

Weekly Enrichment Plan: Week of May 11

Grade: 7

	Day 1	Day 2	Day 3	Day 4	Day 5
Math (45 Minutes)	<p>Topic: Use Statistics and Graphs to Compare Data</p> <p>YouTube Video: “Comparing Data Displays In Box Plots”</p> <p>Activity: Compare Center and Spread of Data Displayed in Box Plots (13.2 Reteach)</p>	<p>Topic: Use Statistics and Graphs to Compare Data</p> <p>Activity: Compare Center and Spread of Data Displayed in Box Plots (13.2 Additional Practice)</p>	<p>Topic: Use Statistics and Graphs to Compare Data</p> <p>Khan Academy Video: “Mean Absolute Deviation (MAD)”</p> <p>Activity: Compare Means using Mean Absolute Deviation and Repeated Sampling (13.3 Reteach)</p>	<p>Topic: Use Statistics and Graphs to Compare Data</p> <p>YouTube Video: “Compare data using mean and mean absolute deviation (CCSS 6.SP.B.7.SP.B)”</p> <p>Activity: Compare Means Using Mean Absolute Deviation and Repeated Sampling (13.3 Additional Practice)</p>	<p>Topic: Use Statistics and Graphs to Compare Data</p> <p>Activity: Measures of Center (pages 126-127)</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>

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<p>English Language Arts (60 Minutes)</p>	<p>Reading Comprehension: Commonlit: “Truth” by Nikki Grimes – Poem and Comprehension Questions (printed in packets)</p> <p>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.</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>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: “I Wandered Lonely as a Cloud” by William Wordsworth – Poem and Comprehension Questions (printed in packets)</p> <p>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: CJNQBP 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: “From Blossoms” by Li-Young Lee – Poem and Comprehension Questions and Pairing Questions “I Wandered...” and “From Blossoms” (printed in packets)</p> <p>Vocabulary Practice: Spend 15 minutes working on vocabulary skills on Membean</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 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).</p> <p>Vocabulary Practice: Spend 15 minutes working on vocabulary skills on Membean</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 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. 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).</p> <p>Grammar Practice: Spend 15 minutes working on grammar skills. Khan Academy</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>
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Science (30 Minutes)

Reviewing: Changes in Ecosystems

Points of View: Changes in Ecosystems

1. This week, you will read through, choose and begin to work on one of the six viewpoints listed. You will complete the assignment on the remaining days (Tuesday – Thursday).

Select only one:

Vocabulary Choose two terms from the following list: succession, pioneer species, eutrophication, and biodiversity. Include the two terms you choose in a single rap, poem, or short song. Within the rap, poem, or short song, you must clearly state a definition for each term, and specifically state the relationship between the two terms you have chosen. Share your rap, poem, or song with your family.

Or Examples Research to identify one specific example of primary succession and one specific example of secondary succession that have occurred in the past or are currently occurring. Examples can be from anywhere. For each example, write a paragraph describing the changes.

Or Analysis Some ecosystem changes occur over hundreds of years. Imagine that you are a part of a team of scientists who have been assigned to develop a database about world ecosystems. This information will be stored so that future scientists will have accurate information about ecosystems of the past. What categories of information about ecosystems would you store? What keywords would you use so that future scientists could access this information? Write a thorough description of your database.

Or Observations

Identify a part of the backyard, an area near your home, or a part of your neighborhood. Set up a grid that outlines an area approximately one square meter in size. Carefully observe the living things that you find in your study area. Document your observations using written descriptions, sketches, photographs, or video. Present your observations to your family or class when you return to school.

Or Illustrations Make a collage that shows images associated with ecosystem change. The images you choose must include examples of both slow and sudden ecosystem changes. Share you work with your family and be prepared to present your collage to the class when you return to school. For each image you include, describe the change in detail, including information about changes in both abiotic and biotic factors.

Or Details Write a short story from the point of view of a pioneer species. Describe your role in succession, and what you experience as the ecosystem changes around you. Include a description of your interactions with living and nonliving parts of the ecosystem. Be creative, but include accurate scientific details. Share your story with your family or with your classmates when you return to school.

Use Friday as a day to either finish any uncompleted work, to perfect research, or practice presenting your findings to your teacher and classmates.

