



Weekly Enrichment Plan: Week of April 20

Grade: High School

		April 20	April 21	April 22	April 23	April 24
Math (40 Minutes)	Alg 1, 2, Math 4 Water Park Project	Alg 1, 2, Math 4 Water Park Project	Alg 1, 2, Math 4 Water Park Project	Alg 1, 2, Math 4 Water Park Project	Alg 1, 2, Math 4 Water Park Project	Alg 1, 2, Math 4 Water Park Project
Online Learning Options	<ul style="list-style-type: none"> Khan Academy CK12 Study Island Imagine Math (through geometry) Exact Path 	<ul style="list-style-type: none"> Khan Academy CK12 Study Island Imagine Math (through geometry) Exact Path 	<ul style="list-style-type: none"> Khan Academy CK12 Study Island Imagine Math (through geometry) Exact Path 	<ul style="list-style-type: none"> Khan Academy CK12 Study Island Imagine Math (through geometry) Exact Path 	<ul style="list-style-type: none"> Khan Academy CK12 Study Island Imagine Math (through geometry) Exact Path 	<ul style="list-style-type: none"> Khan Academy CK12 Study Island Imagine Math (through geometry) Exact Path
English Language Arts (40 Minutes)	<p><u>Unit Description</u>: Values and Beliefs</p> <p><u>Graphic Organizer</u>: Values and Beliefs</p> <p><u>The Devil</u>: Read and answer questions</p>	<p><u>The Devil</u>: Read and answer questions</p>	<p><u>Federigo's Falcon</u>: Read and answer questions</p>	<p><u>Federigo's Falcon</u>: Read and answer questions</p>	<p><u>Federigo's Falcon</u>: Read and answer questions</p>	<p><u>Paired Questions</u>: answer questions connecting both texts read this week.</p>
Online Learning Options	<ul style="list-style-type: none"> CommonLit.org Study Island NewsELA Exact Path Imagine Learning 9th-10th grade Facing History 					
Science (40 Minutes)	<p><u>Technology and Innovation</u>: Project description</p> <p>Appendix A</p> <p>Appendix B</p> <p>Appendix C</p> <p>Appendix D</p> <p>Appendix E</p>	<p><u>Technology and Innovation</u>: Project description</p> <p>Appendix A</p> <p>Appendix B</p> <p>Appendix C</p> <p>Appendix D</p> <p>Appendix E</p>	<p><u>Technology and Innovation</u>: Project description</p> <p>Appendix A</p> <p>Appendix B</p> <p>Appendix C</p> <p>Appendix D</p> <p>Appendix E</p>	<p><u>Technology and Innovation</u>: Project description</p> <p>Appendix A</p> <p>Appendix B</p> <p>Appendix C</p> <p>Appendix D</p> <p>Appendix E</p>	<p><u>Technology and Innovation</u>: Project description</p> <p>Appendix A</p> <p>Appendix B</p> <p>Appendix C</p> <p>Appendix D</p> <p>Appendix E</p>	<p><u>Technology and Innovation</u>: Project description</p> <p>Appendix A</p> <p>Appendix B</p> <p>Appendix C</p> <p>Appendix D</p> <p>Appendix E</p>
Online Learning Options:	<ul style="list-style-type: none"> Khan Academy CK12 Study Island McGraw Hill - Clever NewsELA 					



Weekly Enrichment Plan: Week of April 20

Grade: High School

<p>Social Studies (40 Minutes)</p> <p>Online Learning Options:</p> <ul style="list-style-type: none"> • Khan Academy • Study Island • McGraw Hill - Clever • NewsELA • Facing History • CK12 • Racial Equity and Social Justice Challenge 	<p>Independent Civic Action Project</p>	<p>Independent Civic Action Project</p>	<p>Independent Civic Action Project</p>	<p>Independent Civic Action Project</p>	<p>Independent Civic Action Project</p>
<p>Student Daily Check-Off (check off each activity that you completed)</p>	<p><input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies</p>	<p><input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies</p>	<p><input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies</p>	<p><input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies</p>	<p><input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Science <input type="checkbox"/> Social Studies</p>

Suggested Daily Schedule: Grades 9 - 12

Time	Activity
8:00 – 9:00 am	Wake up, make your bed, eat breakfast and get ready for an awesome day!
9:00 – 9:40 am	Mathematics
9:40 – 10:20 am	English Language Arts
10:20 – 11:00 am	Science
11:00 – 12:30	Lunch, World Languages, and Free Time
12:30 – 1:10 pm	Social Studies
1:10 – 1:40	Afternoon Exercise
1:40 – 2:10	Current Events – watch the news or read the newspaper OR Language Acquisition
2:10-2:30	Social-Emotional Learning/Reflection/Organize for the Next Day



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"><input type="checkbox"/> Familiarize yourself with your child's learning calendar.<input type="checkbox"/> Encourage your child to do their best when completing tasks and assignments.<input type="checkbox"/> Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback.<input type="checkbox"/> 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.<input type="checkbox"/> Remind your child to take frequent breaks to stay focused.<input type="checkbox"/> 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"><input type="checkbox"/> Complete work on your suggested learning calendar.<input type="checkbox"/> Put in your best effort when completing tasks and assignments.<input type="checkbox"/> 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.<input type="checkbox"/> 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"><input type="checkbox"/> 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.<input type="checkbox"/> Take short breaks to increase focus and stay motivated to complete tasks on time.<input type="checkbox"/> Find a quiet place to complete your work.

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.



Additional Student Supports

Individual 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	<p>Enrichment Packet</p> <ul style="list-style-type: none">• Daily language learning is important! The following links/resources are available for students to access daily language learning.• ¡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 mafu nzo ya lugha ya kila siku.• दैनिक भाषा सिक्न महत्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने पहुँचको लागि उपलब्ध छन्।
AP	College Board is offering free online courses on YouTube! Follow the link below to access their information. https://apstudents.collegeboard.org/coronavirus-updates

English Distance Learning April 20 – May 12

Unit Theme: Values and Beliefs

In this unit, you will be reading various texts about values and beliefs. You should answer the questions at the end of each text after you have read it as well as complete the graphic organizer for the text. After reading all of the text, you will write an essay to answer the following essential question:

What factors shape our values and beliefs?

You will use evidence from the various assigned texts to support your answer to this question.

Name: _____ Class: _____ Date: _____

Values and Beliefs Unit: Graphic Organizer

Text	Significant details about beliefs and values, and the factors that influence them, in this text	In the context of this text, what factors shape our values and beliefs?
<u>The Devil</u>		
<u>Federigo's Falcon</u>		
<u>The Faith Cure Man</u>		
<u>The Last Leaf</u>		
<u>Once Upon A Time</u>		
<u>A Very Old Man With Enormous Wings</u>		
<u>The Most Dangerous Game</u>		
<u>A&P</u>		

Name: _____ Class: _____

The Devil

By Guy de Maupassant
1903

Guy de Maupassant (1850-1893) was a French writer famous for his mastery of the short story. His writing often depicts human lives and social forces in pessimistic terms. In "The Devil", Guy de Maupassant follows the last few days of the dying Mother Bontemps and the deal her son makes for her care. As you read, take notes on what motivates characters' actions throughout the story.

- [1] The peasant was standing opposite the doctor, by the bedside of the dying old woman, and she, calmly resigned and quite lucid, looked at them and listened to their talking. She was going to die, and she did not rebel at it, for her life was over — she was ninety-two.

The July sun streamed in at the window and through the open door and cast its hot flames on to the uneven brown clay floor, which had been stamped down by four generations of clodhoppers.¹ The smell of the fields came in also, driven by the brisk wind, and parched by the noontide heat. The grasshoppers chirped themselves hoarse, filling the air with their shrill noise, like that of the wooden crickets which are sold to children at fair time.



"Common Domestic Kratt (Krattus Krattus)" by Anita is licensed under CC BY-NC-ND 2.0.

The doctor raised his voice and said: "Honore, you cannot leave your mother in this state; she may die at any moment." And the peasant, in great distress, replied: "But I must get in my wheat, for it has been lying on the ground a long time, and the weather is just right for it; what do you say about it, mother?" And the dying woman, still possessed by her Norman² avariciousness,³ replied YES with her eyes and her forehead, and so urged her son to get in his wheat, and to leave her to die alone. But the doctor got angry, and stamping his foot he said: "You are no better than a brute, do you hear, and I will not allow you to do it. Do you understand? And if you must get in your wheat to-day, go and fetch Rapet's wife and make her look after your mother. I WILL have it. And if you do not obey me, I will let you die like a dog, when you are ill in your turn; do you hear me?"

The peasant, a tall, thin fellow with slow movements, who was tormented by indecision, by his fear of the doctor and his keen love of saving, hesitated, calculated, and stammered out: "How much does La Rapet charge for attending sick people?"

- [5] "How should I know?" the doctor cried. "That depends upon how long she is wanted for. Settle it with her, by Jove!⁴ But I want her to be here within an hour, do you hear."

1. large heavy shoes
 2. refers to people partly descended from Norse Vikings who settled in Normandy, France
 3. **Avariciousness (noun):** quality of being greedy

So the man made up his mind. "I will go for her," he replied; "don't get angry, doctor." And the latter left, calling out as he went: "Take care, you know, for I do not joke when I am angry!" And as soon as they were alone, the peasant turned to his mother, and said in a resigned voice: "I will go and fetch La Rapet, as the man will have it. Don't go off while I am away."

And he went out in his turn.

La Rapet, who was an old washerwoman, watched the dead and the dying of the neighborhood, and then, as soon as she had sewn her customers into that linen cloth from which they would emerge no more, she went and took up her irons to smooth the linen of the living. Wrinkled like a last year's apple, spiteful, envious, avaricious⁵ with a phenomenal avarice, bent double, as if she had been broken in half across the loins, by the constant movement of the iron over the linen, one might have said that she had a kind of monstrous and cynical affection for a death struggle. She never spoke of anything but of the people she had seen die, of the various kinds of deaths at which she had been present, and she related, with the greatest minuteness,⁶ details which were always the same, just like a sportsman talks of his shots.

When Honore Bontemps entered her cottage, he found her preparing the starch for the collars of the village women, and he said: "Good evening; I hope you are pretty well, Mother Rapet."

[10] She turned her head round to look at him and said: "Fairly well, fairly well, and you?"

"Oh I as for me, I am as well as I could wish, but my mother is very sick."

"Your mother?"

"Yes, my mother!"

"What's the matter with her?"

[15] "She is going to turn up her toes, that's what's the matter with her!"

The old woman took her hands out of the water and asked with sudden sympathy: "Is she as bad as all that?"

"The doctor says she will not last till morning."

"Then she certainly is very bad!" Honore hesitated, for he wanted to make a few preliminary remarks before coming to his proposal, but as he could hit upon nothing, he made up his mind suddenly.

"How much are you going to ask to stop with her till the end? You know that I am not rich, and I cannot even afford to keep a servant-girl. It is just that which has brought my poor mother to this state, too much work and fatigue! She used to work for ten, in spite of her ninety-two years. You don't find any made of that stuff nowadays!"

4. an expression used to show surprise or emphasis

5. **Avaricious** (*adjective*): having or showing extreme greed for wealth

6. **Minuteness** (*noun*): attention to even the smallest detail

[20] La Rapet answered gravely: "There are two prices. Forty sous⁷ by day and three francs⁸ by night for the rich, and twenty sous by day, and forty by night for the others. You shall pay me the twenty and forty." But the peasant reflected, for he knew his mother well. He knew how tenacious of life, how vigorous and unyielding she was. He knew, too, that she might last another week, in spite of the doctor's opinion, and so he said resolutely: "No, I would rather you would fix a price until the end. I will take my chance, one way or the other. The doctor says she will die very soon. If that happens, so much the better for you, and so much the worse for me, but if she holds out till to-morrow or longer, so much the better for me and so much the worse for you!"

The nurse looked at the man in astonishment, for she had never treated a death as a speculative⁹ job, and she hesitated, tempted by the idea of the possible gain. But almost immediately she suspected that he wanted to juggle her. "I can say nothing until I have seen your mother," she replied.

"Then come with me and see her."

She washed her hands, and went with him immediately. They did not speak on the road; she walked with short, hasty steps, while he strode on with his long legs, as if he were crossing a brook at every step. The cows lying down in the fields, overcome by the heat, raised their heads heavily and lowed feebly at the two passers-by, as if to ask them for some green grass.

When they got near the house, Honore Bontemps murmured: "Suppose it is all over?" And the unconscious wish that it might be so showed itself in the sound of his voice.

[25] But the old woman was not dead. She was lying on her back, on her wretched bed, her hands covered with a pink cotton counterpane,¹⁰ horribly thin, knotty paws, like some strange animal's, or like crabs' claws, hands closed by rheumatism,¹¹ fatigue, and the work of nearly a century which she had accomplished.

La Rapet went up to the bed and looked at the dying woman, felt her pulse, tapped her on the chest, listened to her breathing, and asked her questions, so as to hear her speak: then, having looked at her for some time longer, she went out of the room, followed by Honore. His decided opinion was, that the old woman would not last out the night, and he asked: "Well?" And the sick-nurse replied: "Well, she may last two days, perhaps three. You will have to give me six francs, everything included."

"Six francs! six francs!" he shouted. "Are you out of your mind? I tell you that she cannot last more than five or six hours!" And they disputed angrily for some time, but as the nurse said she would go home, as the time was slipping away, and as his wheat would not come to the farmyard of its own accord, he agreed to her terms at last:

"Very well, then, that is settled; six francs including everything, until the corpse is taken out."

"That is settled, six francs."

7. a former French coin of little value

8. the primary unit of currency in France before the adoption of the Euro

9. **Speculative (adjective):** involving a high risk of loss

10. a bedspread

11. any disease marked by inflammation and pain in the joints, muscles, or connective tissue

[30] And he went away, with long strides, to his wheat, which was lying on the ground under the hot sun which ripens the grain, while the sick-nurse returned to the house.

She had brought some work with her, for she worked without stopping by the side of the dead and dying, sometimes for herself, sometimes for the family, who employed her as seamstress also, paying her rather more in that capacity. Suddenly she asked:

“Have you received the last sacrament,¹² Mother Bontemps?”

The old peasant woman said “No” with her head, and La Rapet, who was very devout, got up quickly: “Good heavens, is it possible? I will go and fetch the cure”; and she rushed off to the parsonage¹³ so quickly, that the urchins in the street thought some accident had happened, when they saw her trotting off like that.

The priest came immediately in his surplice,¹⁴ preceded by a choir-boy, who rang a bell to announce the passage of the Host¹⁵ through the parched and quiet country. Some men, working at a distance, took off their large hats and remained motionless until the white vestment¹⁶ had disappeared behind some farm buildings; the women who were making up the sheaves stood up to make the sign of the cross; the frightened black hens ran away along the ditch until they reached a well-known hole through which they suddenly disappeared, while a foal, which was tied up in a meadow, took fright at the sight of the surplice and began to gallop round at the length of its rope, kicking violently. The choir-boy, in his red cassock, walked quickly, and the priest, the square biretta on his bowed head, followed him, muttering some prayers. Last of all came La Rapet, bent almost double, as if she wished to prostrate¹⁷ herself; she walked with folded hands, as if she were in church.

