

Weekly Enrichment Plan: Week of April 27

Grade: 7

	Day 1	Day 2	Day 3	Day 4	Day 5
Math (45 Minutes)	Topic: Proportional Reasoning with Samples Khan Academy Video: "Reasonable Samples" Activity: Understand Representative Samples (12.1 Reteach)	Topic: Proportional Reasoning with Samples YouTube Video: "Random Sample" Activity: Make Inferences from a Representative Sample (12.2 Reteach)	Topic: Proportional Reasoning with Samples Khan Academy Video: "Comparing Distributions with Dot Plots (Example Problem)" YouTube Video: "12.2 Making Inferences from a Random Sample" Activity: Make Inferences from Repeated Random Samples (12.3 Reteach)	Topic: Proportional Reasoning with Samples Activity: Make Inferences from Repeated Random Samples (12.3 Additional Practice)	Topic: Proportional Reasoning with Samples Activity: Learn the Math (Statistical Data Collection Skill 9)
Physical Education (15 Minutes)	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout 	Physical Activity – <ul style="list-style-type: none"> Go for walk/run YouTube – Kidz Bop Dance YouTube – Kids Workout

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English Language Arts (60 Minutes)	Reading Comprehension: Wit and Wisdom Module 4 Lesson 4 part 1 Khan Academy ELA Point of View – Creative Fiction 7 Commonlit: “Study: ‘High Incomes Don’t Bring Happiness’ Text and Comprehension Questions” Grammar Practice: Khan Academy – If you are new to Khan Academy Grammar, start with the Introduction; if you have been working on grammar already, move on to another part of the course. Follow it in order.	Reading Comprehension: Wit and Wisdom Module 4 Lesson 4 part 2 Khan Academy ELA Point of View – Realistic Fiction 7 Commonlit: “You Can Buy Happiness, If It’s An Experience” Text and Comprehension Questions Vocabulary Practice: Spend 15 minutes on Membean : If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBP Watch the video at this link to help you enroll https://vimeo.com/405243332/66aca78165	Reading Comprehension: Wit and Wisdom Module 4 Lesson 5 part 1 Khan Academy ELA Word Meanings – Fiction 7 Commonlit: Pairing Questions “Study: ‘High Incomes Don’t Bring Happiness’ and “You Can Buy Happiness, If It’s An Experience” Vocabulary Practice: Spend 15 mins on Membean : If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBP	Reading Comprehension: Wit and Wisdom Module 4 Lesson 5 part 2 Grammar Practice: Khan Academy Grammar Vocabulary Practice: Spend 15 minutes on Membean : If you are a first time user, follow this link: Click Here for Membean.com and enter code: CJNQBP Writing Practice: Writable Writing Task 4 : Select the assignment titled Information Skills Activities: Middle School: Skill: Introduce a Topic. Follow the prompt direction, read the student writing samples, use the graphic organizer to analyze the samples and plan for your own writing. *This assignment will take 2 days. (Printed in packet).	Independent Novel Reading: (Novels available at meal sites and activities in printed packet) Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day.
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Fine Arts (15 Minutes)	Art Read about Edward Hopper & respond in written statement	Music Read about & listen to samples of Jazz (instrumental) & respond in written statement	Art Create original artwork inspired by Hopper & write a response/reflection from prompt on solitude	Music Listen to several samples of major Jaz artists & write reflection/critique	Art Continue with your Photo Journal, with theme of Cabin Fever.
Science (30 Minutes)	Land Biomes-Take Your Pick: Exploring Land Biomes <i>Show what you know about Earth's major land biomes.</i> 1. Each day complete the task. Exit Cards Develop a set of index cards to explain what you have learned about Earth's major biomes. Include the name of each biome type on one side, and a fact about that biome type on the other side. Develop a seventh card on the characteristics of biomes. Use these cards to quiz yourself. • See Land Biomes handout	Land Biomes-Take Your Pick: Exploring Land Biomes Map It! Use your memory or another resource as a reference to draw a map of Earth. Next, research and draw Earth's six major biomes on the map. Choose a different color for each biome, and be sure to include a map key. • See Land Biomes handout	Land Biomes-Take Your Pick: Exploring Land Biomes Crossword Puzzle Develop a crossword puzzle that includes all the vocabulary terms and key concepts from what you learned about Earth's biomes. • See Land Biomes handout	Land Biomes-Take Your Pick: Exploring Land Biomes <i>(Choose one)</i> Collage Develop a collage from pictures of different biomes and characteristics of biomes. Quiz Develop a quiz covering the key topics from the lesson. Your quiz can include multiple formats, such as matching, fill in the blank, short answer, and identification. Then administer your quiz to your family, grade the quizzes, and listen to feedback from quiz-takers on how to improve your quiz. • See Land Biomes handout	Land Biomes-Take Your Pick: Exploring Land Biomes <i>(Choose one)</i> Memo Imagine you live on the edge of a protected grassland. Write a memo to convince or discourage local leaders to conduct a controlled burn of the grassland near your property. Web Page Imagine you work for a company that teaches young children about nature. You have been asked to develop a web page explaining the characteristics of one of Earth's major biomes. • See Land Biomes handout

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Social Studies <i>(30 Minutes)</i>	Introducing Baby Yoda Have you ever considered what factors are needed to design and produce a new toy or game? Read Baby Yoda and complete the “Introducing Baby Yoda” activity.	Think About It! 1. Reread Baby Yoda 2. Answer the questions that follow the article. 3. Highlight the section of the article that aided with your answering the questions.	The Concept 1. Draw or illustrate your toy or game. 2. Give your product a name. 3. Label the product’s parts. 4. Be sure to color your product. 5. Either explain how the toy will work or explain the object/purpose of your game.	The Proposal One thing that an entrepreneur has to do when attempting to sell a new product is to write a proposal. Customer base, competition, product evaluation, resources, and location are factors that should be considered when writing a proposal. Complete the “Proposal” activity.	The Pitch Now it’s time to pitch your new toy or game. On a separate sheet of paper, either draw an advertisement or to write a speech to persuade future customers to purchase your product. Complete the “Pitch” activity.
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Social Emotional Learning/ Reflection <i>(15 Minutes)</i>	Self-Awareness Anger is a normal emotion. It is how you act on that emotion that matters. Positive self-talk keeps anger from taking over by using the “thinking” part of the brain (the cortex) Journal about a time when you were able to get your anger under control.	Self-Awareness Take a few deep breaths and think about a family member or friend you care about. Take a few minutes to wish that person well.	Self-Awareness Avoiding stress leaves the situation unchanged and usually makes people feel worse. Coping with stress involves changing the situation or doing something to feel better and more in control. List some stressful things in your life. How do you know you feel stressed?	Self-Awareness Think about three activities you enjoy doing while you are at home during this time of social distancing. Think about the upcoming week and schedule time to enjoy these activities.	Self-Awareness Think about three activities you enjoy doing while you are at home during this time of social distancing. Think about the upcoming week and schedule time to enjoy these activities.
	Student Daily Check-Off (check off each activity that you completed)	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection 	<ul style="list-style-type: none"> • Math • English • Physical Ed. • Fine Arts • Science • Social Studies • SEL/Reflection

