

Weekly Enrichment Plan: Week of May 4

Grade: 7

	Day 1	Day 2	Day 3	Day 4	Day 5
Math (45 <i>Minutes</i>)	<p>Topic: Use Statistics and Graphs to Compare Data</p> <p>Activity: Learn the Math (Mean Skill 10)</p>	<p>Topic: Use Statistics and Graphs to Compare Data</p> <p>Activity: Learn the Math (Dot Plots Skill 23)</p>	<p>Topic: Use Statistics and Graphs to Compare Data</p> <p>Activity: Learn the Math (Box Plots Skill 24)</p>	<p>Topic: Use Statistics and Graphs to Compare Data</p> <p>YouTube Video: "Grade 7 Math 11.1. Analyze and compare data on Dot Plots (New version)"</p> <p>Activity: Compare Center and Spread of Data Displayed in Dot Plots (13.1 Reteach)</p>	<p>Topic: Use Statistics and Graphs to Compare Data</p> <p>Activity: Compare Center and Spread of Data Displayed in Dot Plots (13.1 Additional Practice)</p>
Physical Education (15 <i>Minutes</i>)	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	<p>Physical Activity –</p> <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout

English Language Arts
(60 Minutes)

Reading Comprehension: [Wit and Wisdom](#) Module 4 Lesson 6 part 2; Text for read aloud is available in link
Commonlit: "An Overview of the Great Depression" Text and comprehension and discussion questions.
(Materials printed in packet).
Grammar Practice: Spend 15 minutes working on grammar skills. [Khan Academy](#) – If you are new to Khan Academy Grammar, start with the Introduction; if you have been working on grammar already, move on to another part of the course. Follow it in order.
Independent Reading: Read for 20 minutes from your novel, then select two activities from the Independent Novel Activity sheet in the printed packet to complete this week

Reading Comprehension: [Wit and Wisdom](#) Module 4 Lesson 7 part 1
Readworks: "Working Together for a Better Future" Text and comprehension and discussion questions.
(Materials printed in packet).
Vocabulary Practice: Spend 15 minutes on [Membean](#): If you are a first time user, follow this link: [Click Here for Membean.com and enter code: CJNQBPN](#) Watch the video at this link to help you enroll <https://vimeo.com/405243332/66aca78165>
Independent Reading: Read for 20 minutes from your novel, then select two activities from the Independent Novel Activity sheet in the printed packet to complete this week.

Reading Comprehension: [Wit and Wisdom](#) Module 4 Lesson 7 part 2
Readworks: "Relative Problems" Text and comprehension and discussion questions
(Materials printed in packet).
Vocabulary Practice: Spend 15 minutes working on vocabulary skills on [Membean](#)
Independent Reading: Read for 20 minutes from your novel, then select two activities from the Independent Novel Activity sheet in the printed packet to complete this week.

Reading Comprehension and Written Expression: Information Skills: Middle School: Analyze Text/Topic.
Materials printed in packet. Use today and tomorrow to complete this full assignment. Today, read the prompt and then the text "The Mysterious Affair at Styles." Notice and note the author's use of narrative techniques such as dialogue, descriptions, and the narrator's thoughts. Use the provided graphic organizer to catch your notes.
Vocabulary Practice: Spend 15 minutes working on vocabulary skills on [Membean](#)
Independent Reading: Read for 20 minutes from your novel, then select two activities from the Independent Novel Activity sheet in the printed packet to complete this week.

Reading Comprehension and Written Expression: Continue analyzing "The Mysterious Affair at Styles." Today, plan your literary analysis using the graphic organizer, and write your analysis. Find a family member or friend to revise your draft. (You can send it to them through email). Make corrections and polish your writing for publication.
Grammar Practice: Spend 15 minutes working on grammar skills. [Khan Academy](#)
Independent Reading: Read for 20 minutes from your novel, then select two activities from the Independent Novel Activity sheet in the printed packet to complete this week.

<p>Fine Arts (15 Minutes)</p>	<p>Art Read about Magical Realism and the artist Frieda Kahlo, & write a reflection.</p>	<p>Music Review the History of Jazz from week 4 & read one or more of the bios.</p>	<p>Art Create original art inspired by Magical Realism and Kahlo, and write a paragraph about your work.</p>	<p>Music Listen to Vocal Jazz samples & write a reflection on the music you heard.</p>	<p>Art Continue Photo Journal, weekly theme is "Viral".</p>
<p>Science (30 Minutes)</p>	<p>Reviewing Aquatic Ecosystems Tic-Tac-Toe +1: Restoring an Aquatic Ecosystem This week you will work as if you are on a committee that is deciding to restore a threatened aquatic ecosystem. 1. Each day (Monday-Wednesday) choose one activity from the game. You will select a total of three activities. Check the boxes you plan to complete. *They must form the shape of a L in any direction.</p> <p>Restoration Journal Research how the Chesapeake Bay is being restored. Write a journal entry describing some ways people are protecting this aquatic environment. or Ocean Designer Design and sketch the three major marine ecosystems. Label each ecosystem or zone. Include one organism that survives in each and describe how this organism is adapted to survive in a marine ecosystem. or Tiny Marine Ecosystem Research salt water aquariums. Which organisms would it contain? What do you need to do to keep this ecosystem healthy?</p>	<p>or Local Research Observe an aquatic ecosystem near your home. It can be as small as a pond or stream, or as big as a lake or ocean. List the organisms that live there. Describe the type of water found in the ecosystem.</p> <p>or Aquatic Adaptations Pick one type of freshwater ecosystem. Describe two plants and two animals that live in this ecosystem. Write about the adaptations that help each organism survive in this ecosystem. Include pictures with your writing.</p> <p>or What Would You Do? A planning committee is trying to decide if a road should be built through the local pond. Building the road will help the economy. It also means that the pond must be drained and filled. Write a persuasive paragraph that states your position.</p>	<p>or Changing Tides Write a skit describing how several organisms such as barnacles and sea stars are adapted to survive in the intertidal zone, which has changing water depths and salinity.</p> <p>or Estuary Advertisement Estuaries are unique aquatic ecosystems because they contain a mix of fresh and salt water. Write an advertisement, using words and visuals, to convince people why estuaries should be protected.</p> <p>or What's for Lunch? Write a poem describing how at least one organism in the deep ocean obtains energy, such as a bioluminescent fish or microbes that live near hydrothermal vents.</p>	<p>Today is a day to either finish any uncompleted work, to perfect research, or practice presenting your findings.</p>	<p>Today is a second day to either finish any uncompleted work, to perfect research, or practice presenting your findings.</p>

<p>Social Studies (30 Minutes)</p>	<p>The Message: Using Propaganda</p> <p>Read page 1 & 2</p> <p>Highlight the questions to ask yourself after encountering or witnessing each propaganda technique.</p> <p>To learn more, click on this YouTube video: What is Propaganda https://www.youtube.com/watch?v=9ejTf0iu6yY</p>	<p>Gallery Walk:</p> <p>Look at the Gallery Walk Images for stations 1-4</p> <p>Complete activities for stations 1-4 on pages 1 & 2 (Gallery Walk)</p>	<p>Gallery Walk:</p> <p>Look at the Gallery Walk Images for stations 5-8</p> <p>Complete the activities for stations 5-8 on pages 3 & 4 (Gallery Walk)</p>	<p>What's The Message?</p> <p>Complete Activity Pages 1 & 2 to find out how much you have learned about propaganda</p>	<p>Writing Activity</p> <p>You desperately want a new game but your parent/grandparent said, "no". You are reminded that you just got two new games last month. But this game is new and you must be the first of your friends to get it.</p> <p>What message or propaganda technique would you use to persuade your loved one to purchase the new game for you?</p>
<p>Social Emotional Learning/ Reflection (15 Minutes)</p>	<p>Start an "Acts of Kindness" Challenge! Think about what kindness means to you and generate a list of Acts of Kindness that you could do.</p>	<p>Write about your Acts of Kindness for the day.</p>	<p>Write about your Acts of Kindness for the day.</p>	<p>Write about your Acts of Kindness for the day.</p>	<p>Write about your Acts of Kindness for the day. Also, write about how it felt to do the Act of Kindness, and how it made the person that you were kind to feel. What can you do to help others be kind?</p>



Weekly Enrichment Plan: Week of May 4

Grade: 7

<p>Student Daily Check-Off (check off each activity that you completed)</p>	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection
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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
<p>How can I support my student as a learner outside of school?</p> <ul style="list-style-type: none"> • 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. 	<p>How can I continue learning outside of school?</p> <ul style="list-style-type: none"> • 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. <p>How can I stay organized?</p> <ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • "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.

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 पहुँचको लागि उपलब्ध छ न।

مهم ! 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 $\frac{1}{8}$) or in parts together (2 pieces is $\frac{2}{8}$ or $\frac{1}{4}$). 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.

Name: _____ Class: _____

An Overview of the Great Depression

By Jessica McBirney
2017

From 1929 to 1939, America experienced the Great Depression: the worst economic downturn in its history. In this informational text, Jessica McBirney explores the causes and effects of the Great Depression, as well as how America's economy began to recover. As you read, take notes on the causes and effects of the Great Depression.

- [1] On a fateful Tuesday in October 1929, American citizens experienced the beginning of the worst economic disaster in the country's history. The day marked the beginning of the Great Depression, a severe¹ economic crisis that lasted for more than ten years and hurt millions of people around the country.



"Huts and unemployed in West Houston and Mercer St. by Berenice Abbott in Manhattan in 1935" by Berenice Abbott is in the public domain.

Why Did it Happen?

The Great Depression had many causes. In fact, economists still debate over all the factors that led to the crisis. The following are some of the most important causes:

The Stock Market

Maybe you have heard your parents or news commentators talk about the stock market. Essentially, it is where people can buy stocks, or very small pieces, of big companies like Walmart or Facebook. If the company makes money, the stock-holder gets also gets a small profit. Investing in a stock is like taking a gamble, because the company could earn a lot of money, or it could lose money.

