 1 week?

What are Marcus' Gross Wages for the 2020 year so far?

How much did he pay in FICA and all taxes so far?

What is his Net Pay so far this year?

Marcus has worked approximately 3 months. There are 12 months in the year.

- Approximately how much money will he earn in Gross Wages in 12 months?

- Approximately how much money will he earn in Net Pay in 12 months?

Do you see that Marcus the Electrician earns 3xs as much per hour as Marcus the Line cook (\$36/hour compared to \$12/hour).

- At the end of the year does he take home in Net Pay 3xs as much money as Marcus the Line Cook? Yes/No?

- If no, why not?

Compare the percentage that Marcus the Electrician Pays in Federal Taxes to the percentage that Marcus the Line Cook pays. Who pays a **higher percentage** of his wages in taxes?

- Why do people who earn more money pay a higher percentage of their wages in taxes?

- Is this something you agree with? Yes/No. Discuss your reason.

Review this example below-

Flat Tax Rate			Progressive Tax Rate		
Annual Salary	20,000	200,000	Annual Salary	20,000	200,000
Tax Rate	15%	15%	Tax Rate	15%	30%
Taxes Paid for Common Good	3,000	30,000	Taxes Paid for Common Good	3,000	60,000
After Tax Earning	17,000	170,000	After Tax Earning	17,000	140,000

Compare the two charts. In the chart on the left, the person who earns \$20,000 and the person who earns \$200,000 both pay 15% of their earnings in taxes. In the chart on the right, the person who earns \$200,000 pays 30% of their earnings in taxes.

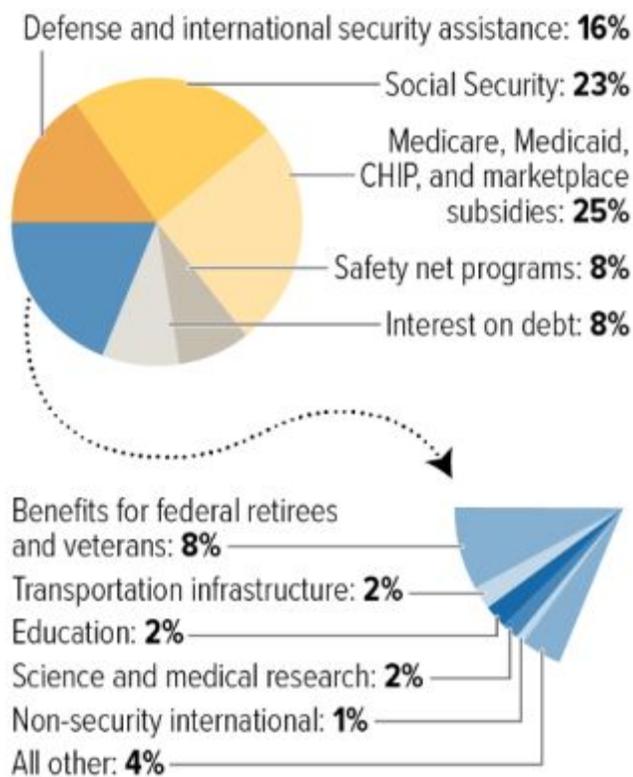
- Compare the After tax earnings in the two charts. What do you see?

- Compare the amount contributed/paid in taxes in the two charts. What do you see?

- Discuss/Consider
 - Which one of these taxes will raise more money for the government?
 - Which one of these lets individuals keep more of their salary?
- Overall, do you have a preference? Yes/No. Discuss.

Step 3/Activity 3: What Federal Taxes are used for.
This chart below breaks down how our federal taxes are spent

Most of Budget Goes Toward Defense, Social Security, and Major Health Programs



Note: Does not add to 100% due to rounding.

Source: 2019 figures from Office of Management and Budget, FY 2021 Historical Tables

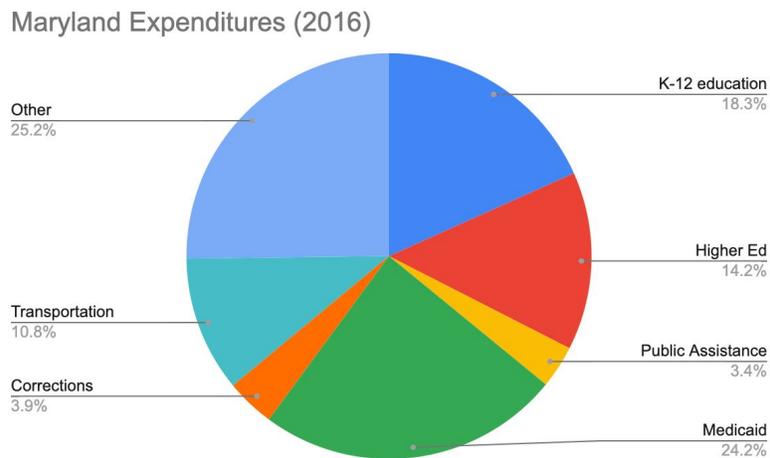
CENTER ON BUDGET AND POLICY PRIORITIES | CBPP.ORG

For every **\$100** you pay in federal taxes, about how much goes to pay for:

- Military/defense?
- Education?
- Science and medical research?
- Social security, medicare and other similar programs?
- Does this seem like a good split of the way the federal (national) government should spend

your taxes? Yes/No. Explain

The chart below summarizes how the state of Maryland spent tax payments.



For every **\$100** you pay in state taxes--if you lived in Maryland, about how much goes to pay for:

- K-12 education (pre-k, elementary, middle, high school)
- Higher education (community colleges/colleges)
- Transportation (busses, roads, etc.)
- Corrections (prisons, parole, etc.)
- Medicaid (health care coverage)
- Does this seem like a good split of the way a state government should spend your taxes?

