CLEVELAND METROPOLITAN SCHOOL DISTRICT

Weekly Enrichment Plan: Week of April 20　　　　　**Grade: 6**

	Day 1	Day 2	Day 3	Day 4	Day 5
Math *(45 Minutes)*	**Topic: Variability and Data Distribution** Khan Academy Video: *"Median and Range Puzzlers"* **Activity:** Explore Patterns of Data (16.1 Reteach)	**Topic: Variability and Data Distribution** Khan Academy Videos: *"Interquartile Range (IQR)"* *"Reading Box Plots"* **Activity:** Display Data in Box Plots (16.2 Reteach)	**Topic: Variability and Data Distribution** Khan Academy Videos: *"Constructing a Box Plot"* *"Interpreting Box Plots"* **Activity:** Display Numerical Data in Dot Plots, Histograms, and Box Plots	**Topic: Variability and Data Distribution** Khan Academy Videos: *"Mean Absolute Deviation (MAD)"* *"Mean Absolute Deviation Example"* **Activity:** Find Mean Absolute Deviation (16.3 Reteach)	**Topic: Variability and Data Distribution** Khan Academy Video: *"Comparing Dot Plots, Histograms and Box Plots"* **Activities:** Explore Measures of Variability (16.4 Reteach) Explore Measures of Variability (16.4 Additional Practice)
Physical Education *(15 Minutes)*	**Physical Activity –** • Go for walk/run • YouTube – Kidz Bop Dance • YouTube – Kids Workout	**Physical Activity –** • Go for walk/run • YouTube – Kidz Bop Dance • YouTube – Kids Workout	**Physical Activity –** • Go for walk/run • YouTube – Kidz Bop Dance • YouTube – Kids Workout	**Physical Activity –** • Go for walk/run • YouTube – Kidz Bop Dance • YouTube – Kids Workout	**Physical Activity –** • Go for walk/run • YouTube – Kidz Bop Dance • YouTube – Kids Workout

English Language Arts *(60 Minutes)*				
Reading Comprehension: Wit and Wisdom Module 4:Lesson 1: part 2 Khan Beta ELA – Key Ideas: Realistic Fiction. Create a free login; Follow the link and select "Go to lesson page" near the top right; read the passage and answer questions. **Reading Comprehension:** Readworks: "Predicting the Future" Text and comprehension questions **(print copies available at meal sites).** **Springboard grammar:** Adjectives and Adverbs **(print copies available at meal sites).** **Vocabulary Practice:** Membean: If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBPN **Independent Novel Reading: Novels available at meal sites** Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.	**Reading Comprehension:** Wit and Wisdom Module 4: Lesson 2 part 1 **Reading Comprehension:** Common lit: "I Ask my Mother to Sing" Text and questions **(print copies available at meal sites).** Khan Beta ELA - Key Ideas: creative fiction **Vocabulary Practice:** Membean: If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBPN **Independent Novel Reading: Novels available at meal sites** Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.	**Reading Comprehension:** Wit and Wisdom Module 4: Lesson 2 part 2 Commonlit: "The Negro Speaks of Rivers" Text and questions **(print copies available at meal sites).** Pairing Texts Questions "I Asked my Mother to Sing" and "The Negro Speaks of Rivers" Khan Beta ELA – Key Ideas: drama **Vocabulary Practice:** Membean: If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBPN **Independent Novel Reading: Novels available at meal sites** Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.	**Reading Comprehension:** Wit and Wisdom Module 4: Lesson 3 part 1 **Grammar Practice:** Khan grammar **Writing Practice:** Writable 6th grade join code is: DARLV. This week's assignment is Narrative Skills Activities: Middle School: Skill: Provide a Conclusion. **(Print copies available at meal site)** * This assignment will take more than one day. **Independent Novel Reading: Novels available at meal sites** Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.	**Reading Comprehension:** Wit and Wisdom Module 4: Lesson 3 part 2 **Grammar Practice:** Khan Grammar **Writing Practice:** Writable 6th grade join code is: DARLV. This week's assignment is Narrative Skills Activities: Middle School: Skill: Provide a Conclusion. **(Print copies available at meal site)** * This assignment will take more than one day. **Independent Novel Reading: Novels available at meal sites** Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.

CLEVELAND METROPOLITAN SCHOOL DISTRICT

Fine Arts *(15 Minutes)*	**Art** Read the article "Andy Warhol, pop art painter, director and photographer. Answer questions. Learn more by visiting the https://www.theartstory.org/movement/pop-art/	**Music** Watch the Brief History of Ragtime video and write a reflection on this musical style. Connect it to modern music.	**Art** Read about Andy Warhol time capsule. Use Andy Warhol's time capsule as an inspiration to create your own.	**Music** Listen and respond to at least 3 of the suggested Ragtime musical offerings. Write your response/reflection.	**Art** Continue with your Photo Journal, with theme of Normalcy.
Science *(30 Minutes)*	**Thermal Energy and Temperature Points of View:** *Temperature and Measuring Temperature* This week you will work to show what you've learned about temperature from several viewpoints. **Vocabulary:** Write and define the vocabulary words from this lesson. Explain what each word has to do with temperature.	**Thermal Energy and Temperature** **Points of View:** *Temperature and Measuring Temperature* **Illustrations** Make a poster on which you draw a Fahrenheit, Celsius, and Kelvin thermometer. Color the thermometers so all of them show the temperature at which water freezes. Be sure to label each thermometer.	**Thermal Energy and Temperature** *Points of View: Temperature and Measuring Temperature* **Analysis** Suppose you are coordinating a community event at a local park. One of your staff members tells you it will be 35 degrees on the day of the event. How should people prepare for the event if it is 35 degrees C, F, or K?	**Thermal Energy and Temperature** *Points of View: Temperature and Measuring Temperature* **Observations:** Observe ice, cool water, and warm water. Use a thermometer to note the temperature of each sample. Write your observations in a notebook. Then apply what you know about kinetic energy to describe how particles behave at each temperature. Use your observations to help explain your ideas.	**Thermal Energy and Temperature** *Points of View: Temperature and Measuring Temperature* **Details:** Create a PowerPoint presentation in which you describe the Fahrenheit, Celsius, and Kelvin temperature scales. In your presentation, give details about freezing and boiling points on each temperature scale.

	Census 2020	Census 2020	Census 2020	Census 2020	Census 2020
Social Studies *(30 Minutes)*	Read the Census Facts to learn facts about the 2020 Census After reading the census facts, create a poster to explain the importance of the 2020 Census to your peers and family members.	Reread the Census Facts from 4/2/20 and imagine that you were given the task of developing questions for the Census questionnaire. Create nine questions that could be used to obtain information needed to accomplish the tasks given in the Census facts.	Examine **2020 Census questionnaire** and do the following: • Compare your questions with the 2020 Census questionnaire. • Write how your questions are like the questionnaire. • Write how your questions are different from the questionnaire.	Examine the Census questionnaires of 2000, 2010 and 2020 and answer the following: • How has the definition of race changed? • How do the questions about race and ethnicity differ in 2000 and 2020 Census questionnaires? • What groups identified as white in 2000? • What groups identified as black in 2000? • How many questions are on the 2000, 2010, and 2020 Census questionnaires?	The questions on the 2020 Census questionnaire, ask about age, ethnicity, race, relationships (of each person in the household to a central person), sex, tenure (whether the central persons a renter or homeowner), operational (the number of people in the house). • On a separate sheet of paper explain how the answers from the questions will help the federal government decide how to spend $675 million dollars.
Social Emotional Learning/ Reflection *(15 Minutes)*	**Self-Awareness** Write about a unique quality you have that makes you special	**Self-Awareness** Write a letter introducing yourself to your favorite fictional character. Tell him or her about yourself and describe a few things you have in common.	**Self-Awareness** Think of a stressful situation that happens to you repeatedly. List 3 examples of things you'd like to try as ways of coping with the situation.	**Empathy & Communication** Leave a kind note somewhere for a family member to find.	**Self-Awareness** Make a list of things for which you are grateful.