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Grade: 7

Social Studies (30 Minutes)	<p><u>Get Counted (The US Census)</u></p> <p>First read: Get Counted Reading Page --Side A & B</p> <p>Next answer: Why does your school need to know the number of students that attend?</p>	<p><u>Get Counted (The US Census)</u></p> <p>Read Side A & B of the Reading Page</p> <p>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><u>Get Counted (The US Census)</u></p> <p>Complete Activity Pages --sides A & B</p>	<p><u>Get Counted (The US Census)</u></p> <p>Complete Activity Pages --sides C & D</p>	<p><u>Get Counted (The US Census)</u></p> <p>Complete the "Optional Activity" on the Extension Page</p>
Social Emotional Learning/ Reflection (15 Minutes)	<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>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>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>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>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>
Student Daily Check-Off (check off each activity that you completed)	<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
	<ul style="list-style-type: none"> • See "Individualizing Supports for Students" for more information on how to support your child at home with these assignments. • Additional materials are available online and at school meal sites: <ul style="list-style-type: none"> • "Specially Designed Instruction for Students with IEPs" packets with instructional routines that can be used at home to address students' IEP goal areas. • Materials and resources for students with life skills needs and significant disabilities will also be available.

English Language Learners

Enrichment Packet

- Daily language learning is important! The following links/resources are available for students to access daily.
- ¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas.
- Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo/rasilimali vinapatikana kwa wanafunzi kupata mafunzo ya lugha ya kila siku.
- दैनिक भाषा सिक्न महत्त्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने पहुँचको लागि उपलब्ध छ न।

مهم ! الروابط /

الموارد التالية متاحة للطلاب

للوصول إلى تعلم اللغة اليومي.

Individualizing Support for Students in Grades 6-12

For Students Who Struggle with Reading

Before Reading:

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

During Reading:

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

After Reading:

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

For Students Who Struggle with Written Assignments

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

For Students Who Struggle with Math Assignments

- Find a video of someone completing a similar task and have scholar watch it multiple times. Excellent resources for this are YouTube, Khan Academy, and LearnZillion.
- **Talk about math:** Have student explain a problem and its solution in mathematical terms. Have student teach a skill to another student. If they can teach it, they understand it.
- **Accommodations:** For tasks that require problem-solving, allow use of a calculator. Teach student how to use the calculator to accurately solve problems with multiple steps. Also provide access to anchor sheets for math procedures that may not be memorized, such as formulas.
- **Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10
- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is $\frac{1}{8}$) or in parts together (2 pieces is $\frac{2}{8}$ or $\frac{1}{4}$). Compare and contrast pieces of different sizes.
- **Graph paper:** use graph paper to organize work and problems, and to model mathematical situations visually.
- **Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces. There are also virtual manipulatives online (Google "virtual math manipulatives").
- **Measurement, Money, and Time:**
 - Bake something and have your child measure out all of the ingredients for the recipe.
 - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many ___ does it take to measure the couch?)
 - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).
 - Create a store using items around your house. Label each item with a dollar amount and have your child "shop" in your store or have them act as the cashier and make change.
 - Create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
- **Reference materials:** create a number line, hundreds chart, or anchor charts (worked examples) to help with math calculation, counting, and problem-solving.
- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.
- **Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.

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

For Students Who Struggle with Focus, Attention, and/or Study Skills

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

Name: _____ Class: _____

Truth

By Nikki Grimes
2017

Nikki Grimes is an African American author, poet, and journalist. Grimes is well known for her award-winning books written for children and young adults. This poem appeared in her book One Last Word, a collection inspired by poems from The Harlem Renaissance that follow the "Golden Shovel" form. In this poetic form, the poet takes a "striking line" from an inspirational poem and uses words from that inspirational line in a new poem. The striking line then appears, word for word, at the end of the lines in the new poem. This poem uses the first line of Jean Toomer's "Storm Ending" as its striking line. As you read, identify the alliteration and the effect it has on the poem.

- [1] The truth is, every day we rise is like **thunder** —
a clap of surprise. Could be echoes of trouble, or
blossoms
of blessing. You never know what garish¹ or
gorgeously
disguised memories-to-be might rain down from
above.
- [5] So, look up! Claim that cloud with the silver lining.
Our
job, if you ask me, is to follow it. See where it
heads.



["Rain Storm Colorado Springs Colorado"](#) by David is licensed under CC BY 2.0

"Truth" from One Last Word: Wisdom from the Harlem Renaissance by Nikki Grimes. Copyright © 2017 by Bloomsbury Publishing Inc.

1. **Garish (adjective):** excessively vivid, showy, or bright

Text-Dependent Questions

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

1. PART A: Which of the following identifies the theme of the poem?
 - A. Honesty is the key to a good life.
 - B. The weather can help predict the future.
 - C. You can choose to be positive and embrace uncertainty.
 - D. Any day can be a bad day, depending on how you look at it.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "The truth is, every day we rise is like thunder — / a clap of surprise." (Lines 1-2)
 - B. "Could be echoes of trouble, or blossoms / of blessing." (Lines 2-3)
 - C. "gorgeously / disguised memories-to-be might rain down from above" (Lines 3-4)
 - D. "Our / job, if you ask me, is to follow it. See where it heads." (Lines 5-6)

3. PART A: How does the author's word choice contribute to the tone of the poem?
 - A. It conveys how it is better to approach the future with humor.
 - B. It stresses that the future is not always predictable.
 - C. It portrays a sense of anxiety about the future.
 - D. It emphasizes how ominous the unknown is.