Yes/No. Explain

Skill Builders and Review Problems

- See separate handout

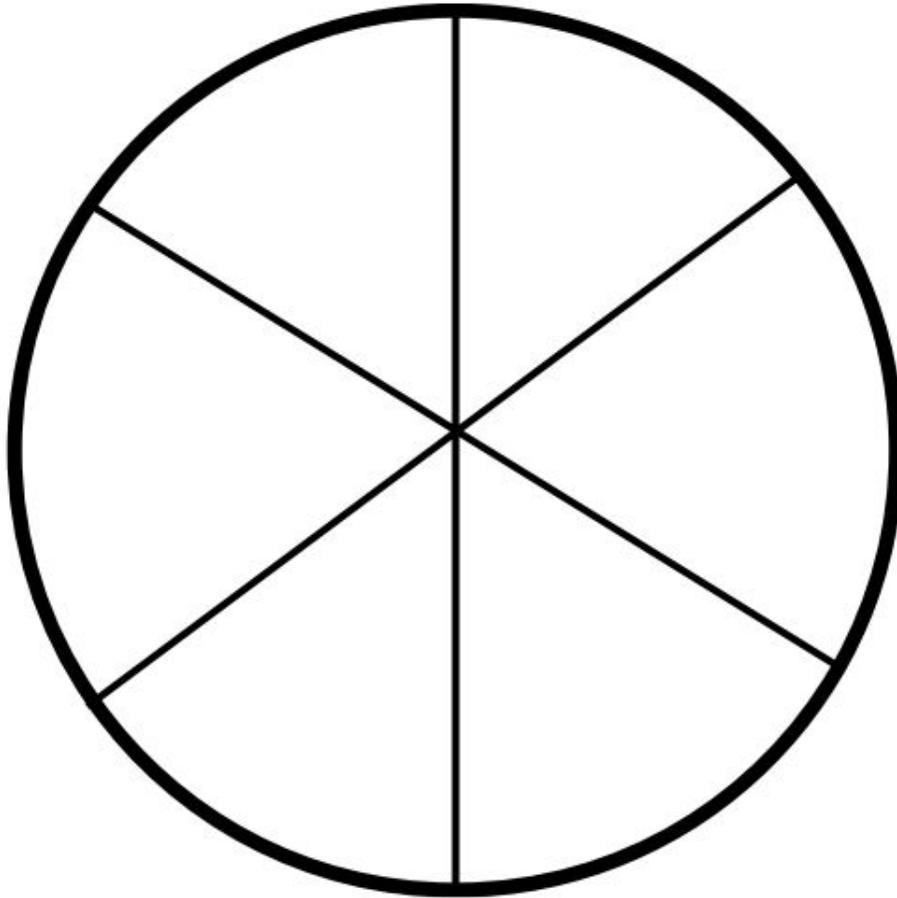
Student Feedback:

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

Values Circle Chart

In the chart below write the six things in your life that are most important to you right now. This can be anything. There are no wrong answers; it's about you. Examples include: getting enough sleep, having dinner with my family, basketball, volunteering at the shelter, taking care of my dog.



Day 4: Communities of the World: Iceland Social Studies

What is this lesson about?: In today's lesson you will learn about a community that differs from your own. Today we will focus on Iceland.

Step 1: Read the article

Countries Of The World: Iceland

Image to the right: Iceland is one of the places in the world where you can view the aurora borealis, a natural light phenomenon in the sky. Photo by: Getty Images/Hak Liang Goh.

Iceland is a small island nation that is Europe's westernmost country and home to the world's northernmost capital, Reykjavik. Eleven percent of the country is covered in glacial ice and is surrounded by water. If global warming continues, rising water levels and melting ice could be devastating to Iceland. A volcanic island, Iceland experiences severe volcanic activity. In 2010, the Eyjafjallajökull volcano at an elevation of 5,466 feet (1,666 meters) erupted, blowing ash high into the atmosphere and disrupting European air traffic for weeks. Iceland is located between the Greenland Sea and the North Atlantic Ocean. It is northwest of the United Kingdom, and is slightly smaller than the state of Kentucky. The land is a plateau with mountain peaks, and ice fields, with a coastline marked by fjords, which are deep inlets carved by glaciers.



A volcanic island, Iceland experiences severe volcanic activity. In 2010, the Eyjafjallajökull volcano at an elevation of 5,466 feet (1,666 meters) erupted, blowing ash high into the atmosphere and disrupting European air traffic for weeks. Iceland is located between the Greenland Sea and the North Atlantic Ocean. It is northwest of the United Kingdom, and is slightly smaller than the state of Kentucky. The land is a plateau with mountain peaks, and ice fields, with a coastline marked by fjords, which are deep inlets carved by glaciers.

Nature

Foxes were the only land mammals in Iceland when it was settled. Newcomers brought in domesticated animals and reindeer. Most of the wildlife is under conservation and protection. There are four national parks and more than 80 nature preserves. Vatnajökull, or Vatna Glacier, is an extensive ice field in southeastern Iceland, which covers 3,200 square miles (8,400 square kilometers) with an average ice thickness of more than 3,000 feet (900 meters). Iceland contains about 200 volcanoes and has one third of Earth's total lava flow. One-tenth of the total land area is covered by cooled lava beds and glaciers. Because Iceland is volcanic, almost all of its electricity and heating comes from hydroelectric power and geothermal water reserves. The Gulf Stream current and warm

Iceland



NATIONAL FLAG



NATIONAL CAPITAL:
Reykjavik



NATIONAL ANIMAL:
Gyrfalcon

NATIONAL CURRENCY:
Icelandic króna (1928)



Source: WorldAtlas

southwesterly winds make the climate more moderate and pleasant than one might expect from a northern country. Iceland is known for explosive geysers, geothermal spas, glacier-fed waterfalls such as Gullfoss (Golden Falls) and whale watching. More than 270,000 tourists visit each year.

People and Culture

Icelanders are of Scandinavian descent and are generally tall, blonde and light-skinned. Because there is little diversity in the population, genetic researchers have studied diseases among Icelanders. These studies have helped find cures for many hereditary diseases.

Icelanders take care to preserve their traditions and language. Some Icelanders still believe in elves, trolls and other mythical characters that date back to their Celtic and Norse beginnings. Most Icelanders live in the southwest part of the country.

School is free for all Icelanders all the way through college. Every student is taught to speak both Danish and English in school. Handball and soccer are the two most popular sports for children, but they also enjoy swimming and horseback riding.

Government And Economy

The country is governed by a president, who is elected by popular vote for a four-year term. There are no term limits so the president can stay in power until another is elected by the people.

The 2008 election was not held because no one ran against Ólafur Ragnar Grímsson, who served that term and was then re-elected in 2012.