[35] Honore saw them pass in the distance, and he asked: “Where is our priest going to?” And his man, who was more acute, replied: “He is taking the sacrament to your mother, of course!”

The peasant was not surprised and said: “That is quite possible,” and went on with his work.

Mother Bontemps confessed, received absolution¹⁸ and extreme unction, and the priest took his departure, leaving the two women alone in the suffocating cottage. La Rapet began to look at the dying woman, and to ask herself whether it could last much longer.

The day was on the wane, and a cooler air came in stronger puffs, making a view of Epinal, which was fastened to the wall by two pins, flap up and down. The scanty window curtains, which had formerly been white, but were now yellow and covered with fly-specks, looked as if they were going to fly off, and seemed to struggle to get away, like the old woman’s soul.

12. the last prayers given shortly before death during a Christian ceremony, sometimes known as the Anointing of the Sick or Last Rites

13. a house provided for an employee of the church

14. a religious garment of loose white linen, worn by some prominent leaders of the Christian Church

15. bread used in the Christian sacrament of the Eucharist offered during the last sacrament

16. a ceremonial robe worn by the clergy

17. **Prostrate (verb):** to lay oneself flat on the ground, face downward

18. to be formally released from guilt and receive forgiveness of sins

Lying motionless, with her eyes open, the old mother seemed to await the death which was so near, and which yet delayed its coming; with perfect indifference. Her short breath whistled in her throat. It would stop altogether soon, and there would be one woman less in the world, one whom nobody would regret.

- [40] At nightfall Honore returned, and when he went up to the bed and saw that his mother was still alive he asked: "How is she?" just as he had done formerly, when she had been sick. Then he sent La Rapet away, saying to her: "To-morrow morning at five o'clock, without fail." And she replied: "To-morrow at five o'clock."

She came at daybreak, and found Honore eating his soup, which he had made himself, before going to work.

"Well, is your mother dead?" asked the nurse.

"She is rather better, on the contrary," he replied, with a malignant¹⁹ look out of the corner of his eyes. Then he went out.

La Rapet was seized with anxiety, and went up to the dying woman, who was in the same state, lethargic and impassive, her eyes open and her hands clutching the counterpane. The nurse perceived that this might go on thus for two days, four days, eight days, even, and her avaricious mind was seized with fear. She was excited to fury against the cunning fellow who had tricked her, and against the woman who would not die.

- [45] Nevertheless, she began to sew and waited with her eyes fixed on the wrinkled face of Mother Bontemps. When Honore returned to breakfast he seemed quite satisfied, and even in a bantering humor, for he was carrying in his wheat under very favorable circumstances.

La Rapet was getting exasperated; every passing minute now seemed to her so much time and money stolen from her. She felt a mad inclination to choke this old ass, this headstrong old fool, this obstinate²⁰ old wretch--to stop that short, rapid breath, which was robbing her of her time and money, by squeezing her throat a little. But then she reflected on the danger of doing so, and other thoughts came into her head, so she went up to the bed and said to her: "Have you ever seen the Devil?"

Mother Bontemps whispered: "No."

Then the sick-nurse began to talk and to tell her tales likely to terrify her weak and dying mind. "Some minutes before one dies the Devil appears," she said, "to all. He has a broom in his hand, a saucepan on his head and he utters loud cries. When anybody had seen him, all was over, and that person had only a few moments longer to live"; and she enumerated all those to whom the Devil had appeared that year: Josephine Loisel, Eulalie Ratier, Sophie Padagnau, Seraphine Grospled.

19. **Malignant** (*adjective*): feeling or showing ill will or hatred

20. **Obstinate** (*adjective*): stubborn; not easily controlled or overcome

Mother Bontemps, who was at last most disturbed in mind, moved about, wrung her hands, and tried to turn her head to look at the other end of the room. Suddenly La Rapet disappeared at the foot of the bed. She took a sheet out of the cupboard and wrapped herself up in it; then she put the iron pot on to her head, so that its three short bent feet rose up like horns, took a broom in her right hand and a tin pail in her left, which she threw up suddenly, so that it might fall to the ground noisily.

- [50] Certainly when it came down, it made a terrible noise. Then, climbing on to a chair, the nurse showed herself, gesticulating²¹ and uttering shrill cries into the pot which covered her face, while she menaced the old peasant woman, who was nearly dead, with her broom.

Terrified, with a mad look on her face, the dying woman made a superhuman effort to get up and escape; she even got her shoulders and chest out of bed; then she fell back with a deep sigh. All was over, and La Rapet calmly put everything back into its place; the broom into the corner by the cupboard, the sheet inside it, the pot on to the hearth, the pail on to the floor, and the chair against the wall. Then with a professional air, she closed the dead woman's enormous eyes, put a plate on the bed and poured some holy water into it, dipped the twig of boxwood into it, and kneeling down, she fervently repeated the prayers for the dead, which she knew by heart, as a matter of business.

When Honore returned in the evening, he found her praying. He calculated immediately that she had made twenty sous out of him, for she had only spent three days and one night there, which made five francs altogether, instead of the six which he owed her.

"The Devil" by Guy de Maupassant (1903) is in the public domain.

21. **Gesticulate** (*verb*): to use dramatic gestures

Text-Dependent Questions

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

1. PART A: Which statement best expresses a theme of this short story? [RL.2]
 - A. Hardship can motivate people to make ruthless, calculating decisions.
 - B. Men and women deal with death and grief differently.
 - C. Death is always unfair to the family of the dying.
 - D. Religion distorts reality in the last minutes of one's life.

2. PART B: Which quotation from the story best supports the answer to Part A? [RL.1]
 - A. "She was going to die, and she did not rebel at it, for her life was over— she was ninety-two." (Paragraph 1)
 - B. "The doctor raised his voice and said: 'Honore, you cannot leave your mother in this state; she may die at any moment.'" (Paragraph 3)
 - C. "Suddenly she asked: 'Have you received the last sacrament, Mother Bontemps?'" (Paragraphs 31-32)
 - D. "every passing minute now seemed to her so much time and money stolen from her. She felt a mad inclination to choke this old ass" (Paragraph 46)

3. PART A: How do Honore Bontemps' actions provoke or develop the plot of the story? [RL.3]
 - A. Honore angers the doctor and therefore he refuses to help his mother.
 - B. Honore prioritizes his wheat before his mother and therefore she dies.
 - C. Honore seeks out La Rapet because he knows she will bring a priest.
 - D. Honore bargains a price with La Rapet and drives her to seek revenge.

4. PART B: Which paragraph focuses on Honore's actions and their consequences to best support the answer to Part A? [RL.1]
 - A. Paragraph 3
 - B. Paragraph 30
 - C. Paragraph 35
 - D. Paragraph 44

5. Even though La Rapet and Honore disagree throughout the story, describe what perspective they have in common. How does this commonality, in spite of their disagreements, develop the theme of the story? [RL.3] [RL.2]

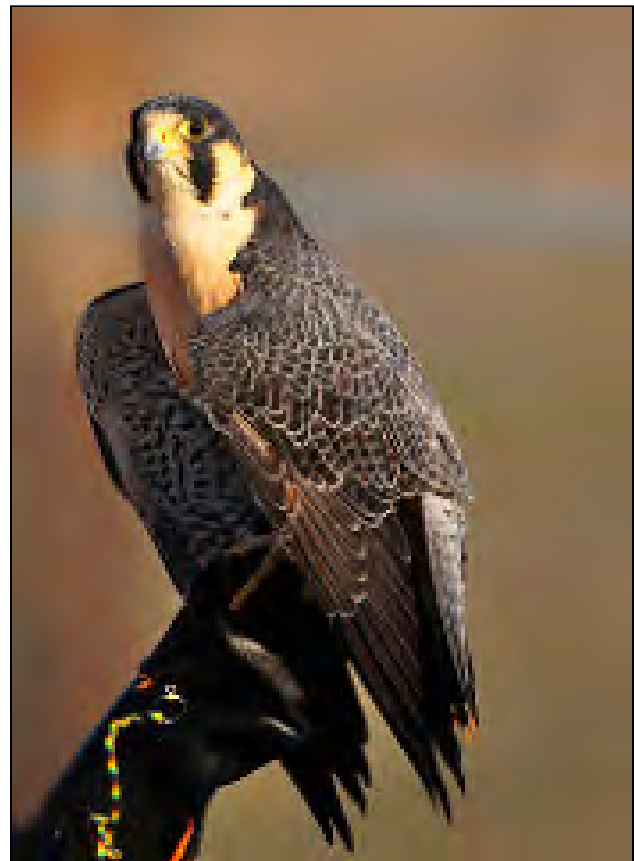
Name: _____ Class: _____

Federigo's Falcon

By Giovanni Boccaccio, translated by Mark Musa and Peter Bondanella
From The Decameron • 1353

Giovanni Boccaccio (1313-1375) was an Italian writer, poet, and a Renaissance humanist. "Federigo's Falcon" comes from The Decameron, a masterpiece collection of 100 stories in early Italian prose that broke away from medieval literary traditions and focused on the human condition rather than spiritual concerns. In this tale, a man loses everything for his love of a rich lady. As you read, take notes on Boccaccio's use of irony and figurative language. What does the use of these devices reveal about Boccaccio's take on the human condition?

[1] There was once in Florence a young man named Federigo, the son of Messer Filippo Alberighi, renowned above all other men in Tuscany for his prowess in arms and for his courtliness. As often happens to most gentlemen, he fell in love with a lady named Monna Giovanna, in her day considered to be one of the most beautiful and one of the most charming women that ever there was in Florence; and in order to win her love, he participated in jousts and tournaments, organized and gave feasts, and spent his money without restraint; but she, no less virtuous than beautiful (for the young woman was already married), cared little for these things done on her behalf, nor did she care for him who did them. Now, as Federigo was spending far beyond his means and was taking nothing in, as easily happens he lost his wealth and became poor, with nothing but his little farm to his name (from whose revenues he lived very meagerly) and one falcon which was among the best in the world.



"Peregrine Falcon" is licensed under CC BY-NC-ND 2.0.

More in love than ever, but knowing that he would never be able to live the way he wished to in the city, he went to live at Campi, where his farm was. There he passed his time hawking whenever he could, asked nothing of anyone, and endured his poverty patiently. Now, during the time that Federigo was reduced to dire need, it happened that the husband of Monna Giovanna fell ill, and realizing death was near, he made his last will. He was very rich, and he made his son, who was growing up, his heir, and, since he had loved Monna Giovanna very much, he made her his heir should his son die without a legitimate heir; and then he died.¹

1. During these times, it was not uncommon for a son to be named the heir of a man's fortune instead of his wife.

Monna Giovanna was now a widow, and as is the custom among our women, she went to the country with her son to spend a year on one of her possessions very close by to Federigo's farm, and it happened that this young boy became friends with Federigo and began to enjoy birds and hunting dogs; and after he had seen Federigo's falcon fly many times, it pleased him so much that he very much wished it were his own, but he did not dare to ask for it, for he could see how dear it was to Federigo. And during this time, it happened that the young boy took ill, and his mother was much grieved, for he was her only child and she loved him enormously. She would spend the entire day by his side, never ceasing to comfort him, and often asking him if there was anything he desired, begging him to tell her what it might be, for if it were possible to obtain it, she would certainly do everything possible to get it. After the young boy had heard her make this offer many times, he said:

"Mother, if you can arrange for me to have Federigo's falcon, I think I would be well very soon."

- [5] When the lady heard this, she was taken aback for a moment, and she began to think what she should do. She knew that Federigo had loved her for a long while, in spite of the fact that he never received a single glance from her, and so, she said to herself:

"How can I send or go and ask for this falcon of his which is, as I have heard tell, the best that ever flew, and besides this, his only means of support? And how can I be so insensitive as to wish to take away from this gentleman the only pleasure which is left to him?"

And involved in these thoughts, knowing that she was certain to have the bird if she asked for it, but not knowing what to say to her son, she stood there without answering him. Finally the love she bore her son persuaded her that she should make him happy, and no matter what the consequences might be, she would not send for the bird, but rather go herself for it and bring it back to him; so she answered her son:

"My son, take comfort and think only of getting well, for I promise you that the first thing I shall do tomorrow morning is to go for it and bring it back to you."

The child was so happy that he showed some improvement that very day. The following morning, the lady, accompanied by another woman, as if going for a stroll, went to Federigo's modest house and asked for him. Since it was not the season for it, Federigo had not been hawking for some days and was in his orchard, attending to certain tasks. When he heard that Monna Giovanna was asking for him at the door, he was very surprised and happy to run there. As she saw him coming, she greeted him with feminine charm, and once Federigo had welcomed her courteously, she said:

- [10] "Greetings, Federigo!" Then she continued: "I have come to compensate you for the harm you have suffered on my account by loving me more than you needed to; and the compensation is this: I, along with this companion of mine, intend to dine with you—a simple meal—this very day."

To this Federigo humbly replied: "Madonna,² I never remember having suffered any harm because of you. On the contrary, so much good have I received from you that if ever I have been worth anything, it has been because of your merit and the love I bore for you; and your generous visit is certainly so dear to me that I would spend all over again that which I spent in the past; but you have come to a poor host."

2. Here, "Madonna" means an idealized virtuous and beautiful woman.

And having said this, he received her into his home humbly, and from there he led her into his garden, and since he had no one there to keep her company, he said:

“My lady, since there is no one else, this good woman here, the wife of this workman,³ will keep you company while I go to set the table.”

Though he was very poor, Federigo, until now, had never before realized to what extent he had wasted his wealth; but this morning, the fact that he found nothing with which he could honor the lady for the love of whom he had once entertained countless men in the past gave him cause to reflect. In great anguish, he cursed himself and his fortune and, like a man beside himself, he started running here and there, but could find neither money nor a pawnable object. The hour was late and his desire to honor the gracious lady was great, but not wishing to turn for help to others (not even to his own workman), he set his eyes upon his good falcon, perched in a small room; and since he had nowhere else to turn, he took the bird, and finding it plump, he decided that it would be a worthy food for such a lady. So, without further thought, he wrung its neck and quickly gave it to his servant girl to pluck, prepare, and place on a spit to be roasted with care; and when he had set the table with the whitest of tablecloths (a few of which he still had left), he returned, with a cheerful face, to the lady in his garden, saying that the meal he was able to prepare for her was ready.

