

	Day 1	Day 2	Day 3	Day 4	Day 5
Math (45 Minutes)	<p>Topic: Nets and Surface Area Khan Academy Videos: "Intro to Nets of Polyhedra" "Surface Area Using a Net: Rectangular Prism"</p> <p>Activity: Nets and Surface Area: All Boxed Up (Lesson 25-1 Nets and Surface Area of Cubes pages 317-318)</p>	<p>Topic: Nets and Surface Area Khan Academy Videos: "Surface Area of a Box (Cuboid)" "Surface area of a box using nets"</p> <p>Activity: Lesson 25-1: Nets and Surface Area of Cubes (pages 319-320)</p>	<p>Topic: Nets and Surface Area Khan Academy Videos: "Surface Area Using a Net: Triangular Prism"</p> <p>Activity: Lesson 25-2 Nets and Surface Area of Prisms (pages 321-323)</p>	<p>Topic: Nets and Surface Area Khan Academy Video: "Surface Area Word Problem Example"</p> <p>Activity: Lesson 25-2 Nets and Surface Area of Prisms (page 324)</p>	<p>Topic: Nets and Surface Area Activity: Nets and Surface Area: All Boxed Up (Activity 25 Practice pages 325-326)</p>
Physical Education (15 Minutes)	<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
Fine Arts (15 Minutes)	<p>Art Read about and respond/reflect on abstract art and artist Alma Thomas</p>	<p>Music Read about and respond/reflect on Soul and Funk music, and on musicians James Brown & Parliament Funkadelic</p>	<p>Art Create original abstract art in the style of Alma Thomas</p>	<p>Music Listen, respond/reflect in written essay on Soul, Funk, James Brown, Parliament Funkadelic</p>	<p>Art Continue Photo Journal using theme of Reflections</p>

<p>English Language Arts (60 Minutes)</p>	<p>Reading Comprehension: Commonlit: "Hello, My Name is ____" Text and Comprehension Questions (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. Optional Additional Resources for this week: Wit and Wisdom video lessons for module 4, Great Lakes Theater Virtual Learning Supports</p>	<p>Reading Comprehension: Commonlit: "Yul Kwon, From Bullying Target to Reality TV Star" Text and Comprehension Questions and Pairing Text questions using "Hello, My Name is ____" and "Yul Kwon..." (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</p> <p>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>	<p>Reading Comprehension: Commonlit: "Female WWII Pilots: The Original Fly Girls" Text and Comprehension Questions (Printed in packet) Vocabulary Practice: Spend 15 minutes 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.</p>	<p>Reading Comprehension and Written Expression: This assignment will take two days. For today, read the text "What is an Urban Heat Island?" While reading identify the problem(s) and solution(s) and use the provided graphic organizer to catch your notes. Stop here and continue working with this text and plan for writing tomorrow. (printed materials in packet). Vocabulary Practice: Spend 15 minutes 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.</p>	<p>Reading Comprehension and Written Expression: Continue where you left off yesterday with the analyzing the text "What is an Urban Heat Island?" and use the notes from your work to write a problem solution essay. Follow the provided prompt. Make sure you try to find someone who can review your work or proofread your work yourself before preparing a polished final copy. (printed materials in packet). 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>
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Science
(30 Minutes)

Reviewing: Protists and Fungi
Climb the Pyramid: Show What You Know about Protists and Fungi
 1. This week (**Monday - Thursday**) you will choose one item from each layer of the pyramid. **__ Make a Pop-up Book**
 Make a pop-up book about protists. Create a separate chapter for each of the three protist groups (animal-like protists, fungus-like protists, and plant-like protists). Be creative and write text for your book.

Choose one
__ Walk in the Woods
 Write a short story about finding several fungi during a walk through a forest. In your story, describe each of the fungi, tell about the environment where they live, and explain their role in the forest ecosystem. Make sure you identify the group that each fungus belongs to.
__ Fungi Models
 Research a species of sac or club fungus on the Internet, in an encyclopedia, or in a book about fungi. Create a colorful, lifelike model of the fungus you investigated.

Choose one
__ Pretty Protists
 Protists are found in countless shapes, sizes, and colors. Find pictures of magnified protists on the Internet or online at a library. Choose five organisms that are pretty or interesting and recreate the pictures of those protists on a poster using your imagination. Then include information that describes each protist.
 jellylike protists that have the ability to move using pseudopodia, or “false feet.” Research the manner in which amoebas move, and then create a flipbook, or a sequence of drawings, that shows the steps in amoeboid movement. Use labels and captions to explain what is happening in each drawing.

__ Doing Away with Mildew
 Mildew is a type of fungus that can cause problems for homeowners. It can grow on walls, rugs, and other surfaces in the interior of houses. Research mildew and then create a pamphlet for homeowners that describes what mildew is, the conditions it needs to grow, and how it reproduces and spreads. The pamphlet should also provide tips on preventing mildew.
__ Amoeboid Movement
 Amoebas are soft, jellylike protists that have the ability to move using pseudopodia, or “false feet.” Research the manner in which amoebas move, and then create a flipbook, or a sequence of drawings, that shows the steps in amoeboid movement. Use labels and captions to explain what is happening in each drawing.

Use **Friday** as a day to finish any uncompleted work.

<p>Social Studies (30 Minutes)</p>	<p>Get Counted (The US Census) First read: Get Counted Reading Page --Side A & B Next answer: Why does your school need to know the number of students that attend?</p>	<p>Get Counted (The US Census) Read Side A & B of the Reading Page Highlight the section that provides the following information:</p> <ul style="list-style-type: none"> • <i>How government officials use the results of the census</i> 	<p>Get Counted (The US Census) Complete Activity Pages—sides A & B</p>	<p>Get Counted (The US Census) Complete Activity Pages—sides C & D</p>	<p>Get Counted (The US Census) Complete the “Optional Activity” on the Extension Page</p>
<p>Social Emotional Learning/ Reflection (15 Minutes)</p>	<p>Explore your emotions this week. Make a list of all the emotions that you experienced throughout the day. What made you feel that way? Which emotion did you feel for most of the day? What are some of the ways that you cope with your emotions?</p>	<p>Make a list of all the emotions that you experienced throughout the day. What made you feel that way? Which emotion did you feel for most of the day? What are some of the ways that you cope with your emotions?</p>	<p>Make a list of all the emotions that you experienced throughout the day. What made you feel that way? Which emotion did you feel for most of the day? What are some of the ways that you cope with your emotions?</p>	<p>Make a list of all the emotions that you experienced throughout the day. What made you feel that way? Which emotion did you feel for most of the day? What are some of the ways that you cope with your emotions?</p>	<p>Make a list of all the emotions that you experienced throughout the day. What made you feel that way? Which emotion did you feel for most of the day? What are some of the ways that you cope with your emotions?</p>
<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



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 for Students
	<p>See "Individualizing Supports for Students" for more information on how to support your child at home with these assignments.</p> <ul style="list-style-type: none"> • Additional materials are available online and at school meal sites: • "Specially Designed Instruction for Students with IEPs" packets with instructional routines that can be used at home to address students' IEP goal areas. • Materials and resources for students with life skills needs and significant disabilities will also be available.

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: _____

Hello, My Name Is

By Jason Kim
2017

Jason Kim is an Asian American screenwriter and playwright. In this personal account, Kim discusses his experiences emigrating from Korea at a young age and his struggle to fit into American culture while maintaining his identity. As you read, take notes on how Kim's experiences shaped his feelings about his identity.

[1] I will never forget the day I picked a new name. I was standing in front of my class on my first day of school at Craig Elementary in St. Louis, Missouri. I had, only a day before, landed at Lambert airport after a 16-hour flight from Seoul, South Korea. I was 10 years old. I was nervous, terrified, and jet-lagged, and I was wearing a vest because I thought it was chic.

For my entire life, everyone, including me, had known me by my Korean name: Jun Hyuk. But here, in this new country, in a brand-new classroom full of foreign faces, I had to pick a new, easy-to-pronounce, American name.

Jason.

Jason Kim.

[5] How did I settle on Jason? Because I didn't speak any English. Because my teacher didn't speak any Korean. And because it was either going to be Aladdin, from my favorite childhood Disney tale, or Jason, from the *Mighty Morphin Power Rangers*.

I spent the next decade wanting nothing more than to look like a Larry Lorberbaum or a Garrett Kennedy. I still vividly remember my first time at recess, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not educationally sanctioned¹ activities in Asia. What was so fun about waiting in line, running up the steps, and going down a tiny slide over and over again? What was the value in sprinting after your classmate like a person with rabies, screaming, "TAG!"

Why didn't anyone look, sound, or act like me?



"Sammy" by Hannah Yoon is licensed under CC BY 2.0.

1. to give official permission or approval

I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed. The snack, a rice cake or a piece of candy from Korea, was always accompanied by a note, usually a joke, and sometimes embellished with a drawing, which often looked like an abstract painting when it was meant to be a sketch of our beloved deceased poodle.

A month had passed when a teacher finally tapped me on the shoulder.

[10] "Are you OK, sweetie?"

Before I could answer, another teacher rang out, "Maybe he likes sitting alone. Maybe that's the Asian way."

But in truth, I wanted to participate. I wanted to run up to Timmy like a crazy person and yell, "YOU'RE IT!" I just didn't know how.

Outside on the playground, sitting alone at recess, I learned to hate being Asian. I wanted desperately, more than anything, to be white.

I immediately forced my parents to stop calling me Jun Hyuk at home. I named myself after some guy in a live-action children's television series, and by God, they were going to call me by that name. I got rid of my fitted vests for loose-fitting basketball jerseys. I bought tickets to an Incubus concert and threw away my K-pop² CDs. I stopped reading Korean children's books in order to figure out what the hell was going on with James and his giant peaches.

[15] At the dinner table, I committed the two worst sins that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food. My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the Meat Lover's pie from Pizza Hut. For my 11th birthday, my mom made me my favorite Korean dish, oh jing uh bokkeum (spicy stir-fried squid), and I looked at her with disdain³ as I declared, "This is disgusting." The next day for dinner, she made me a cheeseburger. I promptly told her it tasted inauthentic and made her drive me to McDonald's. Oh, and no more special snacks either. Unless they were artificially flavored and made by Kraft. (I was a heinous⁴ child. Sorry, Mom.)

I graduated from high school and moved to New York City for college, where my primary goal was to blend in. But more and more, my new friends wanted to know about all the things that made me uncomfortable in the Midwest. To them, being an immigrant made me interesting. At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul. And at karaoke, people were genuinely excited that I could sing both Girls Generation and Natalie Imbruglia's "Torn." All of a sudden, being different was an asset, not a risk. In New York, I didn't have to be ashamed about being an Asian immigrant. I could just be ashamed about everything else in my life.

2. K-pop, also known as Korean pop, is a musical genre originating in South Korea.

3. **Disdain** (*noun*): the feeling that someone or something is unworthy of one's respect

4. **Heinous** (*adjective*): very bad, wicked, or evil

A year after I finished graduate school in playwriting, almost two decades after I'd landed at Lambert airport, Lena and Jenni⁵ cast me as an Asian American graduate student on the fourth season of *Girls*. Almost immediately after the episodes aired, I began receiving emails, tweets, and Facebook messages from young Asian American writers, actors, and performers, who were excited to see a fellow Asian face on TV.

I was shocked. How could this be? I appeared on the show for, like, a millisecond, and my Beyoncé sweatshirt was definitely doing more work than I did onscreen. It was genuinely baffling to think that anyone could look at my very Korean face and feel a sense of connection, much less react in a positive way to the very features I hated about myself for so long.

We are at the point in our culture where people are finally beginning to talk about Asian identities in the media. I have not been at the forefront of those issues. I have been crouching in the back, hiding in the corner, watching people like Margaret Cho, Daniel Dae Kim, Ali Wong, George Takei, Constance Wu, and Aziz Ansari courageously speak up about the various issues that Asian Americans face in Hollywood.