In the years before 1929 the stock market was an extremely popular way for everyday people to earn some extra money. Because of this, the prices of stocks kept getting higher and higher. By 1929, many prices were much higher than the actual values of companies.

- [5] Some people started getting skeptical. Prices could not keep going up forever. So they started selling their stocks while they were still at high prices. More and more people started catching on, until everyone was scrambling to sell their stocks at once. There was no one left to buy all these available stocks, so the prices dropped steeply.

This caused what is known as a stock market crash. In just one day, on October 29, 1929, the whole stock market lost over \$14 billion.

1. **Severe** (*adjective*): very great, intense, or harsh

Bank Failures

During the popularity of the stock market, most banks had very few rules about loaning out money. They would loan money to customers so those customers could go use it to buy more stocks.

When the stock market lost so much money, suddenly all those customers had no way to pay back their loans. But when people heard about the crash, they started to panic and wanted to pull the money out of their savings accounts just to keep it safe.

With no money back from all the loans they had given out, the banks did not have enough money supply to also pay out everything from everyone's savings. The bank failures rippled throughout the nation, causing even more economic problems and panic for average Americans.

The Dust Bowl

- [10] A record-setting drought hit the middle states, especially Oklahoma, around the same time. The timing could not have been worse. Farmers, who usually remained stable during economic uncertainty because they could at least grow their own food, were suddenly in just as much trouble as the rest of the country.

The drought brought hot, dry winds sweeping across the plains, blowing huge clouds of dust across the plains and into many peoples' houses and lungs. Families could not stay in the area. They packed up and left the Great Plains,² heading west to places like California to find work. Unfortunately, other states already had their own unemployment problems; there were not enough jobs for the newcomers.

Effects of the Depression

At the beginning of the financial problems few people predicted the crisis would last over a decade. But the problems were more extensive and much deeper than analysts realized at first.

One of the most important effects of the Great Depression was unemployment. At its peak in 1933 around 25% of adults were unemployed — this means 1 in 4 adults did not have jobs.

Without steady income, many families were forced out of their homes. Some found other family members to live with, while others had to take to the streets. Some people moved into small shanty³ towns called Hooverilles, named after the president at the time Herbert Hoover. These people often had to rely on charity soup kitchens to get enough food to eat.

Political Interventions

- [15] In 1932, near the worst of the Depression, President Franklin D. Roosevelt was elected. He immediately started working to fix the problems. The set of policies and government programs he instituted are known as the New Deal.⁴

2. the grassland prairie region of North America

3. A "shanty" is a small, crudely built shack.

To address the banking issues, he temporarily closed all banks to give them a chance to restructure themselves. He set guidelines for future bank operations. He also made more rules for how investors on the stock market could buy and sell stocks more responsibly.

To help families affected by unemployment, he created many employment programs. Groups like the Civilian Conservation Corps (CCC) and Works Progress Administration (WPA) used government funds to pay young men for services like building roads and cleaning parks. This gave families some money to start buying necessities again.

President Roosevelt started dozens of programs during his time in the White House. Not all of them were successful, and a few were even deemed unconstitutional, but many did have positive results.

Culture Amid Crisis

Even though Americans faced one of the greatest challenges in our nation's history during the 1930s, they were able to produce art and entertainment to raise everyone's spirits.

- [20] Radio became a central aspect of many people's home lives. They could listen for free to comedy shows like *Amos 'n' Andy* and *The Jack Benny Show*. President Roosevelt also made regular speeches on the radio, known as his fireside chats, to reassure the American people and explain his newest New Deal policies.

Movies continued to grow in popularity. Many movies featured tough gangsters and witty city-dwellers with exciting plots. Viewers could escape into this world for a few hours any time they watched a movie.

Music portrayed a more complex, and for many people more relatable, view of society during the Great Depression. Some songs recalled the better days of the 1920s when the country was happy. The mid 1930s introduced swing music and the big band genre, full of upbeat and exciting melodies. The dancing that accompanied it was fast paced. But other artists, like Bing Crosby, did not shy away from writing music that reflected the hard times. His song "Brother, Can You Spare a Dime?" became popular.

Recovery

Even though the worst of the Great Depression came in 1933, its negative effects and high unemployment continued throughout the 1930s.

When the United States entered World War II in 1941, things began to change. The military needed new equipment and supplies, so thousands of new manufacturing jobs opened to support the war effort. This cut down on the still-soaring unemployment rates. Living standards still remained relatively low, because so many factories built war materials instead of everyday goods for households. Still, Americans began to regain their sense of hope for the future. After the war ended, their hopes were realized as living standards rose and economic prosperity spread across the country.

4. a series of programs that were enacted between 1933 and 1938 in the United states as a response to the Great Depression

[25] The Great Depression lives on through famous literature like John Steinbeck's novel *The Grapes of Wrath*,⁵ published in 1939. But the Great Depression's legacy may best be seen in the Social Security Act, which was passed by Congress in 1935. Since then the government has provided Americans with pensions⁶ for the retired, as well as assistance to the unemployed and those with disabilities.

"An Overview of the Great Depression" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0

5. a novel about the hardships of an American farm family in the Dust Bowl during the Great Depression
6. a regular payment made during a person's retirement from an investment fund to which that person or their employer has contributed during their working life

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 the central idea of the text?
 - A. The Great Depression was a very difficult time for America, and the government took action to help the economy recover.
 - B. The Great Depression could have easily been avoided if Americans had been more informed on how the stock market and banks operated.
 - C. The Great Depression could not have been prevented, as the previous decades had experienced nothing but growth.
 - D. The Great Depression was a horrible economic time for America, but the government's violation of citizens' rights while helping the economy recover was much worse.

2. PART B: Which section from the text best supports the answer to Part A?
 - A. "Because of this, the prices of stocks kept getting higher and higher. By 1929, many prices were much higher than the actual values of companies." (Paragraph 4)
 - B. "In 1932, near the worst of the Depression, President Franklin D. Roosevelt was elected. He immediately started working to fix the problems. The set of policies and government programs he instituted are known as the New Deal." (Paragraph 15)
 - C. "Music portrayed a more complex, and for many people more relatable, view of society during the Great Depression. Some songs recalled the better days of the 1920s when the country was happy." (Paragraph 22)
 - D. "Even though the worst of the Great Depression came in 1933, its negative effects and high unemployment continued throughout the 1930s." (Paragraph 23)

3. How does the section regarding entertainment in America contribute to the development of ideas in the text?
 - A. It shows how hard the Great Depression was on all businesses.
 - B. It emphasizes how the Great Depression affected all aspects of life.
 - C. It proves Americans were unable to afford even basic necessities.
 - D. It shows how the entertainment industry used the Great Depression to their advantage.

4. How did President Roosevelt influence the recovery from the Great Depression?
 - A. He pumped money into the economy to inflate it.
 - B. He encouraged women to join the workforce.
 - C. He allowed the economy to recover on its own.
 - D. He created programs that helped citizens find work.

5. How does the description of the government's intervention in the Great Depression contribute to the development of ideas in the text?

Middle School: Independent Novel Activities for May 4 – May 8

Directions: Choose 2 to complete this week

1. **Dear Classmate:** Email, text, or call a friend. Tell them what you are reading and details about characters, plot, and setting – both time and place.
2. **Write a postcard to the author or one of the characters:** Take on the voice of your favorite or least favorite character in the book, and write to the author or another character about something that has occurred in the novel thus far. Are you happy about it? Sad? Confused? Remember that a postcard is not very large. Make the most of the words and sentences that you choose to write. Add in descriptive details and try to capture the tone of the character.
3. **Billboard:** While you are probably not that far yet in your novel, think about some of the most compelling moments thus far. Can you capture that in images either through your own drawings or pictures that you find online or in magazines? Make a billboard advertisement for your book.
4. **Write a Haiku about the novel:** Remember the rules for a Haiku: The entire poem consists of three lines and 17 syllables. The first line is 5 syllables, the second 7 syllables, and the third is 5. Haikus typically connect to nature.
5. **Fictional Friends:** Who of the characters would you want as your friend? Write a journal response identifying the character and reasons you would want him or her as your friend.
6. **What if:** Write about or call a friend and talk about how the story would differ if the characters were something other than they are.
7. **Time Machine:** instead of you traveling into the book, write a scene where the characters travel out of the book into today.



Working Together for a Better Future

by ReadWorks



Excerpt from President Richard M. Nixon's First Inaugural Address (1969)

I ask you to share with me today the majesty of this moment. In the orderly transfer of power, we celebrate the unity that keeps us free.

Each moment in history is a fleeting time, precious and unique. But some stand out as moments of beginning, in which courses are set that shape decades or centuries.

This can be such a moment.

Forces now are converging that make possible, for the first time, the hope that many of man's deepest aspirations can at last be realized. The spiraling pace of change allows us to contemplate, within our own lifetime, advances that once would have taken centuries.

In throwing wide the horizons of space, we have discovered new horizons on earth.

For the first time, because the people of the world want peace, and the leaders of the world are afraid of war, the times are on the side of peace.

Eight years from now America will celebrate its 200th anniversary as a nation. Within the lifetime of most people now living, mankind will celebrate that great new year which comes only once in a thousand years -the beginning of the third millennium.

What kind of nation we will be, what kind of world we will live in, whether we shape the future in the image of our hopes, is ours to determine by our actions and our choices.

The greatest honor history can bestow is the title of peacemaker. This honor now beckons America-the chance to help lead the world at last out of the valley of turmoil, and onto that high ground of peace that man has dreamed of since the dawn of civilization.

If we succeed, generations to come will say of us now living that we mastered our moment, that we helped make the world safe for mankind.

This is our summons to greatness.

I believe the American people are ready to answer this call.

The second third of this century has been a time of proud achievement. We have made enormous strides in science and industry and agriculture. We have shared our wealth more broadly than ever. We have learned at last to manage a modern economy to assure its continued growth.