Weekly Enrichment Plan: Week of April 20

Grade: 6

Student Daily Check-Off (check off each activity that you completed)	Math ○ English ○ Physical Ed. ○ Fine Arts ○ Science ○ Social Studies ○ SEL/Reflection ○	Math ○ English ○ Physical Ed. ○ Fine Arts ○ Science ○ Social Studies ○ SEL/Reflection ○	Math ○ English ○ Physical Ed. ○ Fine Arts ○ Science ○ Social Studies ○ SEL/Reflection ○	Math ○ English ○ Physical Ed. ○ Fine Arts ○ Science ○ Social Studies ○ SEL/Reflection ○	Math ○ English ○ Physical Ed. ○ Fine Arts ○ Science ○ Social Studies ○ SEL/Reflection ○

Suggested Daily Schedule: Grades 6-8

Time	Activity
8:00 – 9:00 am	Wake up, make your bed, eat breakfast and get ready for an awesome day!
9:00 – 9:45 am	Mathematics
9:45- 10:00 am	Physical Activity
10:00– 10:45 am	English Language Arts – Reading Comprehension
10:45 – 11:00 am	15-Minute Break
11:00 – 11:15 am	Art
11:15 am – 12:00 pm	English Language Arts - Novel
12:00 – 1:00 pm	Lunch
1:00 – 1:30 pm	Science
1:30-1:45 pm	15-Minute Break
1:45-2:15 pm	Social Studies
2:15-2:30pm	Social-Emotional Learning/Reflection

Family Suggestions

Parent Suggestions	Student Suggestions
How can I support my student as a learner outside of school? € Familiarize yourself with your child's learning calendar. € Encourage your child to do their best when completing tasks and assignments. € Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback. € Support your child in starting the daily work early in the day. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback. € Remind your child to take frequent breaks to stay focused. € Consider designating a dedicated workspace to maximize time on task and facilitate learning.	**How can I continue learning outside of school?** € Complete work on your suggested learning calendar. € Put in your best effort when completing tasks and assignments. € Ask an adult to contact your teacher when you need help. Teachers are available via e-mail, your school's online learning program or on the district's homework hotline. € Let your teacher know if you have access to a phone or computer. **How can I stay organized?** € Start your work early. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback. € Take short breaks to increase focus and stay motivated to complete tasks on time. € Find a quiet place to complete your work.

Individual Support	Individualizing Supports

	• See "Individualizing Supports for Students" for more information on how to support your child at home with these assignments.
	• Additional materials are available online and at school meal sites:
	    • "Specially Designed Instruction for Students with IEPs" packets with instructional routines that can be used at home to address students' IEP goal areas.
	    • Materials and resources for students with life skills needs and significant disabilities will also be available.

CLEVELAND
METROPOLITAN
SCHOOL DISTRICT

English Language Learners	**Enrichment Packet** • Daily language learning is important! The following links/resources are available for students to access daily. • ¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/ recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas. • Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo/ rasilimali vinapatikana kwa wanafunzi kupata mafunzo ya lugha ya kila siku. • दैनिक भाषा सिक्न महत्त्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने सिकने पहुँचको लागि उपलब्ध छन्। معاً! الروابط / الموارد التالية متاحة للطلاب للوصول إلى تعلم اللغة اليومي.

Individualizing Support for Students in Grades 6-12

For Students Who Struggle with Reading
Before Reading:
- For content area reading (nonfiction), provide some background information about the topic addressed in the text. The scholar can go online to look up information on the topic. Have scholar find resources in his/her preferred learning modality (videos, simplified text, activities) and summarize the new information learned.
- Look through the reading passage or book and look at pictures, graphics, and text features such as headings, captions, bolded words, etc. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Look through the reading passage or book and identify difficult or unusual words. Have scholar practice decoding these words (reading them aloud). Provide meanings for these words. Create a vocabulary dictionary of these words to refer to later.

During Reading:
- **Accommodations:** Allow scholar to read aloud if they need to. Provide an audio recording of the text if available.
- **Chunking:** Read one paragraph or section at a time, and check for understanding by asking student to summarize or paraphrase what was read before moving to the next section.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

After Reading:
- For literature/fiction reading, have your scholar summarize what they read. Use the "5 W's"
  - Who was the story/passage about?
  - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
    - What did the character(s) learn?
    - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
  - When did the story/passage occur? This would be most important for informative and historical passages
  - Where did the story/passage occur?
  - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
  - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?
- For nonfiction reading/content area reading, have your scholar summarize what he/she has learned from the text and how he/she would apply the learning to real life.
- Allow an "open book" policy. Make sure that the scholar shows exactly where in the text he/she is getting the information to answer whatever question has been posed.

For Students Who Struggle with Written Assignments
- Have scholar dictate assignments into a phone's "notes" app or computer with speech-to-text technology. Most speech-to-text will also respond to commands to add punctuation (by saying "comma," "period," etc.). Student can then print out their writing, or copy it into their own handwriting.
- Write one sentence at a time, then have someone read it aloud to make sure it makes sense.
- Provide examples of quality writing that meets the task criteria.
- Accept a written assignment that is shorter than what is expected, as long as the task criteria are met.

For Students Who Struggle with Math Assignments
- Find a video of someone completing a similar task and have scholar watch it multiple times. Excellent resources for this are YouTube, Khan Academy, and LearnZillion.
- **Talk about math:** Have student explain a problem and its solution in mathematical terms. Have student teach a skill to another student. If they can teach it, they understand it.
- **Accommodations:** For tasks that require problem-solving, allow use of a calculator. Teach student how to use the calculator to accurately solve problems with multiple steps. Also provide access to anchor sheets for math procedures that may not be memorized, such as formulas.
- **Chunk assignments for easier completion/to ease frustration**: If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10
- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is 1/8) or in parts together (2 pieces is 2/8 or ¼). Compare and contrast pieces of different sizes.
- **Graph paper:** use graph paper to organize work and problems, and to model mathematical situations visually.
- **Manipulatives**: any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces. There are also virtual manipulatives online (Google "virtual math manipulatives").
- **Measurement**, **Money, and Time:**
    - Bake something and have your child measure out all of the ingredients for the recipe**.**
    - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many ___ does it take to measure the couch?)
    - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).
    - Create a store using items around your house. Label each item with a dollar amount and have your child "shop" in your store or have them act as the cashier and make change.
    - Create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
- **Reference materials**: create a number line, hundreds chart, or anchor charts (worked examples) to help with math calculation, counting, and problem-solving.
- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.
- **Sorting**: Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.

- **Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.
    - A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
    - Dice: can be used the same way as a deck of cards to work on basic facts or create multi-digit problems to solve.
    - Yahtzee: basic addition
    - Connect Four, Othello: problem solving, and strategic thinking
    - Puzzles: perfect for working on spatial awareness, which is key to geometry
    - Monopoly: have your child be the "banker" to work on money skills
    - Battleship: graphing coordinates
    - Uno: use numbers on cards to create calculation problems

For Students Who Struggle with Focus, Attention, and/or Study Skills
- Given scholar very clear written (or visual) directions of what to work on and what successful completion of the task looks like. Have scholar self-monitor whether or not he/she has completed all parts of the task.
- Use a timer, starting with a very brief amount of time (even 5-10 minutes is ok). After the timer "beeps," provide student with a brief break (5 minutes) before continuing. Work to increase the amount of time for each work interval, up to 25 minutes.
- Provide a reward, such as a sticker or carrot, for every successful interval of on-task behavior.
- Only give one assignment or task at a time, but also provide scholar with a calendar or daily schedule to refer to so it is clear what to expect next.
- Have older students model study skills for younger children.

Predicting the Future

by ReadWorks

Houston, Texas

Garry Golden sits in a small cafe in Brooklyn, New York. In front of him, sheets of paper with diagrams litter the table. He rapidly sketches trains, cars and highways as he explains his ideas. Garry Golden has one passion: transportation. The science of how to move people from place to place fascinates him. He spends his days studying the relationships between cars, subways, and trains. But he's most excited about imagining the way these relationships will change in the next 20 years.

Golden is a futurist. Futurists are scientists who analyze the way the world is today and use that information to make predictions about what the world will be like in the future. In this way, they are the opposite of historians, who try to better understand the present through studying the past. Futurists hope that by making scientific predictions about the future, we can make better decisions today.

Some futurists study the environment. Some study human society. Golden focuses on the study of transportation. He earned his graduate degree in Future Studies from the University of Houston. Living in Houston for those two years changed the way he viewed transportation in the United States.

Many public transportation advocates dislike Houston. They argue the city is too sprawling (it can take more than three hours to drive from one side of the city to the other during rush hour) and that there aren't enough buses and subways. However, Houston was a source of inspiration for Golden.

"Houston is a really interesting place, and their transportation is a fascinating story-it's worth watching. When you think about it, what is the U.S. like? It's more like Houston. So you need to understand how Houston approaches things to understand the country as a whole. New York City is the exception," said Golden in an interview with *The New York Times*

Golden points out that people in New York City own fewer cars and walk much more than anywhere else in the United States. "It's a unique environment," says Golden. "Very different from the rest of the country."