Suggested Daily Schedule: Grades 6-8

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



Family Suggestions

Parent Suggestions		Student Suggestions	
How can I support my student as a learner outside of school? <ul style="list-style-type: none">• Familiarize yourself with your child's learning calendar.• Encourage your child to do their best when completing tasks and assignments.• Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback.• Support your child in starting the daily work early in the day. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.• Remind your child to take frequent breaks to stay focused.• Consider designating a dedicated workspace to maximize time on task and facilitate learning.		How can I continue learning outside of school? <ul style="list-style-type: none">• Complete work on your suggested learning calendar.• Put in your best effort when completing tasks and assignments.• Ask an adult to contact your teacher when you need help. Teachers are available via e-mail, your school's online learning program or on the district's homework hotline.• Let your teacher know if you have access to a phone or computer. How can I stay organized? <ul style="list-style-type: none">• Start your work early. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.• Take short breaks to increase focus and stay motivated to complete tasks on time.• Find a quiet place to complete your work.	

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

English Language Learners

Enrichment Packet

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

مهم ! الروابط /

الموارد التالية متاحة للطلاب

للوصول إلى تعلم اللغة اليومي.

Individualizing Support for Students in Grades 6-12

For Students Who Struggle with Reading

Before Reading:

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

During Reading:

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

After Reading:

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

For Students Who Struggle with Written Assignments

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

For Students Who Struggle with Math Assignments

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

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

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

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

Name: _____ Class: _____

Study: 'High Incomes Don't Bring You Happiness'

By Caitlin Kenney
2010

People often have conflicting ideas about whether or not money can buy happiness. Some believe that the lifestyle that money can offer is equivalent to happiness, while others fear that money can lead to greediness that can never be satisfied. In this study, psychologist Daniel Kahneman and economist Angus Deaton seek the answer to this question. As you read, take notes on the different definitions of happiness that exist and how they are affected by money.

- [1] How much money do you think it would take to make you happy? Would an extra \$10,000 a year do it or would it take a \$100,000 salary bump to improve your mood?

A new study from Princeton economist Angus Deaton and psychologist Daniel Kahneman suggests that number depends on how you define happiness. The authors draw a distinction¹ between emotional well-being, "the quality of a person's everyday experience such as joy, fascination, anxiety, sadness, anger, and affection," and life evaluation, "a person's thoughts about his or her life (on a longer time scale)."



"Money Wallet" by 401(K) 2012 is licensed under CC BY-SA 2.0

Their study of data from the Gallup-Healthways Well-Being Index found that while "life evaluations rise steadily with income," emotional well-being drops off at about \$75,000 a year.

Beyond \$75,000, money is important for life evaluation but does nothing for happiness, enjoyment, sadness, or stress. Both factors are important; it is good to have high emotional well-being, but it is also good to think your life is going well.

- [5] According to the most recent census² data, the median U.S. household income was \$52,000 in 2008, with about a third of households making above \$75,000.

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1. **Distinction (noun):** a difference or contrast between similar things
2. an official count or survey of the population

Text-Dependent Questions

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

1. PART A: What statement best identifies the central idea of the text?
 - A. Money makes people happy above anything else.
 - B. Emotional well-being is solely dependent on wealth.
 - C. Money plays only a very minor role in people's overall happiness.
 - D. Money is able to influence people's happiness to an extent.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "would it take a \$100,000 salary bump to improve your mood?" (Paragraph 1)
 - B. "Beyond \$75,000, money is important for life evaluation, but does nothing for happiness" (Paragraph 4)
 - C. "it is good to have high emotional well-being, but it is also good to think your life is going well." (Paragraph 4)
 - D. "the median U.S. household income was \$52,000 in 2008, with about a third of households making above \$75,000." (Paragraph 5)

3. PART A: What does paragraph 5 suggest about the "emotional well-being"? of an individual with the median household income in 2008?
 - A. The average household in the U.S. would be happier with a higher income.
 - B. Only life evaluation would increase with a higher income.
 - C. Some people in the United States make too much money, which is harmful to average Americans.
 - D. Increasing the average household's income would decrease the country's overall emotional well-being.

4. PART B: Which section from the text best supports the answer to Part A?
 - A. "that number depends on how you define happiness." (Paragraph 2)
 - B. "life evaluations rise steadily with income" (Paragraph 3)
 - C. "emotional well-being drops off at about \$75,000 a year." (Paragraph 3)
 - D. "Beyond \$75,000, money is important for life evaluation" (Paragraph 4)

5. What is the main difference between “emotional well-being” and “life evaluation” as discussed in paragraph 2?

Discussion Questions

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

1. Do you agree with the results of this study? Why or why not? In your opinion and in the context of this article, does money buy happiness? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
2. In your opinion, what is more important to a person's overall happiness: their "life evaluation" or "emotional well-being"? How do these ideas factor into your own life?

April 27 – May 1: Middle School Activities for Independent Novel

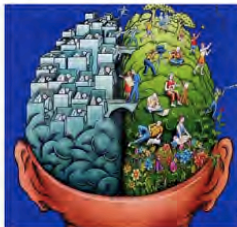
Directions: Choose one of the activities below when you get to the midpoint of your novel.



thinking differently

Choose 3 important events from the text and explain how you would have handled them differently to the characters in the story.

Explain how it may have changed the outcome of the story in either a small or major way.



THINKING DIFFERENTLY

Choose 3 important events from the text and explain how you would have handled them differently to the characters in the story.