We have given freedom new reach, and we have begun to make its promise real for black as well as for white.

We see the hope of tomorrow in the youth of today. I know America's youth. I believe in them. We can be proud that they are better educated, more committed, more passionately driven by conscience than any generation in our history.

No people has ever been so close to the achievement of a just and abundant society, or so possessed of the will to achieve it. Because our strengths are so great, we can afford to appraise our weaknesses with candor and to approach them with hope.

[. . .]

As we reach toward our hopes, our task is to build on what has gone before-not turning away from the old, but turning toward the new.

In this past third of a century, government has passed more laws, spent more money, initiated more programs, than in all our previous history.

In pursuing our goals of full employment, better housing, excellence in education; in rebuilding our cities and improving our rural areas; in protecting our environment and enhancing the quality of life-in all these and more, we will and must press urgently forward.

We shall plan now for the day when our wealth can be transferred from the destruction of war abroad to the urgent needs of our people at home.

The American dream does not come to those who fall asleep.

But we are approaching the limits of what government alone can do.

Our greatest need now is to reach beyond government, and to enlist the legions of the concerned and the

committed.

What has to be done, has to be done by government and people together or it will not be done at all. The lesson of past agony is that without the people we can do nothing; with the people we can do everything.

[. . .]

Let all nations know that during this administration our lines of communication will be open.

We seek an open world-open to ideas, open to the exchange of goods and people-a world in which no people, great or small, will live in angry isolation.

We cannot expect to make everyone our friend, but we can try to make no one our enemy.

Those who would be our adversaries, we invite to a peaceful competition-not in conquering territory or extending dominion, but in enriching the life of man.

As we explore the reaches of space, let us go to the new worlds together-not as new worlds to be conquered, but as a new adventure to be shared.

With those who are willing to join, let us cooperate to reduce the burden of arms, to strengthen the structure of peace, to lift up the poor and the hungry.

But to all those who would be tempted by weakness, let us leave no doubt that we will be as strong as we need to be for as long as we need to be.

Over the past twenty years, since I first came to this Capital as a freshman Congressman, I have visited most of the nations of the world.

I have come to know the leaders of the world, and the great forces, the hatreds, the fears that divide the world.

I know that peace does not come through wishing for it-that there is no substitute for days and even years of patient and prolonged diplomacy.

I also know the people of the world.

I have seen the hunger of a homeless child, the pain of a man wounded in battle, the grief of a mother who has lost her son. I know these have no ideology, no race.

I know America. I know the heart of America is good.

I speak from my own heart, and the heart of my country, the deep concern we have for those who suffer, and those who sorrow.

I have taken an oath today in the presence of God and my countrymen to uphold and defend the Constitution of the United States. To that oath I now add this sacred commitment: I shall consecrate my office, my energies, and all the wisdom I can summon, to the cause of peace among nations.

Name: _____ Date: _____

1. According to Nixon, what title is "the greatest honor history can bestow"?
 - A. soldier
 - B. diplomat
 - C. peacemaker
 - D. president

2. In this speech, how does Nixon describe "the second third of this century"?
 - A. a time of economic struggles and suffering for the people of America
 - B. a time of many achievements in science, industry, and agriculture
 - C. a time of war and the failure of diplomacy between nations
 - D. a time that showed the limits of what people alone can do

3. Nixon believed that the help of the people was necessary for success. What evidence from the passage best supports this conclusion?
 - A. "The lesson of past agony is that without the people we can do nothing; with the people we can do everything."
 - B. "If we succeed, generations to come will say of us now living that we mastered our moment, that we helped make the world safe for mankind."
 - C. "As we reach toward our hopes, our task is to build on what has gone before-not turning away from the old, but turning toward the new."
 - D. "I have seen the hunger of a homeless child, the pain of a man wounded in battle, the grief of a mother who has lost her son."

4. Based on this speech, what did Nixon most likely hope to accomplish?
 - A. to thank Americans for electing him as president
 - B. to inform Americans of the current state of world affairs
 - C. to tell other nations what his presidential plans are
 - D. to rally popular support for Nixon's peace efforts

5. What is the main message of this speech?

- A. America has the opportunity to bring about peace.
- B. America is the best nation because it is peaceful.
- C. Government is limited and requires the help of the people.
- D. Peace is only possible when leaders are afraid of war.

6. Read the following sentences: "Let all nations know that during this administration our lines of communication will be open. We seek an open world-open to ideas, open to the exchange of goods and people-a world in which no people, great or small, will live in angry **isolation**."

As used in this sentence, what does the word "**isolation**" mean?

- A. the state of being upset with others
- B. the state of being close to others
- C. the state of being separate from others
- D. the state of being in disagreement with others

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

According to Nixon, peace does not come through wishing for it, _____ through patient and prolonged diplomacy.

- A. then
- B. but
- C. also
- D. namely

8. What cause does Nixon swear to dedicate his energy and wisdom to at the end of the speech?

9. According to Nixon, why are the times on the side of peace?

10. Explain how Nixon views the role of the United States in world politics. Support your answer using information from the passage.

Relative Problems

by ReadWorks

Lauren Tripod's class was on its way to the Museum of Natural History for a field trip with Mrs. Rogers, the science teacher, and Mr. Pink, the history teacher. The school bus was old and stiff: every time the bus jolted to a stop, Lauren bounced up so violently that the top of her head slammed against its roof. This was horrible for a number of reasons, not least of which was the fact that Lauren was the tallest girl in the class and already self-conscious about it. Now she would have an unsightly purple bruise on her forehead that screamed, "Look at me, I'm so tall, my head consistently hits the ceiling!"

Lauren was sitting alone in her seat. Tasha, Mary, and Vanessa were squeezed into a seat a few rows ahead of her, whispering and laughing. Lauren rolled her eyes. Her best friends were upset with her for not inviting them to her birthday party. It had been a family-only affair. Lauren's parents had forbidden her from inviting any friends. Unfortunately, Beth Canter's family had been at the same restaurant, and Beth had taken a picture of her and Lauren and posted it to Instagram. So now Lauren's friends thought she had invited *Beth* to her birthday and not them. Lauren groaned and leaned her forehead against the grimy window.

Someone swept into the seat next to her. "Everything okay, Tripod?"

She turned to face her new bus partner. "Hi, Billy," Lauren said. "Yup, everything is fine."

"You look kind of down," he said. Billy had a really nice grin, bright white, with a little gap in the center of his two front teeth. Billy and Lauren had been neighbors ever since she could remember, but her parents and his parents didn't get along: something had happened once involving a hedge, and now the families never spoke.

"Yeah, I don't know," Lauren said. Her eyes involuntarily passed toward the front of the bus, where Tash, Mary, and Ness were sitting. They had just had just begun to laugh so loudly that the sound had spread to the back of the bus.

"Ignore them," Billy said. "I don't know what happened, but you guys are always getting into fights and then making up, like, a week later."

Lauren sighed. "You're totally right."

Billy's milky grin widened. "Girls are so weird," he said. "Why can't you just relax and get along?"

Lauren joined him in smiling. "I honestly don't know."

The bus lurched to a stop. They had arrived at the museum, and their classmates were standing and stretching.

"Want to be my field trip buddy?" Lauren asked Billy. Finding a field trip buddy was mandatory; they were all required to keep an eye out for one another when their class went anywhere. Lauren, Tash, Ness, and Mary usually formed two groups of two, but given the circumstances, Lauren figured she should expand her horizons.

Billy's eyes brightened like a couple of small bulbs. "Yeah, I do!" he said.

He sounded enthusiastic. And as Lauren followed him off the bus, she noticed something thrilling: she couldn't see over Billy's head.

The class gathered in the imposing hallway entrance to the museum as Mr. Pink and Mrs. Rogers divided them into groups. Lauren and Billy would accompany Mr. Pink, and Lauren's erstwhile friends would go with Mrs. Rogers. Lauren found that she didn't really mind.

In the front exhibition room, a dinosaur skeleton towered above them. Mr. Pink stopped the group in front of the skeleton and began speaking about how large it was, and how when archeologists initially found it, they imagined that it was the tallest dinosaur skeleton that would ever be discovered.

"That's how I feel," Lauren muttered to Billy, leaning in close so he could hear. He smelled nice.

He began laughing under his breath and grabbed and squeezed her hand. The rest of the class moved forward, trailing Mr. Pink to the hall of Neanderthals. Lauren walked on slower, took her time.

Why had she never really noticed Billy before? Lauren and Billy had grown up together. Well, they had grown up together before their parents had gotten into that argument. Lauren thought back and realized that she hadn't really spent time with Billy since the fifth grade. How strange.

Lauren had fallen somewhat behind the group and hurried to catch up. Billy was waiting for her at the edge of the cluster of other students.

"Want to ditch this and go check out the whale room?" he asked.

"Sure," Lauren said. She suddenly became anxious, her stomach a tight fist.

They feigned interest in the diorama Mr. Pink had just finished describing, and waited until the rest of the group had moved on to the next room. Billy seemed to know exactly where to go, and he led Lauren through other rooms lined with crammed cabinets until they reached a hulking, dark, cool, blue room. A life-size blue whale hung suspended from the ceiling.

They sat on the dark leather stools under the whale, gazing up at its belly.

"Isn't it amazing?" asked Billy.

Lauren turned her head to look at him. He was focused so intently on the whale: his eyes were wide, and his mouth hung open slightly.

He leaned back on his elbows and sighed. "It's so massive. It makes you feel minuscule in comparison, like your problems are just drops in the bucket, doesn't it?"

Lauren nodded gently, mimicking him and leaning down on the stool.

He chuckled. "You and your friends are going to be fine," he said. "I'm the one with the issues."

"You?" Lauren asked. "What's happening?" Billy was friendly and well-liked; he'd seemed relatively carefree until just now.

His smile faded, and he bit his lip. "My parents are getting a divorce," he half-mumbled. He tilted his head further back, as though wanting to block out everything but the underside of the whale.