- [15] The lady and her companion rose, went to the table together with Federigo, who waited upon them with the greatest devotion, and they ate the good falcon without knowing what it was they were eating. And having left the table and spent some time in pleasant conversation, the lady thought it time now to say what she had come to say, and so she spoke these kind words to Federigo:

“Federigo, if you recall your past life and my virtue, which you perhaps mistook for harshness and cruelty, I do not doubt at all that you will be amazed by my presumption when you hear what my main reason for coming here is; but if you had children, through whom you might have experienced the power of parental love, it seems certain to me that you would, at least in part, forgive me. But, just as you have no child, I do have one, and I cannot escape the common laws of other mothers; the force of such laws compels me to follow them, against my own will and against good manners and duty, and to ask of you a gift which I know is most precious to you; and it is naturally so, since your extreme condition has left you no other delight, no other pleasure, no other consolation; and this gift is your falcon, which my son is so taken by that if I do not bring it to him, I fear his sickness will grow so much worse that I may lose him. And therefore I beg you, not because of the love that you bear for me, which does not oblige you in the least, but because of your own nobility, which you have shown to be greater than that of all others in practicing courtliness, that you be pleased to give it to me, so that I may say that I have saved the life of my son by means of this gift, and because of it I have placed him in your debt forever.”

When he heard what the lady requested and knew that he could not oblige her since he had given her the falcon to eat, Federigo began to weep in her presence, for he could not utter a word in reply. The lady, at first, thought his tears were caused more by the sorrow of having to part with the good falcon than by anything else, and she was on the verge of telling him she no longer wished it, but she held back and waited for Federigo’s reply after he stopped weeping. And he said:

3. A workman refers to a man employed to do manual labor.

"My lady, ever since it pleased God for me to place my love in you, I have felt that Fortune has been hostile to me in many things, and I have complained of her, but all this is nothing compared to what she has just done to me, and I must never be at peace with her again, thinking about how you have come here to my poor home where, while it was rich, you never deigned to come, and you requested a small gift, and Fortune worked to make it impossible for me to give it to you; and why this is so I shall tell you briefly. When I heard that you, out of your kindness, wished to dine with me, I considered it fitting and right, taking into account your excellence and your worthiness, that I should honor you, according to my possibilities, with a more precious food than that which I usually serve to other people; therefore, remembering the falcon that you requested and its value, I judged it a food worthy of you, and this very day you had it roasted and served to you as best I could; but seeing now that you desired it in another way, my sorrow in not being able to serve you is so great that I shall never be able to console myself again."

And after he had said this, he laid the feathers, the feet, and the beak of the bird before her as proof. When the lady heard and saw this, she first reproached him for having killed such a falcon to serve as a meal to a woman; but then to herself she commended the greatness of his spirit, which no poverty was able or would be able to diminish; then, having lost all hope of getting the falcon and, perhaps because of this, of improving the health of her son as well, she thanked Federigo both for the honor paid to her and for his good will, and she left in grief, and returned to her son. To his mother's extreme sorrow, either because of his disappointment that he could not have the falcon, or because his illness must have necessarily led to it, the boy passed from this life only a few days later.

- [20] After the period of her mourning and bitterness had passed, the lady was repeatedly urged by her brothers to remarry, since she was very rich and was still young; and although she did not wish to do so, they became so insistent that she remembered the merits of Federigo and his last act of generosity—that is, to have killed such a falcon to do her honor—and she said to her brothers:

"I would prefer to remain a widow, if that would please you; but if you wish me to take a husband, you may rest assured that I shall take no man but Federigo degli Alberighi."

In answer to this, making fun of her, her brothers replied:

"You foolish woman, what are you saying? How can you want him; he hasn't a penny to his name?"

To this she replied: "My brothers, I am well aware of what you say, but I would rather have a man who needs money than money that needs a man."

- [25] Her brothers, seeing that she was determined and knowing Federigo to be of noble birth, no matter how poor he was, accepted her wishes and gave her in marriage to him with all her riches. When he found himself the husband of such a great lady, whom he had loved so much and who was so wealthy besides, he managed his financial affairs with more prudence than in the past and lived with her happily the rest of his days.

Text-Dependent Questions

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

1. Summarize the various complications, or moral dilemmas, utilized in the story. How, [RL.3] if at all, do they resolve themselves?

2. PART A: Which of the following statements best summarizes the figurative language [RL.4] Federigo uses when describing his luck in paragraph 18?

- A. Federigo refers to his luck as Fortune, invoking a level of familiarity while also personifying chance.
- B. Federigo employs hyperbole in describing his contentious relationship with luck.
- C. Federigo personifies luck in the form of Fortune, someone who keeps preventing his happiness and with whom he has an antagonistic relationship.
- D. Federigo utilizes metaphor when describing his luck, replacing random chance with the figure of Fortune, expressing what feels like conscious ill towards him perpetrated by a person.

3. PART B: Cite evidence of this figurative language from the paragraph. [RL.1]

4. PART A: Which of the following best identifies a theme in the passage? [RL.2]
- A. Social class tensions
 - B. Fate
 - C. Death
 - D. Love and sacrifice

5. PART B: Cite evidence from the text that supports the answer to Part A. [RL.1]

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 this passage, does money buy happiness? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
2. In the context of this passage, how does love emerge? Why does Federigo fall in love with Monna? What makes Monna change her mind about Federigo? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: _____ Class: _____ Date: _____

Pairing Questions for "The Devil" and "Federigo's Falcon"

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

1. Which statement best describes the contrast between the stories "The Devil" and "Federigo's Falcon"? [RL.9]
 - A. In "The Devil," Honore wants his mother to die, while in "Federigo's Falcon," Federigo wants Monna's husband to die.
 - B. In "The Devil," Honore is a peasant farming wheat, while in "Federigo's Falcon," Federigo is a nobleman who owns a wheat farm.
 - C. In "The Devil," Honore puts money before love, while Federigo in "Federigo's Falcon" puts love before money.
 - D. In "The Devil," Honore doesn't love his mother, while in "Federigo's Falcon," Federigo loves Monna.

2. How does the interaction of events in each story develop the theme of "human value?" Consider plot, perspective, and the actions of the characters. [RL.2, RL.9]

Water Park Project Part 1

TASK 1: Designing your Park

You have recently been hired to create a blueprint for a water park. Your boss, Gelatinous Harrington, is a very controlling person. She wants you to include specific attractions and necessities in your design. Be prepared to answer her questions before you have had enough time to adequately explain what you are doing. First off, she wants it to be done on a large sheet of graph paper so that she can apply her mathematical knowledge to make the park the best it can be. She has issues and will yell at you if you do not do this properly. Before starting your blueprint, identify the center of your paper, and use a ruler to draw in the x and y axes. Then, you need to plot the approximate entrance points (where the line starts!) of each attraction on the graph paper and draw in the remaining part of the attraction around it in a creative fashion. Try to spread them out as much as possible. Use a pencil to draw the items and then go back and color them in with colored pencils.

Items to be included on the design are listed below:

- Help center
- Large whirlpool
- 3 different water slides (use your imagination)
- Toddler area
- Lazy river
- Concessions
- Gift shop
- Restrooms
- Security desk



TASK 2: Naming Your Coordinates

After planning out the layout and design of each water park attraction, you must identify it's location by using ordered pairs. Use your "entrance points" as the attractions identifiable location, and fill in the chart below accordingly!

Location:	Ordered Pairs:
Help Center	(_____ , _____)
Large Whirlpool	(_____ , _____)
Water Slide #1	(_____ , _____)
Water Slide #2	(_____ , _____)
Water Slide #3	(_____ , _____)
Toddler Area	(_____ , _____)
Lazy River	(_____ , _____)
Concessions	(_____ , _____)
Gift Shop	(_____ , _____)
Restrooms	(_____ , _____)
Security Desk	(_____ , _____)

TASK 3: Calculating the Slope

After identifying each attraction's location with ordered pairs, you are now ready to calculate the slope between attractions using the slope formula,

$$\frac{Y_2 - Y_1}{X_2 - X_1}$$

Using a RED pencil and a ruler, MARK the direct path to/from the locations mentioned below. Calculate the slope of the line that is formed, and show your work in the space provided.

Help Center to Water Slide #1	Toddler Area to Concessions
Gift Shop to Restrooms	Security Desk to Water Slide #2
Lazy River to Large Whirlpool	Help Center to Gift Shop
Restrooms to Water Slide #3	Concessions to Lazy River
Water Slide #1 to Water Slide #2	Water Slide #2 to Water Slide #3

TASK 4: Calculating the Midpoint

Sally Toodles is meeting her mom at the halfway point between the attractions listed above. They have asked you to calculate their meeting spots, by applying the midpoint formula,

Mark the MIDPOINTS with RED POINTS, and show your work in the space provided!

Help Center to Water Slide #1	Toddler Area to Concessions
Gift Shop to Restrooms	Security Desk to Water Slide #2
Lazy River to Large Whirlpool	Help Center to Gift Shop
Restrooms to Water Slide #3	Concessions to Lazy River
Water Slide #1 to Water Slide #2	Water Slide #2 to Water Slide #3

Name _____

Water Park Project Part 2

Congratulations! After working hard to design your park on a coordinate system, your supervisor is very pleased with your efforts and the results! Now that the planning stage is finished, your park has been selected for construction. Site development is underway, and you have been hired as a consultant to work with the development team. Your role is to apply your math skills in the following tasks, which will then be submitted for review to your supervisor. Keep your work neat and organized so that they can accurately assess your abilities.

TASK 5: Calculating the Distance

A team of surveyors is trying to determine how large a space they will need to design your park. You have been asked to determine, using the distance formula, how far away certain attractions are from one another. This will provide them with the information they need to expand the park from your scaled blueprint to actual dimensions. Calculate the distance in unit dimensions by applying your selected attraction points (Task 2) and the **distance formula**,

$$D =$$



Show your work in the space provided!

Help Center to Water Slide #1	Toddler Area to Concessions
Gift Shop to Restrooms	Security Desk to Water Slide #2
Lazy River to Large Whirlpool	Help Center to Gift Shop
Restrooms to Water Slide #3	Concessions to Lazy River

Water Slide #1 to Water Slide #2	Water Slide #2 to Water Slide #3

Task 6: Converting to Actual Dimensions

Your water park design has been drawn as a blueprint, but to build it, you will need *actual* dimensions in lieu of the unit dimensions. A large rectangular plot of land has been selected for development, and the city has given approval for construction. Knowing that the *actual* dimensions for the land is 301m x 196 m in size, determine the *scale* of your coordinate system.

1st: count the number of spaces along the length of your paper: _____ spaces.

2nd: set a ratio equal to _____ spaces per 301m.

Now, use this ratio to solve for the actual unknown distances by setting up a proportion and calculating. Show your work!

Show your work in the space provided!

Help Center to Water Slide #1	Toddler Area to Concessions
Gift Shop to Restrooms	Security Desk to Water Slide #2
Lazy River to Large Whirlpool	Help Center to Gift Shop

Restrooms to Water Slide #3	Concessions to Lazy River
Water Slide #1 to Water Slide #2	Water Slide #2 to Water Slide #3

Task 7: Writing Linear Equations.

In task 3 you identified direct paths between various park attractions by drawing them in with red lines. Now, you will show off your skills by writing equations for each of those red lines.

- Use the linear equation, $y = mx + b$ and solve for B (the y-intercept). Use your *slope (m)* from task three and one of the identified endpoints of that line (x, y).
- After solving for b, write each red line's equation using only the value for slope and the y-intercept value, leaving x and y as variables!

<p>Help Center to Water Slide #1</p> <p>Solve for B:</p> <p style="text-align: center;">$Y = \underline{\quad} X + \underline{\quad}$</p>	<p>Toddler Area to Concessions</p> <p>Solve for B:</p> <p style="text-align: center;">$Y = \underline{\quad} X + \underline{\quad}$</p>
<p>Gift Shop to Restrooms</p> <p>Solve for B:</p> <p style="text-align: center;">$Y = \underline{\quad} X + \underline{\quad}$</p>	<p>Security Desk to Water Slide #2</p> <p>Solve for B:</p> <p style="text-align: center;">$Y = \underline{\quad} X + \underline{\quad}$</p>
<p>Lazy River to Large Whirlpool</p>	<p>Help Center to Gift Shop</p>

Solve for B: $Y = \underline{\quad} X + \underline{\quad}$	Solve for B: $Y = \underline{\quad} X + \underline{\quad}$
Restrooms to Water Slide #3 Solve for B: $Y = \underline{\quad} X + \underline{\quad}$	Concessions to Lazy River Solve for B: $Y = \underline{\quad} X + \underline{\quad}$ $\underline{\quad}$
Water Slide #1 to Water Slide #2 Solve for B: $Y = \underline{\quad} X + \underline{\quad}$	Water Slide #2 to Water Slide #3 Solve for B: $Y = \underline{\quad} X + \underline{\quad}$

Task 8: Solving for Systems of Linear Equations: Determining “intersection” point.

By successfully writing equations to define each red line, you are now to solve for where those lines might meet on your coordinate grid.

- Select two lines, preferably two that cross on your blueprint, and use the substitution method to solve for their intersection point.
- Mark each intersection point using a YELLOW POINT on your blueprint.
- Repeat this for a total of *three* intersecting lines.

Example problem:

$$Y = -2X + 14 \text{ and } Y = 3X - 7$$

$$-2X + 14 = 3X - 7$$

$$Y = -2(4.2) + 14$$

$$-2X = 3X - 21$$

$$Y = -8.4 + 14$$

$$-5X = -21$$

$$Y = 5.6$$

$$X = 4.2$$

Intersection point = (4.2, 5.6)

A.

Equations: _____ *and* _____

Solve for X:

Substitute for Y:

Intersection point = (_____ , _____)

B.

Equations: _____ *and* _____

Solve for X:

Substitute for Y:

Intersection point = (_____ , _____)

C.

Equations: _____ *and* _____

Solve for X:

Substitute for Y:

Intersection point = (_____ , _____)

**Water Park Project Part 3
Written Reflection**

As you prepare for the review of your work, there is one more task that needs completion. You will be writing an expository paper to explain the process of your work. By communicating your deeds in a written format, you are communicating your understanding of the work that you have successfully completed. If communicated well, you may be promoted within your organization. Lastly, conclude your paper with a personal reflection of the work.

Task 9: Organizing Your Written Component

Look over the work that has been completed throughout the project. Summarize the objective of each task with one to two sentences.

Introduction: What was the main purpose/theme of the project?

Task One:

Task Two:

Task Three:

Task Four:

Task Five:

Task Six:

Task Seven:

Task Eight:

Personal Reflection:

What are your thoughts/feelings in regard to the work that you produced during this project?

What might you change or include if you were to do this again?

How could the information you learned, the tasks you did, or the skills you developed help you or your community in the future?

Transformation Project

Please design a floor plan for a work space that you might use in your career path, including five original polygons and complete at least 12 total transformations within your design. You will use this project to demonstrate your understanding of the Transformation Unit and its importance in a real world context.

Part 1: Floor Plan (10 points)

Using your knowledge of transformations, you must design an original construction of a floor plan and transformations including translations, reflections, and rotations.

