Visual Arts
Covers week of May 4th –
week of June 16th
THE ABCS OF ART

THE ELEMENTS AND PRINCIPLES OF DESIGN

Compiled, organized, and added to by ♥ M.C. Gillis
Dedication
This is dedicated to all learners & teachers of art.

Introduction

The elements & principles of art, also known as the elements & principles of design, open our eyes to the beauty that is in us & all around us. The elements & principles of art are the building blocks of understanding & creating art that expresses and moves us. That is the reason I call them the ABCs of Art. Just as the letters of any alphabet are fundamental to understanding that language, the elements & principles of art are fundamental to understanding the language of art.
# The ABCs of Art

The Elements & Principles of Design/Art

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Elements of Art

Line

Shape & Form

Circle  Triangle  Square  Rectangle  Moon  Free Form  Sphere  Pyramid  Cube

Oval  Semi-Circle  Trapezoid  Leaf

Color

WARM COLORS

Neutral

Tints

Shades

Cool Colors

Texture

Smooth  Rough  Hard  Soft  Bumpy  Jogged  Woven

Space

Smaller in the distance  Filled the whole paper  Show 3D perspective  Overlapping shapes

Value

Range of light to dark  Contrast - light against dark

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Contact artist: mo@expandingheart.com to give feedback.
Line, shape and color
Are elements of art.
Texture, space and value
That's where I start.

When I use what I know,
As an artist, I will grow.

Line, shape,
and color,
Texture, space
and value...
are the
Elements
of Art.
LINE
(linea)

- LONG (largo)
- SHORT (corta)
- CURVED (curva)
- HORIZONTAL (horizontal)
- VERTICAL (vertical)
- PERPENDICULAR (perpendicular)
- PARALLEL (paralelas)
- ZIG-ZAG (zig-zag)
- JAGGED (jagged)
- THICK (grueso)
- THIN (delgado)
- DOTTED (linea de puntos)
- VERTICAL (vertical)
- STRAIGHT (derecho)
- VARIED (varias)
- TAPERED (termina en punta conico)
- SPIRAL (espiral)

Broken (quebrado)
Wavy/Curly (ondulado)

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More about lines...

Contour (outline)

Lines can be used to show movement...

Lines can be used to show mood....

More words to describe lines....

Lazy, energetic, bold, light, broken, continuous, flexible, rigid
SHAPE AND FORM
(forma y forma)

GEOMETRIC (geometrica)

LARGE (largo)
and (y)

SMALL (pequeño)

CIRCLE (círculo)

SPHERE (esfera)

PYRAMID (piramide)

CUBE (cubo)

SQUARE (cuadrado)

RECTANGLE (rectángulo)

OVAL (óvalo)

TRIANGLE (triángulo)

CYLINDER

TRAPEZOID (trapezoide)

DIAMOND (diamante)

STAR (estrella)

PENTAGON (pentágono)

HEART (corazón)

SEMI-CIRCLE (medio-círculo)

HEXAGON (hexágono)

OCTAGONO (octágono)

MOON (luna)

ORGANIC/FREE FORM/NATURAL
(órganico)
(forma libre)
(natural)

CLOUD (nuve)

LEAF (hoja)

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Use as a worksheet. Color & fill in empty areas. Use colored page for help if needed.

**COLOR**

This is a color wheel.

- YELLOW (AMARILLO)
- ORANGE (ANARANJADO)
- RED (ROJO)
- BLUE (AZUL)
- GREEN (VERDE)
- PURPLE or VIOLET (MORADO)

COLOR SCHEMES (PLANS)

- PRIMARY
- SECONDARY
- COMPLEMENTARY
- RAINBOW
- WARM
- COOL
- NEUTRAL

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Use as a worksheet. Color & fill in empty areas. Use colored page for help if needed.
Use as a worksheet. Color & fill in empty areas. Use colored page for help if needed.

**COLOR THEORY**

Color is an element of art.

![Color Wheel Diagram]

Everytime I use color, I am creating a color scheme.

→ This is a color wheel.

The most common color schemes are listed below.

- **Primary**: I can make all the other colors by mixing different amounts of primary colors
- **Secondary**: I can mix two primary colors to make a secondary color.
- **Warm**: Yellow and all the colors with red and orange tones are warm.
- **Cool**: Violet and all the colors with blue and green tones are cool.
- **Complementary**: Opposites on the color wheel are complementary.
- **Analogous**: Colors that are close neighbors on the color wheel are analogous.
- **Rainbow**: Using primary and secondary colors placed in order from the color wheel, I can make a rainbow.

**Intermediate**... is a color term I need to know. It is the color in between the primary and secondary colors on the color wheel.

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TEXTURE

SMOOTH  ROUGH

HARD  SOFT

WOVEN  BUMPY/LUMPY

JAGGED/IRREGULAR  RIDGED

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BIG is BEAUTIFUL!!!

DRAW BIG
FILL THE WHOLE PAPER
Use this page as a worksheet. Fill in the empty areas yourself. Look at the colored value page for help.

VALUE

IS THE RANGE OF LIGHT TO DARK.

VALUE CHANGES WITH BLACK + WHITE

VALUE CHANGES WITH COLOR

A VALUE SCALE SHOWS THE CHANGE OF LIGHT TO DARK.

THIS IS A PENCIL VALUE SCALE.

INK PENCIL SHADING WITH LINES
INK PENCIL SHADING WITH CROSS-HATCHING
INK PENCIL SHADING WITH STIPPLING

[THESE ARE LINE TECHNIQUES.]

INK PENCIL TINTING WITH COLOR
INK PENCIL SHADING WITH COLOR

TO A LITTLE BIT OF COLOR, ADD INCREASING AMOUNTS OF WHITE TO CHANGE THE VALUE.

[THESE ARE BLENDING TECHNIQUES.]

SHADING APPLIED TO OBJECTS:

CONTRAST = TO SHOW UNLIKENESS (SOMETHING DIFFERENT, OPPOSITE, OR DISSIMILAR)

LIGHT AGAINST DARK (BLACK + WHITE)
LIGHT AGAINST DARK (COLOR)
PATTERN AGAINST NO PATTERN (BLACK + WHITE)
PATTERN AGAINST NO PATTERN (COLOR)

Background is detailed, busy, active space.
Subject, bird, is peaceful, inactive, simple, space.

DETAILED AGAINST UNDETAILED SPACE

I WILL LOOK FOR VALUE AND CONTRAST, BOTH NATURAL AND MAN-MADE, IN MY ENVIRONMENT.

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Principles of Art

Pattern
Repetition of the elements of art

Emphasis
Focus - Main idea
What “grabs” your attention

Variety
An assortment of lines, shapes, colors and other elements of art in the art work

Unity
How the elements work together, fit together, so the art work looks complete

Balance
Symmetrical
Asymmetrical
Radial

Rhythm & Movement
A regular repetition of the elements of art to create a sense of rhythm and/or movement

Proportion
How parts fit together to make a whole - Size relations (Includes scale, monumental, miniature, exaggeration...)

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PATTERN

IS THE REPETITION OF THE ELEMENTS OF ART OR ANYTHING ELSE.

PATTERNS OF LINES

Patterns of Shapes

Non-objective design Portrait Landscape Leopard City

Patterns of Color

Rainbow Flower Butterfly Clothing Wall Paper

Birds flying in formation are a pattern.

Cars stopped in traffic makes a pattern.

Jumping jacks are a pattern.

PATTERN IS EVERYWHERE!

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If I look carefully, patterns I see.
Man-made, in nature, and patterns in me.
Pattern is a principle... a principle of art.
I see it, say it, use it. Yes, I am art smart.

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EMPHASIS

FOCUS-MAIN IDEA-WHAT "GRABS" MY ATTENTION?

A beautiful flower growing in a grey, dismal setting.

It can be to make a point or for a message. It can simply be used as a design element.

A non-objective design.

The light at the end of a tunnel.

A house that stands out from the rest.

STOP

AND THINK ABOUT WHAT I WANT NOW IS THE TIME TO SET GOALS.

Big lettering draws our focus. Fast movement in a still setting grabs our attention.

I will notice what "grabs" my attention in my day to day travels.

LOUD NOISE DRAWS OUR ATTENTION.

Peace!!!

Shiny, bright things like jewelry attract our attention.

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VARIETY
IS A NUMBER OF DIFFERENT TYPES OF THINGS.
VARIETY SHOWS CONTRAST.
THERE IS NO END TO THE VARIETY IN NATURE AND MAN-MADE THINGS.