However, Golden believes American cities will become more similar to New York City in several ways over the next 20 years. He sees a trend toward fewer cars in the future. He explains, "Cities have a cost of car ownership that is a challenge. All these vehicles cost the city: in services, in having to repair roads and all of the other things." Cars also take up a lot of space. Houston, for example, has 30 parking spaces for every resident. That's 64.8 million parking spaces in only one city.

Golden points out that having so many parking spaces is inefficient. Much of the time the parking spaces sit empty. At high-use times-for example, Saturday afternoon when everyone is running errands-every parking space at a shopping center is full. But at 3 a.m. on a Monday, no one is at the shopping center. What is the solution? "I think cities are going to start to legislate cars in very new ways," says Golden. He explains that cities will make new laws to limit the number of cars people can have within city limits. Instead, people will use taxis, subways and buses. New technology, like smartphones, can make these forms of public transportation even better.

Buses have the same problem of inefficiency as parking spaces, explains Golden. Sometimes they are full, and sometimes they are empty. But imagine if everyone had a smartphone and used them to signal when they wanted to ride the bus. Buses could change their route, depending on who wanted to ride.

How soon would these changes come? Golden admits that it will take several years. Cities can be slow to change. Also, new systems of transportation can be expensive. "But it's coming," he says. "The trend of the empowered city will be here soon."

The other trend that excites Golden is electric cars. "We need to reduce the amount of fuel we consume," says Golden. "Everyone agrees on this. The question is how to do it." Golden especially believes in the future of electric cars that have sensors to understand the world around them. "If we have cars that can communicate with one another, they can adjust speeds to eliminate traffic jams," he says. Rush hour in Houston would suddenly be much less painful.

One challenge related to the production of electric cars is that it is hard to cheaply produce batteries that are strong enough for these cars. This is partially because cars are so heavy. But Golden argues you could also make cars out of strong plastic composites. The cars would then be much lighter and much cheaper to make. "This could revolutionize the highways," he says. When could electric smart cars become the norm? Golden argues as soon as 2030.

As a futurist, Golden shares his predictions with other scholars at conferences across the country. He also provides advice to companies that want to know what the future will be like so that they can make better strategies. Golden remains optimistic about the future. "There are so many exciting developments," he says. "In thirty years we will live a very different world."

Name: _____ **Date:** _____

1. What is Gary Golden's one passion?

    A. Houston, Texas

    B. the environment

    C. human society

    D. transportation

2. One problem with electric cars is that they require very strong batteries. Part of the reason the batteries have to be so strong is that cars are so heavy. What solution does Golden propose for this problem?

    A. build cars out of strong plastic composites so that they are lighter

    B. find an easier and faster way to produce strong batteries for cars

    C. build cars out of lighter weight metals so they don't need as many batteries

    D. create a way for cars to communicate with each other and adjust their speeds

3. Cars require a lot of space in cities. What evidence from the passage best supports this conclusion?

    A. Cities have to build parking spaces and repair roads for cars.

    B. Cities may limit the number of cars people can have within the city.

    C. In Houston, there are 30 parking spaces for every resident.

    D. Parking lots at shopping centers are not full all of the time.

4. Based on Garry Golden's predictions, how can transportation systems of the future best be described?

    A. expensive and complicated

    B. high-tech and efficient

    C. high-tech yet impractical

    D. inexpensive yet outdated

5. What is this passage mostly about?

    A. how one futurist thinks transportation will change in the coming years

    B. reasons why cars cost the city money and are an inefficient use of resources

    C. how to improve electric cars so that they are more widely used and available

    D. a comparison of public transportation systems across the United States

6. Read the following sentences: "Houston, for example, has 30 parking spaces for every resident. That's 64.8 million parking spaces in only one city. Golden points out that having so many parking spaces is **inefficient**. Much of the time the parking spaces sit empty. At high-use times-for example, Saturday afternoon when everyone is running errands-every parking space at a shopping center is full. But at 3 a.m. on a Monday, no one is at the shopping center."

As used in this sentence, what does the word "**inefficient**" most nearly mean?

    A. productive without wasting time and materials

    B. successful and effective

    C. imaginative and creative

    D. wasteful of space and materials

7. Choose the answer that best completes the sentence below.

Historians study the past in order to better understand the present. _____, futurists analyze the present in order to make scientific predictions about the future.

    A. In particular

    B. Such as

    C. In contrast

    D. Ultimately

8. What does Garry Golden spend most of his days studying?

9. Buses are currently inefficient. According to Golden, how could this type of transportation be improved?

10. Explain how communications technology (such as smartphones and sensors) could help improve transportation in the future. Support your answer using information from the passage.

Lesson: Adjectives and Adverbs

Learning Target

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A **modifier** is a word or word group that modifies, or slightly changes, the meaning of another word. An **adjective** modifies a noun or pronoun. An **adverb** modifies a verb, adjective, or other adverb.

Modifiers	
Adjectives (each adjective is boldfaced)	**Adverbs** (each adverb is boldfaced)
happy dog	barked **happily**
eager listener	**eagerly** listens
the boat **downstream**	drifts **downstream**
a fast car	drives **fast**
very **short**	**very** short
a straight line	heading **straight upward**

Phrases and clauses can also act as adjectives and adverbs.

Modifiers	
Adjectives (each adjective phrase or clause is boldfaced)	**Adverbs** (each adverb phrase or clause is boldfaced)
dog **with black spots**	barked **all night long**
listener **of that program**	listens **to that radio program**
boat **that is downstream**	drifting **when the tide rises**
car **that speeds ahead**	drives **with headlights on**
chapters **that are very brief**	easy **because they are very brief**
line **at the top**	heading **toward the top**

Using precise, vivid modifiers can make your writing more interesting.

> **Dull:** The happy winner was very surprised.

> **Better:** The **delighted** winner **of the contest** was **immensely** surprised.

> **Dull:** After being in the bad weather, the hot fire was a real treat.

> **Better:** After being **outside** in the **freezing, windy** weather, the **blazing** fire was a **welcome** treat.

Check Your Understanding

Revise the following sentences to replace dull adjectives and adverbs with precise, vivid ones.

1. That radio station plays good music.

2. The science test was hard.

3. I'm really tired today.

4. Bongo is a very nice dog.

5. Travis spoke well.

Name: _____   Class: _____

I Ask My Mother to Sing
By Li-Young Lee
1986

Li-Young Lee is an American poet who was born in Indonesia to Chinese parents. His family eventually settled in the United States after fleeing anti-Chinese attitudes. Lee's poetry is popular for its simplistic and passionate style. In this poem, Lee explores the experiences of his family, as his parents were exiled from their home in China before he was born. Lee asks his mother and grandmother to sing about China. As you read, take notes on the mood and how it changes through the poem.

[1]   She begins, and my grandmother joins her.
      Mother and daughter sing like young girls.
      If my father were alive, he would play
      his accordion and sway like a boat.

[5]   I've never been in Peking,[1] or the Summer
         Palace,[2]
      nor stood on the great Stone Boat[3] to watch
      the rain begin on Kuen Ming Lake, the picnickers
      running away in the grass.

      But I love to hear it sung;
[10] how the waterlilies fill with rain until
      they overturn, spilling water into water,
      then rock back, and fill with more.

      Both women have begun to cry.
      But neither stops her song.

"The Marble Boat" by Nathan Laurell is licensed under CC BY-NC 2.0.

---

1. an older name for the city of Beijing, the capital of China
2. a vast palace in Beijing
3. a large boat holding a decorated building that looks like a small palace

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies a theme of the poem? [RL.2]
   A. Recounting one's family history can be both pleasant and painful.
   B. The past is best left alone.
   C. It is important to know your family history.
   D. It is impossible to move on without addressing the past.

2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
   A. "If my father were alive, he would play / his accordion and sway like a boat." (Lines 3-4)
   B. "I've never been in Peking, or the Summer Palace" (Line 5)
   C. "how the waterlilies fill with rain until / they overturn, spilling water into water" (Lines 10-11)
   D. "Both women have begun to cry. / But neither stops her song." (Lines 13-14)

3. PART A: How do lines 5-9 contribute to the development of the theme of the poem? [RL.5]
   A. They prove how beautiful and exciting Beijing is.
   B. They show that the speaker wishes he had experienced China.
   C. They describe how impressive the Summer Palace is.
   D. They show much the narrator misses Beijing.

4. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
   A. "I've never been in Peking, or the Summer Palace" (Line 5)
   B. "the rain begin on Kuen Ming Lake" (Line 7)
   C. "the picnickers / running away in the grass." (Lines 7-8)
   D. "But I love to hear it sung" (Line 9)

5. How does the mood change through the poem, and how does the poet's word choice create this shift? [RL.4]

   _____

   _____

   _____

   _____

   _____

   _____

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the context of the text, can we control our fate? Based on the poet's portrayal of his mother and grandmother, do you think they made a choice to leave China? Why or why not? How do the mother and grandmother continue to be impacted by their move?