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "The truth is, every day we rise is like thunder —" (Line 1)
 - B. "Could be echoes of trouble, or blossoms / of blessing." (Lines 2-3)
 - C. "So look up! Claim that cloud with the silver lining." (Line 5)
 - D. "Our / job, if you ask me, is to follow it." (Lines 5-6)

5. Alliteration is the repetition of the same letter or sound at the beginning of a word. How does the poet develop the poem's tone through the use of alliteration?

Discussion Questions

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

1. In the context of the poem, can we control our fate? How does the speaker suggest readers take control of the day? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
2. In the context of the poem, how can we achieve happiness? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. How does the poet describe storms in this poem? Do you feel the same way about storms? Why or why not?

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: _____

I Wandered Lonely as a Cloud

By William Wordsworth
1802

William Wordsworth (1770-1850) was a major English Romantic poet who helped launch the Romantic Age in English literature. In this poem, the speaker describes seeing a field of daffodils. As you read, take notes on the figurative language in the poem and what feelings it develops in the poem.

- [1] I wandered lonely as a cloud
That floats on high o'er vales¹ and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
[5] Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.



["Daffodils"](#) by Andrew Wilkinson is licensed under CC BY-SA 2.0

- Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
[10] Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly² dance.

- The waves beside them danced; but they
Out-did the sparkling waves in glee:
[15] A poet could not but be gay,³
In such a jocund⁴ company:
I gazed — and gazed — but little thought
What wealth the show to me had brought:

- For oft, when on my couch I lie
[20] In vacant⁵ or in pensive⁶ mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

"I Wandered Lonely as a Cloud" (1802) by William Wordsworth is in the public domain.

1. a valley
2. **Sprightly** (*adjective*): lively; full of energy
3. lighthearted and carefree
4. **Jocund** (*adjective*): marked by high spirits and liveliness
5. **Vacant** (*adjective*): lacking thought, reflection, or expression
6. **Pensive** (*adjective*): engaged in deep or serious thought

Text-Dependent Questions

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

1. PART A: Which of the following identifies the theme of the poem?
 - A. The beauty of nature brings people pleasure.
 - B. Nature reflects the variety of emotions that humans feel.
 - C. Humans rarely appreciate the beauty of nature that surrounds them.
 - D. Nature is the best inspiration for hopeful artists.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "I wandered lonely as a cloud / That floats on high o'er vales and hills," (Lines 1-2)
 - B. "A poet could not but be gay, / In such a jocund company:" (Lines 15-16)
 - C. "I gazed — and gazed — but little thought / What wealth the show to me had brought:" (Lines 17-18)
 - D. "In vacant or in pensive mood, / They flash upon that inward eye" (Lines 20-21)

3. How does the poet's use of sound influence the mood of the poem?
 - A. The poet uses a predictable rhyme scheme to create a cheerful mood.
 - B. The poet uses free verse to create a serious mood.
 - C. The poet uses repetition to develop the feeling that nature is constant.
 - D. The poet emphasizes the pleasures of nature through alliteration.

4. How do the words describing nature in lines 12-14 contribute to the tone of the passage?

Discussion Questions

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

1. In the past, how has nature influenced your mood? Describe the experience and how it impacted you.
2. In the context of the poem, what can individuals gain from spending time in nature? How is the relationship between man and nature portrayed in this poem?
3. In the context of the poem, how do we define beauty? What does the speaker find beautiful about the daffodils? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the poem, how does loneliness affect mood? What experiences might be easier to appreciate while alone, and why is that the case?

Name: _____ Class: _____

From Blossoms

By Li-Young Lee
1986

Li-Young Lee is an American poet who was born in Indonesia to Chinese parents. His family eventually settled in the United States after fleeing anti-Chinese attitudes. In this poem, the speaker describes the experience of biting into a peach. As you read, take note of how the speaker describes peaches and the experience of eating one.

[1] From blossoms comes
this brown paper bag of peaches
we bought from the boy
at the bend in the road where we turned toward
[5] signs painted *Peaches*.

From laden¹ boughs,² from hands,
from sweet fellowship³ in the bins,
comes nectar at the roadside, succulent⁴
peaches we devour, dusty skin and all,
[10] comes the familiar dust of summer, dust we eat.