A variety of people
A variety of insects

A variety of pens
A variety of flowers
A variety of emotions
A variety of buildings

People can have a variety of ideas about the same thing.

I will notice the limitless variety all around me.

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Add detail.

Using a variety of elements & principles of design adds detail and interest to a work of art.

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UNITY

UNITY SHOWS WHAT THINGS HAVE IN COMMON, HOW THEY ARE ALIKE.
UNITY IS THE THING THAT JOINS THE PARTS TOGETHER.

SAMENESS... ONENESS...
Uniforms show we are joined as a team.

In art, the elements work together, fit together, in the artwork so it looks complete (some art looks more unified than other art).

Repetition of line, shape or color can unify an image.

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**Balance**

Symmetrical

I create symmetrical balance when I evenly place images on both sides of a mid-line.

Asymmetrical

I create asymmetrical balance when I balance by size and weight and variety of images, but not evenly from the mid-line.

Radial

I create radial balance when I repeat shapes and images evenly from the center outward.

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RHYTHM and MOVEMENT

A regular repetition of the elements of art can create a sense of movement/rhythm.

Trees blowing in the wind...
Non-objective design...
People marching...
The day has a rhythm to it. Sunrise... sunset...
The city has a rhythm.
The ticking of a clock is rhythm.

RHYTHM IS ALL AROUND US.
Proportion is the size relationship between two or more objects. It can be how the parts fit together to make a whole.

Scale  Proportions of the head  Exaggeration

A change in proportion can change the way we look at things. Accurate proportions are used more when creating realistic images. Distorted proportions are used more for cartoons and imaginary images.

I approximate and think about volume when I work with proportions. It's math. I mentally measure size, shape, mass, weight and volume.

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Social Studies
Grade 6, 7, & 8
Covers week of May 4th –
week of June 16th
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Civics 101- Federalism Podcast Transcript

CPB: [00:00:00] Civics 101 is supported in part by the Corporation for Public Broadcasting.

Archival: [00:00:09] It is my opinion that the south will be law abiding and will comply with the decision of the court and a step.

Hannah McCarthy: [00:00:17] In 1954, the Supreme Court handed down a landmark decision.

Archival: [00:00:22] People in the south are just as law abiding as anybody else. And other decisions have come down which they said they wouldn't like. And there's never been any trouble as a result of any of these decisions.

Hannah McCarthy: [00:00:34] Brown vs. Board of Education. Segregation in schools is unconstitutional, a violation of the Equal Protection Clause in the 14th Amendment. Separate but equal is not equal at all.

[00:00:46] Nine thousand negroes met together with no problem at all and discussed segregation and the ending of segregation. And that was in Mississippi.

Hannah McCarthy: [00:00:56] Three years later, a group of nine black students formally enrolled in an all white school in Little Rock, Arkansas.

Nick Capodice: [00:01:02] The Little Rock Nine.

Hannah McCarthy: [00:01:03] The Little Rock Nine.

Archival: [00:01:04] Units of the National Guard have been and are now being mobilized.
Session 1 (May 6/7)

**Hannah McCarthy:** [00:01:12] And Governor Orval Faubus responded with military force.

**Archival:** [00:01:16] Advance units are already on duty on the grounds of Central High School.

**Hannah McCarthy:** [00:01:23] A mob of screaming white protesters lined the path as the nine students approached Central High School.

[00:01:28] They never did make it inside. The Arkansas National Guard, under orders from the governor, barred their entry.

**Archival:** [00:01:38] Then you see it as a state-federal conflict of authority.

[00:01:43] Oh, I don't think there's a question about that.

**Lisa Mannheim:** [00:01:44] This was clearly unconstitutional based on the Supreme Court's decision. But the states nevertheless argued that they did not need to be, in a sense, bound by the U.S. Supreme Court's decision. They disagreed with it. They said we don't we don't need to follow it.

**Hannah McCarthy:** [00:01:59] This is Lisa Mannheim. She's an associate professor of law at the University of Washington School of Law. So back in Arkansas in 1957, the governor tries to forcibly prevent enforcement of federal law.

**Lisa Mannheim:** [00:02:11] In response, the president, who at the time was President Eisenhower, sent in federal troops to escort these students into the state run school. So that would be an example of state government refusing to comply with federal law. And in response, the federal government here, both the court which concluded that the Arkansas was incorrect to think it had the power to do this, as well as the executive branch, the president here pushing back against the state in the sense forcing the state to comply with federal law.
Hannah McCarthy: [00:02:42] Eisenhower deputized as the National Guard to take it out of the governor's hands. And for the rest of the year, there is a military presence at the school enforcing the federal integration law.

Nick Capodice: [00:02:54] So Arkansas is forced to comply with desegregation.

Hannah McCarthy: [00:02:58] Actually, the events at Central High School were just the beginning before desegregation was going to happen in Arkansas.

[00:03:05] There was going to be a dance.

Nick Capodice: [00:03:06] What kind of dance?

Hannah McCarthy: [00:03:07] A dance of state and federal government in a constant swirl of conflict, negotiation and defiance. A dance otherwise known as federalism. And that is the subject of our show today. One big government and the 50 little governments that comprise it. I'm Hannah McCarthy.

Nick Capodice: [00:03:28] And I’m the Nick Capodice.

[00:03:29] And this is the Civics 101 starter kit on the delicate balance that keeps -- or tries to keep -- American democracy in order.

Lisa Mannheim: [00:03:37] The United States is a federation. And what that means is that we don't only have a national government. We also have a number of governments that operate, in a sense, underneath the federal government or alongside the federal government in. In the United States, this refers to the 50 separate state governments that exist along with the federal government. And it's important to understand that these state governments are their own independent governments. They are not just subsections of the federal government.

Hannah McCarthy: [00:04:11] Back in Arkansas in the 50s, Eisenhower sends the troops in and says, "waltz."
But Governor Faubus is like, no way. You can't make me. Tango.

Arkansas requests a delay on desegregation from the federal court system and they get it. But then the NAACP petitions the Supreme Court for an emergency overturn, Arkansas's case goes back to the federal courts. Governor Faubus won't budge. He calls an emergency session of the Arkansas General Assembly to consider 16 bills to forestall desegregation. The Supreme Court meets and orders immediate integration of Central High. Arkansas passes the segregation bills and closes the Little Rock High School system. For the next year, there is no integration in Little Rock high schools because there are no Little Rock high schools.

Nick Capodice: Hannah, correct me if I'm wrong, but this is totally illegal, isn't it?

Hannah McCarthy: Oh, yeah, it's totally illegal.

Nick Capodice: But it happened.

Hannah McCarthy: But it happened.

Nick Capodice: How is it possible that it happened?

Lisa Mannheim: If you think about a government as having its own independence, as working on its own.

But at the same time, having to share a space, in a sense with a separate government, you are.

Trying to work out a system whereby two sovereigns are somehow coexisting.
Nick Capodice: [00:06:11] Two sovereigns at once. It just seems impossible. It's hard for me to wrap my mind around the idea that two governments are in charge. We look at Arkansas. It doesn't seem like it could possibly work.

Lisa Mannheim: [00:06:22] It's very complicated. And there are three overarching principles that are helpful to keep in mind when it comes to this complicated idea of federalism.

Hannah McCarthy: [00:06:31] Principle number one.

Lisa Mannheim: [00:06:32] The first is that in the United States, the Constitution makes clear that the federal law wins if there's a conflict between the federal law and some sort of state law. If, for example, you think about a simple illustration, something like imagine there's a federal law that says if you package a certain product, the packaging needs to be blue. By contrast, you have a state law that purports to regulate the same product. And it says, no, if you package this sort of product. The packaging has to be red. In that case, it is impossible for a company to comply with both federal law and state law. There's a conflict. And as a result, the federal law controls. And the state law is no longer valid.

Hannah McCarthy: [00:07:13] Federal beats state. This is called the supremacy clause. The Constitution and federal law are the supreme law of the land.

Hannah McCarthy: [00:07:23] Principle number two?

Lisa Mannheim: [00:07:24] State governments are profoundly important in our country. And this is particularly true in areas where the federal government hasn't regulated very much, or maybe where the constitution doesn't allow the federal government to regulate very much or even in areas where the states just think it's very important to do some sort of lawmaking places where there in particular there's a lot of state law rather than federal law are in areas like family law relating to marriage and divorce and the like, criminal law, property law, as well as laws relating to contracts.
Session 1 (May 6/7)

Hannah McCarthy: [00:07:58] States are your primary lawmakers. Where you live in this country matters because states govern the bulk of your life. So even though the federal government is the top law of the land, state laws are closer to you and there are more of them. Quantity over clout. All right.