Explain how it may have changed the outcome of the story in either a small or major way.

Be insightful here and think of the cause and effect. Sometimes your smallest action can have a major impact on others.



"you have three wishes"



A genie lands in the midpoint of the story you have just read and grants the two main characters three wishes.

What do they wish for and why?
Finally, would their wishes have changed anything about the story? How so?

YOU HAVE THREE WISHES

A genie lands in the midpoint of the story you have just read and grants the two main characters three wishes.

What do they wish for and why?

Finally, would their wishes have changed anything about the story? How so?

Again think about the cause and effect relationship and how this may have altered the path of the book you have been reading.

Name: _____ Class: _____

You Can Buy Happiness, If It's An Experience

By Maanvi Singh
2014

This NPR article discusses the findings of a study published in Psychological Science focused on how different purchases affect happiness. This article was published on Shots, NPR's Health News blog. As you read, take notes on how people are affected by purchasing material goods and experiences.

- [1] We humans spend a lot of time waiting in lines: People queue up for days in order to get their hands on the latest iPhone, or what feels like eons¹ for a table at that hip new brunch place.

You may be better off spending time and money on the latter.² A growing body of research has shown that experiences tend to make people happier than material possessions.

And even anticipating an experience like a concert, a ski trip or what better be a really great brunch makes us happier than purchasing the latest gadgets, according to a study published Tuesday in Psychological Science.



"Venice gondola" by lle_wu is licensed under CC BY-ND 2.0.

The study, cleverly titled *Waiting for Merlot: Anticipatory Consumption of Experiential and Material Purchases*, tracked how about 100 college students and over 2,200 randomly selected adults felt about material goods and experiences.

- [5] People got excited about both things and events. But they tended to feel more positive about experiential purchases, and their feelings about material purchases were more likely to be tinged with feelings of impatience.

"I think one aspect of that has to do with the nature of imagination," says Amit Kumar, a doctoral student of psychology at Cornell University and one of the researchers behind the paper.

"If you're waiting to buy an iPhone, you know exactly how many megapixels the camera on the new phone will have," Kumar told Shots. People often get really creative while planning out a future vacation, he says, and just thinking about all the things they'll be doing and all fun they'll be having can boost their mood.

Plus when it comes to experiences, money isn't as much of an issue, the researchers hypothesize. People may be competitive when it comes to keeping up with the Joneses,³ but tend to be less competitive about spending on experiences.

1. an indefinite and very long period of time
2. referring to the second or last mentioned of things

And as people age, they tend to find more joy in ordinary, everyday experiences like walking or gardening, compared to that trip to Fiji, another recent study found.

- [10] One reason may be that experiences give people the opportunity to bond and socialize, Kumar says. Even when you aren't guaranteed a ticket to a concert or a taco from the cool new food truck, people often enjoy waiting in line. "While waiting for concert tickets, people reported singing songs together, or people would be playing games with each other while they're waiting," he says.

And we've got proof of that right here at Shots. Editor Scott Hensley says he could buy tickets online for the Old Ebbitt Grill's annual Oyster Riot, but he much prefers going downtown first thing in the morning and waiting in line with his fellow oyster aficionados.⁴

That sounds a lot more fun than those Black Friday scuffles over flat screens and Xboxes. Indeed, Kumar and his colleagues compared news reports about people waiting in line and found that long waits for material purchases were more likely to end in violence.

We bet nobody's gotten into a fight while waiting for that oyster party.

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3. "Keeping up with the Joneses" is an idiom referring to the pattern of comparing oneself to one's neighbor as a benchmark for social class or the accumulation of material goods.

4. a person who is very knowledgeable and enthusiastic about an activity, subject, or pastime

Text-Dependent Questions

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

1. PART A: Which of the following best describes the central idea of the article?
 - A. People gain just as much joy from buying temporary experiences as they do from buying lasting products.
 - B. People like buying experiences and products, but they gain more joy from the experiences they purchase than the products.
 - C. People feel negatively about buying products and positively about buying experiences.
 - D. People gain more joy from buying experiences than buying products, but scientists have no explanation for why this happens.

2. PART B: Which paragraph from the text best supports the answer to Part A?
 - A. Paragraph 5
 - B. Paragraph 6
 - C. Paragraph 11
 - D. Paragraph 12

3. PART A: According to the information in the article, what is the relationship between happiness and anticipating experiences?
 - A. The longer people have to wait to experience something, the more anxious and less happy they become.
 - B. When people know more about what to expect from a product they anticipate buying, they experience more joy buying it.
 - C. People are less likely to try to outspend one another on experiences than products, which leads to increased happiness for those who buy experiences.
 - D. While anticipating future experiences, people often imagine what they will be like, which increases their joy and excitement.

4. PART B: Which of the following quotes from the text supports the answer to Part A?
 - A. "their feelings about material purchases were more likely to be tinged with feelings of impatience." (Paragraph 5)
 - B. "'If you're waiting to buy an iPhone, you know exactly how many megapixels the camera on the new phone will have,' Kumar told Shots" (Paragraph 7)
 - C. "just thinking about all the things they'll be doing and all fun they'll be having can boost their mood." (Paragraph 7)
 - D. "People may be competitive when it comes to keeping up with the Joneses, but tend to be less competitive about spending on experiences." (Paragraph 8)

5. How does the final sentence of the article contribute to the meaning of the text?: "We bet nobody's gotten into a fight while waiting for that oyster party."

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. Do you personally find more happiness buying a new material possession or purchasing an experience? Do the results of the study surprise you? Why or why not?
2. Do you believe the findings of the study would be the same for people from different socioeconomic backgrounds? How about people in different cultures? Why?
3. In the context of this article, can money buy happiness? Is money necessary for happiness? Cite evidence from the article, your own personal experience, and other literature, art, or history in your answer.