2. In the context of the text, what makes a family? How do members of the family in the poem support each other? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

3. In the context of the text, what makes you who you are? How and why is the narrator influenced by a place he has never lived? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____

The Negro Speaks of Rivers
By Langston Hughes
1921

Langston Hughes (1902-1967) was an American poet, activist, novelist, and playwright. He is also considered one of the leaders of the Harlem Renaissance, which was the cultural, social, and artistic movement of black artists that took place in Harlem between the end of World War I and the mid-1930s. Hughes wrote this poem after graduating high school while reflecting on the role that rivers have played in African American history. As you read this poem, take notes on how the author's use of symbolism affects the theme of the poem.

[1] I've known rivers:
I've known rivers ancient as the world and older
     than the flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates[1] when dawns were
     young.
[5] I built my hut near the Congo[2] and it lulled me to
     sleep.
I looked upon the Nile[3] and raised the pyramids
     above it.
I heard the singing of the Mississippi[4] when Abe
     Lincoln went down to New Orleans,[5] and I've
     seen its muddy bosom[6] turn all golden in the sunset.

I've known rivers:
Ancient, dusky[7] rivers.

[10] My soul has grown deep like the rivers.

"Aerial view of the Congo River near Kisangani, the capital of Orientale Province." by Myriam Asmani is licensed under CC BY-SA 2.0.

The Negro Speaks of Rivers by Langston Hughes is in the public domain.

---

1. a river that has played an important role in North Africa and the Middle East for thousands of years
2. a river that has played an important role in Central Africa for thousands of years
3. a river that has played an important role in North Africa for thousands of years
4. a river that was used to transport many African Americans to the American South to be sold into slavery
5. Abraham Lincoln visited New Orleans when he was young and was disgusted by the slave trade that he witnessed there.
6. "Bosom" refers to a woman's chest.
7. **Dusky** *(adjective):* dark in color

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which statement best describes the significance of the four rivers specifically [RL.3]
   mentioned in the poem?
   A. All four rivers played an important role in the history of the ancestors of African Americans.
   B. All four rivers were places that the speaker lived while he was growing up.
   C. The four rivers represent places where horrible crimes have been committed against people of African descent.
   D. All four rivers played a critical role throughout world history.

2. How does the speaker support his idea that his "soul has grown deep like the rivers"? [RL.5]
   A. by remembering all of the things he saw on the rivers when he was growing up
   B. by describing his interactions with the rivers to show that he has witnessed many important parts of history
   C. by explaining that deep rivers were necessary to build impressive structures like the pyramids
   D. by employing vivid imagery to describe the similarities of the rivers

3. How does the repetition in the poem affect the tone of the poem? [RL.5]
   A. The repetition creates a slowly building rhythm like a river heading towards a waterfall.
   B. The repetition is intentionally used to make the poem feel out of rhythm.
   C. The repetition creates a rhythm that is commonly used in certain parts of Mississippi.
   D. The repetition in the poem creates a steady rhythm that is similar to the steady flow of a river.

4. How does the word "dusky" (Line 9) contribute to the theme of the poem? [RL.4]

_____

_____

_____

_____

_____

_____

_____

5. How does the author use symbolism in this poem to develop its primary theme?   [RL.2]

_____

_____

_____

_____

_____

_____

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. The word renaissance literally means "rebirth." How does this poem support the idea that the art created in Harlem during the early 1900's should be called the "Harlem Renaissance"?

2. According to this text, what makes you who you are? Do you agree or disagree with the text's message about what makes you who you are? Why or why not?

3. Based on this text, what makes America unique?

Name:_____   Class:_____   Date:_____

Pairing Questions for "I Ask My Mother to Sing" and "The Negro Speaks of Rivers "

Directions: *After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.*

1. Which statement best describes a shared idea within the poems "I Ask My Mother to Sing" and "The Negro Speaks of Rivers"?   [RL.2, RL.9]
    A. Both poems describe how rivers are important.
    B. Both poems show the bonds between family members.
    C. Both poems show an appreciation for culture and history.
    D. Both poems show how we can get to know places very well.

2. What similar messages do the poems "I Ask My Mother to Sing" and "The Negro Speaks of Rivers" reveal about family and identity?   [RL.9]

    _____

    _____

    _____

    _____

    _____

    _____

    _____

6th Grade Week 3 Writing: Narrative Skills:
Middle School: Skill: Provide a Conclusion

Directions: Read the prompt below, and then read and analyze the provided text "Colorado Construction Crew Unearths 66-Million-Year-Old Triceratops Fossil" to gather details and plan your narrative. Use the provided Graphic Organizer to help you analyze the text and plan your response. Make sure to include a reflection as you end your journal entry.

Prompt:

▼ Selected for Students

Imagine that you are the construction worker who hit the dinosaur bone, or that you are the paleontologist who was called to the scene. Write a two- or three-paragraph Journal Entry narrating and describing the events of the day, using real details from the article. In your last paragraph, conclude by reflecting on these events. How did you feel about what happened? How did it affect you?

1. **Read** and analyze the selection, gathering details about what happened.
2. **Plan** how to describe the events of the day from the perspective of one of the key people involved.
3. **Write** your Journal Entry, ending by reflecting on what happened.

Edit   Hide from Students   Create Model ⓘ

Triceratops have long captured the imagination of dinosaur lovers.

Colorado Construction Crew Unearths
66-Million-Year-Old Triceratops Fossil

Last week, a construction crew was digging. This was part of work on a new fire and police building in Thornton, Colorado. They unearthed a prehistoric treasure. It was an ancient triceratops fossil.

The discovery is especially notable because the remains include the triceratops skull. This is one of just three believed to have ever been dug up in the Front Range of the Rocky Mountains. That's according to Danika Worthington of the *Denver Post*.

"I'm over the moon right now about this dinosaur fossil," said Joe Sertich. He's paleontologist of the Denver Museum of Nature & Science. Thornton officials brought Sertich in earlier this week. They had him confirm the discovery and begin the work to excavate it. He hopes to see the fossil exhibited in his museum once it's dug up and preserved.

The remains are older than most other fossils found along the Front Range. Those usually originate from the end of the last ice age. That was around 10 to 12 thousand years ago. The triceratops dates back to at least 66 million years ago. That's when the creatures are thought to have gone extinct. That happened after a six-mile wide asteroid collided with Earth.

The Front Range is a densely populated and heavily paved metropolitan area. People rarely dig far enough down to reach some of these older layers that contain dinosaur fossils. And when they do, they often are just plowed right over.

Triceratops have long captured the imagination of dinosaur lovers. The first skeleton was assembled and mounted in an exhibit at the Smithsonian's National Museum of Natural History in 1905. It was named "Hatcher." This was in honor of pioneering paleontologist John Bell Hatcher. He discovered most of its bones. The beast was cobbled together from a patchwork of parts. It was hardly anatomically accurate, but it was still awe-inspiring to visitors. *The Washington Post* called it "the most fantastic and grotesque of all that race of giant lizards known as dinosaurs," writes Sarah Kaplan of *The Washington Post*. It was in an article describing a forthcoming exhibit that included "Hatcher."

Triceratops was among the last living dinosaur species. This large, herbivorous dinosaur sported two horns on its forehead and one at the tip of its snout. Its name literally means "three-horned face." Through the years, triceratops have become famous in pop culture, making appearances in films including *Jurassic Park* and *The Land Before Time*. It has even made its way onto postage stamps.

"It is incredible to have this find occur in our backyard," Sertich said in a statement. "Finds like this help us to understand dinosaur evolution and behavior."

Analyze the Selection

Analyze the information in the article and gather details about what happened. Highlight facts in the text that answer the questions. Then copy and paste them below.

What was the discovery? Give specific details.	Why was this discovery important?

Plan Your Journal Entry

Use the chart below to plan your Journal Entry. When you are finished, use your answers to help you write.

Prewriting: Choose a narrator, based on a real person.	Who is the narrator of your Journal Entry? (The narrator is the person who is writing about what happened to him or her, using the first-person point of view. For this activity, choose either a member of the construction crew or the paleontologist called to the site.)
Description of events: Write using the first-person point of view. Include real details that you learned from the article.	How did your day start?
	What happened next?
	What happened after that?
Conclusion: Imagine how your narrator felt.	What is significant about the events of the day? How do you feel about what happened?

What idea or insight do you want to end with?