Your floor plan must include:

- 5 different original quadrilaterals
- At least 12 total transformations
- At least 3 reflections
- At least 3 rotations
- At least 3 translations

Use black pen or marker to draw in your original constructions

Use different colors for reflections, rotations, translations, and other transformations.

Materials:

- Graph Paper
- Ruler
- Markers or Colored Pencils
- Black pen or marker

Part 2: Transformation Explanation

You must accurately fill in the Transformation explanation sheet with each transformation performed. Be sure to include all original shapes and descriptions of each reflection.

Part 3: Reflection

Write a 250 word reflection on your floor plan. Aspects to include:

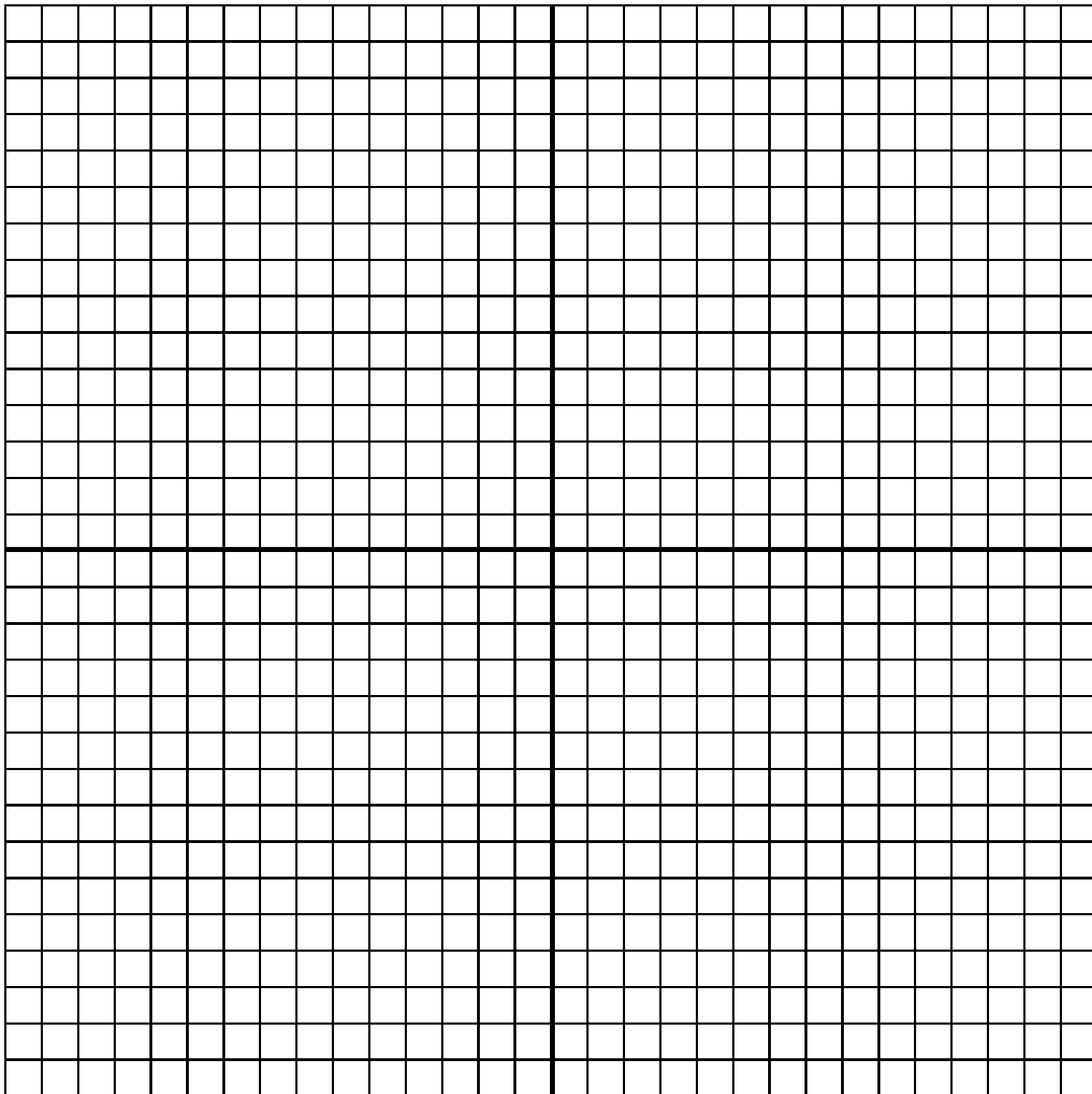
- What is your floor plan?
- Why does your floor plan matter for a career?
- Why is knowing transformations important for a career?
- How can you use your knowledge of transformations as you move forward in life?

Ways to increase your score:

- Think of this as a project for a job at your future job.
- Use multiple translations per shape (i.e. reflect a shape, then rotate it!)
- Be creative.
- Be detail oriented.
- Be different.

Floor Plan for _____

Color Key: ___ Translations ___ Rotations ___ Reflections ___ Other



Transformation Explanations

Original Shapes and Coordinates:

Shape	Original Coordinates

Rotations:

Shape	Original Coordinates	Direction and Degree Rotated	New Coordinates

Reflection:

Shape	Original Coordinates	Line of Symmetry	New Coordinates

Translation:

Shape	Original Coordinates	Translation Performed	New Coordinates

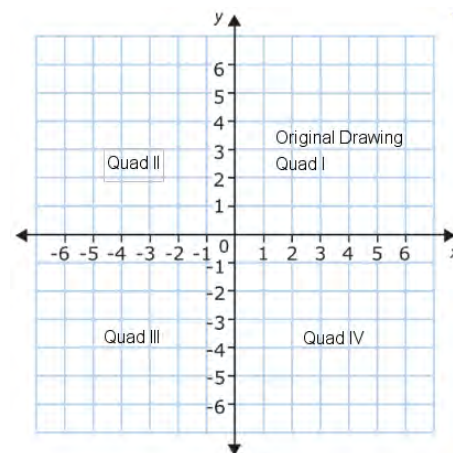
Other Transformations:

Shape	Original Coordinates	Transformation Performed	New Coordinates

Geometry Transformation Project

Materials:

- 4 pieces of cardstock
- Tape
- Ruler
- Markers or colored pencils
- Pencil



Overview: You will complete three **separate** transformations to an original picture; you will graph each image and record all coordinates. **This is not a composition, this is three separate transformations!**

Step 1: Create a large coordinate plane by taping the four pieces of cardstock together so that each piece represents a quadrant of a coordinate plane. Glue the graph paper onto the cardstock to create one BIG piece of graph paper.

Step 2: With pencil, make a SIMPLE drawing (pre-image) with **at least 10 vertices** on the grid in Quadrant I. **Use a ruler to make lines straight** in your drawing. Label each vertex with a letter (If more than 26 vertices, use AA, BB etc.)

Step 3: Record the coordinates of each vertex on the chart provided to you, under the "Original Drawing" column.

Step 4 Rotation: Rotate your pre-image from Quadrant I to Quadrant II using a **90° rotation**.

Tip: Use the chart provided and "rotate" all of your coordinates on the chart using the rule before graphing the image on the graph paper. Graph the image into Quadrant using the points from the chart, not by guessing where the points should be.

Step 5 Translation: Translate your pre-image into Quadrant III. Graph your exact image in Quadrant III by shifting it left **and** down, then calculate the translation rule from your pre-image to the image in Quadrant III.

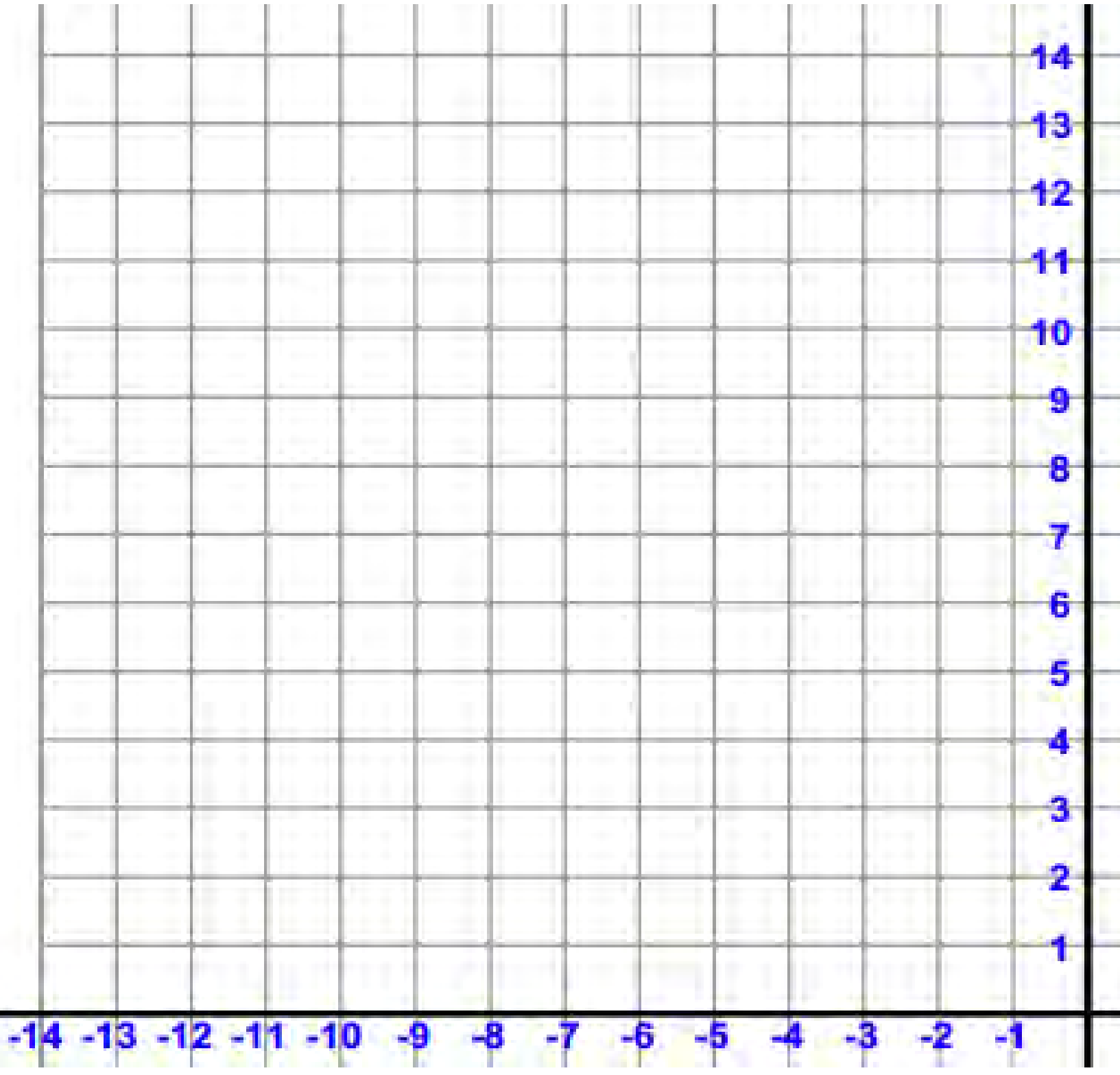
What's your translation rule? $(X, Y) \rightarrow (\underline{\hspace{1cm}}, \underline{\hspace{1cm}})$, this will be a unique rule for your image. Record the new coordinates for each vertex. Make sure when you apply the rule to all the coordinates, they are the same points you graphed in Quadrant III.

Step 6 Reflection: Reflect your pre-image over the **x-axis**, from Quadrant I to Quadrant IV. Find the new coordinates on the chart provided first, then draw your image in Quadrant IV according to the new coordinates on your chart.

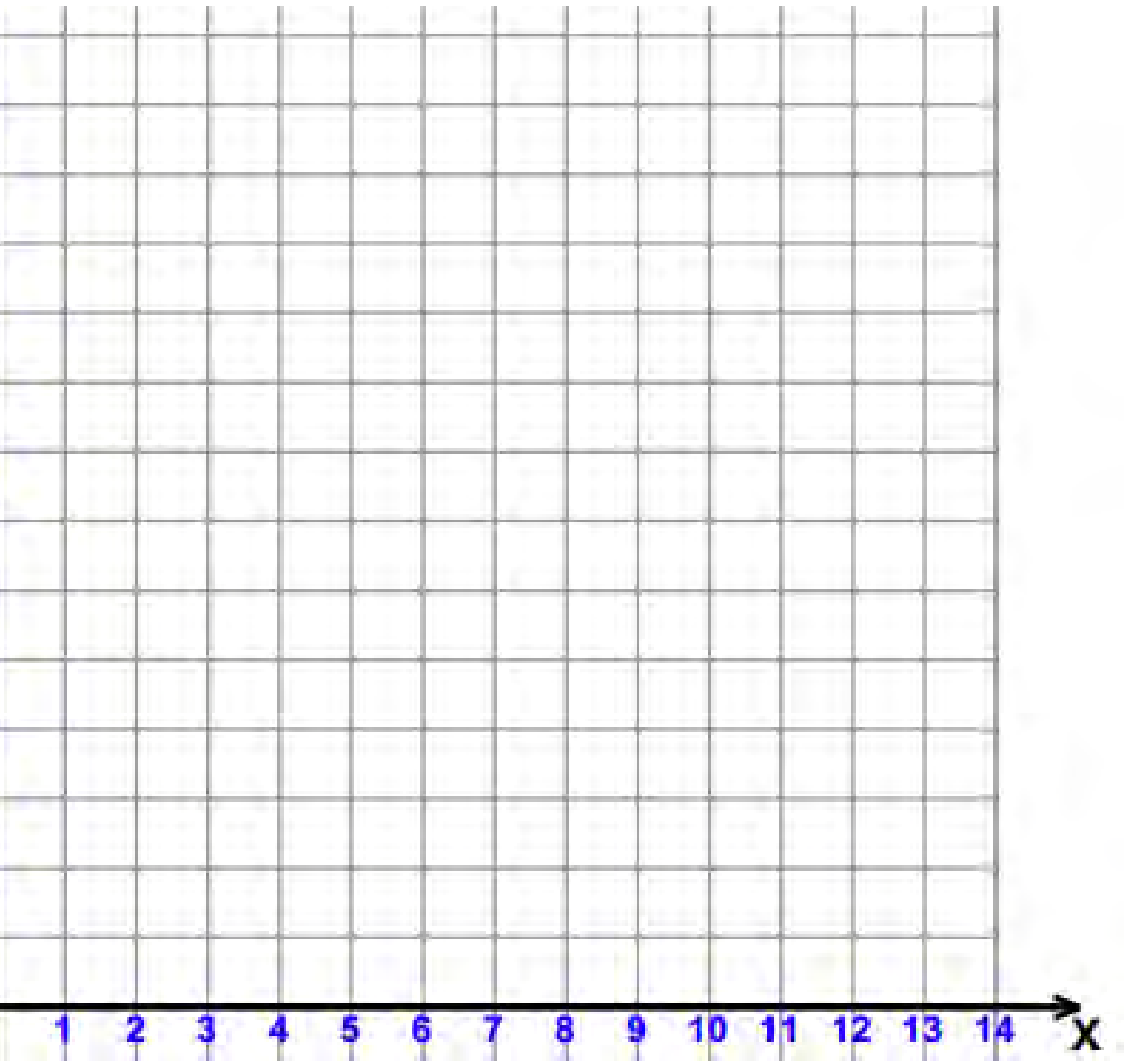
Step 7: Add color to your original picture and coordinate the color onto the other three pictures.