Name: _____ Class: _____ Date: _____

Pairing Questions for "Study: 'High Incomes Don't Bring You Happiness'" and "You Can Buy Happiness, If It's An Experience"

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

1. Which statement best identifies a shared claim about money from "You can Buy Happiness if it's an Experience" and "Study: 'High Incomes Don't Bring you Happiness'"? [RI.8, RI.9]
 - A. Personal wealth does not influence happiness or success.
 - B. Money plays the largest role in how people evaluate their well-being.
 - C. There are factors outside of money that can influence happiness.
 - D. Money can help people bond through social experiences.
2. What criteria for happiness do the authors of both "You can Buy Happiness if it's an Experience" and "Study: 'High Incomes Don't Bring you Happiness'" agree on? [RI.8, RI.9]

Middle School Week 4 Writing Activity: Information Skills Activity: Introduce a Topic

Directions: Read the prompt below. Read and analyze the provided student writing samples. Use the graphic organizer to catch your notes as you read and think. Choose a topic connected to a historical event that interests you, and try to find some information through searching online or talking to family and friends. Use the graphic organizer to plan for your writing, and write your article introduction.


Prompt

Imagine that you are writing an informative article about an event from Modern History that you know about. Some possible topics include:

- * wars such as the American Civil War, World War I, or World War II
- * protest movements such as the Civil Rights Movement of the 1960s or the Woman Suffrage Movement
- * issues around culture and science such as space missions and the Internet

Write just the Introduction to your article, focusing on hooking your reader, giving some background information, and introducing your topic clearly. You may wish to briefly research your topic to search for important details you can use in your introduction.

1. **Read** and analyze the Student Samples, noticing how each writer introduces the topic and evaluating which introduction is the strongest.
2. **Choose** a topic (a historical event) and do some brief research. Create a hook and plan how you'll introduce your topic.
3. **Write** your Article Introduction.





Student Samples: Grades 6-8

Below are the introductory paragraphs of three Student Sample essays. In this assignment, students were asked to explain the effects of the Great Depression on people who lived through it. The first Student Sample was written by a sixth-grader.

Effects of The Great Depression

The Great Depression affected the people that lived through it in many ways. The things at I am going to explain are some of the things that affected the people who lived through the Great Depression. Having barely any money was one of the things that affected them. Also having less supplies affected them too. Having to take care of kids too also might have affected the people during the Great Depression.



The second Student Sample was written by a seventh-grader.

Living Through The Great Depression

The Great Depression affected many people especially those who lived through it. With that said the main point of this essay is how people who lived through the Depression were affected during it.



The third Student Sample was written by an eighth-grader.

Dignity and Hope

The Great Depression. This notorious event put America's hope to the test, leaving Americans economically and mentally drained. The Great Depression devastated America and will never be forgotten. If not for Franklin Delano Roosevelt and his beneficial "New Deal", who knows what horrid ruins would remain as a result of The Great Depression?

Analyze the Student Samples

Use this chart to analyze the strength of each introductory paragraph.

Student Sample 1
Hook: How does the writer try to hook the reader?
Copy & Paste: Copy the hook from the text and paste it here if you can.
Reflect: Did it hook you? Why or why not?
Copy & Paste: Highlight background information (if you can find it) and paste it here.
Reflect: Does the introduction give you a clear sense of what the essay will be about? Why or why not?
Word Choice Is the language confusing, repetitive, or clear? Why? Include an example.

Student Sample 2
Hook: How does the writer try to hook the reader?
Copy & Paste: Copy the hook from the text and paste it here if you can.
Reflect: Did it hook you? Why or why not?
Copy & Paste: Highlight background information (if

you can find it) and paste it here.

Reflect: Does the introduction give you a clear sense of what the essay will be about? Why or why not?

Word Choice Is the language confusing, repetitive, or clear? Why? Include an example.

Student Sample 3

Hook: How does the writer try to hook the reader?

Copy & Paste: Copy the hook from the text and paste it here if you can.

Reflect: Did it hook you? Why or why not?

Copy & Paste: Highlight background information (if you can find it) and paste it here.

Reflect: Does the introduction give you a clear sense of what the essay will be about? Why or why not?

Word Choice Is the language confusing, repetitive, or clear? Why? Include an example.

Plan Your Article Introduction

Use this chart to plan your Article Introduction. Then use your answers to help write your introduction

Article Introduction Planner

Topic: Choose a historical event that you know about.

What is your topic?

Main Idea: Write a few details answering this question. Do some brief research if you need to refresh your memory.	What was the effect of this historical event?
Hook: Use an interesting fact, anecdote, or statement to grab the reader's attention.	How will you hook your reader?
Background and Preview: List some information that would be good to include so your topic is clear.	How will you introduce your topic and hint at what is to come?

Understand Representative Samples

Survey topic: number of books read by seventh-graders in Sandy Creek

A population is the whole group that is being studied.	<i>Population:</i> all seventh-graders in Sandy Creek
A sample is a part of the population.	<i>Sample:</i> all seventh-graders at Washington Middle School
A representative sample is a sample in which each member of the population has a random chance of being chosen.	<i>Random Representative Sample:</i> every sixth name from an alphabetical list of seventh-graders in Sandy Creek
A biased sample is a sample that does not accurately represent a population.	<i>Biased Sample:</i> all of the seventh-graders in Sandy Creek who are also in honors English classes

You want to survey students in your school about their exercise habits. Should you stand by a vending machine at lunch and select students who buy something?

Evaluate the sample to determine if bias exists.

Students who buy from a vending machine may have different exercise habits than people who do not buy from a vending machine. The sample does not represent the population and is, therefore, biased. You should not use this sample.

Determine if the sample is representative or biased.

1. An airline surveys passengers from a flight that is on time to determine if passengers on all flights are satisfied.

2. The manager of a bookstore sends a survey to 100 customers who were randomly selected from a customer list.

3. A team of researchers surveys 200 people at a theater complex to find out how much money residents spend on entertainment.

Make Inferences from a Representative Sample

Once a random sample of a population has been selected, it can be used to make inferences about the population as a whole. To make inferences about a population based on a random representative sample, you can use **proportional reasoning**.

A random representative survey of 100 seventh-graders in Washington Middle School shows that 20 students read 5 or more books over the summer. If there are 275 seventh-graders at Washington Middle School, based on the sample results how many seventh-graders read 5 or more books last summer?

- A.** Set up and solve a proportional relationship between the sample and the population.

$$\frac{\text{students who read 5 or more books}}{\text{total number of students}}; \text{ sample: } \frac{20}{100}, \text{ school: } \frac{x}{275}$$

$$\frac{20}{100} = \frac{x}{275}; 100x = 5,500; \frac{100x}{100} = \frac{5,500}{100}; x = 55$$

Based on the sample results, 55 seventh-graders at Washington Middle School read 5 or more books last summer.