- [20] The issues exist both in front of the camera and behind the scenes. There are barely any roles written for Asian actors. And in general, the roles that can be played by a person of any race do not tend to go to Asian actors. Worst of all, the few roles that should go to Asian actors — some very high-profile — are being portrayed by white actors. Behind the camera, there are equally few Asian American writers, producers, studio executives, authors, and editors, and while there are certainly a significant number of people struggling to make it, their efforts seem to go largely unrecognized.

I have always been terrified of speaking up on behalf of diversity, which to me means a state of inclusion — a choice to be aware of the vast and profound⁶ range of identities in this world, including your own.

I have been terrified because I grew up in a country without many visible Asian Americans in the culture, and I learned to hate every part of myself that felt foreign and strange. Unfortunately, years later, this is a problem that many young Asian Americans continue to face. How do you understand yourself in a diverse country that actively chooses to ignore your particular kind of diversity?

At one point during my 20s, I took a long, dramatic look in the mirror and realized, You will be Korean for the rest of your life. As a teenager growing up in the Midwest, that thought made me cringe. Now, it makes me happy and deeply proud.

My dream now as a 30-year-old is for our country to become a place where a cameo like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, “Keep your name. You don't have to change a thing.”

“Hello My Name is ____: How I Learned to Stop Whitewashing Myself” from Lenny Letter by Jason Kim. Copyright © 2017 by Jason Kim. Used by permission of the author. All rights reserved.

5. referring to the show's writers, Lena Dunham and Jenni Konner

6. **Profound (adjective):** very great or intense

Text-Dependent Questions

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

1. PART A: Which of the following best identifies the main claim Kim develops in the text?
 - A. Asian Americans should be encouraged to embrace and celebrate their identities in America.
 - B. The difficulty Kim experienced accepting his identity as a child was due to the lack of Asian American actors he saw on television.
 - C. Asian American actors continue to be denied opportunities in the media because of their Asian identity.
 - D. Kim pursued playwriting in college with the objective of increasing the presence of Asian American actors in entertainment.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed." (Paragraph 8)
 - B. "At the dinner table, I committed the two worst sins that a Korean son could possibly commit: I stopped speaking Korean and I stopped eating Korean food." (Paragraph 15)
 - C. "We are at the point in our culture where people are finally beginning to talk about Asian identities in the media." (Paragraph 19)
 - D. "My dream... is for our country to become a place where a cameo like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, 'Keep your name. You don't have to change a thing.'" (Paragraph 24)

3. PART A: How does Kim's inclusion of his experiences as a child contribute to the text?
 - A. It shows how difficult it can be to adjust to a new school and make friends.
 - B. It encourages readers to celebrate the diversity of their peers.
 - C. It emphasizes how Kim felt ashamed of and rejected his Asian identity.
 - D. It depicts the strained relationship that Kim had with his family while growing up.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "I still vividly remember my first time at recess, a confusing experience for several reasons, in large part because hanging off monkey bars and making each other cry during dodgeball were not educationally sanctioned activities in Asia." (Paragraph 6)
 - B. "Before I could answer, another teacher rang out, 'Maybe he likes sitting alone. Maybe that's the Asian way.'" (Paragraph 11)
 - C. "My parents would try to talk to me over a bowl of kimchi stew, and I would pout and ask, in English, if we could order the Meat Lover's pie from Pizza Hut." (Paragraph 15)
 - D. "At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul." (Paragraph 16)

5. How did Kim's experience on "Girls" impact his views on Asian identities in the media?

Middle School: Independent Novel Activities for May 11 – 21

Directions: Choose 2 to complete over the next two weeks.

1. **Reader response:** Pick the most important word/line/image/object/event in the chapter and explain why you chose it. Be sure to support all analysis with examples.
2. **Convention Introduction:** You have been asked to introduce the book's author to a convention of English teachers. What would you say? Write and deliver your speech.
3. **Sing me a song:** Write a song from any music genre or a ballad about the story, a character, or an event in the book.
4. **Write your own:** Using the themes in the story, write your own story, creating your own characters and situation. It does not have to relate to the story at all aside from the theme.
5. **Open mind:** Draw an empty head and inside of it draw any symbols or words or images that are bouncing around in the mind of the character of a story. Follow it up with writing or discussion to explain and explore responses.
6. **Change the Point of View:** Write a journal response about how the novel would change if it were from a different point of view. If it is in first person, change it to third person, etc.
7. **That was then, this is now:** After reading the text, create a Before/After list to compare the ways in which characters or towns have changed over the course of the story. Then, write a paragraph explaining reasons why these changes occurred.
8. **Daily edition:** Using the novel as the basis for your stories, columns and editorials, create a newspaper or magazine based on or inspired by the book you are reading.



Name: _____ Class: _____

Yul Kwon, From Bullying Target to Reality TV Star

By NPR Staff
From Npr.Org • 2012

Yul Kwon's early life was mired with a host of challenges. Born to South Korean immigrants in New York, Kwon never had a positive role model from his community. In 2006, he decided to join the cast of Survivor and make a name for himself in popular culture. As you read, take notes on how Yul Kwon overcame his personal demons to become a role model for other Asian Americans.

- [1] Yul Kwon first earned his game-changer status when the Yale University-trained lawyer put his career on hold to compete on the CBS show *Survivor* in 2006. He became the first Asian-American to win that show's \$1 million prize. That led to work as a special correspondent for CNN, a lecturer at the FBI Academy, and deputy chief of the Federal Communication Commission's Consumer and Governmental Affairs Bureau.



"Yul J. Kwon" is licensed under CC BY 2.0.

Kwon currently hosts the news program LinkAsia on LinkTV, and recently finished hosting PBS' *America Revealed*, a mini documentary series about agriculture, transportation, energy and manufacturing.

Being A Target Of Bullying

Kwon's early life involved a host of challenges. He was born in 1975 in New York to South Korean immigrants. He tells *Tell Me More* host Michel Martin he had a severe lisp as a kid, so many people assumed he was a foreigner who could not speak English properly. Kwon says he grew increasingly quiet to avoid being teased or beaten up.

"But as people who've been bullied are well aware, the more quiet you are, the more you attract bullies," he says. "And it started to be a real problem for me. I started to develop a number of social anxiety disorders."

- [5] Kwon says these issues continued for many years, partly because he did not see many role models from his community. He watched a lot of television (as a way to learn English), and in the rare times when he did see Asian-Americans onscreen, they were portrayed in negative stereotypes.

"If you're a guy, you're either a Chinese cook, or a gangster, or a Kung Fu master who could kick butt but can't speak English, or a geek who can't get a date," says Kwon. "And so, over time, I think I just internalized a lot of these images and I became that quintessential Asian-American."

Despite a difficult childhood, Kwon went on to earn a bachelor's in symbolic systems from Stanford University, where he graduated Phi Beta Kappa.¹ He also earned a juris doctorate from Yale Law School, where he served on the editorial board of the *Yale Law Journal*. He worked in law, politics and business, then made what some would consider a surprising shift to television.

Becoming A Star Of 'Survivor: Cook Islands'

Kwon says he never imagined that television was an option for someone like him, but one day, he received an email from a *Survivor* casting agent who was seeking Asian-American contestants.

"It turns out that the reason they wanted to do this was because they had a twist to that season," he says, "which was they were going to divide the contestants into racial tribes and have a war of races."

- [10] Kwon initially was not interested in participating, but then he thought back to his hunger for positive role models as a child. He says that if he had seen them, it might have helped him build courage, confidence and an image of himself as a potential leader.

"The great thing about a reality show is that it's not scripted, so I don't have to play a stereotype, I don't have to play a role where I'm speaking with an accent," he says. "And so I thought if I did well on the show, I could potentially be the kind of role model that I didn't have when I was growing up."

Kwon surprised even himself by winning the show, a victory he attributes to fair play. He says he wanted to apply all the things he learned from working in law, politics and management consulting, and to play an intelligent game that did not involve backstabbing.

He says the win also brought him closer to his father, who initially discouraged Kwon from joining *Survivor*. He says his performance on the show prompted his father to say something he'd never heard before: "He said, 'Yul, I'm sorry.' And I'm like, 'What?! Who are you? You're not my father,' you know. And I asked him, 'Why are you sorry?' And he said, 'You know, I've always just kind of viewed you as this kind of kid who's trying to figure out what he wants to do, and you know, didn't really have it together. And then I saw you on the show, and I'd seen what kind of man you'd grown up to become, and I was really proud of him. So I'm sorry that I doubted you.' "

Making Headway For Asian-Americans

Kwon says that in recent years, television audiences have seen more Asian-Americans playing roles that don't descend² into stereotypes. He points to actor Daniel Dae Kim. Kim now stars on the CBS series *Hawaii Five-O*, but had his breakthrough role as Jin on the hit TV series *Lost*.

- [15] "What Daniel Dae Kim told me when he first took on the role was, 'Look, I want to bring a level of craft and artistry to this role that no one else can. And in doing so, I want to create a narrative arc that allows this person to become a three-dimensional character.' And that's exactly what he did on *Lost*. Over the arc of that whole series, he became one of the most popular characters on that show."

1. Phi Beta Kappa is an honorary society of college and university undergraduates and some graduates to which members are elected on the basis of high academic achievement
2. **Descend (verb):** move or fall downward

Regardless, Kwon notes that Asian-Americans still have a ways to go in achieving equality on screen. He says he would like to "use media to get to a point where people look at us as Americans — as opposed Asian-Americans, African-Americans or any other subcategory. But first and foremost, we're Americans."

"Yul Kwon, From Bullying Target to Reality TV Star" from NPR.org, © 2012, National Public Radio. Reprinted with permission, all rights reserved.

Text-Dependent Questions

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

1. Why did Yul Kwon develop “a number of social anxiety disorders”? Select TWO answers. [RI.2]
- A. Because Kwon was bullied
 - B. Because Kwon was Asian-American
 - C. Because Kwon was pressured to achieve academic success
 - D. Because Kwon’s father was abusive
 - E. Because Kwon watched a lot of television
 - F. Because Kwon lacked a role model

2. Why did Yul Kwon agree to join the cast of Survivor? [RI.2]
- A. Because Kwon wanted to win the \$1 million cash prize
 - B. Because Kwon was tired of law school and wanted a new challenge
 - C. Because Kwon wanted to embody the role model he had missed out on as a child
 - D. Because Kwon was opposed to the way Survivor had cast Asian Americans in the past

3. Describe the relationship between Kwon and his father. Cite evidence from the text in your response. [RI.3]

4. PART A: Which of the following best describes the meaning of the phrase, “three-dimensional character,” as it is used in paragraph 15? [RI.4]
- A. An actor who can successfully play three different kinds of roles
 - B. A character who is believable and complex
 - C. A character who is simple and unexplained
 - D. A character who becomes the most popular

5. PART B: Which detail from the text best supports the answer to Part A? [RI.1]
- A. "...casting agent who was seeking Asian-American contestants..." (Paragraph 8)
 - B. "...I don't have to play a stereotype..." (Paragraph 11)
 - C. "...a level of craft and artistry..." (Paragraph 15)
 - D. "...one of the most popular characters on that show." (Paragraph 15)

Discussion Questions

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

1. Yul Kwon believes that the media often portrays Asian-Americans as negative stereotypes. What other groups, if any, are negatively portrayed on television? Explain your answer. Use specific examples in your answer.
2. Who is a positive role model for you? What makes this person worthy of emulating or imitating?
3. How did Yul Kwon overcome adversity? Use specific examples from the text.

Name: _____ Class: _____ Date: _____

Pairing Questions for "Hello, My Name Is _____" and "Yul Kwon, From Bullying Target to Reality TV Star"

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

1. Which statement best identifies a shared central idea in both "Hello, My Name Is _____" and "Yul Kwon, From Bullying Target to Reality TV Star"? [RI.2, RI.9]
 - A. When Asian Americans continue to speak their native language, they don't lose their connection to family and culture.
 - B. When Asian Americans speak about the dangers of trying to fit into American culture, they help younger generations avoid changing their personalities to be accepted.
 - C. It is important for Asian Americans to learn American culture as quickly as possible so they don't feel like outsiders.
 - D. When Asian Americans speak about their experiences as minorities, they help younger generations feel comfortable in American culture.