Explore Patterns of Data

The **distribution** of a set of data shows how the data values are arranged. The distribution can be described by its center, spread (variation), and overall shape. If the right side of a distribution looks like the left side, then the distribution is **symmetric**. A **cluster** is a group of data points that lie within a small interval. A **gap** is an interval that contains no data. A **peak** is a data value which is higher than the values on either side.

Describe the data set by identifying clusters, peaks, gaps, and symmetry.

A. Identify clusters.

There is a cluster from 0 to 2, and then another cluster from 4 to 6.
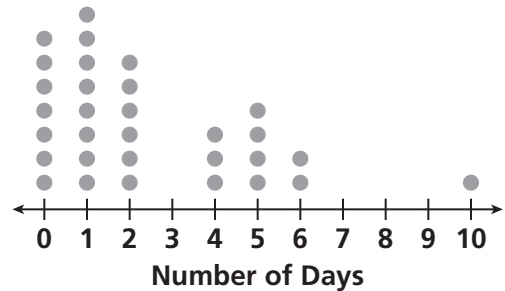
B. Identify peaks.

There are 8 data points for 1 day, the largest number of data points for any of the days. The peak of this data set is 1.

C. Identify gaps.

There are no data points at 3, 7, 8, and 9, which are gaps.

D. Determine symmetry.

The right and left sides of the distribution look different, so this data set does not have symmetry.

Describe each data set by identifying clusters, peaks, gaps, and symmetry.

1.

Cost of Jeans ($)

_____
_____
_____
_____
_____
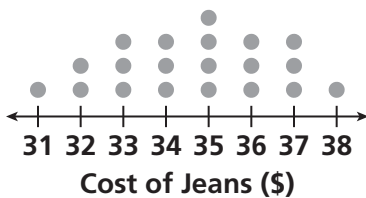
2.

_____
_____
_____
_____
_____
_____
_____
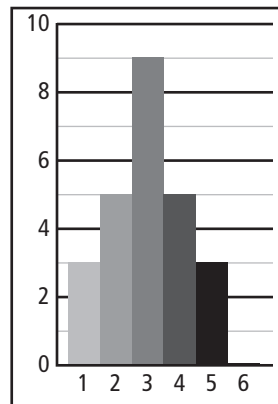
Display Data in Box Plots

A **box plot** gives you a visual display of how data are distributed. Data in box plots are grouped by quartile. The **lower quartile** is the median of the lower half of the data. The **upper quartile** is the median of the upper half of the data.

Olivia received the following scores on 9 quizzes: 76, 80, 89, 90, 70, 86, 87, 76, 80. Make a box plot of the quiz scores.

A. List the scores in order from least to greatest.

B. Identify the least and greatest values.

C. Identify the median.

D. Identify the lower quartile and upper quartile. If there is an even number of values above or below the median, the lower or upper quartile is the average of the two middle values.

70 76 76 80 80 86 87 89 90

least   lower   median   upper   greatest
               quartile   quartile
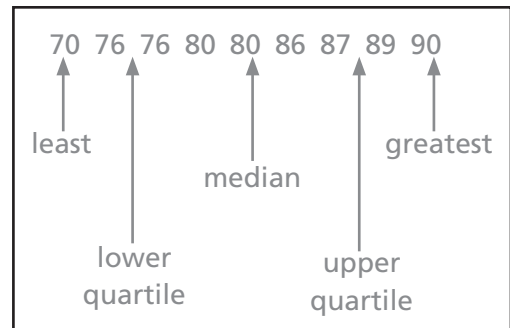
E. Draw a number line that includes the values in the given data.

70   80   90
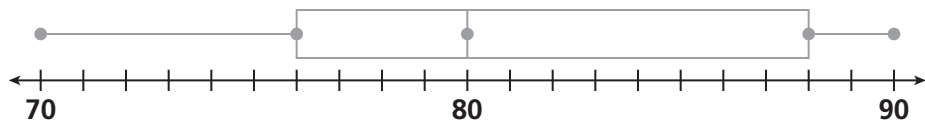
F. Place dots above the number line at each value you identified in Steps B to D. Draw a box starting at the lower quartile and ending at the upper quartile. Mark the median.

20, 6, 15, 10, 14, 15, 8, 10, 2

Use the data set to complete each statement. Then, create a box plot.

1. List the data in order:

_____

_____

2   11   20
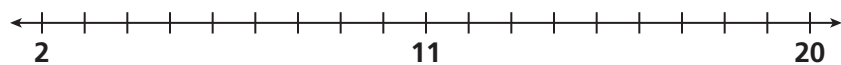
2. Least value: _____ Greatest value: _____

3. Median: _____

4. Lower quartile: _____ Upper quartile: _____

5. Draw a box plot for the data.

Find Mean Absolute Deviation

The **mean absolute deviation (MAD)** is the mean distance between each data value and the mean of a data set.

Mason counted the number of eggs in 10 nests of two birds of the same species over several breeding cycles. Find the mean absolute deviation of the two sets of data.

	Bird _A_	**Bird _B_**
A. Find the mean of each data set.	3, 3, 4, 2, 3, 4, 5, 1, 2, 2	1, 1, 3, 6, 2, 2, 3, 5, 4, 1
	$\frac{29}{10} = 2.9$	$\frac{28}{10} = 2.8$
B. Find the deviation of each element from the mean by determining the distance between the element's value and the mean.	0.1, 0.1, 1.1, 0.9, 0.1, 1.1, 2.1, 1.9, 0.9, 0.9	1.8, 1.8, 0.2, 3.2, 0.8, 0.8, 0.2, 2.2, 1.2, 1.8
C. Find the MAD by finding the mean of the deviations for each set of data.	$\frac{9.2}{10} = 0.92$	$\frac{14}{10} = 1.4$

Find the mean absolute deviation of each data set.

1. 10, 7, 13, 10, 8

MAD: _____

2. 110, 114, 104, 108, 106

MAD: _____

3. 87, 75, 85, 77, 74, 82, 90, 88, 79, 81

MAD: _____

4. 15, 17, 15, 17, 21, 17, 15, 23, 20, 18

MAD: _____

5. 85, 90, 68, 75, 79

MAD: _____

6. 29, 58, 15, 129, 75, 22

MAD: _____

Explore Measures of Variability

1. The box plot below summarizes the number of books students checked out of the library over the summer.

Summer Library Usage


```
 0  1  2  3  4  5  6  7  8  9  10 11 12 13 14 15
```
Books per student
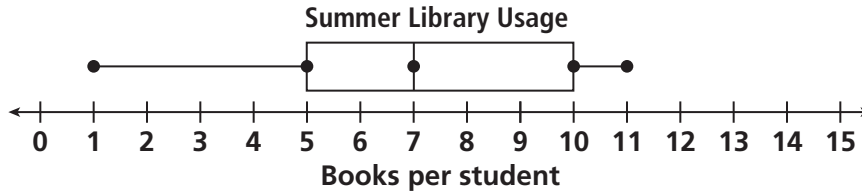
A. The range of the box plot is _____ books.

B. Name one measure of center for the data, and give its value. What does this measure of center tell you about the number of books per student?

_____

_____

C. What is the IQR? What does it tell you about the number of books per student?

_____

_____

_____

D. Can you find the mean absolute deviation of the data set? Explain.

_____

_____

_____

2. The number of plants sold by members of the choir for a fundraiser are as follows: 43, 30, 34, 26, 46, 47, 48, 37, 29, 40.

A. The mean number of plants sold is ☐ plants.
   The mean absolute deviation of plants sold is ☐ plants.

B. The mean is a measure of ☐. The mean absolute deviation is a measure of ☐.

C. Which numbers fall within the mean absolute deviation?

_____

Which numbers are outside the mean absolute deviation?

_____

Name _____

Explore Measures of Variability

A **measure of variability** is a single value used to describe how the values in a data set are spread out. Outliers, gaps, and clusters in a set of data can affect the measures of variability. Measures of variability include:

- **Mean absolute deviation (MAD)**—the mean of the absolute deviations for each item in a data set.

- **Range**—the difference between the greatest and least values in a data set.

- **Interquartile range (IQR)**—the difference between the upper and lower quartiles.

The box plot summarizes quiz scores for Mr. Allard's seventh period math class. Does the range or the IQR better describe the variability of the data?

A. Determine the range.

100 − 70 = 30; The range is 30.

70 75 80 85 90 95 100
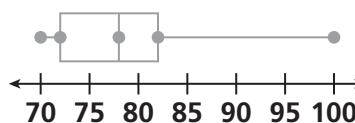
B. Determine the interquartile range.

82 − 72 = 10; The interquartile range is 10.

C. Choose the better measure based on the shape of the graph.

The IQR is better because most of the data values are close together around the median. The range is large because of the outlier 100.