Lauren put her hand lightly on his shoulder. As she did, he let out a long, slow breath. Lauren didn't know quite what to say, but she could tell from Billy's face and his breathing that he felt relieved. It was clear that he'd needed to tell someone. The best she could do, she figured, was to listen. So she tipped her head back and joined him in the blue.

Name: _____ Date: _____

1. Why are Lauren's friends upset with her?

- A. They think Lauren is too tall.
- B. Lauren decides to sit with Billy instead of with them.
- C. They think Lauren invited Beth to her birthday party but not them.
- D. Their parents had an argument with Lauren's parents.

2. What is one of the settings of the story?

- A. Mrs. Rogers' classroom
- B. Lauren's neighborhood
- C. Mr. Pink's classroom
- D. The Museum of Natural History

3. Read these sentences from the text.

"His smile faded, and he bit his lip. 'My parents are getting a divorce,' he half-mumbled. He tilted his head further back, as though wanting to block out everything but the underside of the whale."

Based on this evidence, how does Billy most likely feel about his parents' divorce?

- A. He feels indifferent.
- B. He feels relieved.
- C. He is surprised.
- D. He is in pain.

4. Read this sentence from the text.

"As Lauren followed him off the bus, she noticed something thrilling: she couldn't see over Billy's head."

Why was Lauren thrilled about this?

- A. She had always wanted to meet someone taller than her.
- B. Her friends didn't appreciate her height, but she thought they might appreciate Billy's.
- C. She knew field trip buddies were assigned by height, so she would get to stay with Billy.
- D. She was self-conscious about her own height, so the fact that Billy was taller made her feel more comfortable.

5. What is the main idea of this story?

- A. Lauren learns to enjoy the field trip even though her friends are mad at her.
- B. Lauren worries less about her problems as she becomes friends with Billy and learns about his parents' divorce.
- C. Lauren and Billy separate from their class and find the whale room.
- D. Lauren decides to partner with Billy for the field trip, but is upset to learn that his parents are getting a divorce.

6. What part of the story does the title, "Relative Problems," refer to?

- A. Lauren is relatively tall compared to most of her classmates.
- B. Lauren's problems are relatively small compared to Billy's problem.
- C. Lauren's friendship with Billy is relatively new compared to her friendship with Tasha, Mary, and Ness.
- D. Lauren's relatives and Billy's relatives had gotten into an argument over a hedge.

7. Choose the answer that best completes the sentence.

Billy and Lauren have been neighbors for a long time and had grown up together for a while. _____, Lauren thinks it's strange that they had not really spent time together since the fifth grade.

- A. Instead
- B. Thus
- C. Because
- D. However

8. What advice did Billy give to Lauren about her friends?

9. How did Billy feel about being Lauren's field trip buddy?

10. How does Billy influence Lauren in the story?

Support your answer with evidence from the text.

Week 5 Writing Assignment for Middle School

Information Skills: Analyze Text/Topic


Directions: Use two days to complete this assignment. It is listed on your calendar for Thursday, May 7 and Friday, May 8. On the first day, read the prompt and then the text “The Mysterious Affair at Styles.” Notice and note the author’s use of narrative techniques such as dialogue, descriptions, and the narrator’s thoughts. Use the provided graphic organizer to catch your notes. On the second day, continue analyzing “The Mysterious Affair at Styles.” Plan your literary analysis using the graphic organizer, and write your analysis. Find a family member or friend to revise your draft. (You can send it to them through email). Make corrections and polish your writing for publication.

▼ Prompt

Christie uses a number of narrative techniques including dialogue, descriptions, and the narrator's thoughts to create suspense about what is to come. Write a two-paragraph Literary Analysis examining the narrative techniques in the selection. Develop an analysis of the text including examples.

1. **Read** the selection and identify several places where narrative techniques help to create suspense.
2. **Plan** a Literary Analysis. Decide which examples to use and how you will explain them.
3. **Write** your Literary Analysis.

Video Link: [Optional: Add a video link.](#)



Published in 1920, The Mysterious Affair at Styles is the first novel by British writer Agatha Christie. The excerpt below is from the first chapter of the book. The narrator, Arthur Hastings, is staying as a guest at the English country home of Emily Inglethorp, a wealthy old woman. Mrs. Inglethorp has just fired her caretaker, Evelyn Howard, for making negative comments about Emily's husband, Alfred.



The Mysterious Affair at Styles

by Agatha Christie

Miss Howard entered. Her lips were set grimly together, and she carried a small suit-case. She looked excited and determined, and slightly on the defensive.

“At any rate,” she burst out, “I’ve spoken my mind!”

“My dear Evelyn,” cried Mrs. Cavendish, “this can’t be true!”

Miss Howard nodded grimly.

“True enough! Afraid I said some things to Emily she won’t forget or forgive in a hurry. Don’t mind if they’ve only sunk in a bit. Probably water off a duck’s back, though. I said right out: ‘You’re an old woman, Emily, and there’s no fool like an old fool. The man’s twenty years younger than you, and don’t you fool yourself as to what he married you for. Money! Well, don’t let him have too much of it. Farmer Raikes has got a very pretty young wife. Just ask your Alfred how much time he spends over there.’ She was very angry. Natural! I went on, ‘I’m going to warn you, whether you like it or not. That man would as soon murder you in your bed as look at you. He’s a bad lot. You can say what you like to me, but remember what I’ve told you. He’s a bad lot!’”

“What did she say?”

Miss Howard made an extremely expressive grimace.

“‘Darling Alfred’—‘dearest Alfred’—‘wicked calumnies’—‘wicked lies’—‘wicked woman’—to accuse her ‘dear husband!’ The sooner I left her house the better. So I’m off.”

“But not now?”

“This minute!”

For a moment we sat and stared at her. Finally John Cavendish, finding his persuasions of no avail, went off to look up the trains. His wife followed him, murmuring something about persuading Mrs. Inglethorp to think better of it.

As she left the room, Miss Howard’s face changed. She leant towards me eagerly.

“Mr. Hastings, you’re honest. I can trust you?”

I was a little startled. She laid her hand on my arm, and sank her voice to a whisper.

“Look after her, Mr. Hastings. My poor Emily. They’re a lot of sharks—all of them. Oh, I know what I’m talking about. There isn’t one of them that’s not hard up and trying to get money out of her. I’ve protected her as much as I could. Now I’m out of the way, they’ll impose upon her.”

“Of course, Miss Howard,” I said, “I’ll do everything I can, but I’m sure you’re excited and overwrought.”

She interrupted me by slowly shaking her forefinger.

“Young man, trust me. I’ve lived in the world rather longer than you have. All I ask you is to keep your eyes open. You’ll see what I mean.”

The throb of the motor came through the open window, and Miss Howard rose and moved to the door. John’s voice sounded outside. With her hand on the handle, she turned her head over her shoulder, and beckoned to me.

“Above all, Mr. Hastings, watch that devil—her husband!”

There was no time for more. Miss Howard was swallowed up in an eager chorus of protests and good-byes. The Inglethorps did not appear.

As the motor drove away, Mrs. Cavendish suddenly detached herself from the group, and moved across the drive to the lawn to meet a tall bearded man who had been evidently making for the house. The colour rose in her cheeks as she held out her hand to him.

“Who is that?” I asked sharply, for instinctively I distrusted the man.

“That’s Dr. Bauerstein,” said John shortly.

“And who is Dr. Bauerstein?”

“He’s staying in the village doing a rest cure, after a bad nervous breakdown. He’s a London specialist; a very clever man—one of the greatest living experts on poisons, I believe.”

“And he’s a great friend of Mary’s,” put in Cynthia, the irrepressible.

John Cavendish frowned and changed the subject.

“Come for a stroll, Hastings. This has been a most rotten business. She always had a rough tongue, but there is no stauncher friend in England than Evelyn Howard.”

He took the path through the plantation, and we walked down to the village through the woods which bordered one side of the estate.

As we passed through one of the gates on our way home again, a pretty young woman of gipsy type coming in the opposite direction bowed and smiled.

“That’s a pretty girl,” I remarked appreciatively.

John’s face hardened.

“That is Mrs. Raikes.”

“The one that Miss Howard——”

“Exactly,” said John, with rather unnecessary abruptness.

I thought of the white-haired old lady in the big house, and that vivid wicked little face that had just smiled into ours, and a vague chill of foreboding crept over me. I brushed it aside.

“Styles is really a glorious old place,” I said to John.

He nodded rather gloomily.

“Yes, it’s a fine property. It’ll be mine some day—should be mine now by rights, if my father had only made a decent will. And then I shouldn’t be so damned hard up as I am now.”

“Hard up, are you?”

“My dear Hastings, I don’t mind telling you that I’m at my wits’ end for money.”

“Couldn’t your brother help you?”

“Lawrence? He’s gone through every penny he ever had, publishing rotten verses in fancy bindings. No, we’re an impecunious lot. My mother’s always been awfully good to us, I must say. That is, up to now. Since her marriage, of course——” he broke off, frowning.

For the first time I felt that, with Evelyn Howard, something indefinable had gone from the atmosphere. Her presence had spelt security. Now that security was removed—and the air seemed rife with suspicion. The sinister face of Dr. Bauerstein recurred to me unpleasantly. A vague suspicion of everyone and everything filled my mind. Just for a moment I had a premonition of approaching evil.



Agatha Christie (1890-1976) wrote 66 detective novels and 14 short story collections.

Demonstrate Comprehension

Use this chart to review the selection. You may wish to highlight information in the text that will help you answer the questions. Then copy and paste it below, or write answers in your own words.

<p>Characters: Who are the main characters?</p>
<p>Setting: What is the setting?</p>
<p>Plot: What plot events happen in this excerpt?</p>

Analyze the Selection

Use this chart to analyze the narrative techniques used.