2. Compare and contrast how Jason Kim and Yul Kwon reacted to the challenges of being Korean Americans. [RI.3, RI.9]

Name: _____ Class: _____

Female WWII Pilots: The Original Fly Girls

By Susan Stamberg
2010

The following article is a production of National Public Radio (NPR), written by Susan Stamberg. During WWII, a shortage of male pilots in the United States led to the formation of a group called WASP — the Women Airforce Service Pilots. Stamberg reports on this relatively little-known group, and its struggle for national and military recognition. As you read, take notes on the challenges these women faced as pilots and after their time in the program.

- [1] In 1942, the United States was faced with a severe¹ shortage of pilots, and leaders gambled on an experimental program to help fill the void: train women to fly military aircraft so male pilots could be released for combat duty overseas.

The group of female pilots was called the Women Airforce Service Pilots — WASP for short. In 1944, during the graduation ceremony for the last WASP training class, the commanding general of the U.S. Army Air Forces, Henry “Hap” Arnold, said that when the program started, he wasn’t sure “whether a slip of a girl could fight the controls of a B-17 in heavy weather.”



"Group of Women Airforce Service Pilots and B-17 Flying Fortress" by U.S. Air Force is in the public domain.

“Now in 1944, it is on the record that women can fly as well as men,” Arnold said.

A few more than 1,100 young women, all civilian² volunteers, flew almost every type of military aircraft — including the B-26 and B-29 bombers³ — as part of the WASP program. They ferried new planes long distances from factories to military bases and departure points across the country. They tested newly overhauled planes. And they towed targets to give ground and air gunners training shooting — with live ammunition. The WASP expected to become part of the military during their service. Instead, the program was canceled after just two years.

- [5] They weren’t granted military status until the 1970s. And now, 65 years after their service, they will receive the highest civilian honor given by the U.S. Congress. Last July, President Obama signed a bill awarding the WASP the Congressional Gold Medal. The ceremony will take place on Wednesday on Capitol Hill.

1. **Severe (adjective):** very great or intense; harsh or strict
 2. describing someone not in the military or police force
 3. A bomber is a combat aircraft designed to attack ground and sea targets by dropping air-to-ground weaponry, firing torpedoes or deploying air-launched cruise missiles.

Women with Moxie

Margaret Phelan Taylor grew up on a farm in Iowa. She was 19, had just completed two years of college and was ready for adventure in 1943 when a *Life* magazine cover story on the female pilots caught her eye. Her brother was training to be a pilot with the Army. Why not her? She asked her father to lend her money for a pilot's license — \$500, a huge amount then.

"I told him I had to do it," Taylor says. "And so he let me have the money. I don't think I ever did pay it back to him either."

But there was a problem. She was half an inch shorter than the 5-foot-2-inch requirement.

"I just stood on my tiptoes," she says. When she arrived at Avenger Field in Sweetwater, Texas, where most of the WASP were trained, "Well, there were a lot of other short ones just like me, and we laughed about how we got in."

- [10] Short, tall, slim, wide, they all came in knowing how to fly. The military trained male pilots from scratch, but not the female civilian volunteers.

"They didn't want to bring in a bunch of girls who didn't know how to fly an airplane," says Katherine Sharp Landdeck, associate professor of history at Texas Woman's University, who's writing a book about the WASP, tentatively⁴ called *Against Prevailing Winds: The Women Airforce Service Pilots and American Society*. "So you have women who are getting out of high school and taking every dime they had to learn how to fly so they could be a WASP."

A Dangerous Job

Once when Taylor was ferrying an aircraft cross-country, somewhere between Arizona and California, she saw smoke in the cockpit. Taylor was trained to bail out if anything went wrong. "But the parachutes were way too big. They weren't fitted to us," she says. "The force of that air and that speed and everything, why that just rips stuff off you. You'd slip right out."

So her plane was smoking and Taylor faced a defining moment.

"I thought, 'You know what? I'm not going until I see flame. When I see actual fire, why, then I'll jump.'"

- [15] Was she scared? "No. I was never scared. My husband used to say, 'It's pretty hard to scare you.'"

The plane's problem turned out to be a burned-out instrument.

But 38 female pilots did lose their lives serving their country. One was 26-year-old Mabel Rawlinson from Kalamazoo, Mich.

"I've always known of her as the family hero," says Rawlinson's niece, Pam Pohly, who never knew her aunt. "The one we lost too soon, the one that everyone loved and wished were still around."

4. **Tentative** (*adjective*): without confidence or certainty

Rawlinson was stationed at Camp Davis in North Carolina. She was coming back from a night training exercise with her male instructor when the plane crashed. Marion Hanrahan, also a WASP at Camp Davis, wrote an eyewitness account:

I knew Mabel very well. We were both scheduled to check out on night flight in the A-24. My time preceded⁵ hers, but she offered to go first because I hadn't had dinner yet. We were in the dining room and heard the siren that indicated a crash. We ran out onto the field. We saw the front of her plane engulfed in fire, and we could hear Mabel screaming. It was a nightmare.

- [20] It's believed that Rawlinson's hatch malfunctioned, and she couldn't get out. The other pilot was thrown from the plane and suffered serious injuries. Because Rawlinson was a civilian, the military was not required to pay for her funeral or pay for her remains to be sent home. So — and this is a common story — her fellow pilots pitched in.

"They collected enough money to ship her remains home by train," says Pohly. "And a couple of her fellow WASP accompanied her casket."

And, because Rawlinson wasn't considered military, the American flag could not be draped over her coffin. Her family did it anyway.

The Program Is Pulled

The head of the WASP program was Jacqueline Cochran, a pioneering aviator. (After the war, she became the first woman to break the sound barrier.)⁶ Cochran's goal was to train thousands of women to fly for the Army, not just a few dozen integrated⁷ into the men's program. She wanted a separate women's organization and believed militarization would follow if the program was a success. And it was. The women's safety records were comparable and sometimes even better than their male counterparts doing the same jobs.

But in 1944, historian Landdeck says, the program came under threat. "It was a very controversial time for women flying aircraft. There was a debate about whether they were needed any longer," Landdeck says.

- [25] By the summer of 1944, the war seemed to be ending. Flight training programs were closing down, which meant that male civilian instructors were losing their jobs. Fearing the draft⁸ and being put into the ground Army, they lobbied for the women's jobs.

"It was unacceptable to have women replacing men. They could release men for duty — that was patriotic — but they couldn't replace men," Landdeck says.

5. **Precede (verb):** to come before

6. "Breaking the sound barrier" refers to the point at which a vehicle or aircraft goes beyond the speed at which sound travels.

7. **Integrate (verb):** to make part of a larger unit or group

8. "The draft" refers to military conscription, in which people are made to enlist into military service instead of volunteer.

And so, Arnold announced the program would disband by December 1944, but those who were still in training could finish. The Lost Last Class, as it was dubbed, graduated, but served only 2 ½ weeks before being sent home on Dec. 20, along with all the other WASP.

Lillian Yonally served her country for more than a year as a WASP. When she was dismissed from her base in California, there was no ceremony. “Not a darn thing. It was told to us that we would be leaving the base. And we hopped airplanes to get back home.” Home for Yonally was across the country in Massachusetts.

That was a familiar story, but Landdeck says there were some bases that did throw parties or had full reviews for their departing WASP.

Riling The WASP’s Nest

[30] The women went on with their lives.

A few of them got piloting jobs after the war, but not with any of the major airlines. And some of them stayed in the air as airline stewardesses. In those days, no major commercial airline would hire these experienced women as pilots. Like many World War II veterans, most WASP never talked about their experiences.

And according to Taylor, they never expected anything either.

“We were children of the Depression.⁹ It was root hog or die. You had to take care of yourself. Nobody owed us anything,” she says.

The WASP kept in touch for a while. They even formed a reunion group after the war. But that didn’t last long. Then, in the 1960s, they began to find each other again. They had reunions. They started talking about pushing for military status. And then something happened in 1976 that riled the whole WASP’s nest.

[35] “The Air Force comes out and says that they are going to admit women to their flying program,” Landdeck says. An Air Force statement says “it’s the first time that the Air Force has allowed women to fly their aircraft.”

Thirty years later, that comment still upsets former WASP Yonally.

“It was impossible for anybody to say that. That wasn’t true. We were the first ones,” Yonally says.

The fact that the WASP were forgotten by their own Air Force united the women. They lobbied Congress to be militarized. And they persuaded Sen. Barry Goldwater to help. He ferried planes during the war, just as the WASP did. And then, in 1977, the WASP were finally granted military status.

9. The Great Depression (1929-39) was the longest-lasting economic downturn in the 20th century in the Western world.

Over the years it has been reported that the WASP records were sealed, stamped classified and unavailable to historians who wrote histories about WWII. According to archivists at the National Archives, military records containing reports about the WASP were treated no differently from other records from the war, which generally meant the WASP records weren't open to researchers for 30 years. But unlike other stories from the war, the WASP story was rarely told or reported until the 1970s.

[40] "It's hard to understand that they would be forgotten and difficult to believe that they would be left out of those histories. But even they forgot themselves for a while," Landdeck says.

In 1992, to preserve their history, the WASP designated Texas Woman's University in Denton as their official archives.

Yonally is proud to be honored with the Congressional Gold Medal, 65 years after her service, but she's sad that fewer than 300 of her 1,100 fellow WASP are alive to receive it.

"I'm sorry that so many girls have passed on. It's nice the families will receive it, but it doesn't make up for the gals who knew what they did and weren't honored that way," Yonally says.

Taylor is also excited about the medal. She served her country out of loyalty, she says. That was certainly part of it. But the other reason? "I did it for the fun. I was a young girl and everybody had left and it was wartime. You didn't want to get stuck in a hole in Iowa; you wanted to see what was going on."

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Text-Dependent Questions

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

1. Summarize the central ideas of the text in no more than two sentences.

2. Which statement best explains why women were needed as pilots during WWII?
- A. There was a shortage of male pilots in the United States, so women were trained to fill those positions.
 - B. Women replaced the shortage of male pilots, allowing the male pilots to enter combat.
 - C. The burden of WWII finally convinced the U.S. to accept female pilots into the military.
 - D. A larger production of planes needed a greater increase of trained pilots to fly them, so women were called to fill these roles.
3. PART A: What does the phrase “root, hog, or die” mean as used in paragraph 33?
- A. It is a term expressing self-reliance.
 - B. It is a term expressing persistence.
 - C. It is a term expressing eventual failure.
 - D. It is a term expressing surprise.
4. PART B: Which of the following phrases best supports the answer to Part A?
- A. "never expected anything"
 - B. "children of the Depression"
 - C. "you had to take care of yourself"
 - D. "nobody owed us"
5. Which of the following statements best summarizes the purpose of this article?
- A. To notify readers about an upcoming event that will honor the WASP women
 - B. To spread awareness about a forgotten or little known part of women's history
 - C. To explore double standards or discrimination against women in the military
 - D. To encourage today's military leaders to enlist more women in the air force

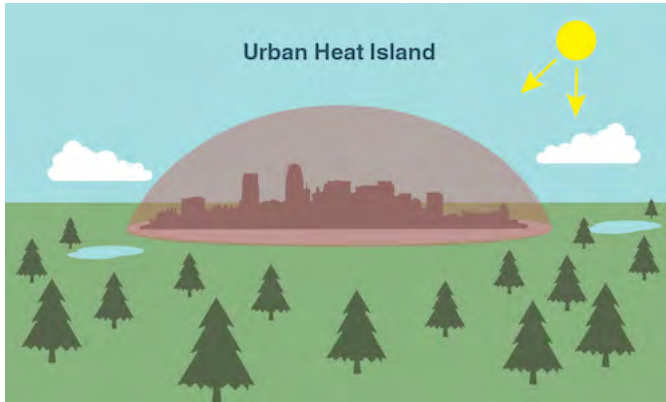
Discussion Questions

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

1. What is the historical relationship between women and the military, at least in the United States? Consider reasons why women weren't allowed to serve and/or the circumstances which allowed them to contribute or fight in conflicts. Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
2. Is it more acceptable for women to serve in the military today? Why or why not?
3. Why do you think was it acceptable for women to serve for men as pilots, but not to replace them?
4. How do we define the roles of men and women? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
5. In the context of this article, what makes a hero? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
6. In the context of this article, how are communities formed? What brought the female pilots together and what kept them together? How did their community help them receive recognition? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

What Is an Urban Heat Island?