History

The first settlers were Irish religious people who wanted to live a simple life. The country was prosperous in the Middle Ages. It established a national assembly, called Althingi, in 930. Althingi is the world's oldest continuous parliament.

Iceland was part of Norway and then was ruled by Denmark for more than 500 years, but the country became an independent republic in 1944.



The colors in the flag represent three of the elements that make up the island: Red is for the island's volcanic fires; white for the snow and ice fields of the island; and blue is for the surrounding ocean.

Step 2: Check out the historical food of Iceland.

Although you can find a whole range of culinary delights in Iceland, the nation has not forgotten the old ways of preparing food.

Still today you can find traditionally cured meat in grocery stores and restaurants, and once a year, a midwinter festival associated with a selection of historical food is held throughout the country. It is this traditional style of curing meat that people often think of when they hear the term 'Icelandic food'.



And it does sound scary; fermented shark, pickled ram's testicles and boiled sheep heads sound more like something out of a horror movie rather than things you put on the dinner plate. But these methods of preparing food were done out of pure necessity rather than for shock value.

Fresh food was rarely available during the winter months so to survive in this desolate and severe environment; the people had to preserve their food. Before refrigeration, methods like salting were used all over the world to preserve food.

To produce salt from the ocean, you need to let the water evaporate.

This can be done by letting the water sit out in the sunlight or by placing it over a fire. However, Iceland has precious little sunlight and even fewer trees to burn. The lack of vegetation also meant that animal products dominated Icelandic cuisine, and poverty prevented any part of the animal to be thrown away.

The meat and offal were preserved through the winter by using methods like pickling in fermented whey or brine, drying, and smoking, which gave the traditional country food its distinct flavour.

Step 3: Answer the question

Are you brave enough to try some Icelandic food? Which one(s)?

Step 4: What does the inside of a typical family home look like in Iceland?



The Thoroddsen Family posed with all of their possessions in front of their home, Hafnarfjordur, Iceland. Published in the book *Material World: A Global Family Portrait*, pages 162-163. The Thoroddsen family lives in a 2,000 square foot wooden frame house overlooking the harbor in Hafnarfjordur, Iceland (near Reykjavik). Bjorn is a pilot for Iceland Air and Margaret (called Linda) is a milliner.

Step 4: Explore the culture of the Norse Viking art symbols.

The first people to arrive in Iceland were Celtic monks, which are religious men from Ireland and Scotland, followed by the Vikings, who arrived in the 800s. The Viking community was a group of explorers, traders and warriors. While the Vikings have gotten the reputation of being destructive and associated with pirates, the Vikings were actually responsible for discovering new places.

RUNE ANGLOSASSONI

 01 FEHU - fehu - F MANDRIA	 02 UR - uruz - U BUFALO	 03 THORIN - thurisaz - TH SPINA	 04 OS - ansuz - A BOCCA	 05 RAD - raddo - R VIAGGIO	 06 CEN - kauna - K TORCIA	 07 GIFU - gebo - G REGALO	 08 WYN - wunjo - W BANDIERA
 09 HAEGI - haglaz - H GRANDINE	 10 NYD - naudiz - N NODO	 11 IS - isaz - I GHIACCIO	 12 JER - jaran - J RACCOLTO	 13 EOH - eoh - E TASSO	 14 PEORTH - peorth - P NASCITA	 15 EOLHK - algz - X - Z PROTEZIONE	 16 SIGEL sigello - S SOLE
 17 TIR - tiuz - T STELLA	 18 BEORC - berkanan - B NUTRIZIONE	 19 EH - ehwaz - Eh CAVALLO	 20 MAN - mannaz - M UMANITA	 21 LAJU - laguz - L ACQUA	 22 ING - inguz - NG GERMOGLIO	 23 OTHEL - othallan - OE CASA	 24 DAG - dagaz - D GIORNO
 25 AC - A QUERCIA	 26 AESC - AE FRASSINO	 27 YS - Y ARCO	 28 IOR - IO IA ANFIBIO	 29 EAD - EA POLVERE	 30 CWEORTH - Q FUOCO SCACRO	 31 CALC - K CALICE	 32 STAN - ST PIETRA

The letters of the Viking alphabet are called runes. Runes were often carved into stones as a memorial to a person or special event. You can find old runes all over in Iceland!

Step : Create your own!

Try and create your own art from the symbols above

Step 5: Answer the questions below.

List two interesting things that you learned about Iceland?

Can you list three interesting things in the photo of the Icelandic family's house?

What else do you want to know about Iceland?

Student Feedback:

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



Day 4: PE Health

What is this lesson about?: In today's lesson, you will work on your PE BINGO card.

Step 1: Try to complete the PE BINGO card.

PE BINGO

Try to complete all the squares Tuesday and Thursday.

60 Second Wall Sit	20 Burpees	20 Jumping Jacks	10 Jumps
10 Hops On One Foot	60 Second Stand on One Foot	60 Second Plank	15 Walking Lunges
10 Arm Circles	Run Fast in Place 30 Seconds	15 Sprinter Situp 	30 Bicycle Crunches
30 Bicycle Crunches	60 Second Superman 	Wheelbarrow Walk	20 Calf Raises
15 Pushups	10 Jumps	60 Second Stand on One Foot	1 Handstand

Week 4

Community

Day 5

NAME: _____

Day 5 Agenda

Topic	Activity
Warm-Up!	
English Language Arts	<ul style="list-style-type: none"> • Read and respond to a quote about Community. • Brainstorm needs and expectations of belonging to community • Creating a guide for success in a chosen community
Science	<ul style="list-style-type: none"> • Read about How the Census Impacts Communities • Answer questions about what you read • Reflect
Mindfulness Moment!	
Math	<ul style="list-style-type: none"> • Real World Math: Math and COVID-19: Health and Community impacts--what communities are most at-risk during the pandemic • Practice Problems
Health	<ul style="list-style-type: none"> • Make an impact speech to support your community's health
Mindfulness Moment!	
Civics/Social Studies	<ul style="list-style-type: none"> • My Community: Complete a project to share about your community

Warm-up Activity: Write a journal entry around the daily quote on identity.