<p>Analyze Dialogue</p>
<p>Reflect: How does the author use dialogue to create suspense?</p>
<p>Copy & Paste: Find a piece of dialogue from the text that creates suspense. Then copy and paste it here.</p>
<p>Analyze Descriptions</p>
<p>Reflect: How does the author use descriptions to create suspense?</p>
<p>Copy & Paste: Find a detail or description from the text that creates suspense. Then copy and paste it here.</p>
<p>Analyze the Narrator's Thoughts</p>
<p>Reflect: How does the author use the narrator's thoughts to create a sense of suspense?</p>

Word Choice Find an example of the narrator's thinking that creates suspense. Then copy and paste it here.

Plan Your Literary Analysis

Use the chart below to plan your Literary Analysis. Then use your answers to help you write.

Paragraph 1: Introduce Your Topic

What is your topic?

Main Idea: Write a focus statement explaining the main idea your analysis will explore.

How will you hook your reader?

Hook: Determine how you'll capture readers' attention.

Paragraph 2: Develop Your Topic

What is the main idea you'd like to convey about dialogue?

Dialogue

What examples can you give to develop this idea?

What is the main idea you'd like to convey about descriptions?

Descriptions

What examples can you give to develop this idea?

Narrator's Thoughts

What is the main idea you'd like to convey about the narrator's thoughts?

What examples can you give to develop this idea?

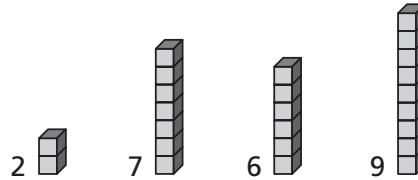
Learn the Math

The mean is the average of a set of numbers. You can find the mean by using models or by using addition and division.

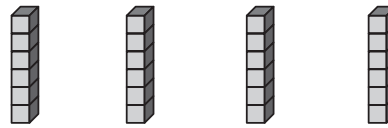
Use models to find the mean of these numbers.

2, 7, 6, 9

Step 1 Model each number using stacks of cubes.



Step 2 Rearrange the stacks so that each has the same number of cubes.



The number of cubes in each of the equal stacks is the mean.

There are 6 cubes in each stack, so the mean is _____.

Use addition and division to find the mean.

Find the mean number of miles biked.

Step 1 Add all of the numbers in the data set.

$$4 + 9 + 14 + 8 + 5 = \underline{\quad}$$

The sum is _____.

Step 2 Count the number of addends.

There are _____ numbers in the set.

So, there are _____ addends.

Step 3 Divide the sum by the number of addends.

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

So, the mean number of miles biked is _____ miles.

Miles Biked	
Name	Miles
Jonah	4
April	9
Shayna	14
Carol	8
Victor	5

Do the Math

Find the mean of each set of data.

1. 30, 40, 50, 36

2. 1, 3, 4, 4, 5, 1

3. 23, 12, 16, 19, 20

4. 10, 11, 8, 6, 5

5.

Distance Driven	
Day	Distance (in miles)
Monday	99
Tuesday	91
Wednesday	92
Thursday	94

mean = _____ miles

6.

Baseball Games Attended	
Month	Number of Games
May	10
June	14
July	6
August	6
September	9

mean = _____ games

Check

7. The snowfall for each day of a school week was: 3 inches, 1 inch, 1 inch, 7 inches, and 3 inches. Lisa said that the mean snowfall could be found by adding $3 + 1 + 7$ inches, and then dividing by 5. Was she correct? Explain.

Learn the Math

One Example

Mrs. Smith asked each student in her class to tell the number of siblings they have. She recorded their responses in the table below.

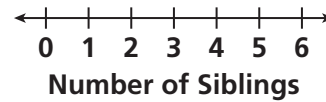
3	1	3	0	1	2	4	2
6	0	1	2	3	1	2	0
2	1	2	3	2	4	1	

Use the data to construct a dot plot. Then find the mean, median, and range of the data.

Vocabulary

dot plot
mean
median
range

Use the number line at the right to construct the dot plot. Place a dot for each data value from the table. The first three data values are already plotted.



Use your dot plot to find the mean. You can find the sum of the data by multiplying each value on the number line by the number of dots above it, and adding the products. Then divide by the number of data values to find the mean.

The sum of the data values is _____.
The number of data values is _____.
So, the mean is _____ ÷ _____ = _____.

Use your dot plot to find the median. The median is the middle data value when the values are arranged in numerical order.

The middle data value is represented by the _____ dot. So, the median is _____.

Use your dot plot to find the range.

The range is _____ - _____ = _____.

Another Example Look at your dot plot in the example above. How would you describe the overall shape of the distribution?

You can use the heights of the stacks of dots to help describe the shape of the data.

The distribution is mound-shaped, with more values in the _____, and fewer on the _____.

REASONING Why is "5" included on the dot plot, even though none of the students has 5 siblings?

Do the Math

1. Mr. O'Reilly asked each student in his class to tell the number of pets they have. He recorded their responses in the table below.

3	0	1	1	2	1
1	2	0	5	1	2
0	1	5	1	0	

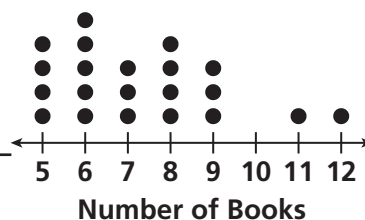
Use the data to construct a dot plot.

- The least data value is _____. The greatest data value is _____.
So, the number line will go from _____ to _____.
- Draw and label the number line. Then plot each data value.

2. Use your dot plot from Exercise #1 to find the mean (rounded to the nearest tenth), median, and range of the data.

3. The dot plot shows the numbers of books read by students who signed up for the read-a-thon. Find the mean (rounded to the nearest tenth), median, and range of the data.

4. Carmen surveyed her coworkers about the distance they drove to work each day. She then used the data to construct a dot plot. Carmen was surprised to find that the overall shape of the distribution was not mound-shaped, but was instead, very flat. What would this indicate about the data?



Learn the Math

One Example

The table shows the scores on a 20-point math quiz.

16	18	14	16	12	20	20	14	20
18	18	20	16	14	14	12	16	

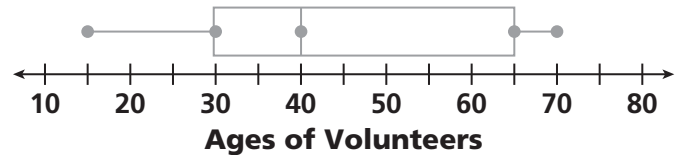
Construct a box plot.

Vocabulary

box plot
median
lower quartile
upper quartile
interquartile range

The median is the middle data value when the values are arranged in numerical order.	The median is _____
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.	The lower quartile is _____. The upper quartile is _____.
Construct a box plot for the data. The box starts at the lower quartile and ends at the upper quartile. The segment in the box marks the median. The whiskers extend to the least and greatest data values.	<p style="text-align: center;">Quiz Scores</p>

Another Example Carrie constructed a box plot for the ages of the volunteers at the food pantry. Find the median, range, and interquartile range of the data.



The median is represented by the segment _____ the box.	The median is _____.
The range is the difference between the greatest and least data values.	The greatest data value is _____. The least data value is _____. So, the range is _____.
The interquartile range is the difference between the upper and lower quartiles.	The upper quartile is _____. The lower quartile is _____. So, the interquartile range is _____.

REASONING Give an example of a data set in which the median is equal to the lower quartile, but not equal to the upper quartile.

Do the Math

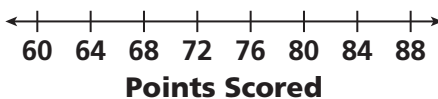
1. The table shows the number of points the basketball team scored in each of their games this season.

		77		75	

Find the median and quartiles of the data. Then use these values to construct a box plot.

- Arrange the data in numerical order:

- The median is _____.
- The lower quartile is _____.
- The upper quartile is _____.



60 64 68 72 76 80 84 88

Points Scored

2. The table shows the number of students in each homeroom in the seventh grade. Make a box plot for the data.

23	21	26	24	19	28
19	20	25	22	21	

3. Sam recorded the number of customers who ordered his new Cookie Explosion ice cream each day over the last two weeks.

10	18	15	20	22	20	25
32	30	17	25	24	29	34

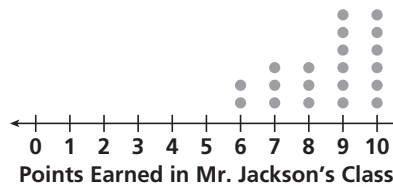
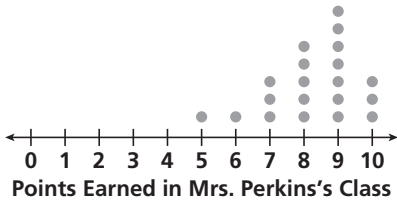
- a. Make a box plot for the data.
- b. Find the range of the data. _____.
- c. Find the interquartile range of the data. _____.

Remember

- 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.
- If there is no middle value, the median is the average of the two middle values.

Compare Center and Spread of Data Displayed in Dot Plots

The dot plots show the number of points earned on a math quiz by students in Mrs. Perkins's and Mr. Jackson's classes.

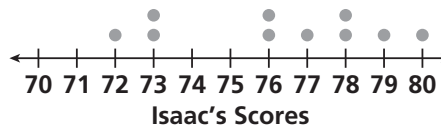
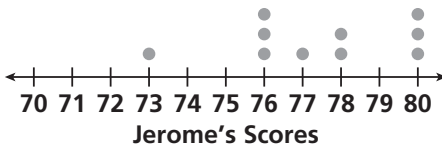


The median of the points earned in Mrs. Perkins's class is 8.5. The median of the points earned in Mr. Jackson's class is 9.

The spread of Mrs. Perkins's class is 5 and the spread of Mr. Jackson's class is 4.

The median of the points in Mrs. Perkins's class is less than the median of the points in Mr. Jackson's class. The points in Mrs. Perkins's class are more spread out than the points in Mr. Jackson's class.