[00:08:14] Principle number three.

Lisa Mannheim: [00:08:16] The last principle that is really helpful to keep in mind when it comes to federalism is that because state governments are independent of the federal government, they not only are, as a practical matter, able to push back from against the pie federal government if they so choose. They are also constitutionally protected in that sort of resistance. So if a state law disagrees with federal policy with respect to something like criminal law or immigration related law, the states retain a constitutionally protected power to, in a sense, refuse to cooperate with the federal government. By contrast, if the states agree with the federal law, they can voluntarily choose to cooperate. The states retain the ability to make that decision. Now there's limits to exactly how a state is able to do this. But the basic principle is embedded in the constitutional structure.

Hannah McCarthy: [00:09:12] For one thing, if state law contradicts federal law, the federal government can choose to enforce the supreme law of the land. Can being the operative word, it often opts not to. And then we've got the 10th Amendment. That's the one that says that the federal government only has the powers that are actually listed in the Constitution. All other powers are reserved for the state or the people to decide.

Nick Capodice: [00:09:42] Right. The 10th Amendment sort of follows the Ninth Amendment to address the concerns that Hamilton had and Madison had about your rights being constrained by the Constitution. The ninth says your rights are not limited to what's in the Constitution, and the tenth says whatever is not addressed here is left up to the states.

Dave Robertson: [00:09:57] Remember, the people who wrote the Constitution were first and foremost politicians. They weren't philosophers, they weren't saints. They
certainly weren't political scientists, but they knew a lot about those things. What they were interested in was making sure that a new government could protect their states and accomplish national purposes. But the same time, not destroy the vital interests of their states.

**Hannah McCarthy:** [00:10:25] This is Dave Robertson.

**Dave Robertson:** [00:10:26] Chair of the Political Science Department at the University of Missouri, St. Lewis.

**Hannah McCarthy:** [00:10:33] Dave tells this story about a group of Russians visiting the university. The visitors are all interested in civics, and Dave is trying to explain how the U.S. government works through this principle of federalism.

**Dave Robertson:** [00:10:43] I started by showing them what they can see every day there in the United States. I showed them a variety of license plates because just about any place you'd go in the world, you have very boring license plates and they look similar to license plates in other countries. I think of Europe along those lines. Well, in the United States, if somebody is driving you around, you can see all of these fancy look. License plates of different colors, different sayings and different kinds of designs. And I try to explain if you want to understand federalism, you have to understand that states can do a whole lot of things differently that are not done differently and lots of other countries.

**Hannah McCarthy:** [00:11:30] Dave points out to his Russian visitors that the 50 disparate chunks of our country are called states like independent, self-governing mini countries inside of a bigger country. And the framers had just come through the Revolutionary War where they broke off from Britain, this big, powerful government. Just try and tell some of these scrappy little states that you're going to imposing a big, strong federal government on them. Some states were going to benefit. Others, though, would get short shrift it. Alexander Hamilton, for example, wanted a strong federal government because it would benefit his state, New York.
Dave Robertson: [00:12:03] He wanted lots of tools for the federal government to control trade and to help nurture economic development and to do other kinds of things that would build manufacturing in the United States. Madison and Jefferson represented Virginia, which was a state that made a lot of money by growing crops and shipping them overseas. Trade restrictions, tariffs. The development of a manufacturing economy would tend to benefit states like New York. Hamilton states. And it would disadvantage a state like Virginia and other southern states that grow crops for export to Europe and to elsewhere. Those economic differences, along with philosophical differences about which level of government exercise, which powers really help drive a wedge between Madison and Hamilton and help spur the creation of national political parties.

Nick Capodice: [00:13:09] Ok, so there's that north versus the south from the get go.

[00:13:13] And we all know what happened next.

Dave Robertson: [00:13:14] Because states decided that they could get out of the union. And that was contested, wasn't settled by a court. It wasn't settled by a political compromise. It was settled by bloodshed, lots of bloodshed and incredibly brutal war in which one side surrendered and surrendered that right to leave the union forever, at least as long as our constitution stays in effect.

Hannah McCarthy: [00:13:41] While the South was in secession, the Republicans, led by Lincoln, leveraged federal power to help industry, commerce, even education. The tendrils of strong government eventually led to a nationalized railroad system and telegraph system. The economy boomed. An industry ruled for years. But as farms dwindled, factories rose and the population exploded. You also started to see extreme poverty, and so state and federal government needed to start working together.

Dave Robertson: [00:14:10] The result was a progressive movement that aimed to help create partnerships between the national government, whose powers were limited by the Supreme Court and the states. So in that period, you saw lots of federal efforts to try to connect with the states, to build highways, to extend vocational education, even to extend for a time help for mothers and children. Almost any innovation you can think of
that is now a federal program. Whether you're talking about welfare programs, you're talking about civil rights programs or talking about environmental programs. All of those things have been innovated often at the local level and cities then spreading to the states and finally being adopted by the federal government. That's part of the story of what happened in the 1960s and 70s with environmental policy.

**Nick Capodice:** [00:15:09] Wait, almost any federal program starts at the state level?

[00:15:13] What about something like Social Security?

**Dave Robertson:** [00:15:14] Aid to mothers with children? The stated innovated those things. Even unemployment compensation is a federal state program because the states of Ohio and Wisconsin had pioneered those before the federal government got involved.

**Nick Capodice:** [00:15:30] So what if the federal government kicks off a program that was like litmus tested in Iowa and Kansas says, no, heck no, we don't need a national speed limit.

**Hannah McCarthy:** [00:15:40] Well, for one thing, let's say the federal government is providing money to replace all the speed limit signs in your state. Kansas can be like we don't need your filthy money.

**Dave Robertson:** [00:15:49] Yes, there's lots of instances of that. There are states that reject the money because they don't want to deal with the regulations. But but that doesn't last long because there's often a provision that allows the federal government to come in and begin to implement the rules of if the state. Doesn't decide to join in. That happened with the Clean Air Act. The state of Arizona didn't join in for a good number of years, and it has happened with a lot of more conservative states and the Affordable Care Act.

**Hannah McCarthy:** [00:16:27] And Dave says, even in cases of federal law, the bulk of the implementation of those laws tends to fall to the states.
Dave Robertson: [00:16:35] We think about all of those federal regulations that the EPA issues as being federal rules, and they are. But in case after case, the states actually administer those laws so that the states regulate about 90 percent of most of the regulations of the environment that the federal government issues. The states do things differently and they have a lot of power to do important things differently. It's not that in theory, federalism matters. It's in practice. States rule most of our lives in many everyday ways, from birth to death.

Archival: [00:17:20] New Yorkers won't have to choose between just two gender categories and a birth certificate.

[00:17:24] Yesterday asked the Florida House passed a bill the Senate had already passed that creates the state's 5th school voucher program. They're introduced at the Ohio State House. Could mean teenagers have to wait until they are 16 and a half years old to get their driver's Arkansas.

[00:17:38] Lawmakers could limit who would benefit from the minimum wage increase. That vote was first time.

[00:17:44] Louisiana has a minimum age for marriage.

[00:17:47] 60 year old Vermont physician assisted dying legislation approved by the legislature. The law making the provision permanent.

Nick Capodice: [00:18:05] I keep coming back in my mind to the Little Rock Nine. They were forced out of the school and then the school was shut down by illegal measures. How did Arkansas get away with it?

Hannah McCarthy: [00:18:18] In the end, they didn't. Federal law ended up beating state law as it's supposed to. In 1959, a federal court struck down Governor Faubus as school closing law. And that August, Little Rock's white schools opened with black students in attendance. The state public school system was fully integrated by 1972.
Nick Capodice: [00:18:36] But that is so long.

[00:18:39] That's what 15 years to implement a federal law and one of the most significant federal laws our country has ever witnessed. Separate but equal is not equal.

[00:18:50] I feel I feel Hannah to an extent.

[00:18:54] If it weren't for this given take between the state and the federal where obstinate racism was given its say on the state level, those schools would have integrated a lot sooner. I mean, is federalism actually good for American democracy?