**COMMUNITY
SERVES TO AMPLIFY
OUR VOICE AND
OUR ABILITY TO
EFFECT AND
INFLUENCE
CHANGE.**

ABID HUSSAIN - DIRECTOR, DIVERSITY,
ARTS COUNCIL ENGLAND

Day 5: What do I need from my community and what can I give to my community? English Language Arts

What is this lesson about? Community is a give and take. We all need things from a community in order to feel a sense of belonging. In turn, we have a responsibility to participate in a positive way in our community to help others feel a sense of belonging too. Today, you will pick a community you are a member of and think about what you need from them in order to feel like you belong and what you can contribute to the community as well. You will create a mock guide for others who join your community, on what they should know and how they can contribute in order to keep your community strong and united.

Step 1: Read, Think, Write

Read the following quotes. Pick one and respond. Your response should include the following:

1. Explain the quote. What does it mean?
2. Do you agree or disagree with the quote? Why or why not?
3. Give an example from your own experience of what the author of the quote is saying.

“One of the most important things you can do on this earth is to let people know they are not alone.” — Shannon L. Alder, Author.

I definitely feel like you have an influence. I'm 21 years old, and I'm thinking about the kids that are from my neighborhood, from my community, that are looking up to me and seeing me handle myself a certain way, so I do feel a responsibility in that sense to handle myself a certain way in front of those guys. --Jaylen Brown, NBA Player.

The role we can play every day, if we try, is to take the whole experience of every day and shape it to involve American man. It is our job to interest him in his community and to give his ideas the excitement they should have.-- John Hay Whitney, Publisher.

A community is like a ship; everyone ought to be prepared to take the helm. - --Henrik Ibsen, Author.

Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are how we live in the world. --Bell Hooks, author.

Write your response below:

Step 2: Brainstorm

Belonging to a community requires give and take. Each member of a community gets something from the community that makes them feel a sense of belonging. Think about Sam in Seedfolks—he liked that he could help others connect and he liked connecting with people who were different from him. It also requires that one contribute to the community in some way. Think about how Jose Andres was able to contribute his talent in cooking and his many connections in the culinary world in order to help his community.

Think of a community that has been positive for you. (It doesn't have to be perfect, sometimes even a challenging community is positive because it helps us grow.). Brainstorm and share what you need to feel a part of a community. (To create friendships? To feel like you are learning? To feel loyalty?) Include at least 4 things you need to make you feel like you belong in a community in a positive way. On the other side of the graphic organizer, include a minimum of 4 contributions that you can make to help others in the community or to make the community stronger.

What I need from my community	What I can contribute to my community

Step 3: Creating a Guide for Community Membership

Create a guide for success for someone who wants to be part of a community of which you are a member. (Example: family, friend group, religious community, class, team, work group, etc.). Give this person information on what they can get from the group (a sense of discipline? new skills? friendships?) and what they can contribute to the community to make it stronger and better community.

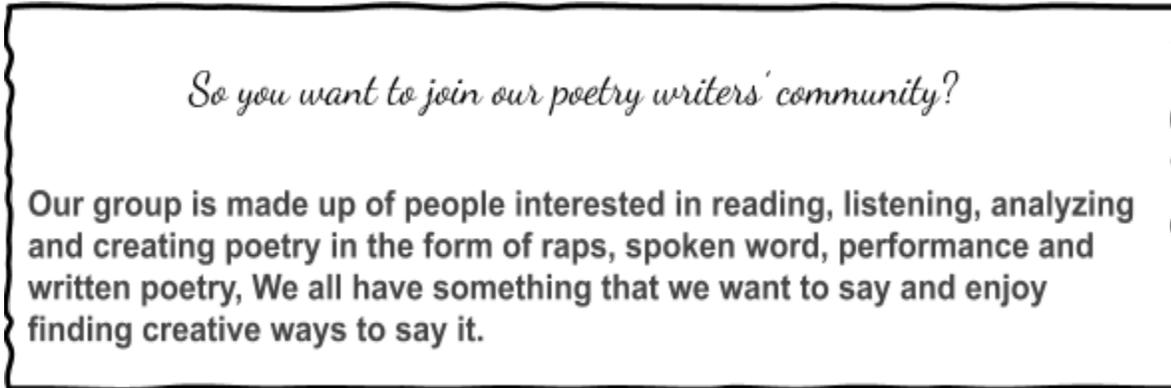
Your guide should include:

- A short description of the community and at least three qualities or interests that the community has in common,
- At least three of the benefits a new member might get from being a part of this community.
- At least three of the expectations of what they should contribute to the community.

Be positive, be thoughtful, and be persuasive.

A sample design has been provided but you can be creative as long as you include the required information.

Sample:



Create yours here:

Step 4: Share out

Share your guide with someone in your group or with the whole group. After everyone shares, look for benefits and expectations that you had in common. Are there any expectations that could be considered “universal” (that every kind of group would expect)?

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
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Day 5: Science

How will the 2020 Census impact your community?

What is this lesson about?: Today you will read through the How will the 2020 Census impact your community? passage. You will answer a few questions about what you read. You will reflect on this week's readings.

Step 1: Read the passage

How will the 2020 Census impact your community

census.gov

What Is the 2020 Census?

The 2020 Census counts every person living in the United States and five U.S. territories. The count is mandated by the Constitution and conducted by the U.S. Census Bureau, a nonpartisan government agency. The 2020 Census counts the population in the United States and five U.S. territories (Puerto Rico, American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands). Each home will receive an invitation to respond to a short questionnaire—online, by phone, or by mail—between March 12-20.

Why We Conduct This Count

The census provides critical data that lawmakers, business owners, teachers, and many others use to provide daily services, products, and support for you and your community. Every year, billions of dollars in federal funding go to hospitals, fire departments, schools, roads, and other resources based on census data.

The results of the census also determine the number of seats each state will have in the U.S. House of Representatives, and they are used to draw congressional and state legislative districts. It's also in the Constitution: Article 1, Section 2, mandates that the country conduct a count of its population once every 10 years. The 2020 Census will mark the 24th time that the country has counted its population since 1790.

Impact in Your Community

School lunches. Plans for highways. Support for firefighters and families in need. Census results affect your community every day.

Shaping Your Future

The results of the 2020 Census will help determine how hundreds of billions of dollars in federal funding flow into communities every year for the next decade. That funding shapes many different aspects of every community, no matter the size, no matter the location.