An **urban heat island** occurs when a city experiences much warmer temperatures than nearby rural areas.



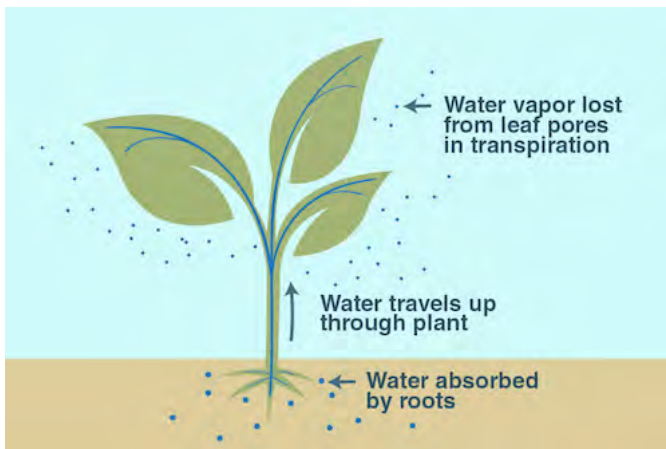
An illustration of an urban heat island. Image credit: NASA/JPL-Caltech

Why does this happen?

An **urban** area is a city. A **rural** area is out in the country. The sun's heat and light reach the city and the country in the same way. The difference in temperature between urban and less-developed rural areas has to do with how well the surfaces in each environment absorb and hold heat.

If you travel to a rural area, you'll probably find that most of the region is covered with plants. Grass, trees and farmland covered with crops, as far as the eye can see.

Plants take up water from the ground through their roots. Then, they store the water in their stems and leaves. The water eventually travels to small holes on the underside of leaves. There, the liquid water turns into water vapor and is released into the air. This process is called **transpiration**. It acts as nature's air conditioner.



An illustration of the process of transpiration. Image credit: NASA/JPL-Caltech

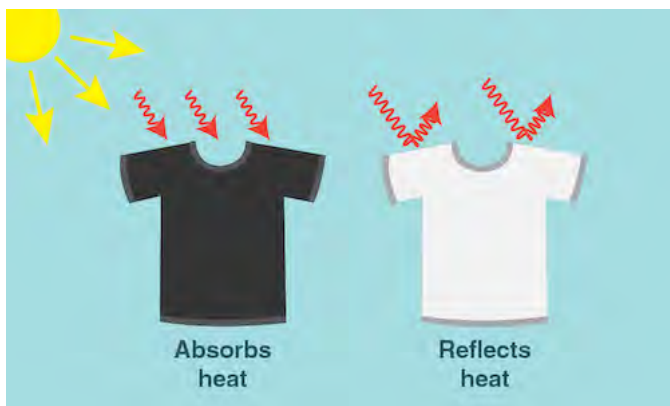
See it for yourself!

You can feel cooling transpiration at work on a hot summer day. On a sunny day, go outside and find a sidewalk that is right next to a patch of grass. Feel both surfaces. The grass should feel cooler on your skin than the pavement—and that's mostly due to transpiration!

When you visit a big city, you won't see many plants. Instead, you'll see sidewalks, streets, parking lots and tall buildings. These structures are usually made up of materials such as cement, asphalt, brick, glass, steel and dark roofs.

What do urban building materials have in common?

First of all, materials such as asphalt, steel, and brick are often very dark colors—like black, brown and grey. A dark object **absorbs** all wavelengths of light energy and converts them into heat, so the object gets warm. In contrast, a white object **reflects** all wavelengths of light. The light is not converted into heat and the temperature of the white object does not increase noticeably. Thus, dark objects—such as building materials—absorb heat from the sun.

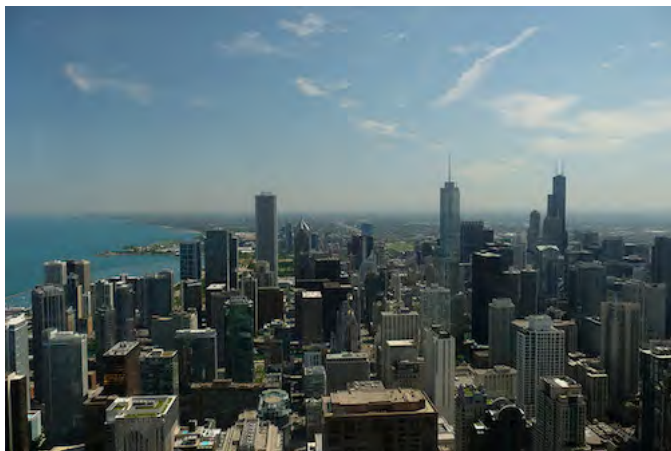


Dark surfaces—whether a black t-shirt or an asphalt street—absorb the sun's heat, while lighter colored surfaces reflect heat from the sun. Credit: NASA/JPL-Caltech

To cool down urban heat islands, some cities are 'lightening' streets. This is done by covering black asphalt streets, parking lots, and dark roofs with a more reflective gray coating. These changes can drop urban air temperatures dramatically, especially during the heat of summer.

Planting gardens on urban rooftops can also help to cool down the city, too! In fact, a study in Los Angeles, California, calculated that changes like these would be enough to save close to \$100 million per year in energy costs!

Urban building materials are another reason that urban areas trap heat. Many modern building materials are **impervious** surfaces. This means that water can't flow through surfaces like a brick or a patch of cement like it would through a plant. Without a cycle of flowing and evaporating water, these surfaces have nothing to cool them down.



Skyscrapers in Chicago. Image credit: Flickr user GiuseppeYahoo Cortese

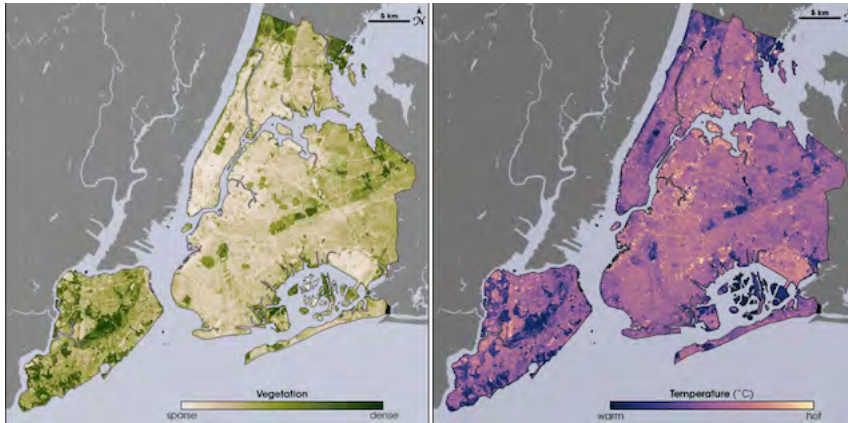
To help cool the heat island, builders can use materials that will allow water to flow through. These building materials—called permeable materials—promote the capture and flow of water, which cools urban regions.

What does it mean?

Urban heat islands are one of the easiest ways to see how human impact can change our planet. After all, sidewalks, parking lots and skyscrapers wouldn't exist if humans weren't there to build them. And although these structures are essential to city living, the heat islands they create can be dangerous for humans.

In the summer, New York City is about 7°F (4°C) hotter than its surrounding areas. That doesn't seem like much, but these higher temperatures can cause people to become dehydrated or suffer from heat exhaustion. The hot temps also require more energy to operate fans and air conditioners. This can lead to power outages and a serious danger to public health.

But, there are things we can do to help cool the cities down. And NASA satellites can help to figure out where these cities are the hottest.



Caption: These images from the NASA/USGS satellite Landsat show the cooling effects of plants on New York City's heat. On the left, areas of the map that are dark green have dense vegetation. Notice how these regions match up with the dark purple regions—those with the coolest temperatures—on the right. Image credit: Maps by Robert Simmon, using data from the Landsat Program.

Earth-observing satellites, such as Landsat and Suomi-NPP, can keep a close eye on the Earth's vegetation and surface temperature. Scientists can use this information to track hotspots in cities across the planet. NASA scientists, with their global satellite views, are working to understand urban heat islands and help urban planners to build more energy efficient, cooler and safer cities.

From "NASA Climate Kids", <https://climatekids.nasa.gov/heat-islands/>.

Topic:

Attention Getter:

Thesis:

Problem paragraph introductory sentence:

Support 1

Support 2

Solution paragraph introductory sentence:

Solution 1

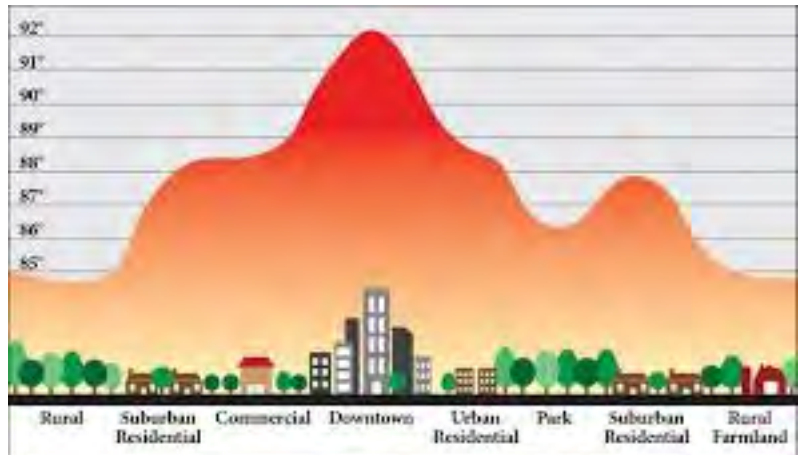
Solution 2

Solution 3

Conclusion

Middle School Reading Comprehension and Written Expression: What is an Urban Heat Island?

Directions: Write a problem-and-solution essay based on the science article “What is an Urban Heat Island?” Explain the main idea of the article and identify at least one problem and solution described in the article. Cite evidence from the article in your response. Include a brief introduction, at least one body paragraph, and a brief conclusion.

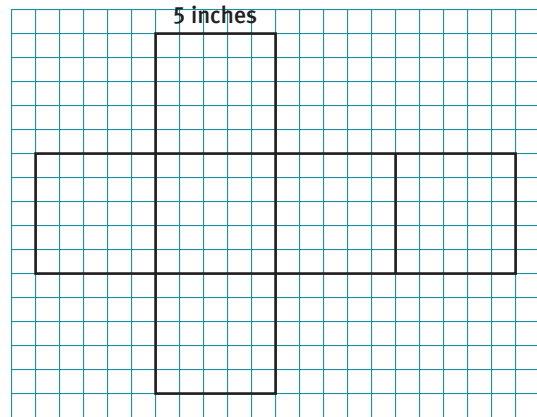


My Notes

Elaine sells shipping materials, including boxes and packing peanuts, at her business All Boxed Up. Her box supplier charges her $\frac{1}{2}$ cent per square inch of surface area for each box. Elaine can find the **surface area** of a box by adding the areas of the six faces of the box (front, back, top, bottom, left, and right).

Elaine needs to find the surface areas of boxes of many different sizes. She wants to find a pattern that will make it faster to find the surface area.

4. One type of box that Elaine keeps in stock is a cube. For one of the cube-shaped boxes, the length of each edge is 5 inches.



- a. Find the area of each face of the cube.
- b. Find the total surface area of the cube.

5. Elaine makes a table to record the surface areas of the cube-shaped boxes.

- a. Complete the table.

Length of Edge (in.)	Number of Faces	Area of One Face (in. ²)	Surface Area (in. ²)
5			
6			
7			
8			
		100	600
			1,350

- b. Describe any patterns you see in the table.

- c. For each box, how does the area of one face relate to the surface area?