Nick Capodice: [00:19:08] It's essential for democracy to have a competing party that is protected from eradication and. In the United States, state governments help provide a place where opponents of the incumbent administration can thrive, where they can really build up a coalition of opposition to the people in power. Sometimes, you know, we often being partisans don't like that. Some Democrats didn't like opposition from conservative states to Barack Obama. Some conservatives now don't like opposition to Donald Trump. But in the end, we have to have a system where a president doesn't have the power to eliminate his opponents. There is a great photograph from 2012 where Barack Obama is on a tarmac in Arizona and the diminutive governor of Arizona, a woman, is lecturing him and pointing her finger at his chest. She is opposing him. She's criticizing him for all kinds of things, including Obamacare. But as I tell visitors from other countries like Russia, Barack Obama cannot fire her. He can't get rid of the legislature in the state of Arizona. He can't eradicate that opposition. And if there's one thing that democracy needs that our republic needs, its opposition to, anybody who's in power.

Nick Capodice: [00:20:51] It feels like federalism is like the firewall of our democracy.

[00:20:56] It is ambiguous and frustrating, and imperfect. But it helps keep this bird up in the air.
Hannah McCarthy: [00:21:04] Yeah, I think even though so many of us bristle at it. It's essential that we are a country that is not of one mind. And sometimes that's really ugly. But so long as we're allowed not only to disagree, but disagree to the point of combating laws and taking those laws to court and even finding our own way to use those laws to govern ourselves. That decentralized power is what makes this country so unusual. It's a mess. It's chaotic. But that's the way it's supposed to work.

Archival: [00:21:49] And I've enjoyed weed since Vietnam. And I think it's time for that whole United States to federally to legalize it.

[00:22:02] When did it become unconstitutional to exclude homosexual couples from marriage?

[00:22:09] The States Living Infants Fairness and Equality or Life Act bans all abortions after a fetal heartbeat is detected so far.

[00:22:17] Eight states and Washington, D.C. have legalized the drug for recreational use.

[00:22:21] The unborn deserves a up and down vote right yet to live.

[00:22:25] In Salt Lake City, yet another victory for gay rights advocates across the nation.

[00:22:30] Marijuana has long been classified as a Schedule 1 drug. That's the same classification for drugs such as heroin.

[00:22:37] A lot of them are pretty obviously contradictory to Roe v. Wade and other Supreme Court precedents on abortion.

[00:22:42] They say of California now wants to allow same sex marriage. They can repeal that constitutional amendment.
Session 1 (May 6/7)

[00:22:48] My body, my choice, her body, her choice.

[00:22:54] I'm just I'm just excited to get home, get out of the cold and finally get to use legally for the first time ever.

**Hannah McCarthy:** [00:23:15] Civics 101 was produced this week by me. Hannah McCarthy with you, Nick Capodice Our staff includes Jackie Fulton and Ben Henry.

**Nick Capodice:** [00:23:21] Erika Janik is our executive producer and Supreme Law of the Land. Maureen McMurray is a federation unto herself.

**Hannah McCarthy:** [00:23:28] Music in this episode by Chris Zabriskie, Metre. Cooper Cannell and Bio Unit.

**Nick Capodice:** [00:23:32] Hannah and I have so much to share from our research into episodes that doesn't make it into the episode.

[00:23:37] But lucky enough, we have a newsletter where we can put all that good stuff: civics101podcast.org/extracredit.

**Hannah McCarthy:** [00:23:40] Civics 101 is supported in part by the Corporation for Public Broadcasting and is a production of NHPR, New Hampshire Public Radio.
Civics 101: Starter Kit - Federalism

Directions: As you listen to the podcast take notes in the appropriate box.

Name_________________________

Brown v Board of Edu

Three Principles of Federalism:
1. 
2. 
3. 

Money, Money, Money

Federation

"States rule most of our lives"

10th Amendment

Hamilton v Jefferson & Madison

Civil War

Progressive Movement

Gov. Faubus' Response

President Eisenhower's Response
1. Is federalism good or bad for American Democracy? Explain your answer.

2. Predict what would happen if the supremacy clause was not included in the Constitution. What would be different? What would be the same? Would the United States be able to stay united?

3. Research a current event that is related to federalism. Provide a brief summary of the current event and explain how this event is an example of federalism at work.
CARTOONS: Needs vs. Wants

One of the foundations of creating a realistic budget that you can stick to is identifying what you truly need and want. While this might sound simple, it can be difficult at times to recognize the difference when you’re considering a purchase.

In this activity, you will pick one of the cartoons provided below and analyze how that cartoon depicts the struggle of identifying what is a need versus a want.

Part I: Choose a Cartoon
Select one of the cartoons provided below to analyze.

Cartoon 1

# Other World

THERE ARE WANTS, AND THEN THERE ARE NEEDS, GERALD.

WHAT'S WRONG WITH THE SOUTED UP MAC PRO WE BOUGHT YOU SIX MONTHS AGO?

IT'S NOT THE IMAC WITH RETINA 5K DISPLAY.

I NEED THE NEW IMAC WITH RETINA 5K DISPLAY, DAD.
Cartoon 2

Cartoon 3

SHOULD I GET AN iPad MINI: IF I ALREADY HAVE AN iPad?

OF COURSE, MA'AM. IT'S A LOT SMALLER!

WELL, I ALSO HAVE AN iPhone. OH BUT MA'AM, IT IS SOOO MUCH LARGER !!!
Part II: Analyze Your Cartoon

Use what you know about needs vs. wants to analyze your cartoon and answer the questions below.

1. Which cartoon did you select?

2. In one or two paragraphs, write an analysis of the cartoon you chose and the message it conveys about needs vs. wants. Use the questions below to guide your response:
   - What message does this cartoon deliver about the struggle of identifying needs vs. wants?
   - How does this cartoon portray that message?
   - Did you find this cartoon persuasive? Why or why not?
   - Bonus: What other techniques could the cartoonist have used to make this cartoon more persuasive?
Supply and Demand

A Basic Law of Economics
Supply and demand is one of the basic ideas of economics. In a free market, the price of a product is determined by the amount of supply of the product and the demand for the product.

What is supply?
The supply of a product is how much of the product is available for purchase at a given price. The law of supply says that as the price of a product increases, companies will build more of the product.

When graphing the supply vs. the price of a product, the slope rises (starts low on the y-axis and gets higher the farther along the x-axis it goes to the right) as shown in graph 1.

Graph 1- Supply

What is demand?
Demand of a product is the amount of product that people want to buy at a given price. The law of demand says that as the price of a product increases, the less of that product people will want to buy.

When graphing the demand vs. the price of a product, the slope falls (starts high on the y-axis and gets lower the farther along the x-axis it goes to the right) as shown in graph 2.

https://www.ducksters.com/money/supply_and_demand.php
How Supply and Demand Determine Price

There are four basic laws that describe how supply and demand influence the price of a product.

1. If the supply increases and demand stays the same, the price will go down.
2. If the supply decreases and demand stays the same, the price will go up.
3. If the supply stays the same and demand increases, the price will go up.
4. If the supply stays the same and demand decreases, the price will go down.

Your turn: Give an example for each of the four laws of supply and demand.

1. What would make the supply of a product increase?

2. What would make the supply of a product decrease?

3. What would make the demand for a product increase?

4. What would make the demand for a product decrease?

https://www.ducksters.com/money/supply_and_demand.php
Market Equilibrium
Market equilibrium is when the supply of the product equals the demand of the product. The market for a product will move towards equilibrium over time.

Equilibrium can be shown on graph 3. It is where the supply and the demand curves intersect.

Graph 3- Market Equilibrium

Changes in Supply and Demand
Supply and demand can suddenly change. This can cause a "shift" in the demand or supply curves. Any number of factors can change the supply or demand. For example, the demand for a football team's jerseys would go up if they won the Super Bowl. Also, the supply for those same jerseys may go down if the factory that made them burnt down.

Graph 4 shows an example of a demand curve shift. You’ll notice that the whole demand curve moves to the left, but the shape does not change.

Here are some things that can change demand:
- **Income** - if people have more money, the demand for products can increase.
- **Population** - As the population increases, there are more buyers. This will increase demand.
- **Customer preference** - Customers may no longer want a product, reducing the demand.
- **Changes in competition** - If the competitors of a product increase their price, then the demand for your product may increase.

https://www.ducksters.com/money/supply_and_demand.php
Here are some things that can change supply:

- **Number of sellers** - If the number of sellers increases, then the supply will increase.
- **Technology** - Improvements in manufacturing can increase supply.
- **Resources** - If resources needed to build a product are moved to another product, then supply will decrease.
- **Costs of manufacturing** - If the costs for making a product increase, the supply will decrease.
Supply and Demand Examples

Supply and demand is one of the basic principles of economics and the free market. The amount of supply of a product combined with the demand of a product will determine its price.