1. Olivia randomly samples 50 students attending a basketball game and asks what grade they are in. Of the students surveyed, 19 were in the seventh grade. If there are 200 students attending the basketball game, based on the sample how many of them are in the seventh grade?

2. Noah assigns a number to each of the 150 athletes at his school and puts the numbers in a box. He randomly chooses 30 numbers and finds that 18 of the athletes watched television last night. Use this sample to make an inference about how many athletes watched television last night.

3. A manager at a factory finds that in a random sample of 250 watches, 3 are defective. Of the 7,500 watches from which the sample was chosen, about how many watches are not defective?

Make Inferences from Repeated Random Samples

A random sample of events can be **simulated** with random-number programs on computers or modeled using manipulatives such as coins or number cubes. Multiple random samples can be used to make **inferences** about the samples and the population.

Emma uses a random-number program to simulate her research. Compare the possible outcomes of rolling two number cubes to a random sample having a sample size of 50.

Sums of 2 number cubes	2	3	4	5	6	7	8	9	10	11	12
Number of possible Outcomes	1	3	3	4	5	6	5	4	3	2	1
Ratio of possible outcomes	$\frac{1}{36}$	$\frac{3}{36}$	$\frac{3}{36}$	$\frac{4}{36}$	$\frac{5}{36}$	$\frac{6}{36}$	$\frac{5}{36}$	$\frac{4}{36}$	$\frac{3}{36}$	$\frac{2}{36}$	$\frac{1}{36}$
Random sample of 50	1	4	4	6	7	6	7	5	5	3	2
Sample ratios	$\frac{1}{50}$	$\frac{4}{50}$	$\frac{4}{50}$	$\frac{6}{50}$	$\frac{7}{50}$	$\frac{6}{50}$	$\frac{7}{50}$	$\frac{5}{50}$	$\frac{5}{50}$	$\frac{3}{50}$	$\frac{2}{50}$

How does the sample ratio compare to the ratio of possible outcomes?

The random sample closely approximates the distribution of possible outcomes. For example, 6 represents approximately 13.9% of the possible outcomes. In the random sample, 6 is 14% of the random sample outcomes.

- Aiden researches and finds that 37% of students in his school participate in the after school program. Aiden takes a random sample of 50 students and finds that 27 students participate in the after school program. Which statement correctly describes the sample ratio?
 - The sample ratio is 27%, which is below the population ratio.
 - The sample ratio is 27%, which is above the population ratio.
 - The sample ratio is 54%, which is below the population ratio.
 - The sample ratio is 54%, which is above the population ratio.
- Ava researches and finds that 14% of students in her school walk to school. Ava takes a random sample of 50 students and finds that 8 students participate in the after school program. How does the sample ratio compare to the population ratio?

Make Inferences from Repeated Random Samples

It has been determined that 40% of the students at a middle school prefer to play games and 60% prefer to watch movies. Use this information for Problems 1–3.

- Grant used a random number generator to create 10 samples of the population.

Numbers 1–40: play games Numbers 41–100: watch movies

Sample 1: 95, 91, 15, 52, 41, 74, 5, 34, 100, 21

Sample 2: 80, 96, 23, 37, 1, 94, 11, 1, 55, 86

Sample 3: 98, 28, 58, 13, 6, 73, 2, 43, 71, 98

Sample 4: 3, 84, 62, 21, 99, 73, 31, 25, 95, 93

Sample 5: 5, 12, 70, 99, 64, 32, 9, 100, 20, 40

Sample 6: 12, 25, 86, 38, 60, 61, 8, 2, 2, 70

Sample 7: 71, 89, 38, 12, 46, 99, 70, 55, 64, 93

Sample 8: 68, 80, 56, 34, 22, 63, 89, 13, 46, 47

Sample 9: 48, 22, 10, 37, 64, 14, 97, 2, 60, 78

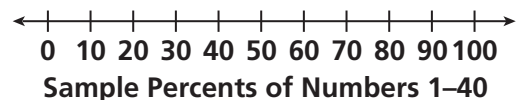
Sample 10: 2, 93, 84, 26, 73, 25, 11, 74, 23, 60

Use the random numbers from each sample to complete the table.

	Samples									
	1	2	3	4	5	6	7	8	9	10
Numbers 1–40										
Numbers 41–100										
Sample Percent of Numbers 1–40										

Plot the results from the table in the dot plot.

- How does the Sample 7 percent compare to the population percent ratio?



- How do the sample percent compare to the population percent?

Learn the Math

One Example

Anya needs to collect some data for a project. Her first step is to write a statistical question. Which of the following questions could Anya use for her project? Select all that apply.

- A. What was the attendance on the first day of school?
- B. What was the attendance each day in September?
- C. How many days was the art teacher absent in December?
- D. How many students in each homeroom have perfect attendance records?

To solve the problem, recall that a statistical question is one that has many different, or variable answers.

- A. The attendance on the first day of school would be a single number. Therefore, this is not a statistical question.
- B. Since September has many days, there would be many different values collected in answer to this question. Therefore, this _____ a statistical question.
- C. The number of days the art teacher was absent in December would be _____. Therefore, this _____ a statistical question.
- D. Since there is more than one homeroom, there would be _____ different answers. Therefore, this _____ a statistical question.

So, Anya could use question _____ or _____ for her project.

Another Example

The table shows the data Umberto collected for his project.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Number of students who bought lunch	320	345	336	348	377
Average amount spent on lunch	\$4.75	\$5.05	\$4.95	\$4.75	\$4.90

Identify the number of attributes and the number of observations.

To solve the problem, recall that an attribute is a characteristic that is measured. The observations are the measurements that are made.

So, there were _____ attributes, and _____ observations.

Vocabulary

data
statistical question
attribute
observation

Do the Math

1. The table shows the data collected by a meteorologist

Month	December	January	February	March
Number of days it snowed	4	16	11	9
Total accumulation (in inches)	15	65	53	31

How many attributes did the meteorologist measure? How many observations did she make? What units did she use?

The meteorologist measured _____ attributes.

So, she made _____ observations.

So, the units are _____ and _____.

Can the question be used for a statistical question? Tell why or why not.