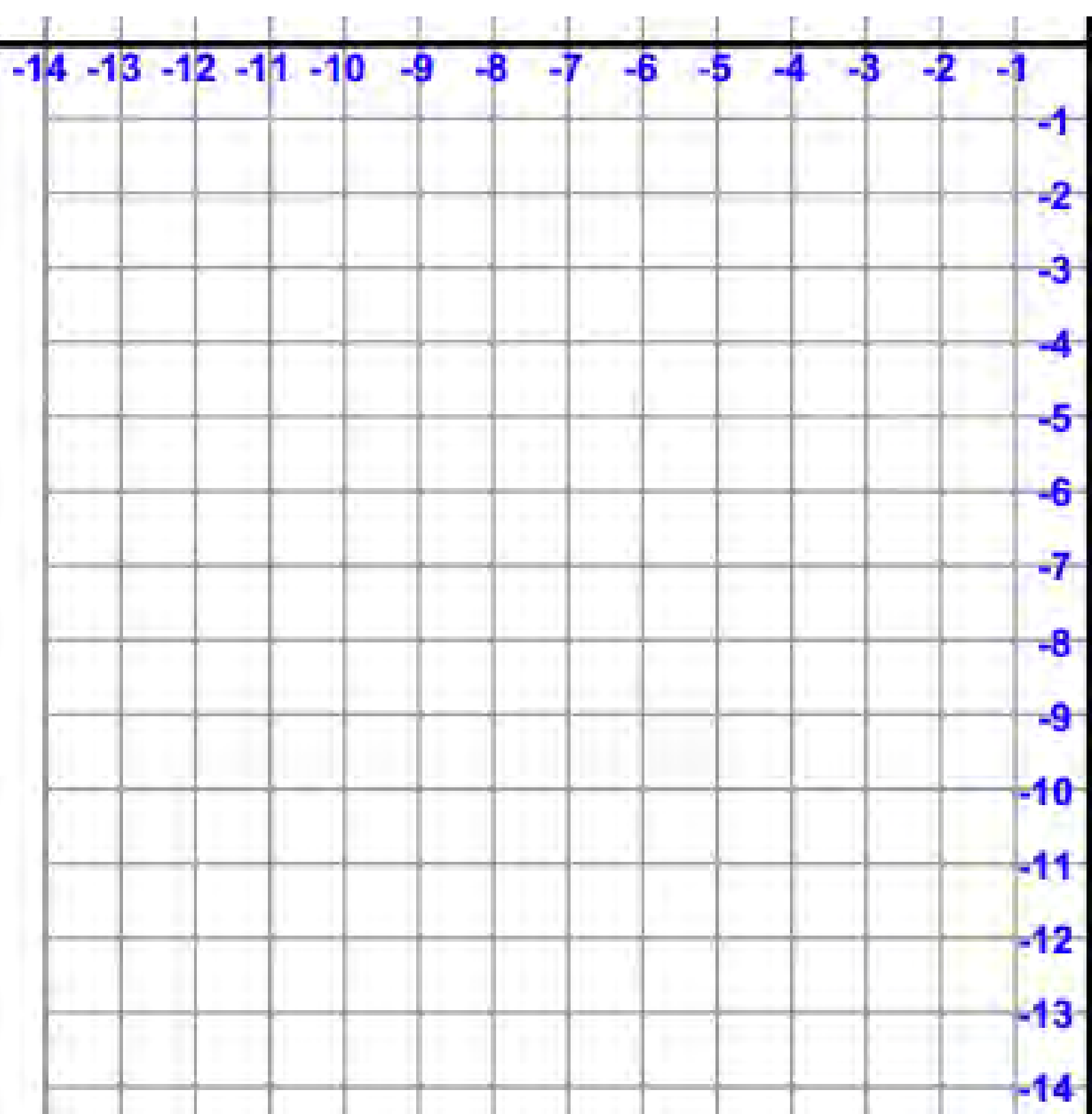
Step 8: Paper clip the coordinate list/rubric to your graph.

Quadrant II 90° Rotation

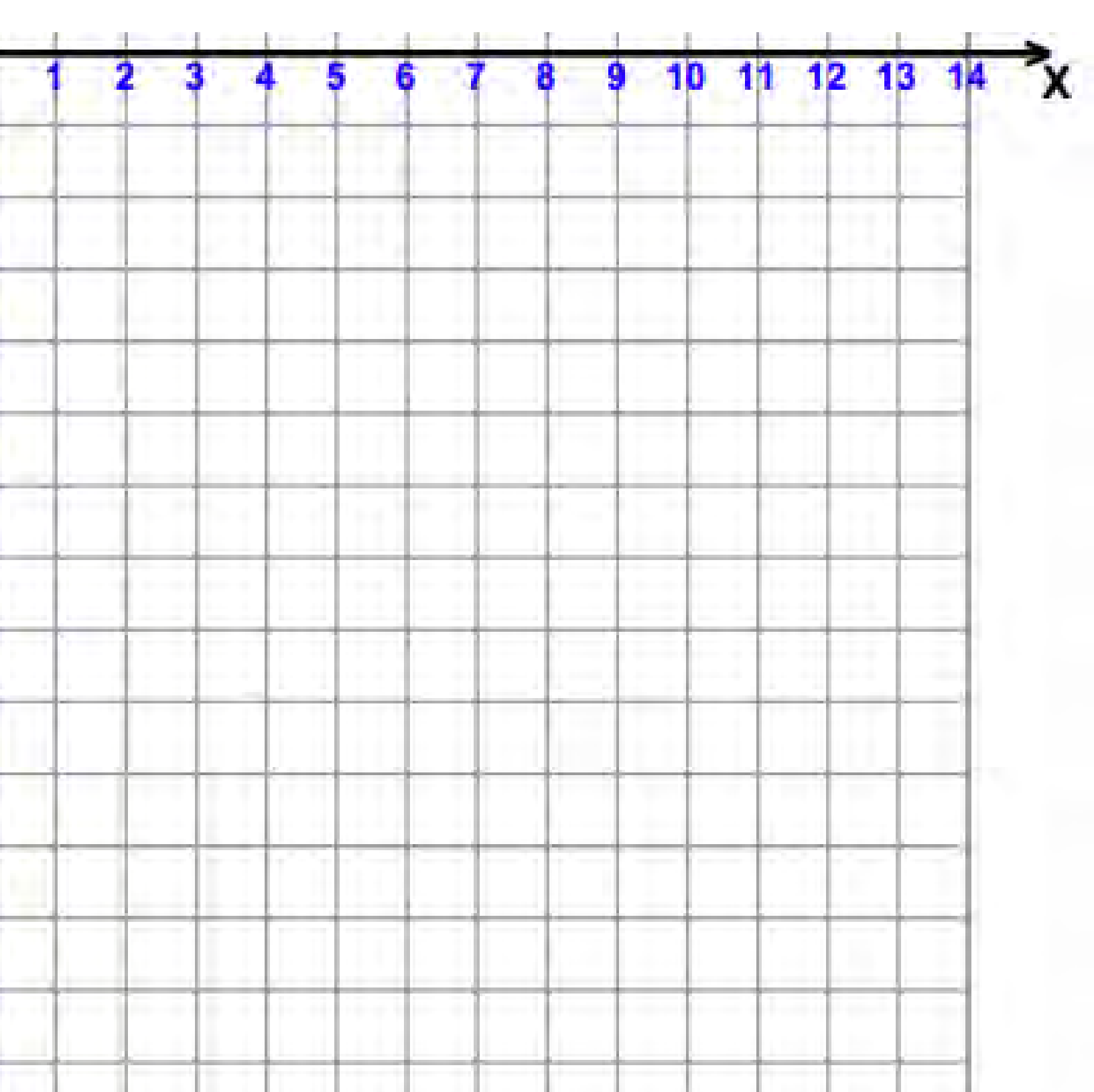


Quadrant I Original





Quadrant III
Translation



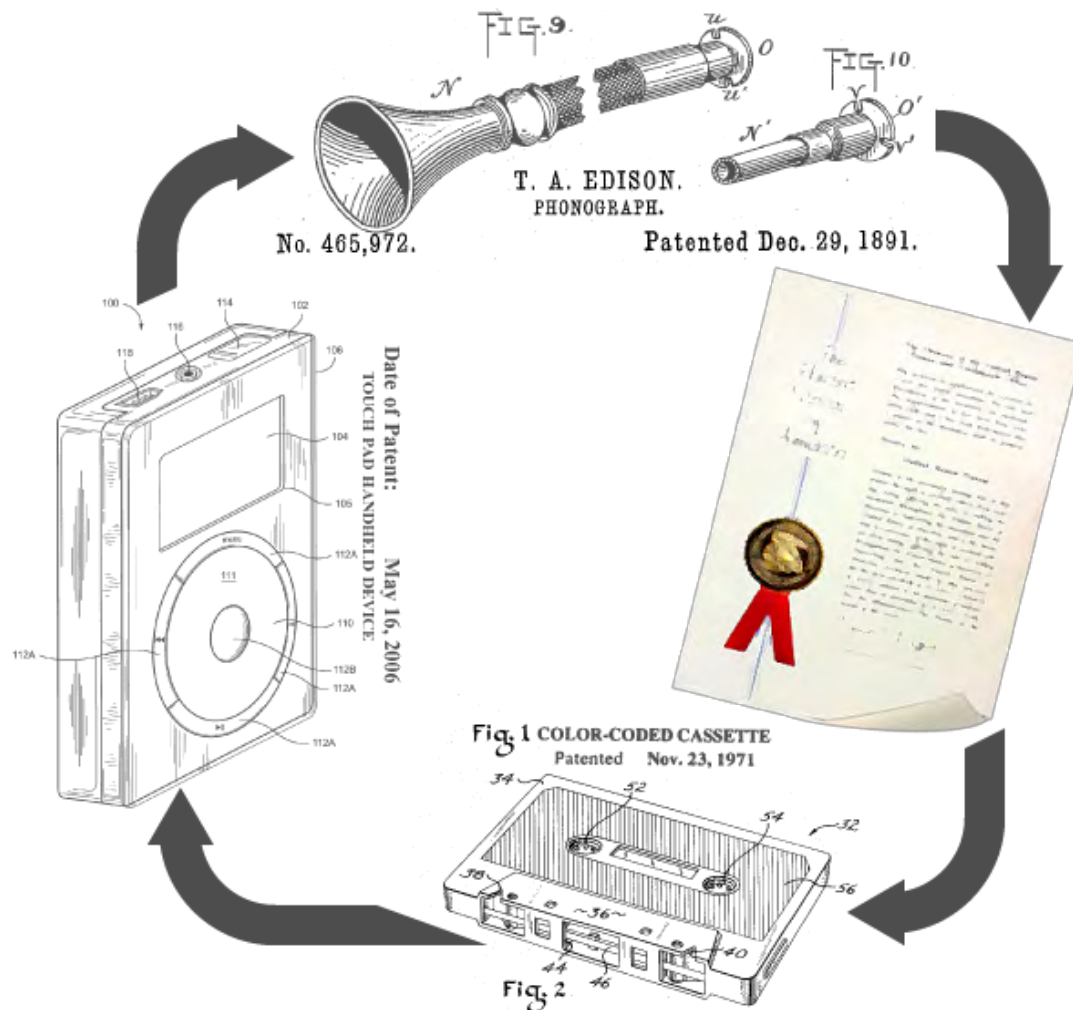
Quadrant IV
Reflect over x-axis

UNITED STATES PATENT AND TRADEMARK OFFICE DESIGN PROCESS

WHERE TO BEGIN:

- Identify a problem, something that needs fixing, or pick something that would make a daily task easier to perform
- Research solutions or inventions that might already exist to solve the problem you identified. Search everywhere--journals, libraries, and internet and be sure to use the patent database at <http://www.uspto.gov> to see what types of solutions exist. You can get started here: <http://www.uspto.gov/patents/process/search/index.jsp>
- Now that you've done your research may already come up with an invention that solves your particular problem, how does your invention differ from other solutions you found?
- Sketch your ideas on paper or make a sketch on the computer
- Build a model or prototype of your invention
- Test the model by using it so you can find out what works and what elements may need to be improved
- Refine your invention by doing more tests until you have something that works well and the way you intended it to work
- Ask yourself: Does my invention address the problem or need? If not, you may want to rethink the original problem you were set out to address or perhaps you have come up with a solution to a new or different problem (that can still have value)
- The cycle of invention does not end here. Improving your invention may require you to begin the process again and may lead to additional inventions or improvements on your current design

THE CYCLE OF INVENTION:



- You **create an invention** inspired by a societal need for improvement.
- You **apply for and receive a patent**, temporarily excluding others from making and using it, in exchange for public disclosure.
- Someone is inspired by your invention, leading them to the **creation of other inventions** or improvements.
- Competition is encouraged and you and other inventors are continuously inspired to think of **new inventions**.

"Before... any man might instantly use what another had invented; so that the inventor had no special advantage from his own invention. The patent system changed this; and secured to the inventor, for a limited time, the exclusive use of his invention; and thereby added the fuel of interest to the fire of genius, in the discovery and production of new and useful things."

-Abraham Lincoln, former President and patent holder

Designer Born without Hands chooses a Life of Inspiration

Jun 5, 2017 7:23 PM EDT

Full Transcript

- **JUDY WOODRUFF:**

This week, we're going to take a look at a special series about living with disabilities from our network of Student Reporting Labs around the country.

The series, called Limitless, includes more than 30 stories written, filmed and edited entirely by middle and high school students.

Tonight, we learn about Ryan Hudson-Peralta. He's a web designer in Detroit who was born with congenital limb deficiency.

- **PATRICK PERALTA, Ryan's Father:** We kind of figured he was here for a purpose.

- **KIMBERLY PERALTA, Ryan's Mother:** Everyone in the world is going to know his name.

- **DARRYL BLANDING, Ryan's Friend:** He is different than anybody else.

- **DAN GILBERT, CEO, Quicken Loans:** There's no better word than inspirational. So he inspires everyone. He inspires me.

- **TONY NUCKOLLS:**

Ryan has taught me how to not worry about the past, don't focus on the future, but enjoy every moment of the present.

- **RYAN HUDSON-PERALTA, Senior Web Designer, Quicken Loans:** My name is Ryan Hudson-Peralta. I was born with a disability called congenital limb deficiency, which basically is the shortening of the arms and the legs. And, in my case, I was born without hands.