Think of your morning commute: Census results influence highway planning and construction, as well as grants for buses, subways, and other public transit systems.

Or think of your local schools: Census results help determine how money is allocated for the Head Start program and for grants that support teachers and special education.

The list goes on, including programs to support rural areas, to restore wildlife, to prevent child abuse, to prepare for wildfires, and to provide housing assistance for older adults.

Importance of the Data

The 2020 Census will determine congressional representation, inform hundreds of billions in federal funding every year, and provide data that will impact communities for the next decade.

The 2020 Census will provide a snapshot of our nation—who we are, where we live, and so much more.

The results of this once-a-decade count determine the number of seats each state has in the House of Representatives. They are also used to draw congressional and state legislative districts.

Over the next decade, lawmakers, business owners, and many others will use 2020 Census data to make critical decisions. The results will show where communities need new schools, new clinics, new roads, and more services for families, older adults, and children.

The results will also inform how hundreds of billions of dollars in federal funding are allocated to more than 100 programs, including Medicaid, Head Start, block grants for community mental health services, and the Supplemental Nutrition Assistance Program, also known as SNAP.

Start here OR go online at my2020census.gov to complete your 2020 Census questionnaire.
Use a blue or black pen.

Before you answer Question 1, count the people living in this house, apartment, or mobile home using our guidelines.

- Count all people, including babies, who live and sleep here most of the time.
- If no one lives and sleeps at this address most of the time, go online at my2020census.gov or call the number on page 8.

The census must also include people without a permanent place to live, so:

- If someone who does not have a permanent place to live is staying here on April 1, 2020, count that person.

The Census Bureau also conducts counts in institutions and other places, so:

- Do not count anyone living away from here, either at college or in the Armed Forces.
- Do not count anyone in a nursing home, jail, prison, detention facility, etc., on April 1, 2020.
- Leave these people off your questionnaire, even if they will return to live here after they leave college, the nursing home, the military, jail, etc. Otherwise, they may be counted twice.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2020?

Number of people =

2. Were there any additional people staying here on April 1, 2020 that you did not include in Question 1?
Mark all that apply.

- Children, related or unrelated, such as newborn babies, grandchildren, or foster children
- Relatives, such as adult children, cousins, or in-laws
- Nonrelatives, such as roommates or live-in babysitters
- People staying here temporarily
- No additional people

3. Is this house, apartment, or mobile home — Mark ONE box.

- Owned by you or someone in this household with a mortgage or loan? *Include home equity loans.*
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented?
- Occupied without payment of rent?

4. What is your telephone number?
We will only contact you if needed for official Census Bureau business.

Telephone Number

- -

FORM **DI-Q1(E/S)** (05-31-2019)

5. Please provide information for each person living here. If there is someone living here who pays the rent or owns this residence, start by listing him or her as Person 1. If the owner or the person who pays the rent does not live here, start by listing any adult living here as Person 1.

What is Person 1's name? Print name below.

First Name MI

Last Name(s)

6. What is Person 1's sex? Mark ONE box.

- Male Female

7. What is Person 1's age and what is Person 1's date of birth? For babies less than 1 year old, do not write the age in months. Write 0 as the age.

Age on April 1, 2020 Print numbers in boxes.
 years Month Day Year of birth

→ **NOTE: Please answer BOTH Question 8 about Hispanic origin and Question 9 about race. For this census, Hispanic origins are not races.**

8. Is Person 1 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. ↴

9. What is Person 1'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. ↴

Step 2: Answer the questions

1. Do you think the census is important? Why or why not?

2. What are 2-3 pieces of information that are collected on the census?

3. What additional information do you believe should be collected on the census?

Step 3: Reflect

As you reflect on this week's science lessons on community, what stands out most to you? What is one thing you want to change or make better?

Student Feedback:

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



Mindfulness Moment!

Calm Practice

Begin by choosing a negative feeling or emotion. Then answer the following questions.

Picture your feeling as you write words to describe it. You can even draw a picture if you'd like.

1. If your feeling had a shape, what would it be?

2. What color would it be?

3. What is the texture? What would it feel like? (rough, soft, sticky, etc.)

4. What would it sound like?

5. If the feeling was a weather condition, what would it be? (stormy, sunny, cold, windy, etc.)

Day 5: COVID-19 and Community Impact Math

What is this lesson about?: In this lesson, we will look at how COVID-19 is impacting different communities across the country. This lesson is not meant to create any anxiety or worry on your part. Rather, it is meant to help you see how this crisis can both impact communities and create stronger ties among communities.

But first: Today's Warm-Up

Yesterday you did some work on taxes and our shared responsibility to support basic public functions. For today's warm-up, we have a few follow-up questions.

Marcus is 45 years old. He is single and he earns \$40,000 per year, or approximately \$20.00 per hour. He pays approximately 25% in taxes. 25% is the same as $\frac{1}{4}$. At the end of a year, how much does he pay in taxes? How much is he left with.

His friend Kenny earns the same amount. Kenny has 2 children. Kenny gets an \$8,000 credit for his two children. So he only pays taxes on \$32,000. He pays 25% on this amount. How much does he pay in taxes (what is 25% or $\frac{1}{4}$ of \$32,000)? After he pays that amount, how much will he have left over from his \$40,000?

Is it fair that Kenny pays less in taxes than than Marcus? Yes/No.

- Why does the government think that Kenny should pay less in taxes than Marcus?

Step 1/Activity 1: In this activity we will analyze how the City of New York has come together to around its daily tribute to all of the health care workers there.

This chart shows the average number of hours worked by an emergency room nurse per week at a hospital in New York City over the last 6 weeks.

	Week of March 9	Week of March 16	Week of March 23	Week of March 30	Week of April 6
Hours worked per week					
Emergency Room Nurse	40	48	60	72	72

How many hours per week was the average Emergency Room nurse working during the week of March 9th?

What had this gone up to by March 23rd?

How about about by April 6th?

What is the percentage increase between March 9th and April 6th?

Use the formula below: (the hours worked the week of March 9th is the Original amount; the Amount of change is the hours worked the week of April 6th - hours worked the week of March 9th):-

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

This chart shows the number of emergency room nurses available to work at that same hospital in New York City over the last 6 weeks.