Find the range and the interquartile range for each box plot.

1.

40   44   48   52   56   60   64   68   72   76   80
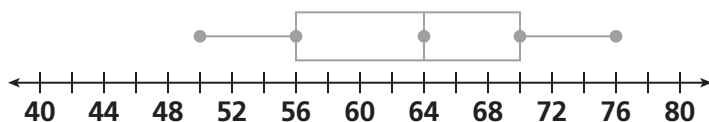
range: _____   interquartile range: _____

2.

13 14 15 16 17 18 19 20 21 22 23 24
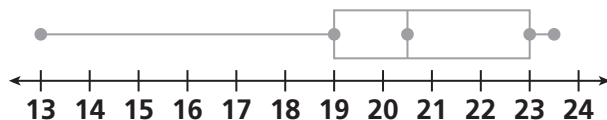
range: _____   interquartile range: _____

Which measure better describes the variability? _____

1 The amount of rainfall in inches for one town is shown.

1.3, 2.5, 0.6, 1.2, 1.0, 1.3, 0.1, 1.0, 0.5, 2.6, 1.8, 1.4, 2.0

These data are displayed using a histogram with equally spaced intervals. Which intervals should be used?

Ⓐ 0 to 0.9 inches and 1.0 to 1.9 inches

Ⓑ 0 to 0.5 inch, 0.6 to 1.5 inches, and 1.6 to 3.0 inches

Ⓒ 0 to 1.0 inch, 0.4 to 2.0 inches, and 1.5 to 3.0 inches

Ⓓ 0 to 0.9 inch, 1.0 to 1.9 inches, and 2.0 to 2.9 inches

2 Which box plot correctly displays the data set shown?

2, 5, 7, 2, 11, 13, 5, 7, 1, 10, 10, 2, 3, 5, 1, 11

Ⓐ

Ⓑ

Ⓒ

Ⓓ
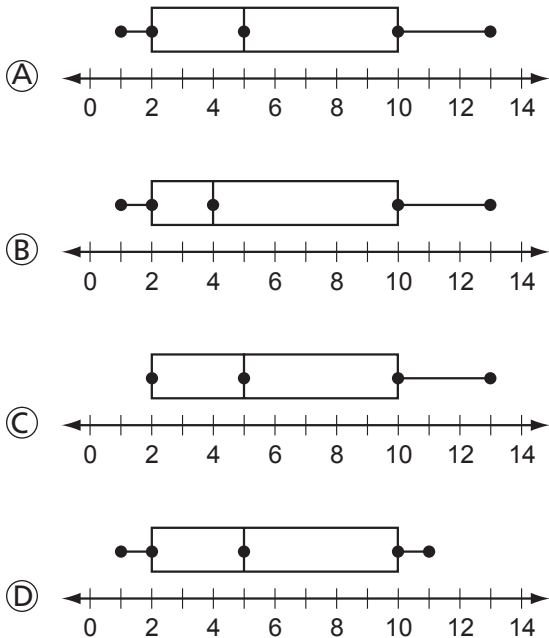
3 Amanda created a dot plot for the number of points scored by her brother during the basketball season.

Points Scored
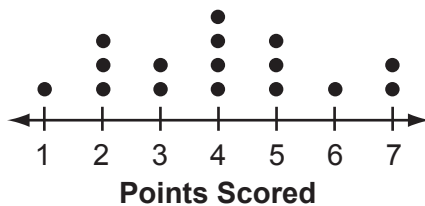
Which of the following could be the data set she used to make the dot plot?

Ⓐ 7, 3, 4, 1, 2, 5, 2, 6, 3, 5, 2, 5, 7, 4

Ⓑ 7, 3, 4, 4, 1, 2, 5, 2, 4, 6, 3, 5, 2, 4

Ⓒ 7, 3, 4, 4, 1, 2, 5, 2, 4, 6, 3, 5, 2, 5, 7, 4

Ⓓ 7, 3, 4, 4, 1, 2, 5, 2, 4, 6, 3, 5, 2, 5, 7, 4, 4, 2

4 Which values are needed to display a set of data using a box plot?

Select **all** the values that apply.

Ⓐ mean

Ⓑ median

Ⓒ mode

Ⓓ mean absolute deviation

Ⓔ lower quartile

Ⓕ upper quartile

Ⓖ greatest value

Ⓗ least value

Name

5 If the data shown are displayed using a dot plot, how many dots will go over each value?

2, 3, 7, 4, 10, 1, 3, 7, 12, 1, 10, 2, 1, 1, 3, 6, 6, 8, 9, 11, 2

Place an X in the table to show the number of dots that would go above each value.

	0 dots	1 dot	2 dots	3 dots
2				
5				
6				
9				

---

6 The data set shows the number of desks in 12 different classrooms.

Classroom Desks
24 | 21 | 18 | 17 | 21 | 19 | 17 | 20 | 21 | 22 | 20 | 16

Find the values of the points on the box plot.
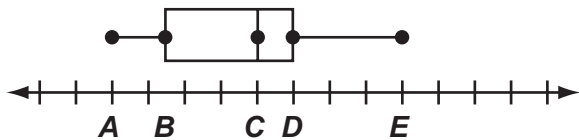
A B C D E

A = _____

B = _____

C = _____

D = _____

E = _____

16   17   17.5   19.7   20   21   23   24

7 The frequency table shows the TV ratings for the show *American Singer.*

TV Ratings

Rating	Frequency
14.1–14.5	2
14.6–15.0	6
15.1–15.5	6
15.6–16.0	5
16.1–16.5	1

Draw each bar to correctly represent the data.
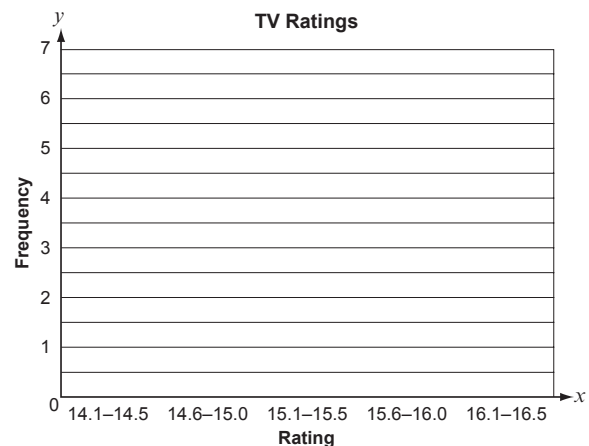
TV Ratings

Rating

Thermal Energy and Temperature

Points of View: *Temperature and Measuring Temperature*
This week you will work to show what you've learned about
temperature from several different viewpoints.

Once you complete your assignment, practice presenting your PowerPoint perspective to your class and
teacher. You could be asked to share your work when you return to school.

{complete on Monday} Vocabulary Write and define the vocabulary words from this
lesson. Explain what each word has to do with temperature.

{complete on Tuesday} Illustrations Make a poster on which you draw a Fahrenheit,
Celsius, and Kelvin thermometer. Color the thermometers so all of them show the temperature
at which water freezes. Be sure to label each thermometer.

{complete on Wednesday} Analysis Suppose you are coordinating a community
event at a local park. One of your staff members tells you it will be 35 degrees on the day of the
event. How should people prepare for the event if it is 35 degrees C, F, or K?

{complete on Thursday} Observations Observe ice, cool water, and warm water.
Use a thermometer to note the temperature of each sample. Write your observations in a
notebook. Then apply what you know about kinetic energy to describe how particles behave at
each temperature. Use your observations to help explain your ideas.

{complete on Friday} Details Create a PowerPoint presentation in which you describe
the Fahrenheit, Celsius, and Kelvin temperature scales. In your presentation, give details about
freezing and boiling points on each temperature scale.

ACADEMICS
CURRICULUM &
INSTRUCTION
Cleveland Metropolitan School District

The 2010 census asked the following ten questions:

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2010?

2. Were there any additional people staying here April 1, 2010 that you did not include in Question 1?

3. Is this house, apartment, or mobile home: owned with mortgage, owned without mortgage, rented, occupied without rent?

4. What is your telephone number?

5. Please provide information for each person living here. Start with a person here who owns or rents this house, apartment, or mobile home. If the owner or renter lives somewhere else, start with any adult living here. This will be Person 1. What is Person 1's name?

6. What is Person 1's sex?

7. What is Person 1's age and Date of Birth?

8. Is Person 1 of Hispanic, Latino, or Spanish origin?

9. What is Person 1's race?

10. Does Person 1 sometimes live or stay somewhere else?

United States Census 2000

U.S. Department of Commerce • Bureau of the Census

This is the official form for all the people at this address. It is quick and easy, and your answers are protected by law. Complete the Census and help your community get what it needs — today and in the future!