Here are some examples of how supply and demand works.

Example #1: The Price of Oranges
In this case we will look at how a change in the supply of oranges changes the price. The demand for oranges will stay the same. The demand curve doesn’t change.

In the first year, the weather is perfect for oranges. Orange farmers have a bumper crop. This increases the supply of oranges. Because there are so many more oranges on the market, the farmers reduce the price of oranges in order to sell all of them.

Graph 5: Year 1- Oranges

Graph 5 shows the supply curve shift to the right causing the price to drop.

In the second year, there is a terrible drought. The amount of oranges produced is reduced dramatically. Because the demand stays the same, but there are fewer oranges to sell, farmers raise the price of the oranges.

https://www.ducksters.com/money/supply_and_demand_examples.php
Graph 6: Year 2- Oranges

Graph 6 shows the supply shift to the left causing the price to increase.

Example #2: Designer Jeans
In this case we will look at how a change in demand can change the price of designer jeans. When a new style of designer jeans was introduced, they were the height of fashion and very popular. Everyone wanted to own a pair of these jeans. The designer ordered more of the jeans, but still had a limited amount to sell. With demand so high, the designer could charge a very high price for the jeans.

Graph 7: Year 1- Designer Jeans

Graph 7 shows the demand increasing as supply stays the same.

A year later, however, things changed. People grew tired of the jeans and they were no longer popular. The demand for the designer jeans fell. The only way the designer could sell any was on discount racks. The price dropped significantly.
Graph 8: Year 2- Designer Jeans

Graph 8 shows the demand decreasing causing the price to drop.

Example #3: Finding the Right Price
Let's say you invented a new product. It cost $10 to make the product. How much would you sell the product for? Well, it would have to be more than $10 to make a profit, but what is the perfect price? You first try to sell the product for $100, but no one buys it. So you lower the price to $50 now you sell 100 of them. When you lower the price again to $25 you sell 1000. This is great! When you lower the price to $12 you sell 5,000.

Your turn: Of the above options, what is the best price for your product? Explain your answer in the box below.

- $50: At $50 you make $40 on each item. Selling 100 items, you make $4000.
- $25: At $25 you make $15 on each item. Selling 1000 items, you make $15000.
- $12: At $12 you make $2 on each item. Selling 5000 items, you make $10000.

Other Examples
- If there was only one pizza restaurant in a town and then a new pizza place opened, the demand for pizza from the first restaurant would drop.
- The price of gasoline often changes with the demand throughout the year. As people drive more in the summer, gasoline prices tend to rise.
- If a large company leaves a small town, many people will be out of work or have to move. This can reduce the demand on housing causing home prices to drop.

https://www.ducksters.com/money/supply_and_demand_examples.php
Session 5- May 18/19

History 1a: Back in 1734
Adapted from The Gilder Lehrman Institute

<table>
<thead>
<tr>
<th>Standard Benchmark</th>
<th>History 1a: Students will examine historical materials relating to a particular region, society or theme; analyze change over time and make logical inferences concerning cause and effect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Band</td>
<td>6-8</td>
</tr>
<tr>
<td>Vocabulary/Key Concepts</td>
<td>Change over time</td>
</tr>
</tbody>
</table>

Back in 1734

This description is about two children who lived in 1734 and were the same age as you.

"Anna Elizabeth and her brother Samuel live in a small house with a thatched roof. Their father built the house himself. Both children help their parents by completing many chores each day.

Anna Elizabeth is learning how to run a home. She feeds the chickens and gathers eggs each morning. Her mother is teaching her how to spin yarn and weave cloth on a loom. She already knows how to make candles and soap. Anna Elizabeth helps her mother prepare three meals every day.

Samuel helps his father farm by taking care of the large animals. He uses hand tools, makes furniture, and hunts small animals. Samuel also has to chop wood for cooking and heating the house.

Samuel has the opportunity to attend school during three to five months of the year. Girls do not attend school, so Anna Elizabeth's mother is teaching her how to read and write at home.

The two children do get to have fun. They play games like blind man's bluff, hopscotch, and jacks. Their favorite drink is tea, and they love to eat pumpkin. You can see that Anna Elizabeth and Samuel led very different lives from children today."

This work was developed/adapted by the Red Clay Consolidated school district. View Creative Commons Attributions at https://creativecommons.org/licenses/by-nc-sa/4.0/
Directions: Fill out the venn diagram below to compare and contrast children's lives from 1734 to today.

1. List at least two ways children's lives have changed over time.

________________________________________________________________________

________________________________________________________________________

2. What is the most likely reason for this change?

________________________________________________________________________

________________________________________________________________________

3. What is the evidence for my conclusion?

________________________________________________________________________
Session 5- May 18/19

History 1a: Back in 1734
Adapted from The Gilder Lehrman Institute
Social Studies Home Learning Activities

<table>
<thead>
<tr>
<th>Standard Benchmark</th>
<th>Geography 1a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Band</td>
<td>6-8</td>
</tr>
</tbody>
</table>
| Vocabulary/Key Concepts | • Disease (noun)- harmful condition of a body part or organ.  
• Outbreak (noun)- sudden occurrence or rapid increase.  
• Patient Zero (noun)- person identified as the first carrier of a contagious disease in an outbreak of related cases.  
• Route (noun)- path or way.  
• Transmission (noun)- when disease-causing germs pass from an infected person to a healthy person. |

Mapping the Spread of Disease in a Community

Directions:

1. COVID-19 is an infectious disease that has caused a world-wide pandemic. In this activity, you will be given a community map and be introduced to Patient Zero who has been infected with this disease.

2. As you read the narrative of Patient Zero's daily life, plot the patient's path through the day and indicate moments of disease transmission on a map based on the story.

3. After Patient Zero's route has been mapped, think about Patient Zero's path throughout the day and indicate moments of possible transmission of their disease on the map with a "Star".

4. On the back of your map, respond to the following question:  
   a. What could Patient Zero have done differently to stop the spread of disease?

Patient Zero has already contracted the disease that your group is studying. She is not yet aware that she is infected.

Patient Zero wakes up in the morning and gets out of bed. It is warm in the Gatsby Apartments where she lives, so she opens the bedroom window on the south side of the building. She uses the bathroom, gets dressed, and goes down the elevator to head outside for her usual morning jog with her dog. She exits the building onto E. Highland Drive and begins to jog east toward the reservoir. She stays on E. Highland Drive until the trail to jog around the reservoir.

One of her favorite places to jog is around the reservoir. It is especially warm today, and the trail around the reservoir needs maintenance. The grass is high and other five joggers on the trail kick dust into the air. She begins to cough from the dust.

When she reaches the road to the park, she is coughing quite hard and needs a drink. She gets in the line for the drinking fountain behind four other people. In the line for the drinking fountain, she tries to cover her cough with her hands, but must hold the dog leash with one hand. Three people get in line behind her.

When she gets to the drinking fountain, she sees that there is a large puddle of water around the fountain, and many mosquitoes are buzzing around it. She turns on the fountain with one hand, and keeps the dog leash in the other. Mosquitoes start to land all over her legs, but her hands are busy and she cannot swipe them away before they begin to bite her. After a drink, her cough subsides and she swats the mosquitoes off of her legs. As she walks away from the fountain, she hears the others in line complain about being bitten, too.

She sits at a bench to rest. When she sits down, she screams! She sees that three ticks have attached themselves to her legs during the jog! She checks her dog for ticks and finds none. She has a pair of fine tip tweezers in the first aid kit that she jogs with, so she carefully pulls the ticks off of her leg and tosses them on the ground. This is the fourth time this year that she has picked up ticks while on her morning jog. She gets up and walks away with her dog. When she leaves the bench, a family of three sits down. The two young children in the family begin to play on the ground in front of the bench.

Patient Zero is so disgusted that she becomes sick to her stomach. She leans against a tree and vomits into a trash can. While she is throwing up, a small child approaches her and asks if she is okay. The child's caretaker runs up and grabs the child, but not before a small amount of vomit splashes on the child's arm. The caretaker yells at the child for going so close to Patient Zero, and then at Patient Zero for vomiting in public. Having limited resources available, the caretaker uses a paper napkin to wipe the child off,
and then marches toward the bathroom to better wash the vomit from the child's arm.