When I was born, the doctors told my parents that I would never drive a car or go to a regular school. They said I would never have a family. So, yes, everyone pretty much doubted me when I was a kid.

- **KIMBERLY PERALTA:** Well, after Ryan was born, the doctors wouldn't show me him.

And, all of a sudden, they covered up the mirror and told my husband, hey, Mr. Peralta, leave the room. And I didn't understand why. And I said, where's my baby? I want to see my baby.

And I kind of went into shock. And they told me something was wrong with his arm, and then something was wrong with his leg.

- **PATRICK PERALTA:** They said, well, we will let you see him in a little bit. I just looked at his face and said, he's a fighter.

- **DAN GILBERT:** Actually, I think I saw Ryan Hudson-Peralta before I heard about him, so — and I asked somebody. I said, wait, is he working for us? What's he doing? And I think somebody said, well, he's a designer.

The first thing you ask yourself is, how does a man who doesn't have limbs design stuff on a computer? But that's just really the first question, because then you see everything else he does. And you keep asking, how does he do that, how does he do that, how does he do that?

Sooner or later, you stop asking the question, because he just figures out a way to do it. So, it was truly remarkable to me and very shocking and also inspirational at the same time.

- **DARRYL BLANDING:** Never heard him complain about nothing. And he has to work twice as hard to do daily tasks, like to send a text message or just anything. And he never complains about that at all, nothing.

- **RYAN HUDSON-PERALTA:** As a kid, I started to draw with my pencil between my feet. And then I really realized one day that it was going to be pretty tough when I go into a bank and have to hop up on the counter to sign the — sign the deposit slip.

So, I moved the pencil from my feet to my chin and shoulder and I started to draw that way. In 2013, I started working for Quicken Loans and their family of companies as a Web and Internet user interface designer. And about nine months after working there, I got an e-mail from Dan Gilbert's team asking me to speak at these events he has every — about every month.

- **DAN GILBERT:** We wanted Ryan to talk about a philosophy and how that plays out through him and his story. And he does a great job, because, again, for everyone in the audience, it's probably their first time seeing Ryan. And he's just so — such a unique individual that every time people see him and see he's just a regular, normal guy who just gets it done, just, you know, different kind of challenges, I think that inspires everybody in a big, big way.

- **TONY NUCKOLLS:** He is a testament, a living testament to that, with the way that he interacts with people, the way that he approaches work, the way that he builds community around him. He understands the power of relationship and he also understands the power of people.

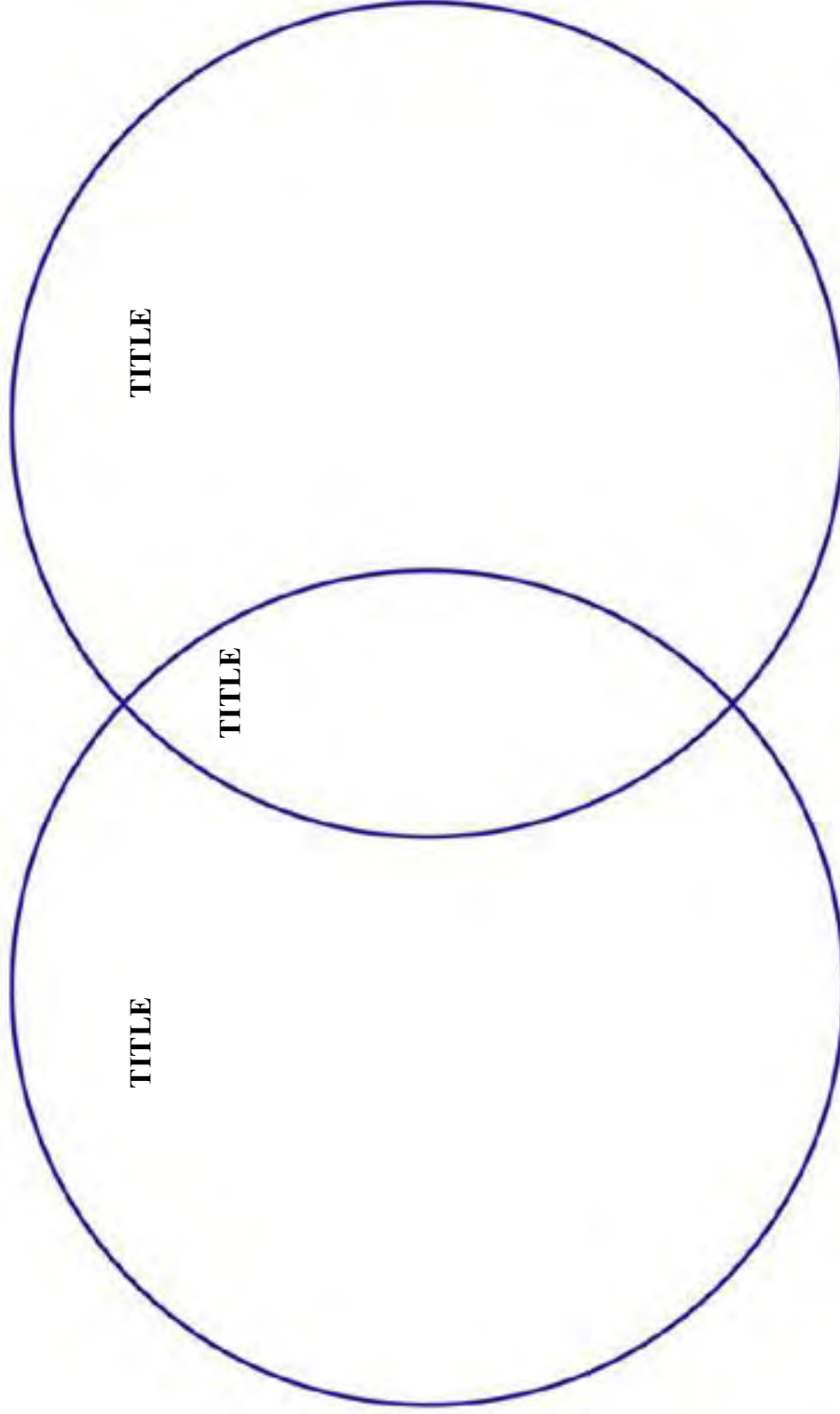
- **RYAN HUDSON-PERALTA:** Bad things are going to happen to you every day in your life. And no matter what, if you stay positive, you're going to get through them. I mean, I could look at every day in my life as something negative. Being born without hands is not the greatest thing that could happen to somebody. But I have a choice every day that I wake up. I can either look at myself as a poor guy with a disability or somebody that can go out and inspire people.

- **JUDY WOODRUFF:** And what an inspiration Ryan is. Remarkable.

You can see more of these stories from young journalists across the country at studentreportinglabs.org.

NAME:

TOPIC



Innovation T-Chart

Innovation	Problem Solved

Typing sentences by simply thinking is possible with new technology

Mar 15, 2017 7:33 PM EDT

Full Transcript:

- **JUDY WOODRUFF:**

For decades, researchers have worked to create a better and more direct connection between a human brain and a computer to improve the lives of people who are paralyzed or have severe limb weakness from diseases like ALS.

Those advances have been notable, but now the work is yielding groundbreaking results.

Special correspondent Cat Wise has the story.

It's part of our Breakthroughs reporting and for our weekly segment about the Leading Edge of science and technology.

- **CAT WISE:**

Dennis Degray is a 64-year-old quadriplegic who is writing a sentence on the computer screen in front of him using only his brain.

A former volunteer firefighter, Degray had a bad fall 10 years ago which severed his spinal cord. As part of an early stage clinical research study led by Stanford University, Degray and two other volunteer participants with ALS had small sensors implanted in their brains in an area called the motor cortex, which controls movement.

Even though Degray can no longer physically move his arms, the neurons in that part of his brain, and in the brains of many other paralyzed individuals, remain active.

The sensors in his brain listen in to those neurons, which emit different electrical signals depending on the direction Degray thinks about moving his hand.

- **DENNIS DEGRAY, Clinical Research Participant:**

To move the pointer around, I imagine a ball lying on a table and with my hand lying on the ball. And as I roll the ball forward, the pointer goes up, and as I roll the ball back toward me, the pointer goes down, and, of course, left and right correspondingly.

- **CAT WISE:**

The neural signals are transmitted to the computer through two devices that screw into small pieces of equipment called pedestals protruding from Degray's scalp. In the

computer, sophisticated algorithms turn the movements in his mind into cursor movements on the screen.

- **DENNIS DEGRAY:**

It's very liberating. To be able to utilize a portion of my body that has not worked to actually cause and effect is great fun, just great fun.

- **DR. JAIMIE HENDERSON, Stanford University:**

If you had asked me five years ago if I thought I would see these types of systems becoming available any time within my lifetime, I would have been pretty skeptical.

But I would say now that, within the next 10 years or so, we will probably begin to see systems that can restore function to people with paralysis.

- **CAT WISE:**

Dr. Jaimie Henderson is a professor of neurosurgery at Stanford University. He implanted the sensors in Degray's brain, and he is one of the leaders of a scientific team from several universities around the country working on the technology called BrainGate.

- **DR. JAIMIE HENDERSON:**

The principles by which we're reading out brain signals are well-established.

The research advance is using the computer algorithms to figure out what the brain is doing, an operating system that can read out signals on millisecond time scales and feed that back to the user, so that they can be in very tight feedback loop with the machine and use it more efficiently.

- **CAT WISE:**

That improved efficiency in the BrainGate operating system, which has been in development for more than a decade, is at the heart of a new research paper Dr. Henderson and his colleagues released.

The study, which was funded in part by the National Institutes of Health, also a "NewsHour" funder, highlighted the typing results of Degray and the two others in the study.

- **DR. JAIMIE HENDERSON:**

Our participants in this study were able to type at anywhere between 20 to up to almost 40 correct characters per minute, which translates to somewhere between four and eight words per minute, which is the fastest typing now demonstrated in people with paralysis by a factor of anywhere from two to four.

This allows you to type at speeds that are now approaching what you can use on a cell phone.

- **CAT WISE:**

Surveys of those with paralysis show that speed of communication is important to them. That's one of the frustrations with current systems that track eye and face movements.

One of the goals of the research now is evaluate the safety of brain-computer interfaces, but there are still a lot of questions and concerns about connecting brains to computers. It's a debate the Stanford team embraces.

- **KRISHNA SHENOY, Stanford University:**

Over the past few decades, we have become increasingly comfortable with having various devices implanted in our bodies.

- **CAT WISE:**

Study co-author Krishna Shenoy says his broader research with neural prosthetics shows people are comfortable with much more now than just knee replacements, for example, electrodes to control Parkinson's tremors.

- **KRISHNA SHENOY:**

Fifteen years ago, society started to become comfortable with deep brain stimulators. When you turn the system on, the tremor essentially stops. It's like magic. Tens of thousands of people are walking around every day with these electronic systems in their brains.

So, the question is, is there something sacrosanct about the brain, that we shouldn't go there? This is extremely important to be guided by bioethics, neuroethics. And this is a case where we can do tremendous good if this is developed and deployed correctly.

- **CAT WISE:**

Dennis Degray says that, while he's able to utilize a range of communication systems, he's participating in the trial to help advance a technology that may benefit those who don't have as many options.

- **DENNIS DEGRAY:**

What we're performing here is basic science. We're building a foundation upon which the roboticists, the communicators, the mechanical engineers, medical prosthetic device manufacturers, all of them will be able to utilize the controls that we are learning about at this point.

- **DR. JAIMIE HENDERSON:**

We have, I think, made slow, but steady progress, and are getting to the point where we can now really imagine systems that can be fully implanted, wireless, able to be used 24 hours a day without calibration.

I think we're still a ways away from that, but we're getting closer.

- **CAT WISE:**

The Stanford research team hopes to enroll another trial participant in the next year or two. And they are now exploring ways to connect people and their brains to new devices.

For the PBS NewsHour, I'm Cat Wise in Palo Alto, California.

- **JUDY WOODRUFF:**

Fascinating.

Technology, Invention and Innovation Week 1

Overview: For decades, technology has helped to improve the lives of people with disabilities and injuries. Using **PBS NewsHour** resources, you will learn about the invention process, including a bio-medical device which allows individuals who cannot physically speak to type sentences by simply thinking. You will then research a medical invention or procedure and create innovative ways to improve upon it.

Essential Questions:

How do inventions change the lives of people? Are the changes always positive? Explain.

Objectives

- To improve upon the design of a common medical product or procedure using the design or invention process.
- To understand the steps of the invention process and how innovation can be used for social change.

Key Vocabulary: Technology, Invention, Innovation

Background: Medical procedures or devices are used to prevent, relieve, treat or cure the symptoms of human suffering caused by a disease or an accident. Such medical inventions have existed for thousands of years and are undergoing constant improvement or innovation. In this lesson, students will research how medicine has changed over the course of history through improvements in design.

Content Alignment: Aligns with the Ohio Department of Education Learning Standard for Science. Specially the Nature of Science:

- **Scientific Inquiry, Practice and Applications** - All students must use scientific processes with appropriate laboratory safety techniques to construct knowledge and understanding in all science content areas.
- **Science is a Way of Knowing** -Science assumes the universe is a vast single system in which basic laws are consistent. Natural laws operate today as they did in the past and they will continue to do so in the future. Science is both a body of knowledge that represents a current understanding of natural systems and the processes used to refine, elaborate, revise and extend this knowledge.
- **Science is a Human Endeavor** -Science has been, and continues to be, advanced by individuals of various races, genders, ethnicities, languages, abilities, family backgrounds and incomes.
- **Scientific Knowledge is Open to Revision considering New Evidence** -Science is not static. Science is constantly changing as we acquire more knowledge.

Cognitive Demand: Expectation for Learning: Designing Technological/Engineering Solutions Using Science Concepts requires students to solve science-based engineering or technological problems through application of scientific inquiry. Within given scientific constraints, propose or critique solutions, analyze and interpret technological and engineering problems, use science principles to anticipate effects of technological or engineering design, find solutions using science and engineering or technology, consider consequences and alternatives and/or integrate and synthesize scientific information.

Procedure

Week1 Day 1:

1. Brainstorm medical products and briefly describe how they have helped improved people's lives. A medical device or product is something someone invented, i.e. it's an invention!

Question: What is the first step of the invention process?

Follow the link [invention process](#), or see **Appendix A: United States Patent and Trademark Office** to determine what steps make up the invention process. Write these steps in your own words in your notes.

2. Watch this PBS NewsHour Student Reporting Labs video about Ryan Hudson-Peralta, a man with Congenital Limb Deficiency. <http://www.pbs.org/newshour/bb/designer-born-without-hands-chooses-life-inspiration/> or read the complete transcript in **Appendix B**.