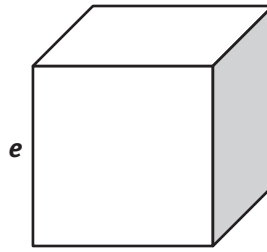
Lesson 25-1

Nets and Surface Area of Cubes

ACTIVITY 25

continued

6. You can use a variable to represent the length of the edge of a cube.
- a. What variable is used to represent the length of the edge of the cube in the diagram?



- b. What is the area of one face of a cube in terms of the length of an edge, e ?
- c. **Make use of structure.** Write a rule for finding the surface area, SA , of a cube in terms of the length of an edge, e .
7. Cube-shaped boxes with 12-inch edges are kept in stock at All Boxed Up.
- a. Determine the surface area of a box with 12-inch edges.
- b. **Attend to precision.** The supplier charges Elaine $\frac{1}{2}$ cent per square inch of surface area for each box. Determine how much profit Elaine will make on a 12-inch cube-shaped box if she sells the box for \$4.95. Explain your reasoning.

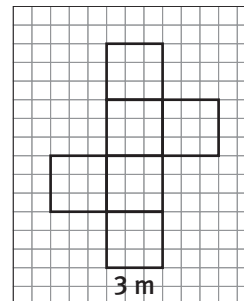
My Notes

My Notes

Check Your Understanding

Use the net for Items 8–10.

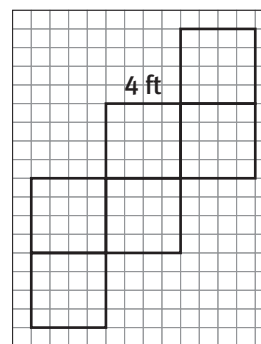
8. What is the length of each edge of the cube?
9. What is the area of each face of the cube?
10. What is the surface area of the cube?
11. Draw a net and use it to find the surface area of a cube with edges that are 9 centimeters long.



LESSON 25-1 PRACTICE

Use the net for Items 12 and 13.

12. What is the area of each face of the cube?
13. What is the surface area of the cube?
14. Draw a net and use it to find the surface area of a cube with edges that are 11 meters long.
15. Draw a net and use it to find the surface area of a cube with edges that are 14 feet long.



16. The edges of a cube are 20 millimeters long. Draw a net and use it to find the surface area of the cube.
17. The edges of a cube are 5.2 centimeters long. Draw a net and use it to find the surface area of the cube.
18. What is the surface area of a cube with edges that are $2\frac{1}{2}$ feet long?
19. **Reason quantitatively.** A cube has a surface area of 384 square inches. What is the edge length of the cube? Explain your reasoning.
20. **Make sense of problems.** A cube-shaped box has edges that are 18 centimeters long. The box does not have a top. What is the surface area of the box? Justify your answer.
21. **Critique the reasoning of others.** The edge of a cube-shaped display case is 30 inches long. Drake says that the surface area of the display case is 3,600 square inches. Is he correct? Explain why or why not.

Learning Targets:

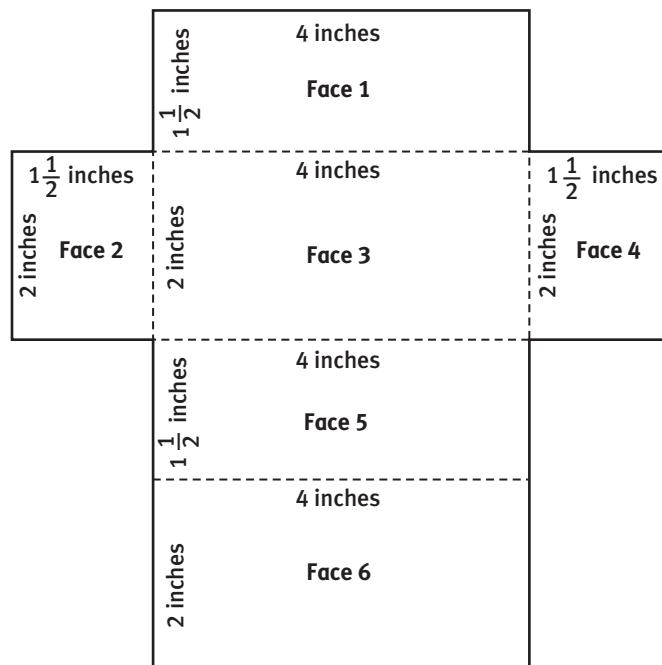
- Represent three-dimensional figures using nets.
- Use nets to find the surface area of figures.
- Write equations that represent area problems.
- Solve problems involving the area of rectangles and triangles.

SUGGESTED LEARNING STRATEGIES: Note Taking, Visualization, RAFT, Graphic Organizer, Create Representations

Elaine has boxes in stock at All Boxed Up that are rectangular prisms and triangular prisms.

A **prism** is a three-dimensional figure with parallel congruent bases that are both polygons. The faces (sides) of a prism are rectangles. A prism is named for the shape of its bases. A **rectangular prism** has bases that are rectangles. Its faces are also rectangles.

The net of one of Elaine's boxes is shown. The box is a rectangular prism.



1. a. Show the calculation needed to find the area of each face of the rectangular prism.

Face 1:

Face 2:

Face 3:

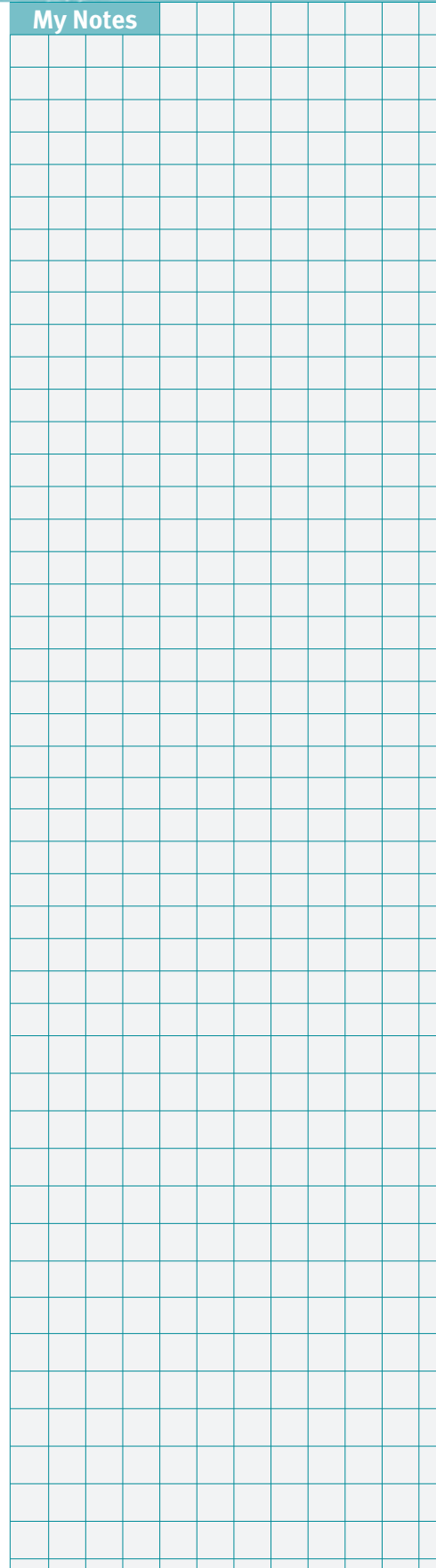
Face 4:

Face 5:

Face 6:

- b. Find the surface area of the rectangular prism and explain your process.

My Notes

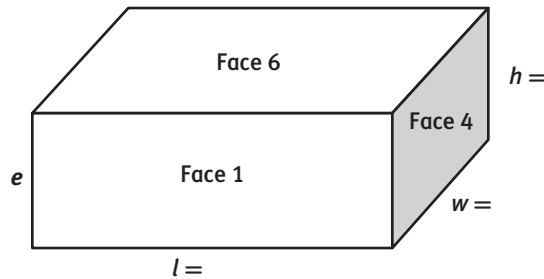


My Notes

You can use a net to find the surface area of a rectangular prism. You can also use congruence to help you find the surface area of a rectangular prism.

2. a. Cut out the net (Figure 2) on page 327. Fold it to form a rectangular prism with the measurements on the outside.

- b. Label the length, width, and height of the rectangular prism you formed on this diagram.



- c. Faces 2, 3, and 5 cannot be seen in the diagram. Describe the location of each of the hidden faces.

Face 2:

Face 3:

Face 5:

- d. Which pairs of faces have the same area?

- e. How can you use this observation to find the surface area of a rectangular prism?

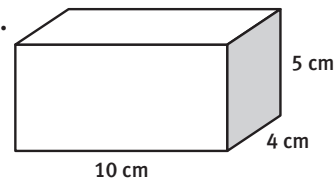
3. One of the boxes in Elaine's shop is 18 inches long, 6 inches wide, and 9 inches tall. Explain how to find the surface area of the box.

My Notes

Check Your Understanding

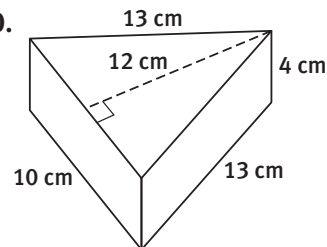
Use the rectangular prism for Items 7 and 8.

7. Draw and label a net that represents the rectangular prism.
8. Determine the surface area of the rectangular prism.



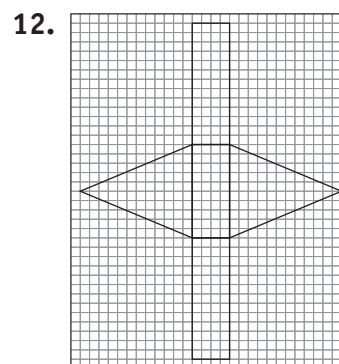
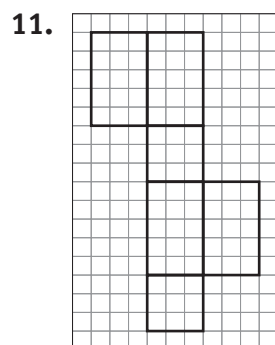
Use the triangular prism for Items 9 and 10.

9. Draw and label a net that represents the triangular prism.
10. Determine the surface area of the triangular prism.

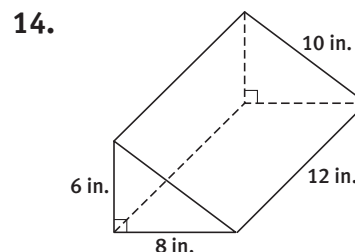
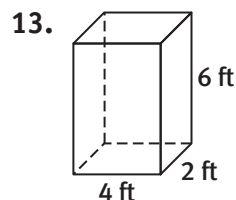


LESSON 25-2 PRACTICE

For Items 11 and 12, use the nets to find the surface area of the prisms.



For Items 13 and 14, draw and use nets to find the surface area of each prism.



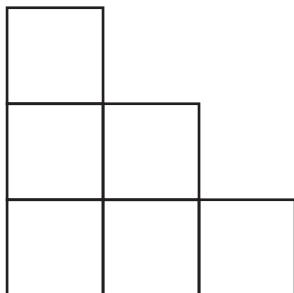
15. A battery shaped like a rectangular prism is 8 inches long, 5 inches wide, and 4 inches tall. What is the surface area of the battery?
16. **Make sense of problems.** Elaine has a new box that is 24 inches long, 12 inches wide, and 10 inches high. Write a proposal to Elaine recommending a price for this size box. Remember that her box supplier charges her $\frac{1}{2}$ cent per square inch of surface area for each box. Be certain to explain how you arrived at your recommendation.

ACTIVITY 25 PRACTICE

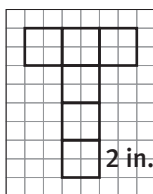
Write your answers on a separate piece of paper.
Show your work.

Lesson 25-1

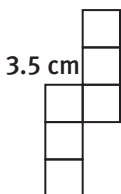
1. Determine whether this net can form a cube.