2. How many classrooms in the building have more than 20 desks?

3. How many minutes does it take each student to get to school in the morning?

4. What are the ages of the students in the choir?

5. What foreign languages are offered at the school?

Check

6. There are 12 girls on the softball team. Deena recorded the number of at bats, runs, and hits that each girl recorded in the last game. How many attributes and how many observations did Deena make?

Land Biomes

Take Your Pick: *Exploring Land Biomes*

Show what you know about Earth's major land biomes.

1. Each day complete the task.

Monday

____ **Exit Cards** Develop a set of index cards to explain what you have learned about Earth's major biomes. Include the name of each biome type on one side, and a fact about that biome type on the other side. Develop a seventh card on the characteristics of biomes. Use these cards to quiz yourself.

Tuesday

____ **Map It!** Use your memory or another resource as a reference to draw a map of Earth. Next, research and draw Earth's six major biomes on the map. Choose a different color for each biome, and be sure to include a map key.

Wednesday

____ **Crossword Puzzle** Develop a crossword puzzle that includes all the vocabulary terms and key concepts from what you learned about Earth's biomes.

Thursday (Choose one)

____ **Collage** Develop a collage from pictures of different biomes and characteristics of biomes. Make sure to include each of Earth's six major biomes. Be sure to include labels and description on your collage.

____ **Quiz** Develop a quiz covering the key topics from the lesson. Your quiz can include multiple formats, such as matching, fill in the blank, short answer, and identification. Then administer your quiz to your family, grade the quizzes, and listen to feedback from quiz-takers on how to improve your quiz.

Friday (Choose one)

____ **Memo** Imagine you live on the edge of a protected grassland. Write a memo to convince or discourage local leaders to conduct a controlled burn of the grassland near your property. Make sure you support your choice by including facts about the advantages or disadvantages of grassland fires. Your memo should be approximately one page in length.

____ **Web Page** Imagine you work for a company that teaches young children about nature. You have been asked to develop a web page explaining the characteristics of one of Earth's major biomes. Make sure your explanations of the biome's characteristics can be understood by children between the ages of 6–8. Include pictures, diagrams, and maps wherever possible on your web page.

Baby Yoda toys are finally arriving

By Washington Post, adapted by Newsela staff on 03.25.20

Word Count **508**

Level **580L**



Image 1. "The Mandalorian" merchandise, whose release was delayed to avoid spoilers, makes its debut before Toy Fair New York. Photo by: Devin Doyle/The Washington Post

This past holiday season, many people wanted Baby Yoda toys as gifts. There were none available, though. Star Wars fans have been waiting. The wait will be over this spring.

Disney and Lucasfilms are the companies that make Star Wars and the TV show "The Mandalorian." In February, they announced that Baby Yoda merchandise is coming soon. They gathered news reporters in New York City at a hotel. They showed off all the types of Baby Yoda toys. There were pajamas and PopSockets.

The event showed off products from two shows. One is the "The Mandalorian" TV series. The other is the animated movie, "Star Wars: The Clone Wars." Many think these two Disney hits are the best of the Star Wars galaxy since "Star Wars: The Rise of Skywalker."

Baby Yoda Toys

Everyone was at the toy event for mostly one reason. They wanted to see Baby Yoda toys. Baby Yoda became famous in the fall. Strangely, the new toys had not made it into stores by then.

Baby Yoda's name is actually just "the Child." The character has not yet been named on the show. Fans have been calling him Baby Yoda. Yoda is the legendary Jedi master in "Star Wars."

The Child became a hit in November. After the show aired, the Child became famous through memes and GIFs. A popular one showed The Child sipping soup.

On February 20, the Child was in many forms of toys. There were Baby Yoda Legos and action figures. There were also backpacks, hats and shirts. Socks and wallets were shown, too.

Famous Scene

In the first episode of "The Mandalorian," there is a famous scene. In it, Baby Yoda reaches out of its capsule. It is reaching toward the Mandalorian. It has the cutest little finger. You can now buy a framed picture of this scene. Baby Yoda's capsule is for sale, too. It includes an animated Baby Yoda. The toy blinks and coos.

A Build-A-Bear Baby Yoda will be available soon. It makes noises. If you squeeze its left hand, it makes baby noises. If you squeeze the right hand, the TV show theme song plays.

Keeping The Character A Secret

Baby Yoda does not appear in "The Mandalorian" until the end of the first episode. The makers of the show wanted to keep the character a secret. The show creators wanted to surprise fans with Baby Yoda. The only way to do that was to not have any toys made. Otherwise, people would see the toys online.



The makers of the show asked Disney to wait to make toys. They wanted to wait until the first episode was released. This meant toys were not made in time for the holidays.

JoAnn McLaughlin works at Lucasfilm. She said some Disney parks will have Mandalorian-themed stuff soon, too.

The Baby Yoda toys will be available to buy in March.

Quiz

1 Read the following paragraph from the section "Baby Yoda Toys."

On February 20, the Child was in many forms of toys. There were Baby Yoda Legos and action figures. There were also backpacks, hats and shirts. Socks and wallets were shown, too.

What is the main idea of this paragraph?

- (A) The actual name of Baby Yoda is the Child.
- (B) Some Legos and action figures are Baby Yodas.
- (C) There are many different forms of Baby Yoda toys.
- (D) Many types of clothes come in the form of Baby Yoda.

2 Which sentence from the article states a main idea of the entire article?

- (A) Disney and Lucasfilms are the companies that make Star Wars and the TV show "The Mandalorian."
- (B) In February, they announced that Baby Yoda merchandise is coming soon.
- (C) Many think these two Disney hits are the best of the Star Wars galaxy since "Star Wars: The Rise of Skywalker."
- (D) Baby Yoda's name is actually just "the Child."

3 According to the section "Keeping The Character A Secret," why was the character of Baby Yoda kept a secret on a TV show?

- (A) because the maker of Baby Yoda toys wanted to keep Baby Yoda a secret
- (B) because the makers of the TV show wanted to wait until Baby Yoda toys were made
- (C) because the makers of the TV show wanted to surprise fans with the Baby Yoda character
- (D) because the maker of Baby Yoda toys was upset about having Baby Yoda on a TV show

4 Why did Disney and Lucasfilms want news reporters to gather at a hotel?

- (A) They wanted to tell reporters Baby Yoda was in a Star Wars movie.
- (B) They wanted to introduce reporters to the Baby Yoda character.
- (C) They wanted to tell reporters why Baby Yoda toys were hard to find.
- (D) They wanted reporters to see the new Baby Yoda toys and products.