O, to take what we love inside,
to carry within us an orchard, to eat
not only the skin, but the shade,
not only the sugar, but the days, to hold
[15] the fruit in our hands, adore it, then bite into
the round jubilation⁵ of peach.

There are days we live
as if death were nowhere
in the background; from joy
[20] to joy to joy, from wing to wing,
from blossom to blossom to
impossible blossom, to sweet impossible blossom.



"Untitled" by Jongjit Pramchom is licensed under CC0.

Li-Young Lee, "From Blossoms," from Rose. Copyright © 1986 by Li-Young Lee. Used with the permission of The Permissions Company, Inc., on behalf of BOA Editions, Ltd., www.boaeditors.org.

1. loaded with something heavy, carrying a lot of weight
2. a main branch of a tree
3. **Fellowship** (*noun*): the company of equals or friends
4. **Succulent** (*adjective*): juicy flavor, full of juice
5. great joy, triumph, or satisfaction

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 theme of the poem?
 - A. People can find boundless joy in unexpectedly simple moments.
 - B. People should appreciate every moment because some opportunities may never come again.
 - C. Living in the moment can help drive away fears of the future.
 - D. Even the simplest actions can be meaningful with friends and family.

2. PART B: Which quote from the poem best supports the answer to Part A?
 - A. "From blossoms comes / this brown paper bag of peaches / we bought from the boy" (Lines 1-3)
 - B. "From laden boughs, from hands, / from sweet fellowship in the bins, / comes nectar at the roadside" (Lines 6-8)
 - C. "peaches we devour, dusty skin and all, / comes the familiar dust of summer, dust we eat." (Lines 9-10)
 - D. "to hold / the fruit in our hands, adore it, then bite into / the round jubilation of peach." (Lines 14-16)

3. PART A: What do peaches represent for the speaker?
 - A. a way to remember those who are gone
 - B. gratitude for all life
 - C. time together with family
 - D. the unavoidability of death

4. PART B: Which quote from the text best supports the answer to Part A?
 - A. "peaches / we bought from the boy / at the bend in the road where we turned toward / signs painted Peaches" (Lines 2-5)
 - B. "From laden boughs, from hands, / from sweet fellowship in the bins, / comes nectar at the roadside" (Lines 6-8)
 - C. "O, to take what we love inside, / to carry within us an orchard" (Lines 11-12)
 - D. "There are days we live / as if death were nowhere" (Lines 17-18)

5. How does the final stanza contribute to the development of the poem's theme?

Discussion Questions

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

1. In your opinion, are the moments of happiness that the speaker finds by chance or does he seek them out? Are we in control of deciding which moments bring us happiness?
2. In your opinion, how do simple things provide powerful experiences? Is this something that only nature is capable of doing?
3. In the context of the poem, what is good and how do we know it? How do we know if something is beautiful or good? Why does the speaker think the peaches are good? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the poem, who is in control: man or nature? Is the speaker responsible for the beautiful experience he describes or is nature? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____ Date: _____

Pairing Questions for "I Wandered Lonely as a Cloud" and "From Blossoms"

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. How are the speakers of both "I Wandered Lonely as a Cloud" and "From Blossoms" impacted by nature? [RL.3, RL.9]
 - A. They consume the food that nature has provided.
 - B. They appreciate the beautiful views that nature offers.
 - C. They feel grateful for how nature has affected their mood.
 - D. They find satisfaction in outdoor exploration and adventure.
2. What claim do both poets make about the connection between nature and happiness? [RL.2, RL.9]

What Is an Urban Heat Island?

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



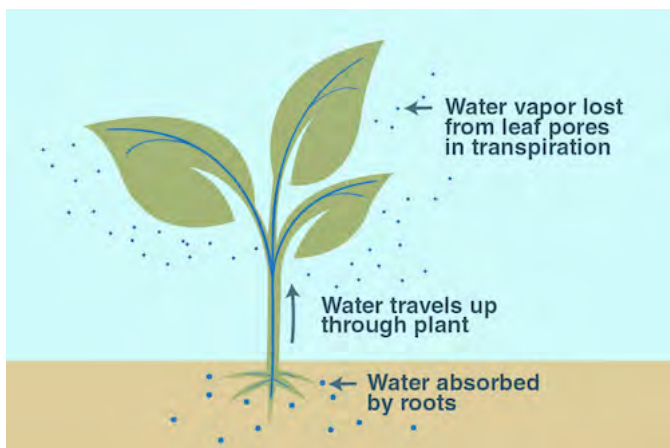
An illustration of an urban heat island. Image credit: NASA/JPL-Caltech