Patient Zero is so embarrassed, she decides to go straight home to the Gatsby Apartments. She leaves via E. Highland Dr. heading south, and takes a trail to E. Prospect Street. She follows E. Prospect Street to 10th Ave E. and takes a right. She enters her building through the back door on 10th. When she arrives home, she hears the construction workers outside her bedroom window on the south side of the building complaining about mosquitoes living in the standing water near the puddle outside her window. She sees that many mosquitoes have flown into her bedroom! As she tries to squash all of them and shoo them back outside, she is bitten several more times. Finally, she shuts the window and kills the remaining mosquitoes.

Now that she is done with her jog and the mosquitoes are dead, she removes her mp3 player from her arm. In doing so, she sees that there are several more ticks attached to her arm under the band. Horrified, she gently removes them with her tweezers and throws them in the garbage.

She looks at the time and realizes that she is going to be late to meet some friends for lunch. However, she cannot leave yet. She suddenly has to use the bathroom! Using the bathroom takes longer than she expected. In her rush, she leaves the bathroom without washing her hands.

Wanting the ticks out of her apartment, she ties up the garbage and brings it downstairs with her. She pushes the Ground Floor button on the elevator to take the trash out on her way to lunch. The elevator is crowded with five other people who complain about her smelly garbage.

She rushes to the dumpster on 10th Ave E. to toss her garbage, and in her hurry, collides with another tenant who is also taking out the trash. She drops her garbage and it spills onto the ground. The tenant sees how frustrated she is, and offers to clean the spilled garbage up. She thanks the tenant, and runs off, leaving the tenant to pick up all of the trash.

Patient Zero arrives at the Bacon Mansion Bed and Breakfast for lunch to a table on the patio with three friends waiting for her. She sits down, picks up a water glass, and takes a large drink. "Hey!" her friend says. "That's my water!" Patient Zero apologizes and her friend shows her the correct glass. The friend keeps her original glass of water to drink.

Patient Zero begins to tell her friends about her awful day, when she begins to sneeze. There is a gardener mowing the grass strip outside the restaurant, and the debris and pollen bother Patient Zero's respiratory track. They summon the host to find them a table inside. Patient Zero tries to cover her sneezes with her hands, but sneezes non-stop for several minutes, including along the walk through the busy patio to the inside of the restaurant where they are seated at a new table. The busser follows with everyone's water glasses, but sets them down at different people's seats.
Patient Zero stops sneezing, but is so upset by the terrible day, that she decides to go home. She leaves the restaurant and walks toward home along Broadway E., crying. Blinded by her tears, she trips over a large crack in the sidewalk outside of the Adamson Apartments and badly skins both knees and hands. The same tenant who helped her with her garbage is walking by, sees her bleeding and crying, and offers to help. Patient Zero leans on the tenant as she limps home. She rides the elevator up, enters her apartment, and cleans her wounds with soap and warm water. She then goes to bed for the rest of the day.
Mapping Patient Zero

Group Name

Disease

Transmission Method:

[Map of locations including Gatsby Apartments, Craig M. Stull, MA, Adelson Apartments, The Bacon Mansion Bed and Breakfast, Glass Shop, with major streets and landmarks marked]
Mapping Patient Zero, continued

Directions:

While listening to or reading the story of Patient Zero, mark on the community map the following:

1. Map her route with a black line: _____

2. Mark where people are located on the map with a black circle: ○

3. Mark every point of direct contact with people or animals with a blue x: X

4. Mark every point of the possible disease transmission with a red triangle: ▲
<table>
<thead>
<tr>
<th>Standard Benchmark</th>
<th>History 2a: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Band</td>
<td>6-8</td>
</tr>
<tr>
<td>Vocabulary/Key Concepts</td>
<td>Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.</td>
</tr>
</tbody>
</table>

**You are History!**

**Introduction**

Just three months ago, most of us never imagined our spring would be spent indoors. We never imagined “going to school” meant learning from home remotely. COVID-19’s swift arrival changed our lives seemingly overnight and on a massive scale. We’ve been challenged to find new ways to work and to socialize, find alternative formats for our entertainment, and continue living “normal” lives in abnormal times. All of us are experiencing this, and we each have a story – the Delaware Historical Society is collecting yours!

**COVID Chronicles Delaware** is an initiative of the Delaware History Society, asking Delawareans to reflect on their experiences living through the COVID-19 pandemic and capture them through writing, art, image, or song. All submissions will become part of the permanent Delaware Historical Society digital collection to serve individually and collectively as primary sources for future generations. Some stories will be selected for publication and highlighted on our social media platforms.

**You are the Primary Source**

Have you ever asked a relative about their experience in the Vietnam War? Is your grandmother, or even great-grandmother’s wedding dress in your home? History happens all around us, in moments both big and small.

**How will people look back 5 years, 10 years, 50 years from now and understand the COVID-19 pandemic?**

Your stories and experiences can serve as an original source of information about the unprecedented events that are evolving with the ongoing COVID-19 pandemic and response. Documenting and submitting your first-hand accounts and photos will help future students, teachers, and researchers analyze and interpret the complexity of this moment.

Whether you are on the front lines of the pandemic, doing your part to practice social distancing, or getting creative while sheltering in place, the Delaware Historical Society wants to know your story!
The assignment

Your assignment is to respond to one of the prompts below about your experience during this global pandemic. With your parent's permission, you may also submit your response to the Delaware Historical Society by completing the form online at https://tinyurl.com/SS-COVID.

**COVID Chronicles Delaware prompts**

1. What sources (e-newspaper, public radio, social media, spouse/family member) are you relying on for updates related to COVID-19?
   a. How do you choose your source of information?
   b. Why these sources?
   c. How closely do you follow these sources to stay informed? Or, how frequently are you checking "the news" for updates?
   d. Has this changed how you feel or think about certain sources?

2. Where are you sheltering? Are you staying home? Are you at a family member's house? Why did you decide to shelter where you did?
   a. Who are you with on a day-to-day basis? Has it brought you closer together?
   b. What preparations did you or your family members make?
   c. How has your daily routine changed as a result of the quarantine (e.g. with pets, with kids, with elderly parents, with work)?
   d. Have you established a new routine while self-isolating? Please describe.
   e. How are you feeling about your current situation? Do you feel isolated? Are you enjoying time away from school/work?
   f. Are you comfortable finding alternative ways to stay connected to others?

3. How is the coronavirus affecting you?
   a. How are you coping with social distancing? Is it a challenge?
   b. What passion project/hobbies are you starting/completing or what new/old skill are you learning/relearning during the quarantine?
   c. What's a daily pleasure that you miss right now?
   d. Have your social habits changed in any significant way? Are you socializing more virtually than you would have pre-pandemic?
   e. Have you participated in any virtual experiences like virtual hangouts, Netflix parties, etc.? What programs are you using? Do you enjoy socializing this way? Has it become a new routine or tradition?
   f. Personal hygiene routines? Cleansing or disinfecting groceries, deliveries, showering when you return home from going out, washing clothes worn outside right away?

4. How do you think the pandemic will impact the future? What will be different? What will stay the same?
   a. In 10 years, if someone asks you what defined the COVID-19 pandemic, what would you say? What picture would you use to show them?
Visit [http://dehistory.org/covid-chronicles-delaware](http://dehistory.org/covid-chronicles-delaware) to learn more and share your story or read below.

**About the Project**

Just three months ago, most of us never imagined our spring would be spent indoors. We never imagined “going to school” meant learning from home remotely. COVID-19’s swift arrival changed our lives seemingly overnight and on a massive scale. We’ve been challenged to find new ways to work and to socialize, find alternative formats for our entertainment, and continue living “normal” lives in abnormal times. All of us are experiencing this, and we each have a story – the Delaware Historical Society is collecting yours!

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**You are the Primary Source**

Have you ever asked a relative about their experience in World War II? Are you holding onto your grandmother, or even great-grandmother’s wedding dress? History happens all around us, in moments both big and small.

**How will people look back 5 years, 10 years, 50 years from now and understand the COVID-19 pandemic?**

Your stories and experiences can serve as an original source of information about the unprecedented events that are evolving with the ongoing COVID-19 pandemic and response. Documenting and submitting your first-hand accounts and photos will help future students, teachers, and researchers analyze and interpret the complexity of this moment.

Whether you are on the front lines of the pandemic, doing your part to practice social distancing, or getting creative while sheltering in place, the Delaware Historical Society wants to know your story!
Social Studies Home Learning Activities

<table>
<thead>
<tr>
<th>Standard Benchmark</th>
<th>Students will understand that the concept of majority rule does not mean that the rights of minorities may be disregarded and will examine and apply the protections accorded those minorities in the American political system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Band</td>
<td>6-8</td>
</tr>
<tr>
<td>Vocabulary/Key Concepts</td>
<td>Majority, minority, majority rule, minority rights</td>
</tr>
</tbody>
</table>

Focus Questions:
1. When should the rights of minorities outweigh the will of the majority?
2. How are minorities protected from abuse by a majority?