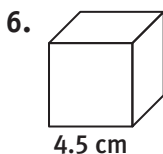
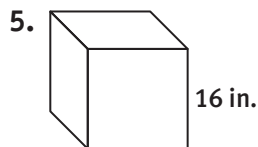
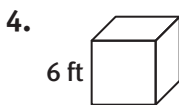
2. Use the net below to find the surface area of the cube.



3. Use the net below to find the surface area of the cube.



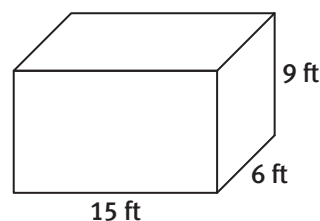
For Items 4–6, draw a net and use it to find the surface area of each cube.



7. Find the surface area of a cube with edges 7 centimeters long.
8. Find the surface area of a cube with edges 19 inches long.
9. Find the surface area of a cube with edges 21 millimeters long.
10. What is the surface area of a cube with edges 6.3 centimeters long?
11. What is the surface area of a cube with edges 40 inches long?
12. A cube has a surface area of 486 square centimeters. How long is each edge of the cube?
13. A cube-shaped block has edges that are 21 millimeters long. All of the faces of the block are painted except for the bottom face. What is the surface area of the painted faces of the block?

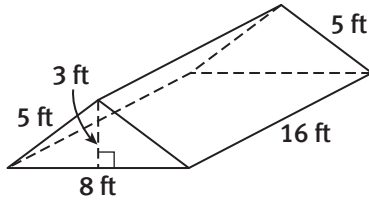
Lesson 25-2

Use the rectangular prism for Items 14 and 15.

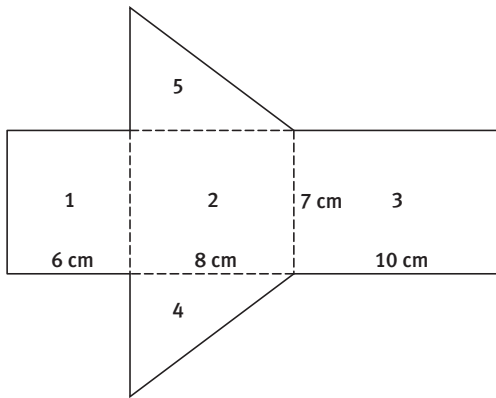


14. Draw and label a net that represents the rectangular prism.
15. What is the surface area of the rectangular prism?

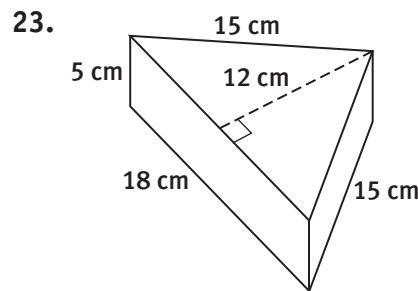
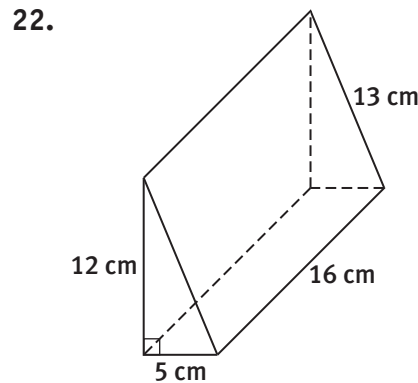
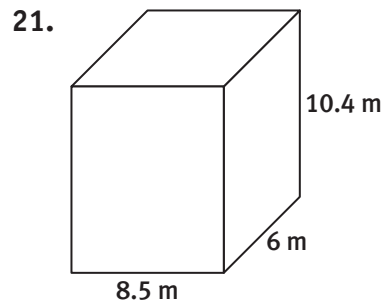
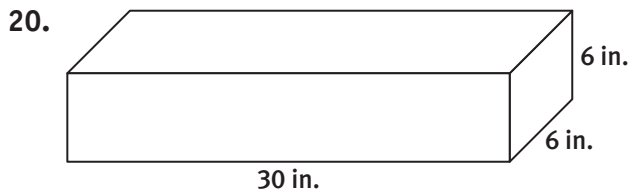
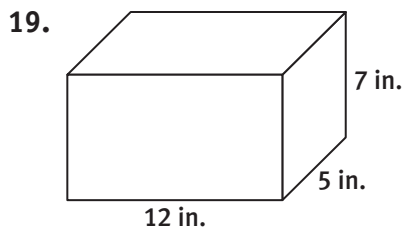
Use the triangular prism for Items 16 and 17.



16. Draw and label a net that represents the triangular prism.
17. What is the surface area of the triangular prism?
18. Use the net of the triangular prism to find the surface area of the prism.



For Items 19–25, draw a net and use it to find the surface area of each prism.



24. A trunk is shaped like a rectangular prism and is 4 feet long, $1\frac{1}{2}$ feet wide, and 2 feet tall. What is the surface area of the trunk?
25. A cereal box is 8 inches long, 3 inches wide, and 12 inches tall. A pasta box is 12 inches long, 1 inch wide, and 2 inches tall. How much greater is the surface area of the cereal box than the pasta box?

MATHEMATICAL PRACTICES

Reason Abstractly

26. Create a graphic organizer comparing and contrasting the methods used to find the surface area of cubes, rectangular prisms, and triangular prisms.

Reviewing: Protists and Fungi

Climb the Pyramid: *Show What You Know about Protists and Fungi*

1. This week (**Monday –Wednesday**) you will choose one item from each layer of the pyramid. Use **Thursday and Friday** as days to either finish any uncompleted work.
2. Keep your work and be prepared to share your most creative work when you return to school.

Monday

___ Make a Pop-up Book
 Make a pop-up book about protists. Create a separate chapter for each of the three protist groups (animal-like protists, fungus-like protists, and plant-like protists). Be creative and write text for your book.

Tuesday (choose one)

___ Walk in the Woods
 Write a short story about finding several fungi during a walk through a forest. In your story, describe each of the fungi, tell about the environment where they live, and explain their role in the forest ecosystem. Make sure you identify the group that each fungus belongs to.

___ Fungi Models
 Research a species of sac or club fungus on the Internet, in an encyclopedia, or in a book about fungi. Create a colorful, lifelike model of the fungus you investigated.

Wednesday (choose one)

___ Pretty Protists
 Protists are found in countless shapes, sizes, and colors. Find pictures of magnified protists on the Internet or online at a library. Choose five organisms that are pretty or interesting and recreate the pictures of those protists on a poster using your imagination. Then include information that describes each protist.

___ Doing Away with Mildew
 Mildew is a type of fungus that can cause problems for homeowners. It can grow on walls, rugs, and other surfaces in the interior of houses. Research mildew and then create a pamphlet for homeowners that describes what mildew is, the conditions it needs to grow, and how it reproduces and spreads. The pamphlet should also provide tips on preventing mildew.

___ Amoeboid Movement
 Amoebas are soft, jellylike protists that have the ability to move using pseudopodia, or “false feet.” Research the manner in which amoebas move, and then create a flipbook, or a sequence of drawings, that shows the steps in amoeboid movement. Use labels and captions to explain what is happening in each drawing.

Get Counted (The US Census)

Day 1—

1. Answer: Why does your school need to know the number of students that attend?

a.) _____

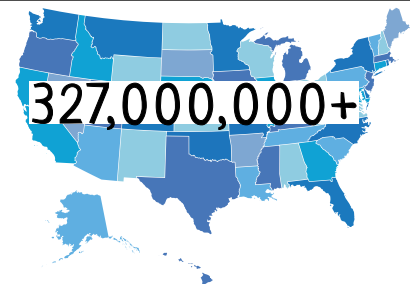
b.) _____

Get Counted!

Name: _____

What is the Census?

The **census** is a count of every person in our country. It's our government's way of keeping track of our population. Every ten years, the government does a major count of every family and person, in every community across the country. The results help the government figure out what communities need and who should get what.



There are currently over 327 million people living in the United States.



The Framers thought the Census was so important they put it at the very beginning of the Constitution!

How Did the Census Start?

Article I, Section 2 of the U.S. Constitution called for a count of each state's population within three years after the first meeting of the new Congress. (And every ten years after that.) The population count would help our newly founded government figure out how to distribute the number of "**seats**" (which reflects the number of members) each state would get in the U.S. House of Representatives. That count was the first U.S. census. It happened in 1790. U.S. Marshals from district courts visited every home in the country—which only had thirteen states, three districts, and one territory at the time—and took a count of the men, women and children.

How Does It Work?

Since the first census a lot has changed. For one, U.S. Marshals no longer do the counting. Instead, we have a **Census Bureau**, an organization with thousands of people who work daily to complete the huge task of counting each and every person living in the United States. Every ten years, the Census Bureau distributes census surveys across the country. By March, households receive letters with instructions for how to complete the survey online, over the phone, or by mailing in a paper form. The Census Bureau also sends census workers called "door knockers" to rural areas and to houses that don't respond to the survey by early April to collect answers in person, too.



What Happens After Everyone Gets Counted?

Once everyone is counted, population data is shared with the President and U.S. Congress. States may lose or gain seats in the House of Representatives based on how their population has changed. The process of redistributing the House's 435 seats among the states is called **apportionment**, and it only happens after a census count. The seats are redistributed, or **reapportioned**, according to a **representation ratio** which helps ensure that each representative represents roughly the same number of people per state. Today, each representative in the House represents a little more than 747,000 people!

Get Counted!

Name: _____

Who's Counted?

A lot has changed about how people are counted. For one, now everyone is included. The first census counted white males and females and categorized them by age and gender. All other free persons, meaning mostly free blacks, were counted, too, but reported in one single category. Enslaved blacks were grouped into another category—but only counted as 3/5th of a person. Native Americans weren't counted at all, not until 1870. Today, the Census Bureau counts everyone equally. Your race doesn't matter and neither does citizenship status. The census count is a resident count, not a citizen count. If you live in the United States (or its surrounding territories), you must be counted.



Is it Hard to Count Everyone?



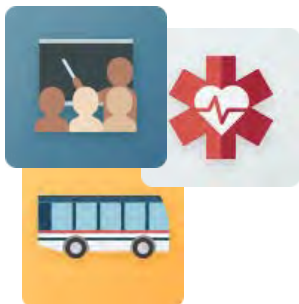
Counting every single person in the U.S. is a colossal task. Special workers called **enumerators** are hired by the Census Bureau help ensure an accurate count. But our country has hundreds of millions of diverse people, and some groups are harder to reach than others. Children ages 0-5, people who don't speak or read English well, the homeless, and some racial minorities have historically been hard for the Census Bureau to count. It's important to try to reach "**hard to count**" communities, because when people aren't fully counted, their communities miss out on the hundreds of billions of dollars the federal government distributes based on census data.

What Will the Census Ask?

The census only takes about ten minutes to complete. Only one person in your household needs to fill out the form. The census will ask for the number of people who live or stay at your home, their ages, gender, relationship to one another, and race. The census will also ask if each person is of Latino, Hispanic, or Spanish descent and if your family owns or rents your home. Any personal information like your name or address is kept private. The Census Bureau can't share that information with anyone, not even the FBI!



How Will the Census Affect Me?



Data from the census can be used to decide which communities will get money for new schools, better public buses and trains, and even hospitals. Businesses and city planners use the data to decide where to build factories, roads, offices, and stores, which help to create new jobs and improve neighborhoods. And considering that you'll be old enough to vote before the next census comes along, the results will determine the number of representatives you'll elect for your state and national governments and the amount of electoral votes your state will have in the 2024 and 2028 presidential elections. Make sure you're counted!

Get Counted!

Name: _____

Foldable. Define each word from the lesson and write a sentence using the word. Then sketch an image that will help you to remember its meaning in the space under each word. When you're done, fold and cut your foldable according to the directions and add it to your notebook or binder.