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

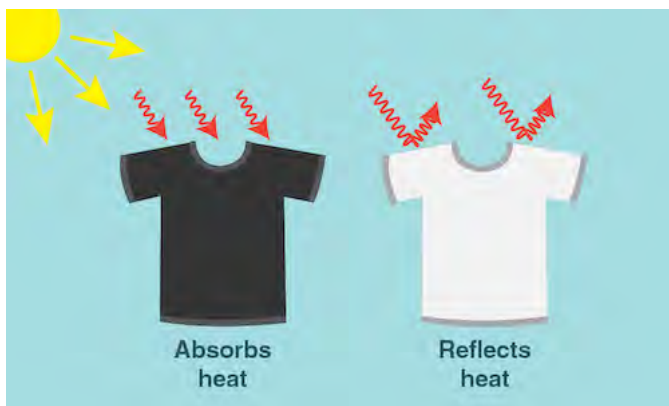
See it for yourself!

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

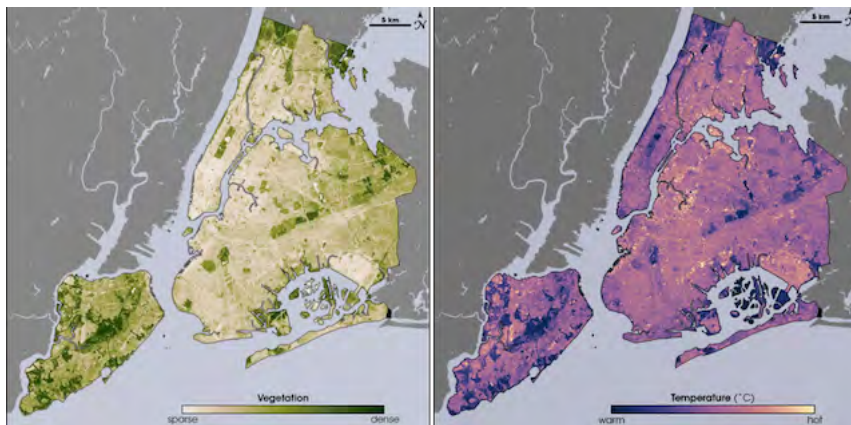
To help cool the heat island, builders can use materials that will allow water to flow through. These building materials—called permeable materials—promote the capture and flow of water, which cools urban regions.

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/>.

Name: _____

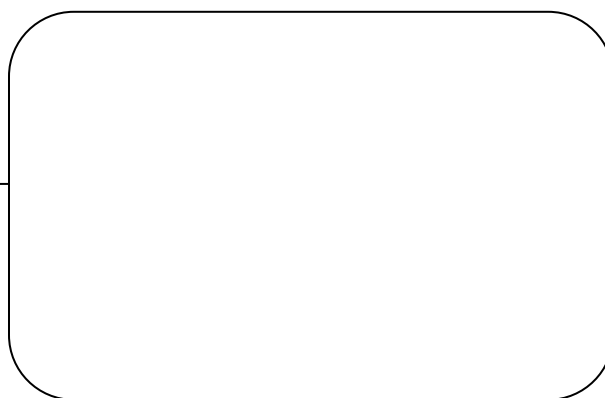
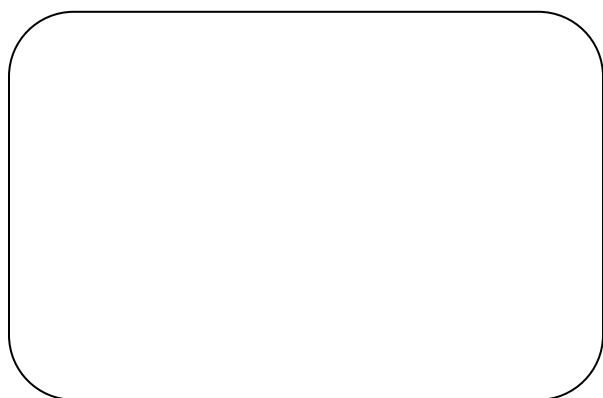
Date: _____

Problem and Solution Graphic Organizers Worksheet

Directions: As you read the text, look for problems the character or characters face and the solutions that occur. Fill in all boxes below.