Activity

Introduction
Overall, the American people accept the principle of majority rule. Simply explained, majority rule is the idea that decisions should be based on what more than half of the people want. However, we know that a majority – the group with most people - can abuse a minority. For example, a majority of five people in a group of seven could vote to beat-up the two minority persons in the group.

Well aware of the potential danger of majority rule, the American people have come to accept a more sophisticated definition. Our definition suggests that decisions should be based on whatever more than half of the people want, but **ONLY** if what the majority wants does not result in harm to a minority, or take away their rights. To ensure that the minority is protected (because we might all be part of a minority at some point in time), those who make policies have passed laws and regulations that serve as a shield for those who are vulnerable.

It is also important to understand that the meaning of the word “minority” is not limited to the group with few people. In special legal situations, the word “minority” has been used to describe a group with little if any **power**. Even though a so-called “minority group” may have more people, they may not be liked, have very little power, and are always more at risk of being abused.

Read the following case studies and decide whether they are cases where the minority should be protected, or the majority should be allowed to rule?

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There are five cases to consider.

Case 1

The Ninth Amendment to the Constitution is interpreted to suggest that American citizens have the right to travel.

Lawmakers in State A issue an emergency declaration informing people who live in other states that they may not enter State A until further notice. The officials are trying to prevent those from other states bringing germs into their state.

Many people who do not live in State A own a second vacation home in State A. In some instances, the people who own second homes live in states where a pandemic is really bad. They want to go to their vacation homes where they believe that their families might be safer. They complain that the emergency declaration issued by the lawmakers in State A's declaration is a violation of their rights to use their property and travel.

1. Who is the majority in this case? __________________________

2. Who is the minority? __________________________

Analyze: Have the rights of the minority been disregarded?

<table>
<thead>
<tr>
<th>Best Arguments for the Majority</th>
<th>Best Arguments for the Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawmakers</td>
<td>People who own vacation homes in State A</td>
</tr>
</tbody>
</table>

Conclude
Knowing what you know about majority rule and minority rights, is this a case where the minority should be protected? Or, should the majority be allowed to rule? Defend your conclusion.
Case 2

The Second Amendment to the Constitution is interpreted to state the citizens of the United States have a right to "bear arms" (in other words, own guns).

Lawmakers in State B pass an emergency law requiring all "non-essential" businesses, including gun stores, to close until the pandemic is over. A "non-essential" business is one that sells goods or services that are not needed in order to survive. Those who want to be allowed to purchase guns argue that the emergency law is illegal because it denies them the right to bear arms.

1. Who is the majority in this case? ________________________________
2. Who is the minority? ________________________________

Analyze: Have the rights of the minority been disregarded?

<table>
<thead>
<tr>
<th>Best Arguments for the Majority</th>
<th>Best Arguments for The Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclude

Knowing what you know about majority rule and minority rights, is this a case where the minority should be protected? Or, should the majority be allowed to rule? Defend your conclusion.

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Case 3

The Fifth Amendment to the Constitution contains the right to “due process”. You may recall learning about due process in 5th grade. Due process means that the government must pass laws that are fair then use fair procedures to enforce those laws.

Lawmakers in State C pass an emergency law that makes it illegal to go outside one’s home during a pandemic except for medical reasons, to purchase groceries, or to walk a pet. The pandemic is in its worst phase. The number of people with the virus has never been higher. Police have been told to enforce the emergency law and fine anyone breaking the law $1,000.

One day police see a man walking through a park by himself. They immediately issue him a ticket for $1,000 and order him to return to his home.

1. Who is the majority in this case? __________________________
2. Who is the minority? __________________________

Analyze: Have the rights of the minority been disregarded?

<table>
<thead>
<tr>
<th>Best Arguments for the Majority</th>
<th>Best Arguments for The Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclude
Knowing what you know about due process, majority rule, and minority rights, is this a case where the minority should be protected? Or, should the majority be allowed to rule? Defend your conclusion.
Case 4

The first Amendment to the Constitution guarantees American citizens the right to freedom of religion. One clause, known as the “free exercise” clause, notes that people have the right to exercise the religion of their choice. Every right has “scope” meaning that there are limits to rights. An example often mentioned involves the freedom of speech. A person cannot shout “fire” in a crowded movie theater if there is no fire because people could be harmed or even killed in the stampede to get out of the movie theater.

Lawmakers in State D pass a law that requires people to stay at home except for essential purposes during a highly contagious pandemic. A pastor of a church tells the people who go to his church that going to church is essential, and he arranges for a bus pick up people who want to go to church. Over 100 people go to the church on Sunday. Police then arrest the pastor of the church.

1. Who is the majority in this case? ____________________________
2. Who is the minority? ____________________________

Analyze: Have the rights of the minority been disregarded?

<table>
<thead>
<tr>
<th>Best Arguments for the Majority</th>
<th>Best Arguments for The Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclude
Knowing what you know about freedom of religion, the COVID-19 pandemic, majority rule, and minority rights, is this a case where the minority should be protected? Or, should the majority be allowed to rule? Defend your conclusion.

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Case 5

The Environmental Protection Agency was created in 1970 to pass regulations and encourage voluntary actions that help conserve our nation's natural resources and protect the American people from environmental pollution e.g. air and water pollution. Some of the regulations require the owners of companies, businesses, and factories to do things that cost them money (e.g. treating hazardous waste to get rid of dangerous chemicals before disposing of it, installing screens on top of smoke stacks to reduce air pollution, eliminating harmful contaminants from drinking water, placing labels on products that allow consumers to choose products with safer chemical ingredients, making farmers use more expensive pesticides because they do less damage to the environment etc.). There are many such regulations.

The COVID-19 pandemic has had a terrible impact on many American businesses. People are required to stay at home; many stores have been listed as “non-essential” and have had to close. Many businesses are struggling to survive and workers are losing their jobs at historic rates.

In response to the serious economic crisis brought on by a pandemic, some business owners asked the federal government to relax regulations so that they could save money, their businesses, and jobs. Government officials have agreed to do this. One unintended problem is that many of the factories that pollute are located in areas where many poor people live because it is cheaper to build factories there.

1. Who is the majority in this case? 
2. Who is the minority? 

Analyze: Have the rights of the minority been disregarded?

<table>
<thead>
<tr>
<th>Best Arguments for the Majority</th>
<th>Best Arguments for The Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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Session 8- May 27/28

Conclude

Knowing what you know about the Environmental Protection Agency, majority rule, and minority rights, is this a case where the minority should be protected? Or, should the majority be allowed to rule? Defend your conclusion.
Social Studies Home Learning Activities

<table>
<thead>
<tr>
<th>Focus Standard Benchmark</th>
<th>Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Band</td>
<td>6-8</td>
</tr>
<tr>
<td>Vocabulary/Key Concepts</td>
<td>Civil rights</td>
</tr>
</tbody>
</table>

Addressing Civil Rights Issues during National Emergencies

Focus Questions:
1. How might the powers of governments in the United States be used to overcome civil rights issues brought on by any emergency, including the ongoing COVID-19 pandemic?
2. How do national emergencies highlight how civil rights are essential protections for American citizens?

Introduction
Civil rights are a special category of rights that protect individuals and groups from unfair treatment (discrimination). Those most in need of civil rights protections tend to be minorities and people living in poverty – often due to discrimination or inabilities (e.g. the elderly, handicapped etc.). Since the 1960s in particular, the American people have paid more attention to civil rights issues than in any other time in our nation’s history.

National emergencies often have two important effects associated with civil rights matters. First, national emergencies can inflict far greater or disproportionate harm on those for whom civil rights protections are most needed i.e. minorities and the poor. Secondly, national emergencies draw increased attention to challenges and inequalities that minorities and those living in poverty face. The Hurricane Katrina national emergency that took place in New Orleans back in 2005 is a good example. We are now experiencing a new national emergency in the form of the COVID-19 pandemic.

The civics standards for grades 6-8 raise several questions that can be connected effectively for those living through a national emergency. They include...
1. Why do governments have certain powers?
2. How might they be used well to address the emergency?
3. Why are civil rights essential protections for United States citizens?

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Session 9- May 29/ June 1

Brought together, the activity offered here asks how the powers of governments in the United States might be used to overcome civil rights issues brought on by any emergency, including the ongoing COVID-19 pandemic.