The dot plots show the scores of two golfers for 10 rounds of golf.

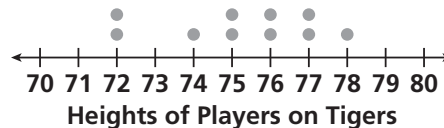
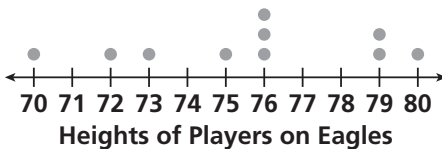


The median of Jerome's scores: 77.5 spread: 7

The median of Isaac's scores: 76.5 spread: 8

How do the shapes of the dot plots compare? The dot plot of Isaac's scores has a greater spread than Jerome's. The median of Jerome's scores is greater than Isaac's.

The dot plots show the heights of players on two basketball teams, in inches.

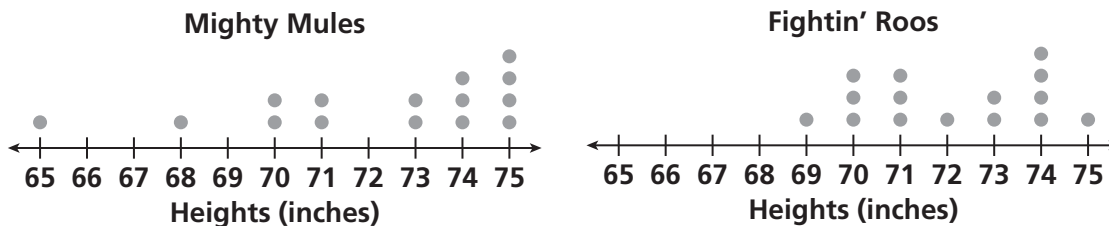


- Find the median and spread of each dot plot.

- Compare the shape of the dot plots for each team.

Compare Center and Spread of Data Displayed in Dot Plots

1. The dot plots show the heights of the players for both the Mighty Mules and the Fightin' Roos basketball teams.

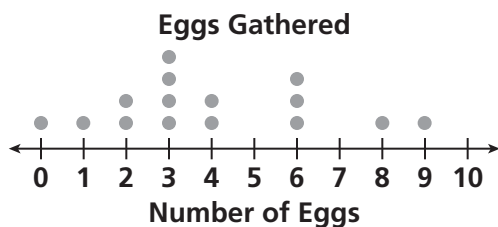


- A. Compare the shape of the dot plots.

- B. Compare the centers of the two dot plots. What are the medians?

- C. What is the spread of the data? What is its range?

2. Paulina records the number of eggs she gathers each day at her coop.



- A. What is the median? Describe the shape of the data.

- B. What is the spread of the data? What is the range?

Reviewing Aquatic Ecosystems

Tic-Tac-Toe +1 : *Restoring an Aquatic Ecosystem*

This week you will work as if you are on a committee that is deciding to restore a threatened aquatic ecosystem.

1. Each day (**Monday-Wednesday**) choose one activity from the game. You will select a total of three activities. Check the boxes you plan to complete. *They must form the shape of a **L** in any direction. Use **Thursday and Friday** as days to either finish any uncompleted work, to perfect research, or practice presenting your findings.
2. Keep your work and be prepared to share your most creative work when you return to school.

<p>___ Local Research</p> <p>Observe an aquatic ecosystem near your home. It can be as small as a pond or stream, or as big as a lake or ocean. List the organisms that live there. Describe the type of water found in the ecosystem.</p>	<p>___ Aquatic Adaptations</p> <p>Pick one type of freshwater ecosystem. Describe two plants and two animals that live in this ecosystem. Write about the adaptations that help each organism survive in this ecosystem. Include pictures with your writing.</p>	<p>___ What Would You Do?</p> <p>A planning committee is trying to decide if a road should be built through the local pond. Building the road will help the economy. It also means that the pond must be drained and filled. Write a persuasive paragraph that states your position.</p>
<p>___ Restoration Journal</p> <p>Research how the Chesapeake Bay is being restored. Write a journal entry describing some ways people are protecting this aquatic environment.</p>	<p>___ Ocean Designer</p> <p>Design and sketch the three major marine ecosystems. Label each ecosystem or zone. Include one organism that survives in each and describe how this organism is adapted to survive in a marine ecosystem.</p>	<p>___ Tiny Marine Ecosystem</p> <p>Research salt water aquariums. Which organisms would it contain? What do you need to do to keep this ecosystem healthy?</p>
<p>___ Changing Tides</p> <p>Write a skit describing how several organisms such as barnacles and sea stars are adapted to survive in the intertidal zone, which has changing water depths and salinity.</p>	<p>___ Estuary Advertisement</p> <p>Estuaries are unique aquatic ecosystems because they contain a mix of fresh and salt water. Write an advertisement, using words and visuals, to convince people why estuaries should be protected.</p>	<p>___ What's For Lunch?</p> <p>Write a poem describing how at least one organism in the deep ocean obtains energy, such as a bioluminescent fish or microbes that live near hydrothermal vents.</p>

What's The Message: Using Propaganda

Day 1---What's the Message

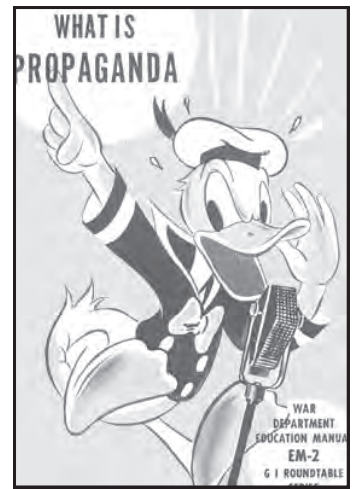
1. Read page 1 & 2
2. Highlight the questions to ask yourself after encountering or witnessing each propaganda technique.

What's the Message?

Name: _____

Propaganda

Did you know the average teen is exposed to over 3,000 advertisements per day? Without the skills to look critically at all these messages, it's easy to be persuaded by them without even realizing it. **Propaganda** is media that uses carefully-crafted messages to manipulate people's actions and beliefs. It has one purpose, and one purpose only: to persuade you. There are a variety of propaganda techniques. They use **biased**, or one-sided, messages and are designed to appeal to peoples' emotions instead of their judgment and reasoning. How many of the following techniques do you recognize from your own exposure to propaganda?



Oprah Winfrey and Barack Obama in 2008.

Testimonials

Testimonials usually involve celebrities or other respected people **endorsing**, or officially supporting, a product or idea. The person giving the testimonial could be famous, knowledgeable about the product (such as a doctor talking about medicine), or just an ordinary person who claims the product has worked for them. When the testimonial comes from a celebrity, the hope is that you will want to use the product or support the idea simply because they do. Other testimonials try to persuade you to use or support something because it is good for you or it worked for others. Beware, though, because people are usually paid to give endorsements (except in politics).

Ask yourself: Who is quoted in the testimonial? Is this person actually an expert about this product or idea? Does the product or idea have value without the testimony or endorsement?

Bandwagon

"Jumping on the bandwagon" describes people choosing to go along with the rest of the crowd. **Bandwagon** propaganda creates the impression that there is widespread support for a thing or idea. People tend to want to be on the winning team and try to avoid being the odd one out. These messages create a sense of peer pressure to join in.

Ask yourself: Does the message provide reasons for joining the group? Is there any evidence for or against joining in?



It must be good if billions have been served!



A 2008 political cartoon showing the presidential candidates too young or too old.

Name-Calling

Name-calling is exactly what it sounds like: using negative words and bad names to create fear and dislike for people, ideas, or institutions. Name-calling can be verbal or visual. When done visually, it shows a person or thing in an unflattering way. You can find both kinds of this technique in political cartoons, political attack ads, and on news talk shows.

Ask yourself: Who is being called what? Is there a real connection between the names and the person/idea being attacked?

What's the Message?

Name: _____

Glittering Generalities

This technique always shows the subject of the message in a positive light, but provides little or no information. **Glittering generalities** use simple, clever slogans that appeal to peoples' emotions. These general statements are easy to remember but hard to verify because they offer no facts.

Ask yourself: What do these slogans or catchphrases really mean?



Slogans and posters from the 2008 presidential election.



TAPE IS OUT.	OPTICAL IS IN
<ul style="list-style-type: none">• Tape is slow• No random access• Five-year shelf life (Avg.)• Too many different formats• Reliable?	<ul style="list-style-type: none">• Recordable CD is fast• Random access• One hundred-year shelf life• CD-ROM standard format• Very reliable

Card Stacking

Card stacking uses facts and figures to show one side as positive and the other side as negative. The message shows only positive information about the person, product, or idea being promoted, and it shows only damaging information about the opposition or competition. This technique is designed to make you think you are hearing both sides. In reality, you are actually hearing only one perspective.

Ask yourself: Are facts being changed or left out? What other pieces of information do I need to make an informed decision?

Plain Folks

The **plain folks** technique is designed to send the message that a product or person is "just like you." An advertiser will show an ordinary-looking person who vouches for how well a product works. Politicians have their picture taken visiting coffee shops, riding on tractors, and doing other things that everyday people do. The goal is to gain your trust by showing that people just like you use the product or support the person.

Ask yourself: Can I trust the person who is speaking or acting? What are the person's motives for visiting this place? Is this person really just like me?



Rudy Giuliani visits a small town diner during his 2007 presidential campaign.



Transfer

The **transfer** technique uses your feelings about one thing to get you to feel the same way about something else. Transfer can use a positive image to persuade you to like something or a negative image to persuade you to dislike something. The images might be **symbolic**, such as a flag standing for patriotism. They might be cute and lovable, such as a baby penguin. The images could be repulsive, such as diseased skin in an anti-smoking campaign, or they could be hateful, such as comparing a politician to Adolf Hitler. However they are presented, the images act as wordless messages that most people can identify with.

Ask yourself: What is the image trying to get me to feel? Is there an actual connection between the image and the person or product?