Problem

Solution



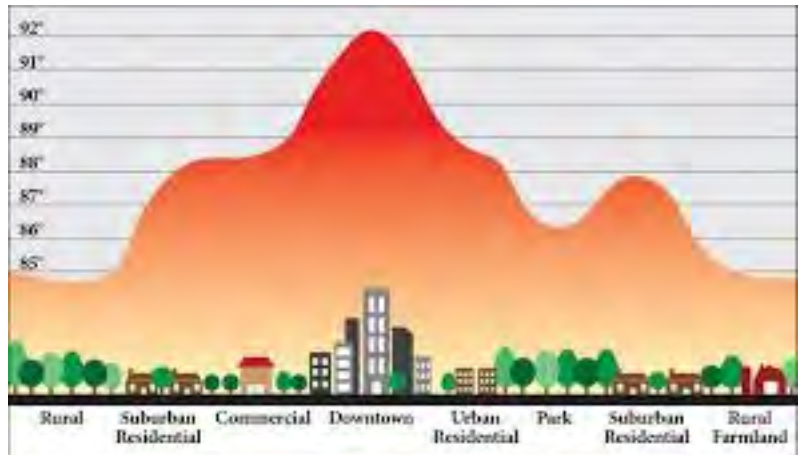
Problem

Solution



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

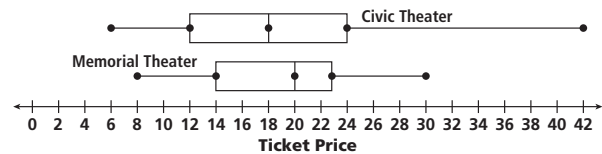
Directions: Write a problem-and-solution essay based on the science article “What is an Urban Heat Island?” Explain the main idea of the article and identify at least one problem and solution described in the article. Cite evidence from the article in your response. Include a brief introduction, at least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



Compare Center and Spread of Data Displayed in Box Plots

The box plots summarize the ticket prices for two different theaters.

The length of the box for Civic Theater is greater than the box for Memorial Theater. The length of the right whisker is much greater for Civic Theater than Memorial Theater.



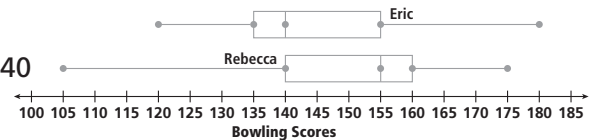
The median ticket price for Memorial Theater is greater than the median ticket price for Civic Theater. The range and interquartile range for Civic Theater are greater than Memorial Theater.

Eric and Rebecca compete in a bowling tournament. Their scores are shown.

Eric: 126, 140, 155, 180, 135, 154, 120, 163, 137

Rebecca: 121, 155, 160, 175, 105, 153, 156, 175, 140

Sketch box plots to represent their scores.



Identify the five key values of each person's bowling scores.

Eric: Minimum: 120; Q_1 : 130.5; Median: 140; Q_3 : 159; Maximum: 180

Rebecca: Minimum: 105; Q_1 : 130.5; Median: 155; Q_3 : 167.5; Maximum: 175

Compare the two box plots. Rebecca's box plot has a greater median and greater spread than Eric's. The interquartile range of Rebecca's box plot is greater than Eric's.

The prices of bicycles at two stores are shown.

Bikeville: 140, 160, 800, 235, 250, 450, 80, 115, 220, 250, 96, 290, 150

Discount Bicycles: 50, 180, 300, 110, 120, 150, 155, 285, 120, 200, 70, 175, 95

- Sketch box plots to represent the prices of the bicycles.

Bikeville

Discount Bicycles



- Identify the five key values of each store's prices.

- Compare the two box plots.

Compare Center and Spread of Data Displayed in Box Plots

1. The Nobel Prize is awarded to people for remarkable achievement in different areas, including Physics and Chemistry. The data sets below are random samples of the ages at which these awards have been won.

Physics: 63, 25, 32, 59, 38, 40, 88, 44, 80, 44, 45, 48, 49, 53, 70, 85, 53, 54, 71, 56, 59, 63, 69, 80, 49

Chemistry: 36, 83, 39, 68, 42, 77, 85, 42, 69, 44, 45, 48, 72, 48, 50, 84, 50, 54, 75, 54, 56, 70, 54, 60, 72

- A. Find the five key values for each data set.

- B. Sketch box plots to represent each sample.

- C. Compare the centers of the box plots.

- D. Compare the spreads of the box plots.

- E. What do the box plots tell you about the samples?

- F. What do the box plots tell you about the populations?

Compare Means using Mean Absolute Deviation and Repeated Sampling

Aika collected data from 10 randomly selected students about the amount of money they have saved. Her data is shown.

320, 190, 45, 120, 30, 90, 115, 200, 140, 120

Find the mean of the data: $\frac{320 + 190 + 45 + 120 + 30 + 90 + 115 + 200 + 140 + 120}{10} = 137$

Find the total of the absolute deviations: 604

Find the mean absolute deviation: $\frac{604}{10} = 60.4$

The winning times, in seconds, for several swimming races are shown.