Introducing Baby Yoda

Have you ever considered what factors are needed to design and produce a new toy or game? Read Baby Yoda to find out.

Today, do the following:

1. Imagine that you were given a chance to produce a new toy or game. What factors would you need to consider?

2. Read the article and highlight the words that you don't know.
3. Summarize the article in 50 words or less.

Day 2—Think About It!

1. Reread the Baby Yoda article.
2. Answer the questions that follow the article.
3. Use a different color to highlight the section of the article that aided with your answering the questions.

Day 3—The Concept

1. Draw or illustrate your toy or game.
2. Give your product a name.
3. Label the product's parts.
4. Be sure to color your product.
5. Either explain how the toy will work or explain the object / purpose of your game.

Day 4—The Proposal

One thing that an entrepreneur has to do when attempting to sell a new product is to write a proposal. Customer base, competition, product evaluation, resources, and location are factors that should be considered when writing a proposal. Go back to day one and review the factors that you listed when you first began to imagine your new product. Did you list any of the factors listed above? Which factors did you list? Which did you factors did you forget?

Answer the following questions about your new product and write a proposal that includes your answers.

- a. **Customer Base:** Who will purchase your product?
- b. **Competition:** Is there another product that is like yours? If yes, who is the producer?
- c. **Evaluate:** Is your product a good product? Why/why not?
- d. **Resources:** What productive resources will you need?
- e. **Location:** Where will you get your resources?

Day 5—The Pitch

After considering the factors listed in day four, an entrepreneur would have to consider the finances:

- How much will it cost to make each toy/game?
- How much will you sell your product for?
- How much profit will you make for each product per unit sold?

Now it's time to pitch your new toy or game. Use the space below to either draw an advertisement or to write a speech to persuade future customers to purchase your product.

Grade 6-8 Art & Music Week 4 D 1-5

Art M-W

Artist of the week: Edward Hopper:

Mon: Read about and view the work of Edward Hopper: <https://www.edwardhopper.net/>

Write a reflection on the solitude present in the works of Hopper and how they relate to today in your opinion. What does solitude mean to you? Can you really be “alone” when surrounded by others? Why or why not?

Wed: Using materials available to you, create a new work in the style of Hopper, and write a paragraph about why you selected the subject matter.

Music T-Th

Listen suggested music style for week 4: Jazz--and take time to reflect on how this music makes you feel. Do you like it? Why or why not? Do you hear any “root” in modern music from Jazz? Do you hear a connection in Blues and Ragtime?

Tue: History of Jazz <https://www.youtube.com/watch?v=BMgKXbtQwoo>

Top 10 Influential Jazz Musicians <https://www.youtube.com/watch?v=XYGq-AA8Ksk>

Thu: Listen to one or more instrumental Jazz greats.

<https://www.youtube.com/watch?v=8IJzYAda1wA&list=PL6DC9F41EBC5695D1> Louis Armstrong

<https://www.youtube.com/watch?v=zqNTltOGh5c> Miles Davis

<https://www.youtube.com/watch?v=GHHd4PD75zY> Herbie Hancock

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

Fri Art: Photo Journal

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

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

Week 4 theme: Cabin Fever

Being stuck in one place when you are used to getting out and about can be frustrating. In places with a cold climate like ours, we call that feeling “cabin fever”. How does this make you feel? How does being with the same people in the same space for so long change your behavior? Why or why not?

Edward Hopper Biography

Painter (1882–1967)

Artist Edward Hopper was the painter behind the iconic late-night diner scene *Nighthawks* (1942), among other celebrated works.

Synopsis

Born in 1882, Edward Hopper trained as an illustrator and devoted much of his early career to advertising and etchings. Influenced by the Ashcan School and taking up residence in New York City, Hopper began to paint the commonplaces of urban life with still, anonymous figures, and compositions that evoke a sense of loneliness. His famous works include *House by the Railroad* (1925), *Automat* (1927) and the iconic *Nighthawks* (1942). Hopper died in 1967.

Early Life by the Hudson

Edward Hopper was born on July 22, 1882, in Nyack, New York, a small shipbuilding community on the Hudson River. The younger of two children in an educated middle-class family, Hopper was encouraged in his intellectual and artistic pursuits and by the age of 5 was already exhibiting a natural talent. He continued to develop his abilities during grammar school and high school, working in a range of media and forming an early love for impressionism and pastoral subject matter. Among his earliest signed works is an 1895 oil painting of a rowboat. Before deciding to pursue his future in fine art, Hopper imagined a career as a nautical architect.

After graduating in 1899, Hopper briefly participated in a correspondence course in illustration before enrolling at the New York School of Art and Design, where he studied with teachers such as impressionist William Merritt Chase and Robert Henri of the so-called Ashcan School, a movement that stressed realism in both form and content.

Darkness and Light

Having completed his studies, in 1905 Hopper found work as an illustrator for an advertising agency. Although he found the work creatively stifling and unfulfilling, it would be the primary means by which he would support himself while continuing to create his own art. He was also able to make several trips abroad—to Paris in 1906, 1909 and 1910 as well as Spain in 1910—experiences that proved pivotal in the shaping of his personal style. Despite the rising popularity of such abstract movements as cubism and fauvism in Europe, Hopper was most taken by the works of the impressionists, particularly those of Claude Monet and Edouard

Manet, whose use of light would have a lasting influence on Hopper's art. Some works from this period include his *Bridge in Paris* (1906), *Louvre and Boat Landing* (1907) and *Summer Interior* (1909).

Back in the United States, Hopper returned to his illustration career but also began to exhibit his own art as well. He was part of the Exhibition of Independent Artists in 1910 and the international Armory Show of 1913, during which he sold his first painting, *Sailing* (1911), displayed alongside works by Paul Gauguin, Henri de Toulouse-Lautrec, Paul Cézanne, Edgar Degas and many others. That same year, Hopper moved to an apartment on Washington Square in New York City's Greenwich Village, where he would live and work for most of his life.