	Week of March 9	Week of March 16	Week of March 23	Week of March 30	Week of April 6
Number of Available Nurses	60	60	54	46	42

How many nurses were available to work the week of March 9th?

What had this gone down to by the week of March 23rd?

How about about by April 6th?

What is the percentage decrease between March 9th and April 6th?

Use the formula below (the hours worked the week of March 9th is the Original amount; the Amount of change is the hours worked the week of April 6th - hours worked the week of March 9th):-

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

What do you think is the reason for this decline in the nurses available to work over this time?

Step 2/Activity 2: Providing a hot lunch or dinner to the nurses working extra hours

After reading an article about all of the nurses working overtime, a nearby restaurant decides that it will make and deliver hot meals to them each day for a week. This also ends up being a good way for the restaurant to stay open and help get a few people some hours working in the kitchen. In this activity, we are going to calculate how much it will cost the restaurant to make and deliver sandwiches each day for seven days.

Use the information below to calculate how much this kind act will cost the restaurant owner.

Food costs for a Turkey Club Sandwich \$3.00 per sandwich

Delivery Cost \$15.00 fixed

- Note: this is a fixed cost; the delivery costs the same amount no matter how many sandwiches she delivers

Salary and Benefits for Sandwich Maker \$22.00 per hour

- The sandwich maker can make 30 sandwiches in 2 hour and up to 60 sandwiches in 4 hours. In fairness to the sandwich maker, the restaurant owner pays her for either a full 2 or a full 4 hours.

How much will it cost the restaurant to provide 30 sandwiches to the hospital (food, delivery and salary) - *Remember, this is the cost of 30 sandwiches, the delivery and the salary and benefits all together.*

How much will it cost the restaurant to provide 45 sandwiches to the hospital?

If the restaurant provides 30 sandwiches for the weekdays (Monday thru Friday), and 60 sandwiches on Saturday and Sunday, how much will it cost all together to pitch in and support the nurses for one week.

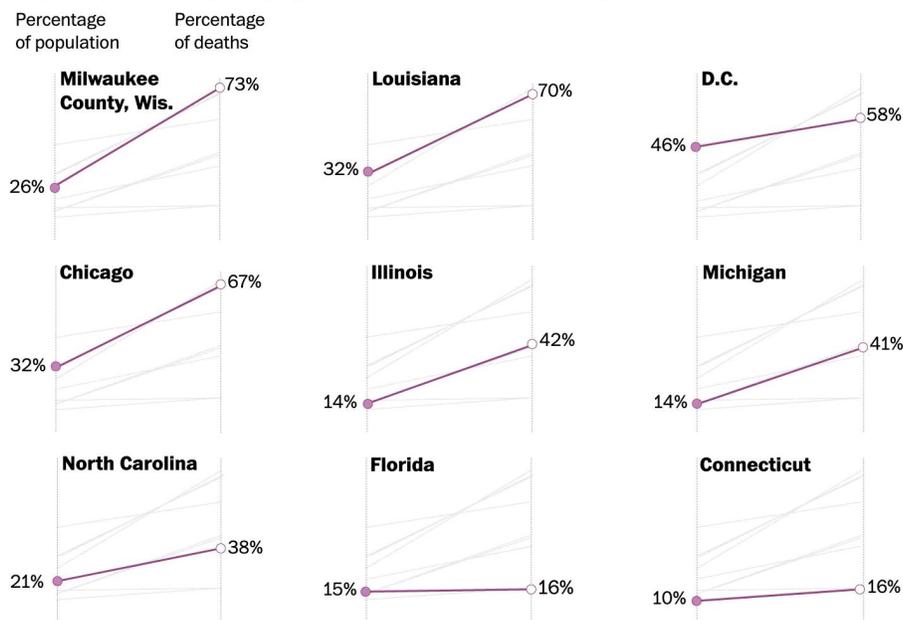
Step 3/Activity 3: Who is coronavirus affecting more?

As you may have read the coronavirus has impacted different communities in different ways. One thing we do know is that people with underlying medical conditions are more likely to die or become seriously ill. Those conditions include diabetes, heart disease, obesity, and past respiratory illnesses. It also is more dangerous in the elderly (although people of all ages can die from it).

One result of these studies shows that in many cities in the US, African Americans are contracting coronavirus and dying at a greater rate than white Americans. The chart below shows some of this troubling data.

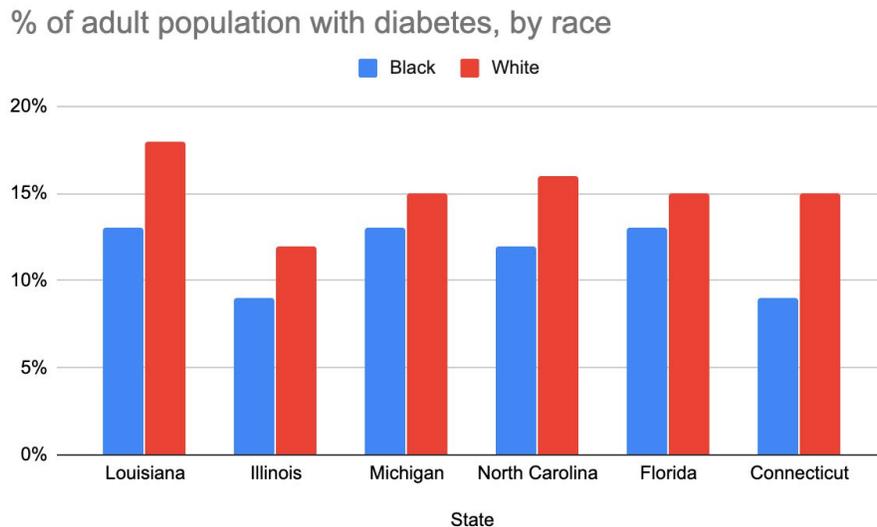
African Americans by percentage of population and share of coronavirus deaths

Only a few jurisdictions publicly report coronavirus cases and deaths by race.



Source: Johns Hopkins University, state health departments and American Community Survey

This chart shows the % of adults with diabetes in each of the states above, as well.