93, 95, 102, 91, 104, 93, 95, 98, 97, 102, 92, 96, 92, 104, 100, 98

Find the mean of the data:

$\frac{93 + 95 + 102 + 91 + 104 + 93 + 95 + 98 + 97 + 102 + 92 + 96 + 92 + 104 + 100 + 98}{16} = 97$

Find the total of the absolute deviations: 58

Find the mean absolute deviation: $\frac{58}{16} = 3.625$

Find the mean absolute deviation of each data set. Round your answers to the nearest hundredth.

1. 78, 93, 84, 97, 100, 77, 94, 96, 93, 92, 90, 89

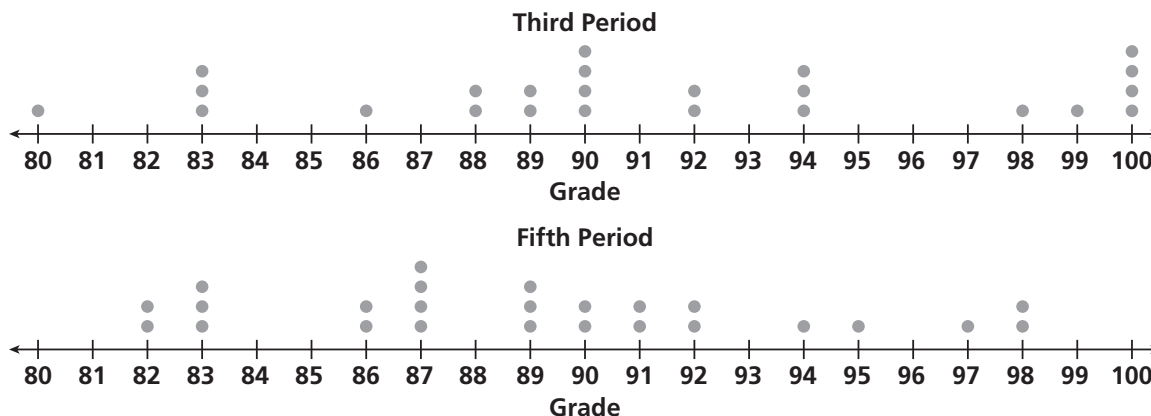
2. 140, 115, 190, 205, 120, 140, 160, 200, 210, 190

3. 34, 12, 55, 32, 15, 17, 19, 11, 40, 35, 21, 40, 21, 14, 16

4. 452, 502, 346, 514, 486, 390, 452, 386, 520, 498, 404, 462

Compare Means Using Mead Absolute Deviation and Repeated Sampling

1. Mr. Michaels displays the grades that his students earned on a science quiz using dot plots. He organizes the data by class period.



- A. What is the mean of each data set? Round to the nearest tenth.

Third period: _____ Fifth period: _____

- B. What are the mean absolute deviations of the data? Round to the nearest hundredth.

Third period: _____ Fifth period: _____

- C. How many times greater, to the nearest hundredth, is the MAD of the data for third period? What does this mean?

2. Two lab groups are each given a bag of identical cubes with colors. The groups are instructed to randomly select 20 cubes and then record the number of red cubes in the sample. They each repeat the process 8 times, and their data is shown below.

Group A	1	0	2	3	3	1	2	4
Group B	2	1	0	3	4	2	3	4

- A. What are the mean and MAD of each sample data set? Round to the nearest thousandth.

Group A: mean = _____ MAD = _____

Group B: mean = _____ MAD = _____

- B. Why do you think the MADs are similar?

Measures of Center

When analyzing a set of data, mathematicians oftentimes calculate the mean, median, and mode to describe a typical value in the set of data. These calculations are known as the *measures of center* of a data set.

The **mean** of a data set is equal to the sum of the values divided by the number of data points. The **median** is the value in the center when all data points are in order from least to greatest. If there are two values in the center, the median is the mean of those two values. The **mode** of the data set is the value, if any, that appears the greatest number of times. There can be more than one mode, or no mode, of a data set.

EXAMPLE

Calculate the mean, median, and mode for the given set of data.

{2, 8, 1, 18, 3, 6, 12, 8, 5}

Explanation

$$\text{Mean} = \frac{2 + 8 + 1 + 18 + 3 + 6 + 12 + 8 + 5}{9} = \frac{63}{9} = 7$$

Median: {1, 2, 3, 5, 6, 8, 8, 12, 18}

There are four values to the left and four values to the right of 6. The median of the data set is 6.

Mode: Since the number 8 appears twice, the mode of the data set is 8.

Solution: The mean is 7, the median is 6, and the mode is 8.

GUIDED PRACTICE

Calculate the mean, median, and mode for the given set of data.