Start Here

Please use a black or blue pen.

1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2000?

Number of people

INCLUDE in this number:

- foster children, roomers, or housemates
- people staying here on April 1, 2000 who have no other permanent place to stay
- people living here most of the time while working, even if they have another place to live

DO NOT INCLUDE in this number:

- college students living away while attending college
- people in a correctional facility, nursing home, or mental hospital on April 1, 2000
- Armed Forces personnel living somewhere else
- people who live or stay at another place most of the time

2. Is this house, apartment, or mobile home — *Mark ☒ ONE box.*

- ☐ Owned by you or someone in this household with a mortgage or loan?
- ☐ Owned by you or someone in this household free and clear (without a mortgage or loan)?
- ☐ Rented for cash rent?
- ☐ Occupied without payment of cash rent?

3. Please answer the following questions for each person living in this house, apartment, or mobile home. Start with the name of one of the people living here who owns, is buying, or rents this house, apartment, or mobile home. If there is no such person, start with any adult living or staying here. We will refer to this person as Person 1.

What is this person's name? *Print name below.*

Last Name

First Name

MI

Form **D-61A**

4. What is Person 1's telephone number? *We may call this person if we don't understand an answer.*

Area Code + Number

5. What is Person 1's sex? *Mark ☒ ONE box.*

- ☐ Male
- ☐ Female

6. What is Person 1's age and what is Person 1's date of birth?

Age on April 1, 2000

Print numbers in boxes.

Month   Day   Year of birth

➡ **NOTE: Please answer BOTH Questions 7 and 8.**

7. Is Person 1 Spanish/Hispanic/Latino? *Mark ☒ the "No" box if not Spanish/Hispanic/Latino.*

- ☐ **No,** not Spanish/Hispanic/Latino
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban
- ☐ Yes, other Spanish/Hispanic/Latino — *Print group.* ↙

8. What is Person 1's race? *Mark ☒ one or more races to indicate what this person considers himself/herself to be.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↙

- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Asian — *Print race.* ↙
- ☐ Other Pacific Islander — *Print race.* ↙

- ☐ Some other race — *Print race.* ↙

➡ **If more people live here, continue with Person 2.**

Person 2

1. What is Person 2's name? *Print name below.*

Last Name

First Name   MI

2. How is this person related to Person 1? *Mark* ☒ *ONE box.*

- ☐ Husband/wife
- ☐ Natural-born son/daughter
- ☐ Adopted son/daughter
- ☐ Stepson/stepdaughter
- ☐ Brother/sister
- ☐ Father/mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law/daughter-in-law
- ☐ Other relative — *Print exact relationship.* →

If NOT RELATED to Person 1:
- ☐ Roomer, boarder
- ☐ Housemate, roommate
- ☐ Unmarried partner
- ☐ Foster child
- ☐ Other nonrelative

3. What is this person's sex? *Mark* ☒ *ONE box.*

- ☐ Male
- ☐ Female

4. What is this person's age and what is this person's date of birth? *Print numbers in boxes.*

Age on April 1, 2000	Month	Day	Year of birth

→ **NOTE: Please answer BOTH Questions 5 and 6.**

5. Is this person Spanish / Hispanic / Latino? *Mark* ☒ *the* **"No"** *box if* **not** *Spanish/Hispanic/Latino.*

- ☐ **No,** not Spanish/Hispanic/Latino
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, other Spanish/Hispanic/Latino — *Print group.* ↙
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban

6. What is this person's race? *Mark* ☒ *one or more races to indicate what this person considers himself/herself to be.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↙

- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Other Asian — *Print race.* ↙
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race.* ↙

- ☐ Some other race — *Print race.* ↙

→ **If more people live here, continue with Person 3.**

Person 3

1. What is Person 3's name? *Print name below.*

Last Name

First Name   MI

2. How is this person related to Person 1? *Mark* ☒ *ONE box.*

- ☐ Husband/wife
- ☐ Natural-born son/daughter
- ☐ Adopted son/daughter
- ☐ Stepson/stepdaughter
- ☐ Brother/sister
- ☐ Father/mother
- ☐ Grandchild
- ☐ Parent-in-law
- ☐ Son-in-law/daughter-in-law
- ☐ Other relative — *Print exact relationship.* →

If NOT RELATED to Person 1:
- ☐ Roomer, boarder
- ☐ Housemate, roommate
- ☐ Unmarried partner
- ☐ Foster child
- ☐ Other nonrelative

3. What is this person's sex? *Mark* ☒ *ONE box.*

- ☐ Male
- ☐ Female

4. What is this person's age and what is this person's date of birth? *Print numbers in boxes.*

Age on April 1, 2000	Month	Day	Year of birth

→ **NOTE: Please answer BOTH Questions 5 and 6.**

5. Is this person Spanish / Hispanic / Latino? *Mark* ☒ *the* **"No"** *box if* **not** *Spanish/Hispanic/Latino.*

- ☐ **No,** not Spanish/Hispanic/Latino
- ☐ Yes, Mexican, Mexican Am., Chicano
- ☐ Yes, other Spanish/Hispanic/Latino — *Print group.* ↙
- ☐ Yes, Puerto Rican
- ☐ Yes, Cuban

6. What is this person's race? *Mark* ☒ *one or more races to indicate what this person considers himself/herself to be.*

- ☐ White
- ☐ Black, African Am., or Negro
- ☐ American Indian or Alaska Native — *Print name of enrolled or principal tribe.* ↙

- ☐ Asian Indian
- ☐ Chinese
- ☐ Filipino
- ☐ Other Asian — *Print race.* ↙
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander — *Print race.* ↙

- ☐ Some other race — *Print race.* ↙

→ **If more people live here, continue with Person 4.**

United States®
Census 2020

This is the official questionnaire for this address.
It is quick and easy to respond, and your answers are protected by law.

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

Para completar el cuestionario en español, dele la vuelta y complete el lado verde.

FOR OFFICIAL USE ONLY

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)

11100013

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.*

Print numbers in boxes.

Age on April 1, 2020   Month   Day   Year of birth

☐☐☐ years

➔ **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.* ⤹

➔ **If more people were counted in Question 1 on the front page, continue with Person 2 on the next page.**

11100021

Artists: Andy Warhol, pop art painter, director and photographer

By TheArtStory.org, adapted by Newsela staff on 11.07.19

Image 1. Andy Warhol was a leading figure in the American pop art movement of the 1950s. Photo from: Getty Images/Francois Lochon.

Andy Warhol was born to Ondrej and Ulja (Julia) Warhola. They were immigrants from Czechoslovakia. He grew up in a working-class neighborhood of Pittsburgh. As a child, he was smart. He was also creative. His mother encouraged his art. For example, she gave him his first camera when he was 9. As a boy, the future artist suffered from a nervous disorder. He often had to stay home from school. During these times, he listened to the radio and collected pictures of movie stars. He later said these early interests shaped his fascination with pop culture and celebrities.

Early Training

He graduated from high school in 1945, at the age of 16. He then attended Carnegie Institute of Technology. Today, it's called Carnegie Mellon University. There he received training in graphic design. Graphic design uses images to communicate messages. Shortly after graduating, he moved to New York City. There, he found work as a commercial illustrator. He created art for magazines. He designed window displays for stores. He won awards for his commercial work.

In the early 1950s, he changed his last name from Warhola to Warhol. He also set out to become a serious artist. His paintings mixed art with popular culture. He exhibited them in places around New York City. In 1956, his work appeared at the famed Museum of Modern Art. Art fans were beginning to notice him.

Mature Period

Around 1960, Warhol entered a very productive period. He concentrated on pop art. Pop art uses images and ideas from popular culture. For example, he used familiar advertisements and comic strips in his paintings. In 1961, he started on his famous "Campbell's Soup Cans" series. The paintings themselves look like advertisements.

Warhol also tried his hand at silk-screening. This process transfers an image onto a screen. A rubber squeegee then spreads paint or ink across the screen. Silk-screening let him perfectly repeat an image, suggesting mass production, as in a factory. Often, he would first put down a layer of color. He then added the silk-screened image.

His first silk-screened paintings were of dollar bills. He later used the process to present Coca-Cola bottles, coffee can labels and cars. He then started reproducing photographs using the same steps. Some of the images were boring; others were shocking, such as car accidents. He was gaining more and more recognition.

In 1964, Warhol moved to a new workplace. He called it "the Factory." There, he hired several assistants who helped him produce his ideas. He now could create even more repeated images. He wanted people to look at his work and ask: "What makes art art?" This idea had been introduced by Marcel Duchamp, a French-American artist whom Warhol admired.