What's the Message?

Name: _____

Station One: Name Calling

Image 1. Explain how the drawing portrays German soldiers:

Does the soldier look human?	<input type="checkbox"/> Yes <input type="checkbox"/> No, he looks like:
What is on the soldier's arms?	
What is the soldier trying to do?	
Is this a positive or negative image?	<input type="checkbox"/> Positive <input type="checkbox"/> Negative

Image 2. What name does this ad want you to connect with the politician?

A) The ad is saying that Patty Murray is

_____.

B) The ad shows Patty Murray as

happy unhappy.

C) The advertiser wants people to

like dislike this politician.

The Technique. Based on what you see in these examples, what three things can be done to make someone or something look bad?

1. _____

2. _____

3. _____

Station Two: Testimonial

Image 1. Explain the message in this magazine ad:

Who is the celebrity in this ad?	
What product is she endorsing?	
What does she claim this product has done?	
What message are YOU supposed to take away from this ad?	

Image 2. Analyze the testimonial in this ad:

A) Who is endorsing whom in this ad?

_____ is endorsing

B) The testimonial is being given by:

- A celebrity
- Knowledgeable group of people
- An ordinary person

C) What is the ad trying to persuade you to do?

The Technique. Which of the following testimonials would convince YOU?

A football quarterback endorsing toothpaste.

A mom endorsing a healthy snack for kids.

Your favorite movie star endorsing broccoli.

Your favorite singer endorsing a brand of shoes.

What's the Message?

Name: _____

Station Three: Transfer

Image 1. Explain the message in this public service announcement:

What two things are pictured in this image?	1) _____	2) _____
Which one is supposed to be scary?		
How does the scary image impact the other image?		
What is this ad trying to tell you?		

Image 2. Setting the stage:

A) What are the 2 symbols of patriotism you see in this image?

1. _____
2. _____

B) What are these symbols supposed to make you believe about the candidate?

- He is from New York.
- His favorite color is red.
- He loves America.

The Technique. Think about whether the transfer messages in these images are accurate:

A) Is there an actual connection between car wrecks and alcoholic beverages?

- Yes No Need more information to decide

B) Is there an actual connection between this politician and the symbols in the picture?

- Yes No Need more information to decide

Station Four: Glittering Generalities

Image 1. Explain the message in this soda ad:

What does this ad tell you about Coca-Cola?	
How much information is provided in the ad?	<input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> A little <input type="checkbox"/> None
How much do you already know about Coca-Cola ?	<input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> A little <input type="checkbox"/> None
How is this message supposed to make you feel?	<input type="checkbox"/> Positive <input type="checkbox"/> Neutral <input type="checkbox"/> Negative

Image 2. Match each question below with the piece of campaign propaganda that it challenges.

- _____ What specific leadership qualifications does he have?
- _____ What does this future hold?
- _____ What, specifically, should Americans hope for?
- _____ What, exactly, can we do?
- _____ Why should I like him?
- _____ Can anyone really guarantee peace and prosperity?

The Technique. Describe how glittering generalities tries to persuade people. What tools does it use? Unscramble the words below.

lgsnosa _____

and

cthca esrhasp _____

that are

ispmel & revcel _____

What's the Message?

Name: _____

Station Five: Plain Folks

Image 1. "Plain" President?

A) Do you think this is where the President and Vice President usually eat?

- Yes No

B) Find one detail in this picture that makes it look like the kind of place everyday people might eat:

Image 3. Explain the message in this ad:

A) The woman in the ad looks

- glamorous normal

B) Find one detail in this picture that makes the woman look like a regular person:

Image 2. Campaigning with workers.

A) What message is this photo trying to send?

- Perry wishes he could wear a hard hat too
 Perry wants to invest in this company
 Perry can relate to average people

B) Find one thing in this picture that shows these workers are "plain folks":

C) The politicians in both images still look different from everyone else because they are wearing

_____.

The Technique. Mark the question that would NOT be helpful for analyzing this technique.

- Would the President eat here if there were no cameras photographing him?
 Why is Perry visiting these workers?
 Is the woman with the water a Republican?

Station Six: Bandwagon

Image 1. Explain the message in this ad for laundry detergent:

What difference do you see between the teams?	
What is Tide's slogan?	
Which team are you supposed to prefer?	<input type="checkbox"/> #2 Brand <input type="checkbox"/> Tide
Why are you supposed to want to be on that team?	

Image 2. Analyze this World War II poster:

A) When Rosie says "we," who is she talking to?

- All Americans
 American women
 Factory workers

B) Look at Rosie. Find one characteristic or quality Rosie has that other women might wish for:

The Technique. The bandwagon technique is most like:

- Peer pressure
 Advice
 Getting in trouble

Why? _____

What's the Message?

Name: _____

Station Seven: Card Stacking

Image 1. Explain the message about this cell phone provider ad:

What can you learn about Verizon?	
What do you learn about AT&T?	
Can you tell whether AT&T has any benefits Verizon doesn't have?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Why can't you trust the information in this ad?	

Image 2.

A) Which product is this ad promoting?

- Omega-9 Canola Oil
- Partially Hydrogenated Soybean Oil

B) The ad mentions reducing "Bad Fat." Is it clear what "bad fat" is?

- Yes No

C) Does this ad show any information about the possible benefits of soybean oil?

- Yes No

The Technique. Think about whether you can base a decision on these messages:

Do card stacking messages give you information?

- Yes No

Do they give you the benefits and drawbacks of both items being compared?

- Yes No

Do they give you enough information to really understand both products?

- Yes No

Station Eight: Challenge Image

Romney/Rock Image. Explain the message in this photo op:

Who is endorsing whom in this photograph?	_____ is endorsing _____ →	
What is hanging in the background?		
Which group of people would most likely be persuaded by this image? (check all that apply)	<input type="checkbox"/> Senior citizens <input type="checkbox"/> Kids under 18 <input type="checkbox"/> Rock music lovers <input type="checkbox"/> Jazz music fans <input type="checkbox"/> Voters age 18-40 <input type="checkbox"/> Men <input type="checkbox"/> Women	
Which two propaganda techniques are applied in this scene?	Technique #1	Technique #2
How do you know these techniques are being used?		

What's the Message?

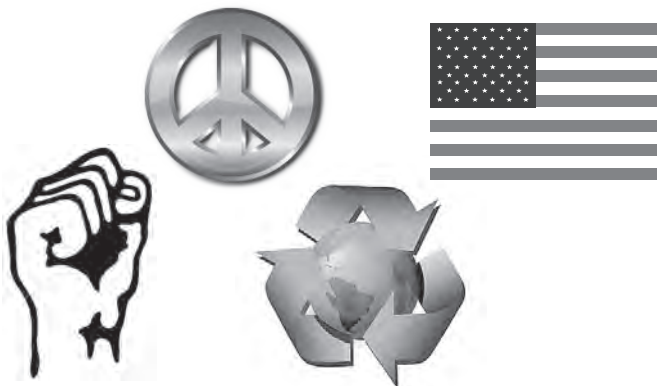
Name: _____

Vocabulary. Match each term with its definition.

___1. Propaganda ___3. Endorse

___2. Bias ___4. Symbol

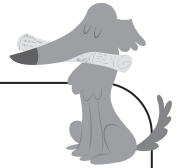
- A. Something that stands for or represents something else
- B. Officially support a product, candidate or idea
- C. Messages that are made to manipulate people's actions and beliefs
- D. Only shows one side of a debate



Symbols. Circle one of the symbols above and answer the questions that follow.

- 5. What IDEA does this symbol stand for?
- 6. If you put this symbol on your backpack, what message would you be sending?
- 7. How could this symbol be used in propaganda?

You're Biased! Read each message and decide if it is biased. Then identify which propaganda technique is used.



Cats v. Dogs

Cats...	Dogs...
-Bathe themselves	-Always getting dirty
-Litter trained	-Has to be walked
-Purr	-Barks a lot

- Is this message biased? Yes No
- If it is, what propaganda technique does it use?
- A. Plain Folks
 - B. Card Stacking



New Video Game

"Thrill a minute!"

"The best game out there!"

"Exciting stuff!"

- Is this message biased? Yes No
- If it is, what propaganda technique does it use?
- A. Glittering Generalities
 - B. Bandwagon



Restaurant Menu

Starters

House Salad	4.50
Mozzarella Sticks	5.50
Calamari	6.00
Garlic Cheese Bread	4.50

- Is this message biased? Yes No
- If it is, what propaganda technique does it use?
- A. Testimonial
 - B. Transfer

What's the Message?

Name: _____

Cartoon Time Follow the steps to create your own piece of propaganda.

Step One: Read each side of the two debates and pick a side for your piece of propaganda.

All students should have the summers off from school.

Or

Students should attend school all year long.

Coke is the best kind of soda.

Or

Pepsi is the best kind of soda.

Step Two: Select the type of propaganda technique you will use in the cartoon.

- Name Calling
- Glittering Generalities
- Transfer
- Testimonial
- Plain Folks
- Card Stacking
- Bandwagon

Step Three: Use the space below to create your propaganda cartoon. Make sure you use what you have learned in this lesson!

Day 2—Gallery Walk

1. Look at the Gallery Walk Images for stations 1-4
2. Complete activities for stations 1-4 on pages 1 & 2 (Gallery Walk)

Station One : Name Calling

Image 1: Wartime

A German soldier, as shown on an Australian poster from the World War I era (1914-1918).



Image 2: Politics

A U.S. Senator, as shown on a television ad run by her opponent during a political campaign.



Station Two: Testimonials



Image One: Advertising

Jennifer Hudson for
Weight Watchers

Image Two: Politics

Democratic
Presidential hopeful,
Hillary Clinton, and a
group of school
children.



Station Three: Transfer

Image One: Public Service

A public service announcement sponsored by Mothers Against Drunk Driving (MADD).