Based on these charts answer the following questions:

- What percentage of the population in Illinois is African American? What % of the coronavirus cases are from African Americans?
- What percentage of African Americans living in Illinois have diabetes? How does that compare to the % of whites with diabetes?
- What percentage of the population in Michigan is African American? What % of the coronavirus cases are from African Americans?
- What percentage of African Americans living in Michigan have diabetes? How does that compare to the % of whites with diabetes?
- What percentage of the population in Louisiana is African American? What % of the coronavirus cases are from African Americans?
- What percentage of African Americans living in Louisiana have diabetes? How does that compare to the % of whites with diabetes?
- What percentage of the population in Florida is African American? What % of the coronavirus cases are from African Americans?
- What percentage of African Americans living in Florida have diabetes? How does that compare to the % of whites with diabetes?

We don't have all of the facts here (we just have a sampling of two data points).

- Based on this data, what questions would you want to ask about the relationship between someone being susceptible to the coronavirus and diabetes?
- Is there a direct correlation between increased rates of diabetes and contraction of coronavirus?
- Look carefully at the Florida charts. What is different about Florida than the other states' data?
- What might be going on in Florida that is different than in the other states?

Step 4/Activity 4: Is coronavirus impacting immigration?

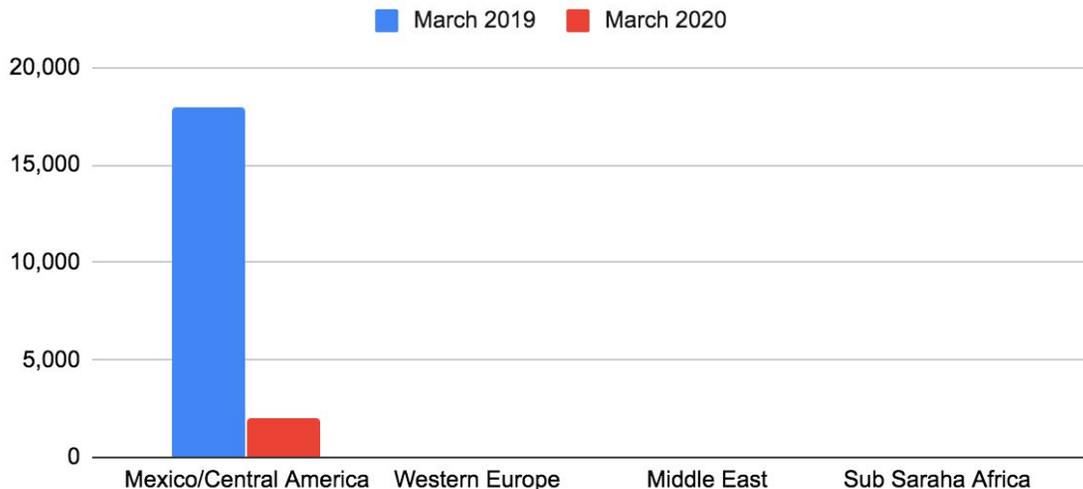
In our last activity for today, we will finish up looking at how the coronavirus is impacting larger issues related to creating a shared community. Around the world, countries have been closing their borders in order to prevent people from coming into the country and possibly bringing the virus with them. Many people think this is a good, safe policy for now. But it could be used to keep people out, for the wrong reason, if it stayed in place after the crisis.

Hypothetical Immigration flows into the US, March 2019 vs March 2020

	March 2019	March 2020
Mexico/Central America	18,000	2,000
Western Europe	16,000	4,000
Middle East	5,000	1,000
Sub Saharan Africa	9,000	1,500

Use the chart above to **create a double line graph** comparing the immigration flows to into the US over the two years. We have completed the first double bar for you.

Hypothetical Immigration Flows into the U.S. March 2019 and March 2020



Hypthetical: Immigration flows into the US

- Based on this hypothetical chart, how many fewer individuals all total entered the country in March of 2020 vs March of 2019?
- Which region of the world had the greatest decrease in the number of individuals permitted to enter the country?
- How many fewer individuals from Sub Saharan Africa entered in March of 2020 compared to March of 2019?
- If the table stayed the same for the next 6 months (be careful), how many fewer individuals from Mexico/Central America would come between March-August 2020 compared to March-August 2019?

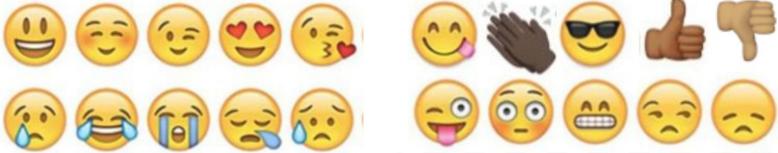
- If the table stayed the same for the next 6 months, how many fewer individuals from the Middle East would come between March and August 2020 compared to March and August 2019?

To consider/discuss: Based on your understanding of where different racial and ethnic groups come from, what would happen over time if the pattern of the hypothetical immigration pattern of March 2020 stayed in place for a number of years?

Skill Builders and Review Problems

- See separate document-

Student Feedback:

<p>Circle the emojis that best represents how this activity made you feel.</p>	
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Day 5: Make an Impact Speech Health

What is this lesson about?: In today’s lesson you will focus on the community health issue you chose on day 3, and you will prepare a speech to share your ideas on what your plan is to improve that issue.

Step 1: Follow the steps to write your own TED talk.

What is a TED talk?

A TED Talk is a showcase for speakers presenting great, well-formed ideas in under 18 minutes.

Why under 18 minutes?

This short talk model works, since it only demands the audience's attention for a short period of time, decreasing the chance of minds wandering or daydreaming about lunch. In fact, some of our greatest TED Talks have been as short as 5 minutes long!

What is a great, well-formed idea?

It can actually be one of two things:

- Something that’s new and surprising; an idea or invention that your audience has never heard about.
- A great basic idea (that your audience has maybe already heard) with a compelling new argument behind it that challenges beliefs and perspectives.

In other words, an idea isn’t just a story or a list of facts. A good idea takes certain evidence or observations and draws a larger conclusion.

Step 2: Writing your Ted Talk

Think back to your last lesson on community impact. How will you make an impact on your community? Share it in your TED talk.

Hook—How do you establish a connection with your audience so you can get them to “buy into” the idea?