Warhol also had a lifelong fascination with Hollywood. He created colorful images of movie stars. They included Marilyn Monroe and Elizabeth Taylor.

Warhol kept exploring different artistic media. He began experimenting with film in 1963. He created about 600 in all. They ranged in length from a few minutes to 24 hours. Most starred his friends and acquaintances. He called them the Warholstars. They were an odd and unconventional mix of people who hung out at the Factory.

In 1968, one of Warhol's acquaintances tried to kill him. Warhol was shot and nearly died. It marked the end of the Factory period.
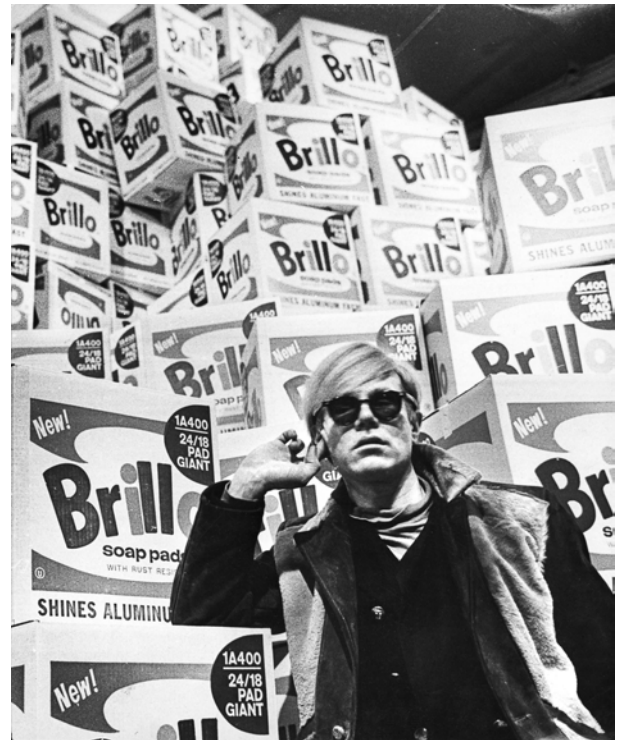
In the 1970s, Warhol created portraits of people from instant photographs. Many critics did not like his work. They accused him of selling out his talent for money. They wondered if his best days were gone. Warhol, though, saw financial success as a worthy goal.

Late Years And Death

In the late 1970s, Warhol returned to painting. He created works that were more abstract. The "Oxidation Painting" series is one example. He made these paintings by urinating on a canvas. It was covered with copper paint. By the 1980s, critics were again praising him. New interest in his art was due in part from working together with younger artists.

He began including religious subjects in his art. For example, he created more than 100 versions of "The Last Supper." It is a famous painting of Jesus and his disciples by Leonardo da Vinci. Warhol added logos of companies and popular products. The work combined the holy and worldly.

Andy Warhol died on February 22, 1987. He was 58. His memorial service was held in St. Patrick's Cathedral in New York City. More than 2,000 people attended. He was buried in Pittsburgh.

The Legacy Of Andy Warhol

Andy Warhol was a founder of the pop art moment. His ideas and techniques made him an important artist of his time. He challenged old ways of thinking about art.

He also created some of the most recognizable images ever made. His works played with popular culture. They used new production processes. Often, the result was art that appealed to the general public. His personal oddities and connections with celebrities made him famous as well. Being a megastar of the art world was important to him.

The Warhol Foundation for the Advancement of the Visual Arts was formed after his death. In 1994, the Warhol Museum opened in Pittsburgh. It contains a large collection of his work.

Quiz

1   Read the selection from the introduction [paragraph 1].

> *During these times, he listened to the radio and collected pictures of movie stars. He later said these early interests shaped his fascination with pop culture and celebrities.*

What are "celebrities"?

(A)   art schools

(B)   art museums

(C)   famous people

(D)   famous paintings

2   Read the selection from the section "Early Training."

> *His paintings mixed art with popular culture. He exhibited them in places around New York City. In 1956, his work appeared at the famed Museum of Modern Art.*

Which word could replace "exhibited" WITHOUT changing the meaning of the selection?

(A)   sold

(B)   created

(C)   changed

(D)   displayed

3   Which selection explains when Warhol started making movies?

(A)   In 1961, he started on his famous "Campbell's Soup Cans" series. The paintings themselves look like advertisements.

(B)   Warhol kept exploring different artistic media. He began experimenting with film in 1963.

(C)   In the 1970s, Warhol created portraits of people from instant photographs. Many critics did not like his work.

(D)   In the late 1970s, Warhol returned to painting. He created works that were more abstract.

4   Read the paragraph from the section "Mature Period."

> *Warhol also tried his hand at silk-screening. This process transfers an image onto a screen. A rubber squeegee then spreads paint or ink across the screen. Silk-screening let him perfectly repeat an image, suggesting mass production, like in a factory. Often, he would first put down a layer of color. He then added the silk-screened image.*

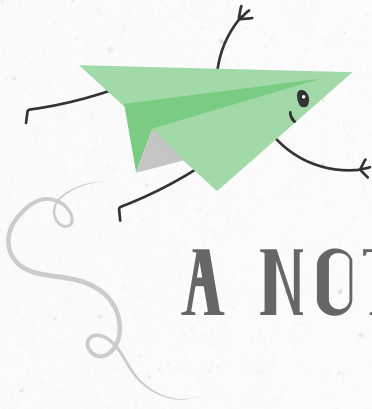Which question is answered in this paragraph?

(A)   How does silk-screening work?

(B)   Did the public like silk-screened paintings?

(C)   When did Warhol start silk-screening?

(D)   What is Warhol's most famous silk-screened painting?

Personal Creations

TIME CAPSULE PRINTABLES

A NOTE TO ME, FROM ME

A QUOTE TO LIVE BY

"

"

WHAT I EXPECT IN THE FUTURE

ADVICE FOR MY FUTURE SELF
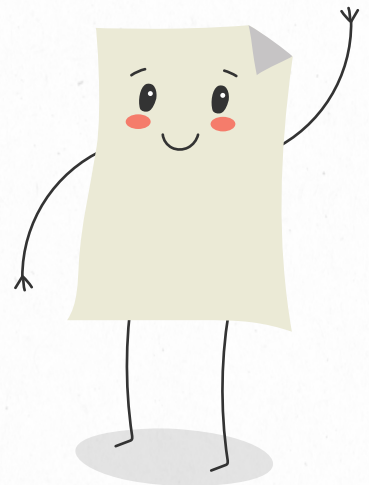
A MESSAGE FOR A WISER, OLDER YOU

WHAT I LOVE ABOUT YOU

_____

_____

_____

_____
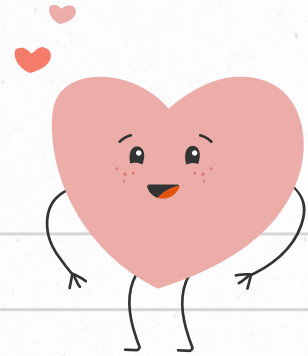
HOPES I HAVE FOR YOUR FUTURE

_____

_____

_____

_____

VALUES I HOPE YOU POSSESS

_____

_____

_____

_____
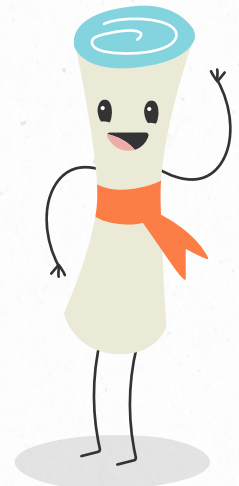
LOVE, _____

MY FAVORITES
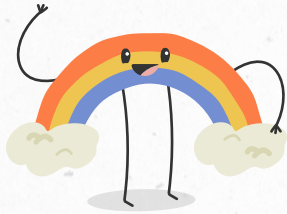
COLOR

MOVIE
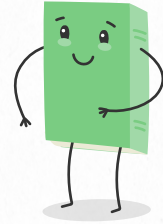
BOOK

EMOJI

TREAT

TOY

FRIEND

ACTIVITY

GOALS FOR THE YEAR

MY GOALS FOR

MY GOALS FOR THE NEXT 5 YEARS

MY GOALS FOR THE NEXT 10 YEARS

LABELS

TIME CAPSULE FOR

·TOP SECRET·

DON'T OPEN UNTIL

small label 3" x 2.5"

TIME CAPSULE FOR

·TOP SECRET·

DON'T OPEN UNTIL

small label 2.5" x 2.5"

TIME CAPSULE FOR

·TOP SECRET·

DON'T OPEN UNTIL

large label 3.5" x 4"