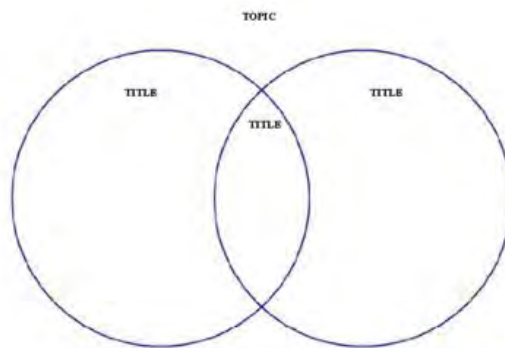
Answer the following questions based on the video/transcript:

- What inventions are featured in this video? How might they be useful to Hudson-Peralta? What were the options available to Hudson-Peralta 50 years ago with regards to work, having a family and recreational activities? If you are not sure, how could you find out?
- How have medical inventions and procedures changed from ancient civilizations to modern day? (e.g. antibiotics, leeches treatment, soap)

Week 1 Day 2:

1. **Compare Invention to Innovation.** What are the similarities and differences between an invention and an innovation? Is there a difference? Create a Venn diagram. See appendix for a full-size version.

NAME:



People tend to think of an invention as the first time someone has come up with an idea and innovation as an improvement upon an existing invention. It becomes a little tricky because an innovation could also be considered an invention in its own right.

- Look at the image below. The invention of the computer mouse has taken on many forms. Think of all the innovations that have been made to the mouse. What problems do you think they were trying to solve?



- Create a T-chart or use the one in **Appendix D**. List innovations have been made to cell phones on the left and the problem the innovation tried to solve on the right.

Innovation	Problem Solved

Question: Are all innovations successful? Justify your reasoning by providing a real-world example.

Week 1 Day 3– Your turn to innovate:

Part One: Video and reflection.

- Watch the PBS NewsHour video, [“Typing sentences by simply thinking is possible with new technology”](#) or read the complete transcript **Appendix E**.
- What is the medical invention? What other inventions is the new technology using?
 - What branches of science are working together in order to help Dennis DeGray communicate using a computer? What pieces of the “puzzle” are each branch responsible for?
 - What are some ethical considerations when enrolling paralyzed patients such as those with ALS into research experiments using untested neural prosthesis? How do scientists and doctors deal with those ethical considerations?
 - How do you think this technology might be applied in the future?

Week 1 Days 4-5:

Part Two: Choose your own invention

1. Choose one medical invention/device that has helped people in some way. What innovations have been made to the device?
2. Use the [invention process](#) **Appendix A** to: identify a problem, brainstorm solutions, design, test and redesign. Keep track of your thought process through a graphic organizer or writing out a step by step process.

Question: Why is redesign an important step of the invention process?

3. Research the invention and track its evolution over time. Create a presentation, for example PowerPoint or poster. Be sure to include the following information:
 - Who invented the medical device? In what year?
 - What is the device used for? Include key features including how it helps to diagnose, treat or manage disease.
 - What innovations have been made over time in its design or function?
 - Write out pros and cons of the invention.
 - Include a list of sources.

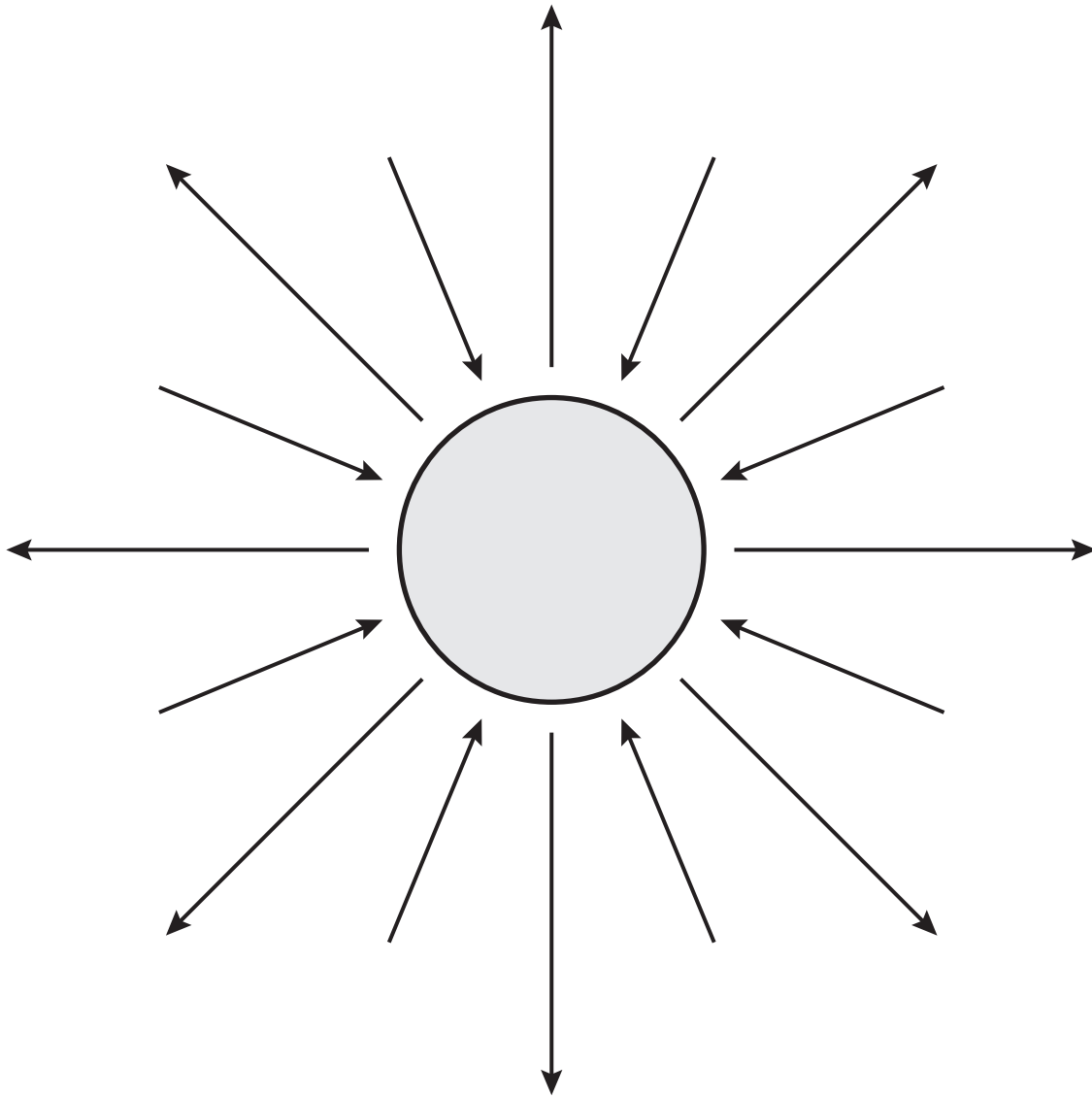
Suggested Resources:

- **About Inventors** <http://inventors.about.com/library/inventors/blmedical.htm>
- PBS NewsHour's **Innovation and Invention** series
<http://www.pbs.org/newshour/tag/invention/>
- WGBH's **Design Squad Global**: <https://pbskids.org/designsquad/>
- Duke University: [Medical Timelinehttps://repository.duke.edu/dc/mma](https://repository.duke.edu/dc/mma)

Starburst

IDENTITY CHART

Directions: Write your name (or the name of a person or character) in the circle. At the ends of the arrows pointing outward, write words or phrases that describe what you consider to be key aspects of your identity. At the ends of the arrows pointing inward, write labels others might use to describe you. Add more arrows as needed.



Street Calculus



Garry Trudeau's cartoon from the *Doonesbury* comic strip comments on the calculations we make about one another.

Credit Line

DOONESBURY © G. B. Trudeau. Reprinted with permission of UNIVERSAL UCLICK. All rights reserved.

Topic

Race in US History
Democracy & Civic Engagement

Related Content

Image

Democracy & Civic Engagement

Antisemitism & Religious Intolerance

Police at Battle of Cable Street

Demonstrators barricaded the streets in London's East End where Fascist leader Oswald Mosley and the Blackshirts had planned a march.

[Add or Edit Playlist](#)

Image

Democracy & Civic Engagement

The Battle of Cable Street Mural

The Battle of Cable Street mural, which has been vandalized multiple times since its conception in the 1970s, commemorates the historic Battle of Cable Street as well as the East End's immigration story.

[Add or Edit Playlist](#)

Image

Democracy & Civic Engagement

Antisemitism & Religious Intolerance

Segment of the Battle of Cable Street Mural

The Battle of Cable Street mural depicts details from the confrontation between anti-Fascist demonstrators and Oswald Mosley and his Blackshirts in London's East End.

[Add or Edit Playlist](#)

Image

Race in US History

Democracy & Civic Engagement

Marian Anderson, Opera Singer, Performing at the Lincoln Memorial

Marian Anderson, African American opera singer, performs for an estimated crowd of 75,000 on the steps of the Lincoln Memorial in 1939. Barred from performing at Constitution Hall due to her race, Anderson instead performed at the Lincoln Memorial to an integrated crowd.

[Add or Edit Playlist](#)

<https://www.facinghistory.org/resource-library/image/street-calculus>

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Independent Civic Action Project - CENSUS 2020

DAYS 1 & 2: Complete Phase 1, Steps 1 and 2.

DAY 3 & 4: Complete Phase 2, Steps 1-3.

DAY 5: Complete Phase 3, Step 1.

EXTRA: Complete Phase 3, Step 2.

PHASE 1: Understand and Connect to the question “How do we make sure everyone is counted?”

Phase 1, Step 1: Explore what the census is and why it is important.

Watch this video (<https://youtu.be/HMaaH6Suf98>) OR read **Source A** included in this packet and then answer the following questions in your journal:

- What do you know about the U.S. Census now that you didn't know before?
- Have you or your family ever participated in the Census? Why or why not?
- How will the census impact you or your family?
- What other information would be important to know/understand in order to answer the project question?

Phase 1, Step 2: Connect with and collect information from others.

Now, interview two or more family in your household or community members by phone, email, or social media. Focus on different ages over 30 years old. Use the questions below, and other questions you want to ask. Write down the responses to each question. (Consider making a google form to document responses, or expand your research by sending a survey to many people.)

Sample questions for interviews:

- What is the U.S. Census?
- Have you ever completed the Census? Why or why not? Do you intend to complete it this year?
- How will the census impact you or your family?

After you finish your interviews - complete the reflection below.

Independent Civic Action Project - CENSUS 2020

PHASE 1 Reflection:

Reflection

- What do you know now that you didn't know before?
- Did the responses from any of the people you interviewed surprise you? Why or why not?
- Why do you think these individuals have had these experiences with the U.S. Census?
- Do you think other people in your community have had similar or different experiences from those you interviewed?

PHASE 2: Investigate the topic and any barriers to Census completion.

Phase 2, Step 1: Research Community Impact.

Use the maps provided in **Source D** to answer the questions below:

- What do the colors/shades on the map mean? What patterns do you notice?
- Was the percentage for your neighborhood/part of the city higher or lower than what you would have expected? Explain.
- Looking at the overall map, why do you think some areas of Cleveland are harder to count than others?
- Is this data similar to what you learned from your family/community survey data?

Phase 2, Step 2: Focus and narrow your research.

Here you will work to better understand the Census, and any causes to issues you've learned about in the previous steps. Document your answers in your journal, and make note of **NEW** questions.

- A. Why is the Census important?
- B. What is the U.S. Census information used for?
- C. Who does and doesn't get counted in your community and why?
- D. Why don't some people complete the census?
- E. Why are some communities harder to count than others?

Use **Sources A, B and C** to answer the questions. You should also use your research from Phase 1 interviews, and Phase 2 map analysis to help you answer the questions. If you have access to the internet, also check out:

- Pew Research Center's: How Census Race Categories Have Changed Over Time
- US Census Bureau's "2020 Census Baiers, Attitudes and Motivators Study Survey Report"

Phase 2, Step 3: Analyze the issue(s) and assess possible solutions.

List all the reasons you found why some people don't complete the U.S. Census.

- I. Which barrier seems the most important to address and why?
- J. Is there a barrier you have identified that doesn't seem to have a solution? Explain.

PHASE 2 Reflection:

Reflection:

- F. What surprised you about some of the research you did?
- G. Are there barriers that you identified that are more important than others? Explain.
- H. How will knowing who doesn't get counted help develop a way to get everyone counted in your community?

PHASE 3: Plan and Take Action

Phase 3, Step 1: Plan and Take Action.

Here you will take action to ensure everyone is counted in the census! You will create awareness for what the census is and why it is important, and get as many people as you can to complete the U.S. Census. Follow these steps to organize your awareness campaign:

- Step 1: Reflect upon and summarize what you have learned about the census and why it's important. Decide on the information that has the most significance or impact.
- Step 2: Identify WHO needs to know this information and WHY they need to know it.
- Step 3: Identify WHAT you want to say and HOW you want to say it. What could you say to this audience that will make them complete the census?
- Step 4: Next, choose the best way to communicate with people to make sure they complete the US census. A letter or email? A tweet? A tik tok? A social media campaign? Phone calls?
- Step 5: Finally, construct your MESSAGE. Consider what you have already decided, and how to bring that all together.
- Step 6: Implement your plan and make sure to document your experience along the way! Track your outcomes if you can - did anyone complete the census because of your action?

Phase 3, Step 2: Reflect and Share!

After completing your action, share with others what you learned about the Census and why it's important to engage in civic life!

- What did you learn throughout the process?
- What did you learn about yourself and your community?
- Why should young people be civically engaged?
- Why should everyone complete the census? As a final action - connect with other CMSD students working to get their communities counted by sharing your experience, ideas and thoughts on social media.

SOURCE A: 2020census.gov

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

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

The results of the census also determine the number of seats each state will have in the U.S. House of Representatives, and they are used to draw congressional and state legislative districts.

It's also in the Constitution: Article 1, Section 2, mandates that the country conduct a count of its population once every 10 years. The 2020 Census will mark the 24th time that the country has counted its population since 1790.

SOURCE B: Berube, Alan. Stakes are high for cities and regions ahead of an unsettled 2020 census. Brookings Institute “The Avenue.” Thursday, February 7, 2019

A little over one year from now, the United States will participate in a democratic tradition that stretches back to the founding of the republic: the once-a-decade census of its population.

From 1790 (U.S. population: 3.9 million) to 2010 (U.S. population: 309 million), the decennial census has changed alongside the nation itself. From the territory it covers, to the questions it asks, to how it collects the information, the census has reflected evolution in technology, the role of the federal government, and the size of the country itself.

As we approach 2020, however, both technical and political changes in the census are introducing unprecedented new challenges. The stakes are high for cities and regions, which depend on a full and accurate count of their populations to ensure their fiscal health and political strength. Three areas of concern stand out.

THE CENSUS IS MOVING (PARTIALLY) ONLINE: For the first time in 2020, the U.S. Census Bureau plans to allow households to respond to the decennial census survey via the internet. This move could help reduce the costs of the census (e.g., fewer paper forms to collect and process) and improve response rates among a U.S. population that’s increasingly online, all the time.