Write your hook here:

Explain the Current Problem—What exactly is the current environmental challenge, what do your peers need to understand about it, and how does it impact present and future ecosystems.

Share the Current Solutions—What solutions are currently available, how do they work, and what kind of difference can they make?

Closing—Reconnect with the audience and close with a passionate call to action.

Students are encouraged to think about the following when they are preparing:

- Who is in your audience?
- How can you use humor in your speech?
- What visual will help get your point across?

You wrote your first TED talk!!



Mindfulness Moment!

Peaceful reflection.

NOW....

1. What shape do you think represents peace, joy or calm?

2. What is your favorite color?

3. Describe some textures that feel good to touch?

4. What sounds do you enjoy listening to? What is your favorite song?

Day 5: Communities of the World: Your Own! Social Studies

What is this lesson about?: This week you have explored communities and countries from all over the world. You've learned how communities can be different, but maybe you've also learned how they can be the same! For example, communities have styles of clothing, religion, languages, home styles and architecture, and food. All of these things help to define a community. Today you will create a final project to share about your community.

Step 1: Brainstorm about your community

First, you need to decide what community you want to share about. You can choose from your home country (the USA or another country), your state, or your local community (your city or neighborhood).

What community will you focus on? _____

What is the history of your community?

When or how was it founded/created? _____

What are some significant historical events of your community? _____

What is the nature of geography of your community?

What does it look like? _____

Where is it located? _____

Food

What type of food is typical in your community? _____

What is your favorite food or recipe? _____

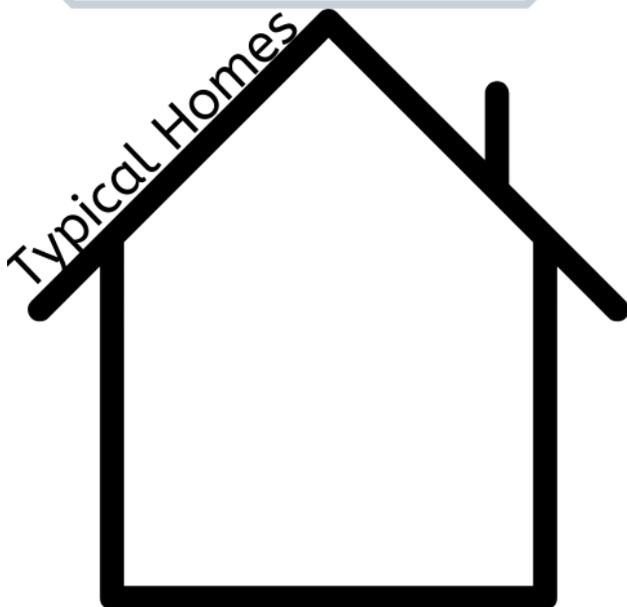
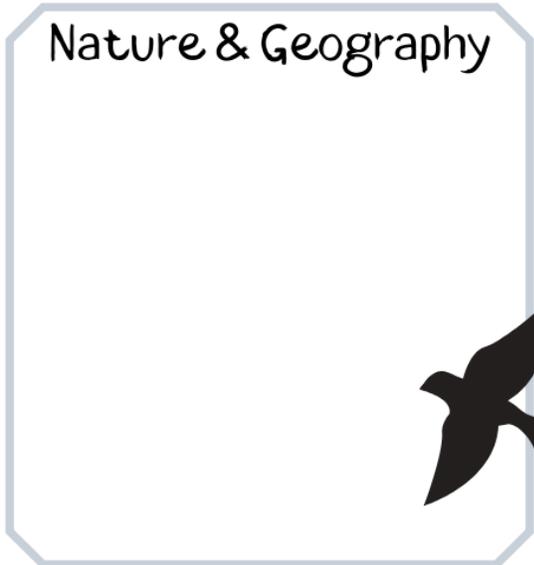
Homes

What do homes look like in your community? _____

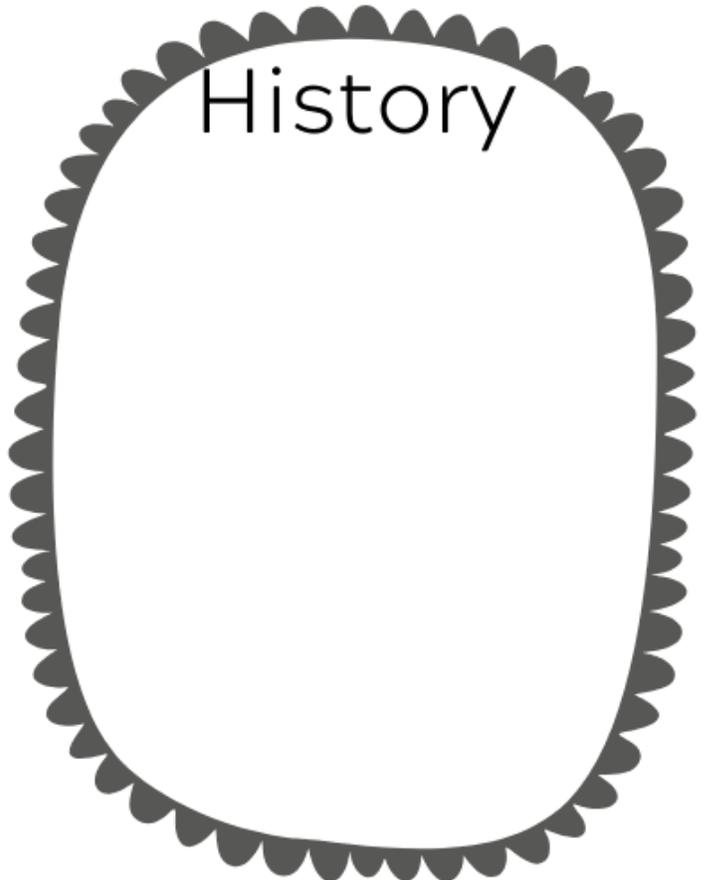
Step 2: Prepare your report!

You can use the template below or be super creative and use a blank paper to complete your report:

My Community:



describe or draw a typical home



Step 3: Reflection

What do you like about your community?

What would you want to change about your community?

How do you think people from outside your community view your community?

Why is your community important to you?

How does your community impact your identity or who you are?

Student Feedback:

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