Wife and Muse

Around this time, the statuesque Hopper (he stood 6'5") began making regular summer trips to New England, whose picturesque landscapes provided ample subject matter for his impressionist-influenced paintings. Examples of this include *Squam Light* (1912) and *Road in Maine* (1914). But despite a flourishing career as an illustrator, during the 1910s Hopper struggled to find any real interest in his own art. However, with the arrival of the new decade came a reversal of fortune. In 1920, at age 37, Hopper was given his first one-man show, held at the Whitney Studio Club and arranged by art collector and patron Gertrude Vanderbilt Whitney. The collection primarily featured Hopper's paintings of Paris.

Three years later, while summering in Massachusetts, Hopper became reacquainted with Josephine Nivison, a former classmate of his who was herself a fairly successful painter. The two were married in 1924 and quickly became inseparable, often working together and influencing each other's styles. Josephine also jealously insisted that she be the sole model for any future paintings featuring women and so inhabits much of Hopper's work from that time forward.

(Later information from Josephine's diaries presented by art scholar Gail Levin in the 1995 book *Edward Hopper: An Intimate Biography* presented the marriage as becoming highly dysfunctional and marked by abuse from Hopper, though another couple who knew the two challenged such claims.)

Josephine was instrumental in Hopper's transition from oils to watercolors and shared her art-world connections with him. These connections soon led to a one-man exhibition for Hopper at the Rehn Gallery, during which all of his watercolors were sold. The success of the show allowed Hopper to quit his illustration work for good and marked the beginning of a lifelong association between Hopper and the Rehn.

Sought After Art and 'Nighthawks'

At last able to support himself with his art, during the second half of his life Hopper produced his greatest, most lasting work, painting side by side with Josephine at their Washington Square studio or on one of their frequent trips to New England or abroad. His work from this period frequently indicates their location, whether it is the quiet image of the lighthouse at Cape Elizabeth, Maine, in his *The Lighthouse at Two Lights* (1929) or the lonely woman sitting in his New York City *Automat* (1927), which he first exhibited at his second show at the Rehn. He sold so many paintings at the show that he was unable to exhibit for some time afterward until he had produced enough new work.

Another notable work from this era is his 1925 painting of a Victorian mansion beside a railroad track titled *House by the Railroad*, which in 1930 was the first painting acquired by the newly formed Museum of Modern Art in New York. Further indicating the esteem in which the museum held Hopper's work, he was given a one-man retrospective there three years later.

But despite this overwhelming success, some of Hopper's finest work was still to come. In 1939 he completed *New York Movie*, which pictures a young female usher standing alone in a theater lobby, lost in thought. In January 1942 he completed what is his best-known painting, *Nighthawks*, featuring three patrons and a waiter sitting inside a brightly lit diner on a quiet, empty street. With its stark composition, masterful use of light and mysterious narrative quality, *Nighthawks* arguably stands as Hopper's most representative work. It was purchased almost immediately by the Art Institute of Chicago, where it remains on display to the present day.

Accolades in Later Years

With the rise of abstract expressionism near the middle of the 20th century, Hopper's popularity waned. In spite of this, he continued to create quality work and receive critical acclaim. In 1950 he was honored with a retrospective at the Whitney Museum of American Art, and in 1952 he was chosen to represent the United States in the Venice Biennale International Art Exhibition. Several years later he was the subject of a *Time* magazine cover story, and in 1961 Jacqueline Kennedy chose his work *House of Squam Light, Cape Ann* to be displayed in the White House.

Although his gradually failing health slowed Hopper's productivity during this time, works such as *Hotel Window* (1955), *New York Office* (1963) and *Sun in an Empty Room* (1963) all display his characteristic themes, moods and ability to convey stillness. He died on May 15, 1967, at his Washington Square home in New York City at the age of 84, and was buried in his hometown of Nyack. Josephine died less than a year later and bequeathed both his work and hers to the Whitney Museum.



Jazz is a distinctively American style of music that developed in the early decades of the 20th century. Its roots include many Afro-American folk music traditions, such as spirituals, work songs, and blues. It also borrowed from 19th century band music and the ragtime style of piano playing. The distinctive elements of jazz include characteristic rhythm patterns, harmonic practices related to, but not identical with, functional harmony, and the practice of improvisation. Jazz has influenced, and has been influenced by, traditional classical music and popular music. The boundaries are not always especially clear. Although jazz has a relatively short history, it has developed several distinct styles with which nonspecialists should be at least superficially familiar.

Important Styles

- The earliest style widely recognized as distinctly in the jazz tradition is **Dixieland**. This style is called "Dixieland" because the center of its development was in **New Orleans**. Dixieland jazz is typically performed by a small ensemble consisting of clarinet, trumpet, and trombone, accompanied by a rhythm section of drum set, banjo (or piano), and string bass or tuba.
- The next distinctive style was **Swing**. Swing music was performed by a larger ensemble consisting of saxophones (sometimes also clarinets), trumpets, and trombones. From three to five players on each instrument might be used. The rhythm section would typically include piano, string bass, drum set, with occasional additions of guitar or other chordal/melody instruments. The larger ensemble typical of the swing era required composed works or "charts" in which the tradition of improvisation could be incorporated.
- **Bebop**, or just **Bop**, marked a return to small ensemble jazz. This style is characterized by complex harmonies, often rapid tempos, and intense, frequently disjunct melodic lines. Ensembles could consist of one to three melody instruments (typically saxophone, trumpet, or trombone), with a rhythm section of piano, bass, and drums.
- The contemporary jazz scene is complex. All three styles previously mentioned continue to be cultivated. In addition, new stylistic developments have enriched the tradition. One style is "**cool jazz**," characterized by technical sophistication and expressive restraint. A radical extension of Bop resulted in "**free form jazz**," in which small ensembles (typically one melody instrument, bass, and drums) improvise freely without the support of a previously determined melody, harmony, or metrical pattern. Another style is "**fusion**" jazz, which incorporates many harmonic and rhythmic practices of rock music, and exploits the possibilities of electronic instruments in combination with traditional ones.

Some Significant Jazz Musicians

- **Louis Armstrong (1900-1971)** was a dominant artist in the Dixieland era who went on to become an international figure in popular culture as well.
- **Duke Ellington (1899-1974)** is perhaps the greatest genius of the jazz tradition to emerge so far. His compositions for his big swing band (including some extended forms), and the virtuosity and imagination of their performances, set an imposing standard of artistry.
- **Charles Parker (1920-1955)** was a leader in the Bop movement. He and others created this style in New York in the 1940's, and it was enthusiastically copied by musicians all over the country.