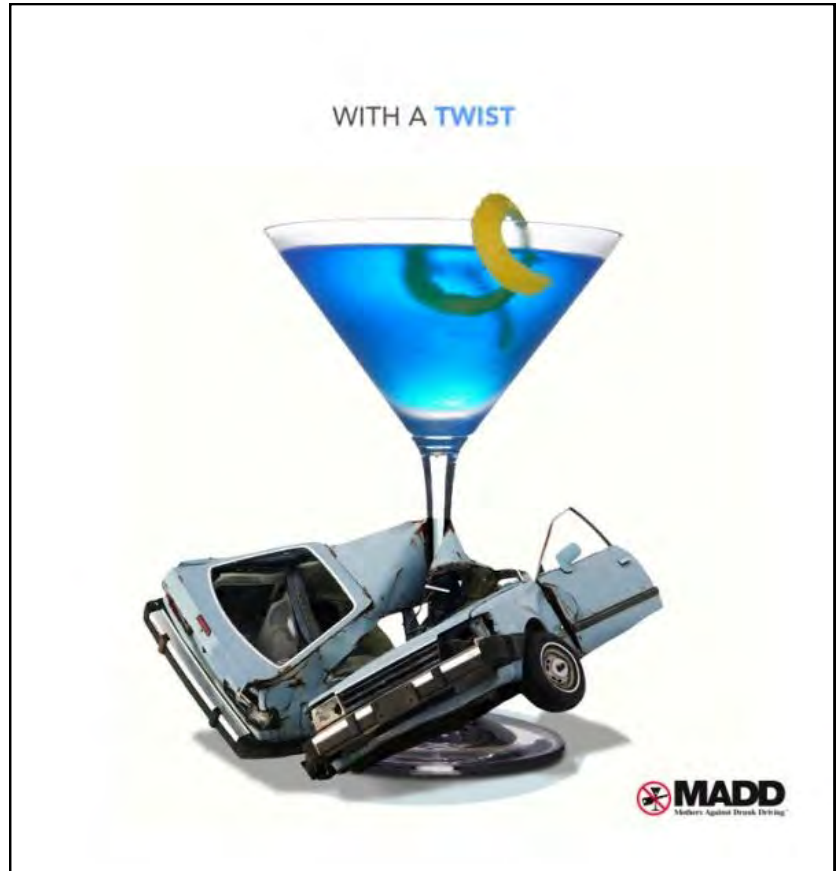


Image Two: Politics

Republican John Huntsman speaking to a crowd during his presidential campaign.

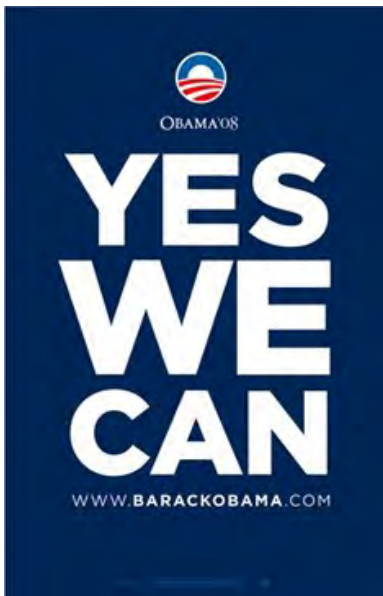
Station Four: Glittering Generalities

Image One: Advertising



Image Two: Politics

A.



B.



C.



F.



D.



E.



Station Five: Plain Folks

Image One: Politics



Vice President Biden and President Obama visit a popular burger joint for lunch.

Image Two: Politics



Presidential candidate Rick Perry meets with workers while campaigning.

Image Three: Advertising

An ad for Propel water.



Station Six: Bandwagon



Image One: Advertising

An ad for Tide laundry detergent.

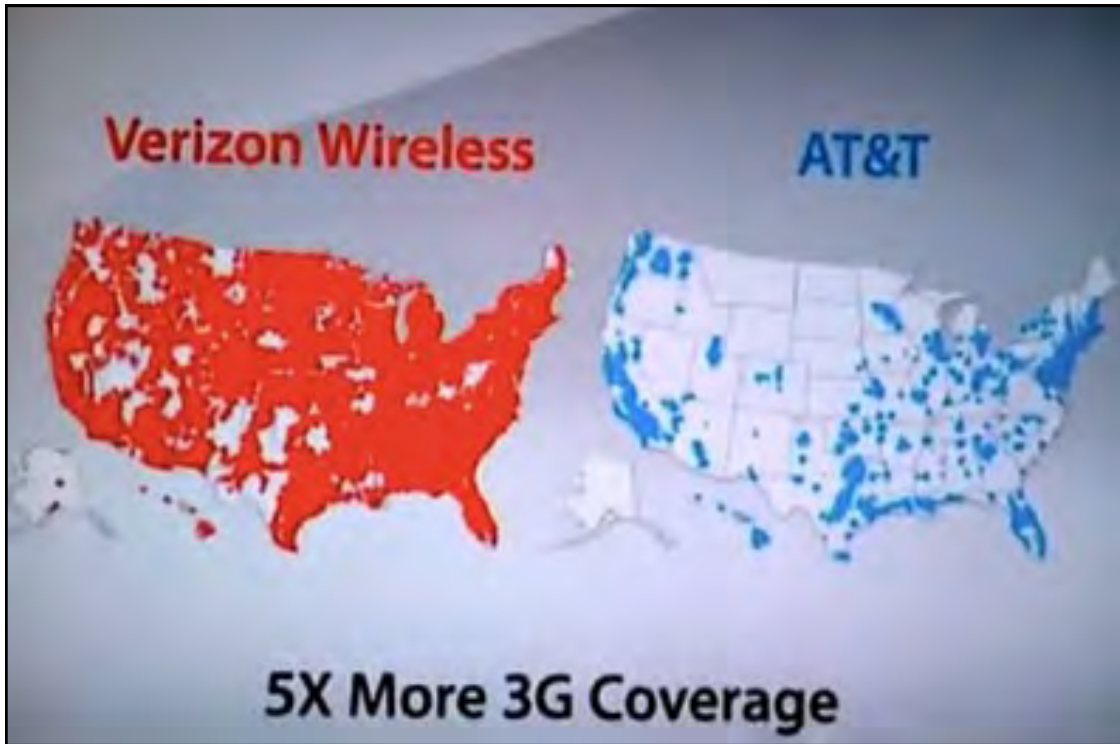
Image Two: Wartime

In this famous American poster from World War II, "Rosie the Riveter" urges women to go to work in factories to help the war effort.



Station Seven: Card Stacking

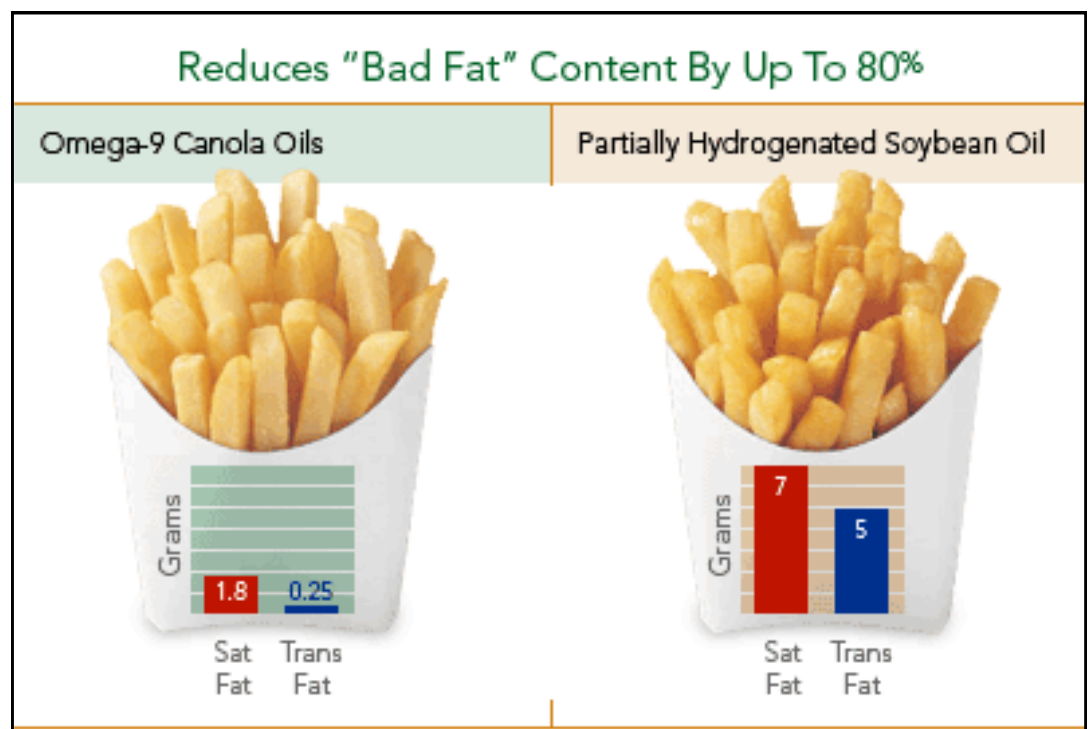
Image One: Advertising



Verizon Wireless advertises its cell phone service.

Image Two: Promoting an Industry

An agricultural researcher advertises the benefits of canola oil.



Station 8 Challenge

There are at least two different propaganda techniques used in this image. Can you identify them?



Republican presidential candidate Mitt Romney and musician Kid Rock.

Day 3—Gallery Walk

1. Look at the Gallery Walk Images for stations 5-8
2. Complete the activities for stations 5-8 on pages 3 & 4 (Gallery Walk)

Day 4 --What's The Message?

Complete Activity Pages 1 & 2 to find out how much you have learned about propaganda.

Day 5—Write

You desperately want a new game but your parent/grandparent said, “no”. You are reminded that you just got two new games last month. But this game is new and you must be the first of your friends to get it. What message or propaganda technique would you use to persuade your loved one to purchase the new game for you?