Census

Definition:

Sentence:

Census Bureau

Definition:

Sentence:

Apportionment

Definition:

Fold Here

Sentence:

Representation Ratio

Definition:

Sentence:

Enumerator

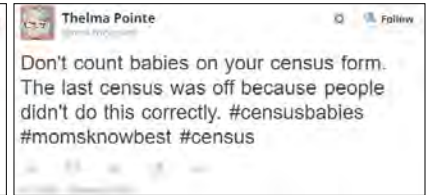
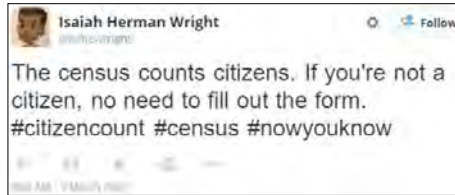
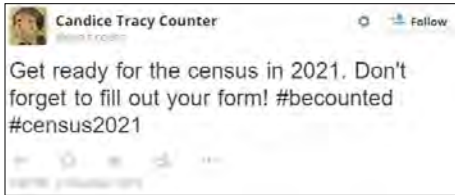
Definition:

Sentence:

Get Counted!

Name: _____

A. Misinformation Fake Out. It's important that people have correct information about the census. Don't be fooled by these deceptive social media posts. Read each post and fix it in the space below by sharing a corrected version.



B. The Census & You. Complete the chart by thinking about how each group listed will use the census data and how that data will eventually impact you! Write your answers in the space provided.

<h3 style="text-align: center;">The Census & Me</h3> <p style="text-align: center;">How the Census Affects You...</p>				
National Government	State and Local Government	City Planners	Businesses	You! (How will census data impact you?)
<p><i>The national government will use census data to...</i></p>	<p><i>State and local governments will use census data to...</i></p>	<p><i>City planners will use census data to...</i></p>	<p><i>Business will use census data to...</i></p>	<p><i>Here's how the census will impact me...</i></p>

Get Counted!

Name: _____

C. Hard to Count. Hard to count communities exist all over the United States and vary from location to location. What do you think would make a community hard to count? Read through some of the possible reasons, then for each group list the factors that could prevent an accurate count and think of possible solutions to overcome them.



- Access to information
- Location
- Access to resources in languages other than English
- Lack of permanent address
- Inability to complete the form
- Fear that information will not be kept private

Group	What do you think contributes to this group being undercounted?	What could the Census Bureau do to improve their count of this group?
Children ages 0-5		
Homeless		
New Residents		

Get Counted!

Name: _____

D. Primary Source. Read the excerpt and answer the questions. Some words have been defined for you. Others you'll have to figure out on your own. (Don't worry, we know you can do it!)

Article I, Section 2 of the U.S. Constitution

[Representatives and direct Taxes shall be **apportioned** among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding (not counting) Indians not taxed, three fifths of all other Persons.]¹ The actual **Enumeration** shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent (next) Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed (be greater than) one for every thirty Thousand, but each State shall have at Least one Representative; and until such **enumeration** shall be made, the State of New Hampshire shall be entitled (able) to chuse (choose) three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four; Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

¹The 14th Amendment, ratified in 1868, changed the rule that enslaved blacks be counted as 3/5th of a person.

1. How were representatives and direct taxes apportioned among the states?
2. When did the Constitution change to count enslaved blacks as whole persons?
3. In the reading you learned what an enumerator is. Now, use that knowledge and the context clues from the excerpt to write a definition for enumeration.
4. What was the representation ratio set by the U.S. Constitution?
5. How many representatives did each state have before the first census count?

Get Counted!

Name: _____

E. Practice Survey. Directions for completing the census will soon be making their way to your door. Practice by answering a few sample questions below. The questions here will cover the first 2 people in your home. The real census will have room for everyone living or staying in your home.

Start here OR go online to complete your 2020 Census questionnaire.

Use a blue or black pen.

Directions: Before you begin, use the guidelines here to help you get an accurate count of all the people in your home.

- Count everyone, including babies, living or sleeping in your home.
- Count anyone who doesn't have a permanent address who is staying with you on April 1st.
- Do not count anyone who lives away from your home on April 1st even if they will return to your home later (i.e. anyone away at college, in the Armed Forces, staying in a nursing home, jail, or prison.)

1. How many people live or stay in your home?

Number of people =

2. Is your house, apartment, or mobile home owned or rented? (Check one)

- Owned?
- Rented?
- Neither?

3. Answer the following questions about each of the people who live in your home. Start by listing the person who pays rent or owns the home as Person 1. If that person does not live in the home, you may start with any person.

Person 1:

a. First and Last Name

b. Gender (Check one)

- Male
- Female

c. Age and Birthday (if the person is less than a year old, write 0 for the age)

d. Hispanic, Latino, or Spanish descent?

- Yes
- No

e. Race or Ethnicity

Person 2:

a. First and Last Name

b. Gender (Check one)

- Male
- Female

c. Age and Birthday (if the person is less than a year old, write 0 for the age)

d. Hispanic, Latino, or Spanish descent?

- Yes
- No

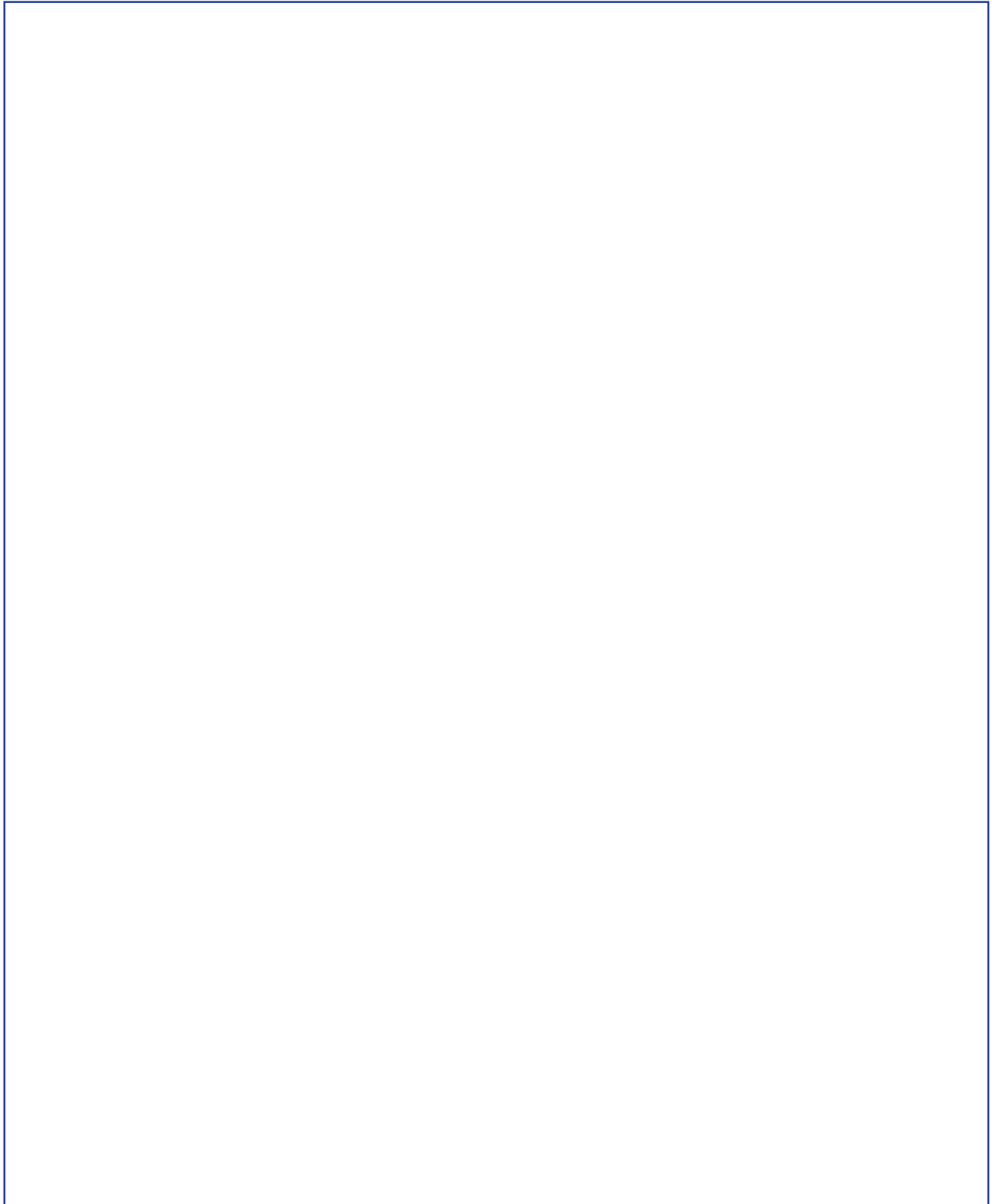
e. Race or Ethnicity

Thank you for completing the Sample Census Questionnaire!

Get Counted!

Name: _____

***Optional Activity.** Create a poster or PSA (public service announcement) to get the word out about the census and the importance of being counted. Be sure to include when the census will be happening, how people can complete it, and two other pieces of information about the census that you think will help your community ensure a complete and accurate count.



1. Read: Get Counted Reading Page --Side A & B

Read Side A & B of the Reading Page

Highlight the section that provides the following information

How government officials use the results of the census

Day 3—Complete Activity Pages—sides A & B

Day 4-- Complete Activity Pages—sides C & D

Day 5—Complete the “Optional Activity” on the Extension Page

Grade 6-8 Art & Music Week 6 D 1-5

Art M-W

Artist of the week: Alma Thomas & Abstract Art

Mon: Read about and view the work of Alma Thomas and the information page about abstract art.

<https://americanart.si.edu/artist/alma-thomas-4778> Alma Thomas

https://wiki.kidzsearch.com/wiki/Abstract_art Abstract Art

Write a reflection on Alma Thomas' work. How does her work make you feel? What did you notice about it? Do you think abstract art makes "sense"? Why or why not?

Wed: Using materials available to you, create a new abstract work in the style of Alma Thomas and write a paragraph on your work. What inspired your work? Why did you select the colors you used? What do you hope people will feel when they look at your work?

Music T-Th

Listen suggested music style for week 5: Soul & Funk--and take time to reflect on how this music makes you feel. Do you like it? Why or why not? Do you hear any "root" in modern music from Soul & Funk? Do you hear a connection in Jazz, Blues and Ragtime?

Tue: James Brown Biography & History of Parliament Funkadelic

How James Brown invented Funk <https://www.youtube.com/watch?v=AihgZv1D5-4>

Thu: Listen to one or more Soul & Funk greats.

<https://www.youtube.com/watch?v=M7DNkovC2Tk> *Papa's Got a Brand New Bag*, James Brown

<https://www.youtube.com/watch?v=szkmivRWegU&feature=youtu.be> Atomic Dog, George Clinton

Practice good audience behavior. Make a written reflection on your experience and the music. Critique the form using music language.

Fri Art: Photo Journal

Materials: any camera (phone, tablet, regular camera, etc.)

Using a camera that you already have, take a daily image or set of images based on a theme, and use words to reflect on what the image means to you. Save all images and thoughts for a future share/presentation of your reflections of this time.

Week 6 theme: Reflections

It has been 9 weeks since we went on stay at home for school, starting with an extended 3 week spring break, and 6 weeks of learning outside the classroom. Much has happened since then. Use photographic images to reflect on this time, and also to explore the concept of reflection itself by taking images in a mirror and noting how that reflection changes what you see.

Biography and Background Alma Thomas

After working in art education for several years, **Alma Thomas** enrolled at Howard University in Washington, DC to study costume design. She became the first African American woman to hold a fine arts degree. Following a long career as a teacher, she retired to focus on her own creativity and art.

Thomas's work was included in the important show Contemporary Black Artists in America, held in 1971 at the Whitney Museum in New York. She was the first African American woman to have a solo art exhibition at the same museum. Three years after she died, a retrospective exhibition was held at the Smithsonian Institution's National Museum of American Art. Besides a distinguished career teaching art for kids, her work can be found in many major museums.

What Kids Can Learn From Thomas

(Art for Kids)



Alma Thomas loved children and she had an important role in art education. But, she also loved to learn. She was interested in space programs and she often painted from satellite photographs. She often looked at her garden and watched its changes. She could hear the wind playing music in the trees, and she loved to watch the grass color change after the rain. She enjoyed all these changes that inspired her artwork at the same time that she was learning about nature. Her creativity was inspired by science and nature.