Yet a digital decennial census could cause complications for participation, particularly in areas with limited broadband access. My colleague Adie Tomer and co-authors find that in 2015, almost one in four Americans (74 million people) lived in neighborhoods where fewer than 40 percent of households subscribed to broadband. It’s not only rural areas where broadband’s reach is limited; major metro areas with large Hispanic populations—and/or significant areas of concentrated poverty—exhibit troubling subscription gaps as well. As CityLab’s Kriston Capps reports, many cities are leaning on libraries to connect those populations to the online census, but tests thus far suggest the fix won’t be easy.

The massive online data collection effort also introduces significant data quality, privacy, and security challenges for the Census Bureau. Viruses, impersonator websites, data breaches, and service disruptions could threaten the integrity and accuracy of the count. While the Bureau is investing in addressing potential security weaknesses, the Government Accountability Office recently flagged significant challenges and risks the Bureau still faces to mounting a successful online 2020 census.

THE CENSUS MAY BE UNDER-RESOURCED: The Census Bureau has estimated the full “life cycle” cost of the 2020 census at \$15.6 billion. Much of its ramp-up funding over the past few years came in below projected needs, leading to reduced testing of new operations and procedures. As Capps from CityLab details, the Bureau cut two of its planned dress rehearsals, conducting only one end-to-end test in Providence County, R.I. Moreover, the Census Bureau went without a permanent director for 18 months during this critical period, with Congress finally confirming federal statistical agency veteran Steven Dillingham to the position in early January.

Signs are looking up that Congress will provide adequate funding for the 2020 census in the coming year. Still, other preparation challenges confront the Bureau, including the need to hire more than 500,000 enumerators—the workers who go door-to-door to make sure that people who don’t respond online or by mail to the survey get counted. Last time around in 2010, the U.S. unemployment rate was hovering near 10 percent, and 4 workers looking for a decent-paying temporary gig were relatively easy to find. Now with the rate south of 4 percent, it may be harder to find such workers, and as a result more difficult to ensure that harder-to-count communities are accurately captured in the census.

**Source C: Excerpt of Cuyahoga County, Office of the Executive, Census 2020 webpage;
<http://executive.cuyahogacounty.us/en-US/2020-Census.aspx>**

WHY IS THE CENSUS IMPORTANT?

Representation: The official census results are used to determine how many seats Ohio receives in the U.S. House of Representatives. Ohio will also use the 2020 Census results to draw the boundaries for House of Representatives and local legislative districts. If Cuyahoga County is undercounted, Ohio could receive fewer seats in the House of Representatives as a result. It is important for you to encourage your family and friends to complete the 2020 Census so your voice can be heard in Washington, D.C. and in the Ohio General Assembly.

Federal Funding: The federal government uses census data to make funding decisions for federal programs that families rely on in Cuyahoga County. For example, if a Cleveland non-profit applies for a grant from the federal government it is required to use the latest census data. When households and families are not counted in the census, they could risk losing critical federal funding and support.

Every individual resident in Cuyahoga County is unique and relies on different federal, state, and local programs which use census data. Some people may not even realize that they are benefitting from programs funded by the federal government that use census data.

Here is a list of key programs that Cuyahoga County residents rely on which use U.S. Census data:

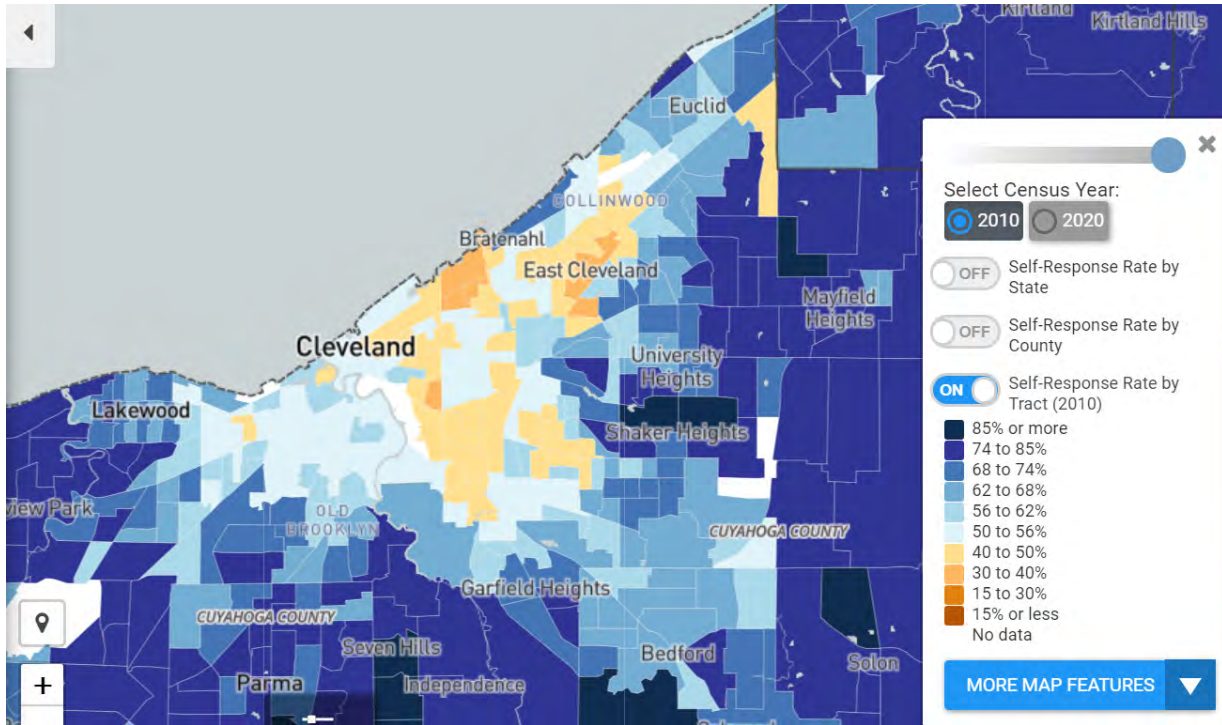
- Medicaid*
- Supplemental Nutrition Assistance Program (SNAP) or “food stamps”*
- Medicare Part B*
- Special Education Grants*
- National School Lunch Program*
- Head Start/Early Head Start*
- Foster Care*
- Health Care Programs (Community, Migrant, Homeless, Public Housing)*

Neighborhood Development: U.S. Census data are used in decision-making at all levels of government. City and county planners use census data to plan for hospitals, nursing homes, and other clinics. Cuyahoga County and State of Ohio agencies rely on census data to build new roads and repair our infrastructure. Cleveland Metropolitan School District and other regional public school districts even use census information to draw school district boundaries.

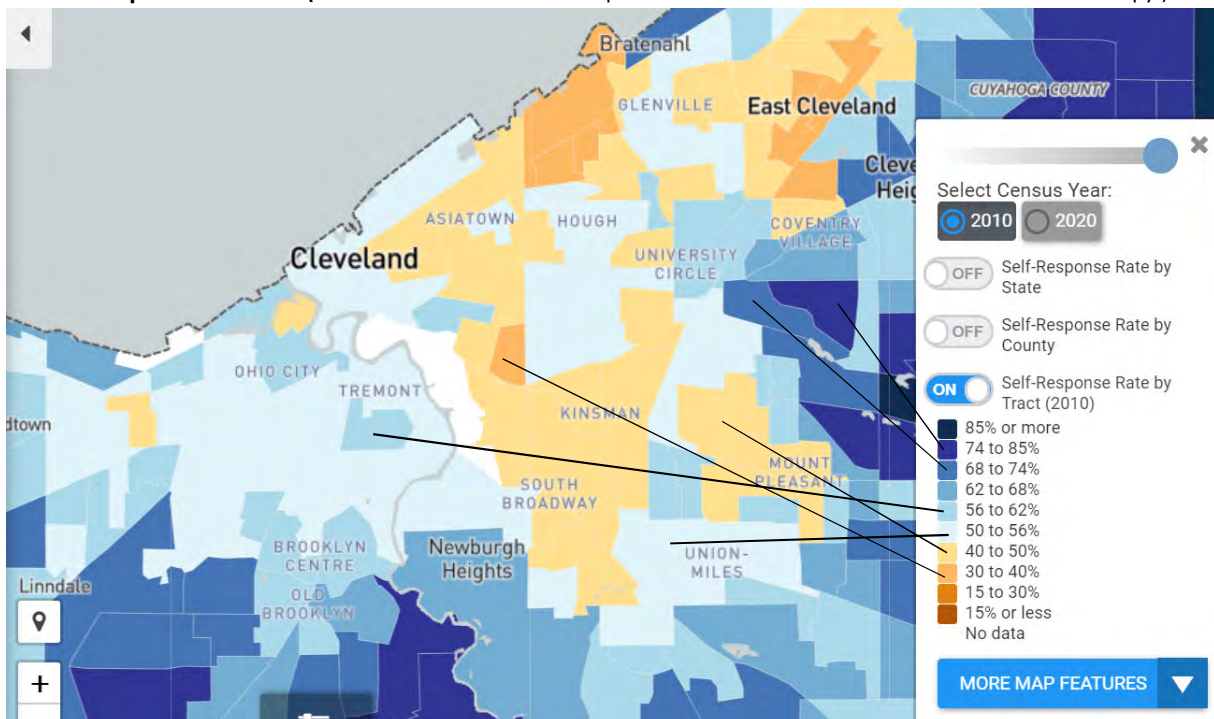
Economic Growth: Employers of all sizes need accurate U.S. Census data to plan for future job growth and make key business decisions. For example, large employers in Cuyahoga County use census data to understand the local labor supply and consumer needs and preferences.

SOURCE D: Census Hard to Count Maps, 2020, <https://www.censushardtocountmaps2020.us/>: The following images show the rate of people in the CLEVELAND AREA that were counted in the last U.S. Census in 2010. The rates represent the number of households that filled out the census on their own. For example, 50%-56% means 50%-56% of the people in that neighborhood completed the Census in 2010.

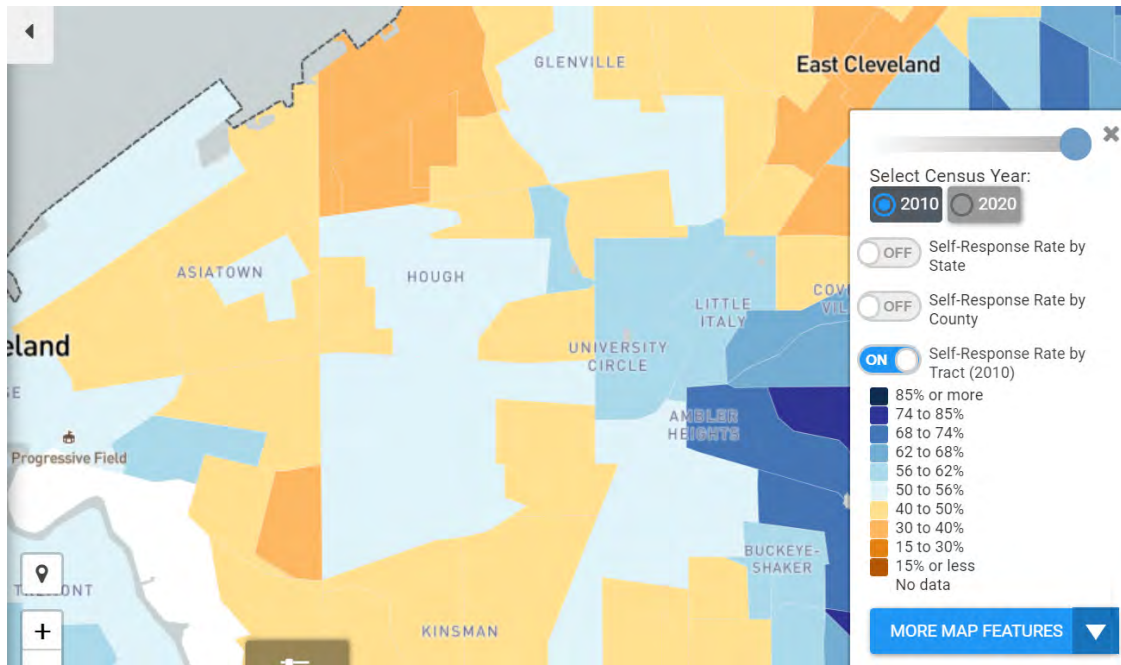
Map 1. Cuyahoga County



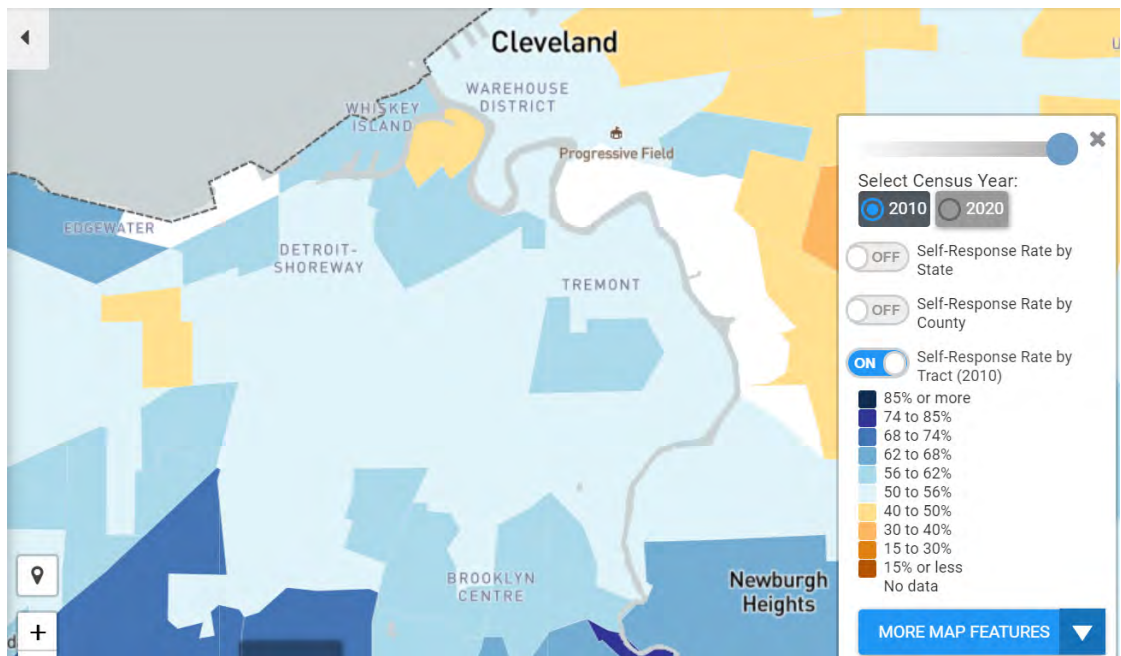
Map 2. Cleveland. (The arrows were added to help show differences in color if this is a black & white copy.)



Map 3. Cleveland - East



Map 4. Cleveland - West



Map 5. Cleveland - South