{2, 5, 3.5, 1, 12, 8.7, 2, 9.1, 15, 5}

Explanation

Mean =

Median: {1, 2, 2, 3.5, 5, 5, 8.7, 9.1, 12, 15}

There are two values in the center of the data set with four values to the left and four values to the right.

The median of the data set is _____.

Mode: Since the number _____ and the number _____ each appear twice, this data set is bimodal. The modes of this data set are _____ and _____.

Solution: The mean is _____, the median is _____, and the modes are _____ and _____.

Measures of Center (continued)

PRACTICE

Calculate the mean, median, and mode for each set of data. Round to the nearest hundredth if necessary.

1. {3, 5, 7, 9, 11, 13}
2. {17, 22, 5, 1, 7, 9, 5, 18, 13, 22, 10, 17, 22}
3. {14, 14, 2.5, 8.6, 1.8, 12.9, 13, 10, 12.9}
4. {100, 56, 84, 20, 70, 92, 28, 40, 67, 31}

Reviewing: Changes in Ecosystems

Points of View: *Changes in Ecosystems*

1. This week, on Monday you will read through, choose and begin to work on one of the six viewpoints listed below. You will complete the assignment on the remaining days (Tuesday – Thursday). Use **Friday** as a day to either finish any uncompleted work, review your information, to perfect research, or practice presenting your findings to your teacher and classmates.
2. Keep your work and be prepared to share your most interesting work when you return to school.



Vocabulary Choose two terms from the following list: *succession*, *pioneer species*, *eutrophication*, and *biodiversity*. Include the two terms you choose in a single rap, poem, or short song. Within the rap, poem, or short song, you must clearly state a definition for each term, and specifically state the relationship between the two terms you have chosen. Share your rap, poem, or song with your family.



Examples Research to identify one specific example of primary succession and one specific example of secondary succession that have occurred in the past or are currently occurring. Examples can be from anywhere. For each example, write a paragraph describing the changes.



Illustrations Make a collage that shows images associated with ecosystem change. The images you choose must include examples of both slow and sudden ecosystem changes. Share your work with your family and be prepared to present your collage to the class when you return to school. For each image you include, describe the change in detail, including information about changes in both abiotic and biotic factors.



Analysis Some ecosystem changes occur over hundreds of years. Imagine that you are a part of a team of scientists who have been assigned to develop a database about world ecosystems. This information will be stored so that future scientists will have accurate information about ecosystems of the past. What categories of information about ecosystems would you store? What keywords would you use so that future scientists could access this information? Write a thorough description of your database.



Observations Identify a part of the backyard, an area near your home, or a part of your neighborhood. Set up a grid that outlines an area approximately one square meter in size. Carefully observe the living things that you find in your study area. Document your observations using written descriptions, sketches, photographs, or video. Present your observations to your family or class when you return to school.



Details Write a short story from the point of view of a pioneer species. Describe your role in succession, and what you experience as the ecosystem changes around you. Include a description of your interactions with living and nonliving parts of the ecosystem. Be creative, but include accurate scientific details. Share your story with your family or with your classmates when you return to school.

Get Counted (The US Census)

Day 1—

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

a.) _____

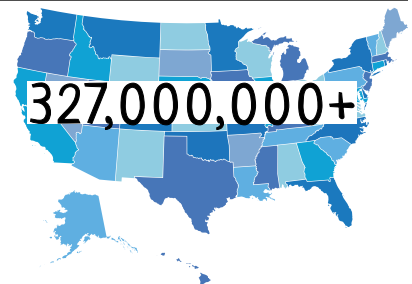
b.) _____

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?



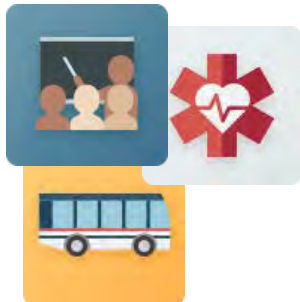
Counting every single person in the U.S. is a colossal task. Special workers called **enumerators** are hired by the Census Bureau help ensure an accurate count. But our country has hundreds of millions of diverse people, and some groups are harder to reach than others. Children ages 0-5, people who 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 it's 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: Sentence:
 Representation Ratio	Definition: Sentence:
 Enumerator	Definition: Sentence:

Fold Here

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.

The Census & Me How the Census Affects You...				
National Government	State and Local Government	City Planners	Businesses	You! (How will census data impact you?)
<i>The national government will use census data to...</i>	<i>State and local governments will use census data to...</i>	<i>City planners will use census data to...</i>	<i>Business will use census data to...</i>	<i>Here's how the census will impact me...</i>

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		

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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