Thomas loved to smile and she liked to paint with bright colors. Primary colors were often used in her artwork to make her paintings look happy and vibrant. Thomas brings art for kids by inspiring them to look closely at nature and to use patterns and colors to create art that makes them happy. Can you see the flowers in your neighborhood singing and smiling on a sunny day?

Alma Thomas: Painter, inspired by "Iris, Tulips, Jonquils and Crocuses"

General Overview of Abstract Art

The Abstract Art movement took place in the United States. In its purest form, Abstract Art has no subject. It is just lines, shapes, and colors. The Abstract Art movement is called Abstract Expressionism because, although the art has no subject, it is still trying to convey some kind of emotion.

When was the Abstract Art movement?

The Abstract Expressionism movement began in the 1940s in New York City after World War II. However, the first real Abstract Art was painted earlier by some [Expressionists](#), especially Kandinsky in the early 1900s.

What are the characteristics of Abstract Art?

The main characteristic of abstract art is that it has no recognizable subject. Some Abstract Artists had theories on the emotions that were caused by certain colors and shapes. They planned out their seemingly random paintings to the last detail. Other Abstract Artists painted with emotion and randomness hoping to capture their emotion and subconscious thoughts on the canvas.

Examples of Abstract Art

Composition II in Red, Blue, and Yellow (Piet Mondrian)



Famous Abstract Artists

- [Wassily Kandinsky](#) - Kandinsky is considered the father of abstract painting. In an effort to capture sound and emotion in art, he painted some of the first major abstract works.
- Piet Mondrian - Mondrian developed an Abstract painting style that involved straight lines and colored rectangles. He called this type of painting "The Style".
- Jackson Pollock - Pollock created his paintings without using brush strokes in what would later be called Action Painting. He became famous for his large paintings made with dribbles and splashes of paint.

BACKGROUND READING FOR SOUL AND FUNK MUSIC

SOUL MUSIC was the result of the urbanization and commercialization of rhythm and blues in the '60s. Soul came to describe a number of R&B-based music styles. From the bouncy, catchy acts at Motown to the horn-driven, gritty soul of Stax/Volt, there was an immense amount of diversity within soul. During the first part of the '60s, soul music remained close to its R&B roots. However, musicians pushed the music in different directions; usually, different regions of America produced different kinds of soul. In urban centers like New York, Philadelphia, and Chicago, the music concentrated on vocal interplay and smooth productions. In Detroit, Motown concentrated on creating a pop-oriented sound that was informed equally by gospel, R&B, and rock & roll. In the South, the music became harder and tougher, relying on syncopated rhythms, raw vocals, and blaring horns. All of these styles formed soul, which ruled the black music charts throughout the '60s and also frequently crossed over into the pop charts. At the end of the '60s, soul began to splinter apart, as artists like James Brown and Sly Stone developed funk, and other artists developed slicker forms of soul. Although soul music evolved, it never went away -- not only did the music inform all of the R&B of the '70s, '80s, and '90s, there were always pockets of musicians around the world that kept performing traditional soul.

NAMED AFTER A SLANG WORD FOR "STINK," FUNK was indeed the rawest, most primal form of R&B, surpassing even Southern soul in terms of earthiness. It was also the least structured, often stretching out into extended jams, and the most Africanized, built on dynamic, highly syncopated polyrhythms. As such, it originally appealed only to hardcore R&B audiences. The groove was the most important musical element of funk -- all the instruments of the ensemble played off of one another to create it, and worked it over and over. Deep electric bass lines often served as main riffs, with an interlocking web of short, scratchy guitar chords and blaring horns over the top. Unlike nearly every form of R&B that had come before it, funk didn't confine itself to the 45-rpm single format and the classic verse/chorus song structure. Funk bands were just as likely to repeat a catchy chant or hook out of the blue, and to give different song sections equal weight, so as not to disrupt the groove by building to a chorus-type climax. In essence, funk allowed for more freedom and improvisation, and in that respect it was similar to what was happening around the same time in blues-rock, psychedelia, and hard rock (in fact, Jimi Hendrix was a major inspiration for funk guitar soloists). The roots of funk lay in James Brown's post-1965 soul hits, particularly "Papa's Got a Brand New Bag" (1965) and "Cold Sweat" (1967). Sly & the Family Stone, who started out as a soul band influenced by rock and psychedelia, became a full-fledged (albeit pop-savvy) funk outfit with 1969's Stand!. However, the record that officially ushered in the funk era was James Brown's epochal "Get Up (I Feel Like Being A) Sex Machine." The arrangement was spare, the groove hard-hitting, and Brown's lyrics were either stream-of-consciousness slogans or wordless noises. Brown followed it with more records over the course of 1970 that revolutionized R&B, and paved the way for the third artist of funk's holy trinity, George Clinton. Clinton's Parliament and Funkadelic outfits made funk the ultimate party music, not just with their bizarre conceptual humor, but their sheer excess -- huge ensembles of musicians and dancers, all jamming on the same groove as long as they possibly could. Thanks to Sly, Brown, and Clinton, many new and veteran R&B acts adopted funk as a central style during the '70s. Funk gradually became smoother as disco came to prominence in the mid- to late '70s, and lost much of its distinguishing earthiness. However, it had a major impact on jazz (both fusion and soul-jazz), and became the musical foundation of hip-hop. Thanks to the latter, funk enjoyed a renaissance during the '90s, especially among white audiences who rushed to explore its original classics.

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BIOGRAPHY OF JAMES BROWN: GODFATHER OF SOUL

James Brown, often referred to as “The Godfather of Soul”, was an American singer, musician, dancer and producer. One of the progenitors of funk music, he was one of the most important and influential figures in the history of popular music. Brown has sold more than 80 million albums worldwide.

Born “James Joseph Brown” to an extremely poor family on May 3, 1933, he lived in a small wooden shack in Barnwell, South Carolina. Brown’s family relocated to Augusta, Georgia when he was only four or five. Abandoned by his parents, he was raised by an aunt. Brown learned to play piano, guitar and harmonica at an early age and started singing in talent shows. He also began hustling in the streets to earn a living. Convicted of robbery at age sixteen, Brown was sent to a juvenile detention center in Toccoa.

James Brown started a gospel quartet called “James Brown and the Famous Flames” with his fellow cellmates, including Johnny Terry. They started playing in college campuses and nightclubs. Their song “Please, Please, Please” was an early success and the group was eventually signed by King Records. The single peaked at number five on the Billboard charts. The group reached number one on the R&B chart with “Try Me” in 1959.

Brown became famous for his live performance antics. He used his own money to record *Live at the Apollo* in October 1962 over his record company’s reservations. The album became a huge success and reached number two on Billboard Charts. The same year, his single “Night Train” hit number 5 on R&B Charts and number 35 on Pop Charts. With the release of “Cold Sweat”, Brown’s unique sound had begun to be described by the press as funk music.

The emphasis on rhythm in his work infused with the rebellious spirit of the era laid down the anthem of black America’s transition from the civil rights movement to the black power movement. The 1968 hit single “Say It Loud — I’m Black and I’m Proud” is frequently cited as one the most popular civil rights songs. Brown’s career slowed down significantly in 1976, only to rise up again in the 1980s when hip-hop musicians emulated his unique sound as a template to evoke another black music revolution. “The Godfather of Soul” continued to perform and record until his 2006 death from congestive heart failure.

James Brown received numerous of awards and accolades in his career. He has been inducted into the Rock and Roll Hall of Fame, Songwriters Hall of Fame, the New York Songwriters Hall of Fame, and the Georgia Music Hall of Fame. A three-time Grammy-winner, Brown was awarded a Lifetime Achievement Award at the 34th annual Grammy Awards in 1992.

Parliament-Funkadelic

Parliament-Funkadelic, also called **P-Funk**, massive group of performers that greatly influenced the sound and style of funk music in the 1970s. The original members were George Clinton (b. July 22, 1941, Kannapolis, North Carolina, U.S.), Raymond Davis (b. March 29, 1940, Sumter, South Carolina—d. July 5, 2005, New Brunswick, New Jersey), Calvin Simon (b. May 22, 1942, Beckley, West Virginia), Fuzzy Haskins (byname of Clarence Haskins; b. June 8, 1941, Elkhorn, West Virginia), and Grady Thomas (b. January 5, 1941, Newark, New Jersey). Later members included Michael Hampton (b. November 15, 1956, Cleveland, Ohio), Bernie Worrell (b. April 19, 1944, Long Branch, New Jersey—d. June 24, 2016, Everson, Washington), Billy Bass Nelson (byname of William Nelson, Jr.; b. January 28, 1951, Plainfield, New Jersey), Eddie Hazel (b. April 10, 1950, Brooklyn, New York—d. December 23, 1992), Tiki Fulwood (byname of Ramon Fulwood; b. May 23, 1944, Philadelphia, Pennsylvania—d. October 29, 1979), Bootsy Collins (byname of William Collins; b. October 26, 1951, Cincinnati, Ohio), Fred Wesley (b. July 4, 1943, Columbus, Georgia), Maceo Parker (b. February 14, 1943, Kinston, North Carolina), Jerome Brailey (b. August 20, 1950, Richmond, Virginia), Garry Shider (b. July 24, 1953, Plainfield, New Jersey—d. June 16, 2010, Upper Marlboro, Maryland), Glen Goins (b. January 2, 1954, Plainfield, New Jersey—d. July 29, 1978, Plainfield), and Gary (“Mudbone”) Cooper (b. November 24, 1953, Washington, D.C.). The group scored 13 Top Ten rhythm-and-blues and pop hits from 1967 to 1983 (including six number-one rhythm-and-blues hits) under a variety of names, including the Parliaments, Funkadelic, Bootsy’s Rubber Band, and the Brides of Funkenstein, as well as under the name of its founding father, Clinton.



Parliament-Funkadelic

Parliament-Funkadelic, 1971.

© Michael Ochs Archives/Getty Images

The band combined the hard rock of Jimi Hendrix, the funky rhythms of James Brown, and the showstopping style of Sly and the Family Stone to fashion an outrageous tribal funk experience. P-Funk emphasized the aesthetics of funk as a means of self-fulfillment; to “give up the funk” meant to achieve transcendence.

Organized and produced by Clinton, the original Parliaments began as a doo-wop quintet based in Plainfield, New Jersey. The group’s first charting single, “(I Wanna) Testify,” in 1967 led to their first tour, but legal problems that arose with the demise of their record company resulted in the loss of the group’s name.

Performing throughout the northeastern United States and recording in Detroit, the group began to emphasize its backing band, Funkadelic. Led by bassist Nelson, guitarist Hazel, drummer Fulwood, and classically trained keyboardist Worrell, Funkadelic incorporated the influence of amplified, psychedelic rock into its distinctive sound.

By 1970 Clinton was producing albums for both the renamed Parliament and Funkadelic—essentially the same entity recording for different labels. In the process he recruited key new performers: Collins on bass, Wesley on trombone, and Parker on saxophone (all from James Brown's band the JB's), along with drummer Brailey, vocalist Cooper, lead guitarist Hampton, and vocalist-guitarists Shider and Goins. Success came in 1976 with the release of Parliament's album *Mothership Connection* and the single "Give Up the Funk (Tear the Roof Off the Sucker)," which earned a gold record. Other hit singles followed, including "Flash Light" (1977) by Parliament, "One Nation Under a Groove" (1978) by Funkadelic, and "Atomic Dog" (1982) by Clinton.

P-Funk reached its peak in the late 1970s, sporting a massive stage act (with more than 40 performers) that showcased Clinton's visionary album concepts, Collins's spectacular bass effects, and Worrell's synthesizer innovations. However, by the early 1980s the large overhead and multifaceted legal identity of the group led to a collapse of the enterprise.

P-Funk defined the dance music of its time and influenced a range of styles from hard rock to house music. The P-Funk catalog is among the most sampled by rap music producers. Parliament-Funkadelic was inducted into the Rock and Roll Hall of Fame in 1997 and received a Grammy Award for lifetime achievement in 2019.

Rickey Vincent

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