**Activity and Scenario:** You have been assigned to serve on the *National Task Force on the COVID-19 Pandemic and Civil Rights*. You are asked to use some powers granted to governments in the United States (national, state, local) as tools to be used in the formulation of recommended solutions to the heightened challenges faced by minorities and people in poverty. Know, however, that the powers of government always expand in times of emergencies. The key to expanding those powers during this emergency is not to get too far ahead of what the public believes is acceptable.

**Powers at Our Governments' Disposal:**
- make and enforce laws
- make and enforce regulations
- levy taxes
- conduct foreign policy
- create and use an army
- provide for the national defense

---

**Document 1: Civil Rights Issues Involved with the COVID-19 Pandemic**

**The Poor:** poor Americans cannot go out and stock up on food and supplies like wealthier Americans can. Even if they could, some do not have adequate places to store food (e.g. big refrigerators, freezers). The poor often live paycheck to paycheck and have to wait for checks to come in. They have to make choices between buying things like food or cleaning products that kill germs in their homes — if they can get them after wealthier people buy them all up. Many of the poor have to go out and eat in fast food places where the food is less expensive but far less healthy, and they face increased risks of coming in contact with people who have the virus. Then, they are criticized for being outside frequently while others do not know the reasons why. Worse of all, hospitals turn them away when they get sick because they do not have medical insurance.

The number of people in poverty is growing because of government decisions to close businesses. More Americans have now lost their jobs. The results — they will struggle to pay their rent or mortgage and face the possibility of being kicked out of their homes. Some will not be able to pay water and utility bills (e.g. electricity), and the utility companies turn off access to the electricity and water.

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**Elderly (Grandparents):** Many grandparents serve as full-time caretakers for children in the United States. Others are being asked to provide part-time childcare for their own children who are working adults. As a result of schools and daycare centers closing the parents have to work and turn to grandparents to help. The problem is that the elderly are at increased risk of catching the coronavirus from their children and grandchildren, then suffering more severe effects because their immune systems are less powerful.

**Black Americans:** current data shows that anywhere from 58-81% of those dying in some counties are black Americans despite the fact that they only make-up 23-26% of the people living there. Some are poor or have modest incomes and cannot practice social distancing or follow stay at home orders because they need the go to work to earn money. Others work in jobs considered “essential” e.g., nurses, first responders, bus drivers, supermarket employees and are required to go to work. Additionally, some of them rely on public transportation (e.g. busses) to get to work because of the cost of owning cars, which includes paying for insurance, gas, and parking.

**Rural Americans:** people living in many rural areas face significant medical challenges. The nearest hospitals for people living there can be 2-3 hours away. Additionally, rural areas find it hard to attract and keep doctors and nurses. They are extremely demanding jobs because the doctors and nurses in these areas are always “on call” because there are so few of them. The pay is often not as good, nor is the medical facilities or equipment. Moreover, there are fewer exciting things to do in a person’s free time for those who might consider living in rural areas.

**Students:** many students attending schools rely on the meals provided at those schools during the day to avoid hunger. When schools close, these students risk going unfed. Their parents or guardians sometimes have to give up their food for their children. Some students are facing disadvantages because they do not have computers or internet service so they are falling behind in their education, which is important for advancing in life – getting good jobs, getting into college.

**Frontline workers:** Frontline workers are those whose jobs place them directly and frequently in contact with infected or potentially infected individuals. They include nurses, doctors, TSA agents, service workers, home care providers, fast food workers, bus drivers, and people working in supermarkets. Many of them have not been given masks or other Personal Protective Equipment (PPE), and are told that they will be fired if they do not show up for work.

**Asian Americans:** There are reports of increased discrimination and hate crimes against Asian Americans due to repeated public statements pointing out that the Pandemic began in China and the effects of some calling this the “China virus” and “Wuhan virus.”

**Prisoners:** prisoners in American jails are closely quartered in not-so-clean jail cells where germs spread rapidly, unable to practice or benefit effectively from social distancing. Those guarding them as well as those providing for their care are equally at risk. More than 1,300 inmates in
Session 9- May 29/ June 1

three Ohio prisons have tested positive for coronavirus. As of April 19, 18 correctional officers and 20 inmates have tested positive for the coronavirus in Delaware.

**The Accused:** some persons accused of crimes, but who are presumed innocent under our justice system, are lingering in jails because court cases are postponed indefinitely until courthouses are reopened. They have either been denied bail or cannot afford it.

**Voters:** when elections are held, those who want to vote have to stand in lines with other people, sign forms on clipboards using pens touched by other people, then enter voting booths where many have touched voting machines. Many people, and particularly the most vulnerable such as the poor and elderly, may fear going out to vote this year.

These are a sample of the most vulnerable who have to rely on civil rights and governments to protect them. As a member of the “National Task Force on COVID-19 Civil Rights Issues”, how will you recommend the powers of government be used to protect the vulnerable populations who are often ignored even in normal times?

### Document 2: Task Force Recommendations

<table>
<thead>
<tr>
<th>Group Affected</th>
<th>Power(s) to be Used and How</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Poor</td>
<td>Sample Response</td>
</tr>
<tr>
<td></td>
<td>Make a law that provides people living below the poverty line with</td>
</tr>
<tr>
<td></td>
<td>$250 per week. Raise the money by putting a tax on people earning</td>
</tr>
<tr>
<td></td>
<td>more than $1 million per year.</td>
</tr>
<tr>
<td>The Elderly</td>
<td></td>
</tr>
<tr>
<td>Black Americans</td>
<td></td>
</tr>
<tr>
<td>Rural Americans</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Frontline Workers</td>
<td></td>
</tr>
<tr>
<td>Asian Americans</td>
<td></td>
</tr>
<tr>
<td>Prisoners</td>
<td></td>
</tr>
<tr>
<td>People Accused of Crimes</td>
<td></td>
</tr>
<tr>
<td>Voters</td>
<td></td>
</tr>
</tbody>
</table>

Conclude: Explain why civil rights protections are essential for American citizens.
The Original Silk Road

The Silk Road is neither an actual road nor a single route. The term instead refers to a network of routes between Europe and East Asia that were used by traders for more than 1,500 years. The term also serves as a metaphor for the exchange of goods and ideas between diverse cultures. Although the trade network is commonly referred to as the Silk Road, some historians favor the term Silk Routes because it better reflects the many paths taken by traders.

The Silk Road extended approximately 6,437 kilometers (4,000 miles) across some of the world's most formidable landscapes, including the Gobi Desert and the Pamir Mountains. With no one government to provide upkeep, the roads were typically in poor condition. Robbers were common. To protect themselves, traders joined together in caravans with camels or other pack animals. Over time, large inns called caravanserais cropped up to house travelling merchants. Few people traveled the entire route, giving rise to a host of middlemen and trading posts along the way.

An abundance of goods traveled along the Silk Road. Merchants carried silk from China to Europe, where it dressed royalty and wealthy patrons. Other favorite commodities from Asia included jade and other precious stones, tea, and spices. In exchange, horses, glassware, textiles, and manufactured goods traveled eastward.

It is hard to overstate the importance of the Silk Road on history. Religion and ideas spread along the Silk Road just as fluidly as goods. Towns along the route grew into multicultural cities. The exchange of information gave rise to new technologies and innovations that would change the world. The horses introduced to China contributed to the might of the Mongol Empire, while gunpowder from China changed the very nature of war in Europe and beyond. Diseases also traveled along the Silk Road. Some research suggests that the Black Death, which devastated Europe in the late 1340s C.E., likely spread from Asia along the Silk Road.
1. Why does the term Silk Routes instead of Silk Road more accurately describe the exchange of goods, and cultures between East Asia and Europe?

2. In what ways did the Silk Routes system impact life in China? In what ways did the Silk Routes impact life in Europe?

3. Why do you think there were so many different routes taken by traders?
Session 10- June 3/4

4. Identify on the map where the Gobi Desert and the Pamir Mountains are located.

5. What other land features impacted the Silk Routes?
Social Studies Home Learning Activities

<table>
<thead>
<tr>
<th>Standard Benchmark</th>
<th>Geography 3a: Students will identify and explain the major cultural patterns of human activity in the world's sub-regions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Band</td>
<td>6-8</td>
</tr>
<tr>
<td>Vocabulary/Key Concepts</td>
<td>Places are unique associations of natural environments and human cultural modifications</td>
</tr>
<tr>
<td></td>
<td>Under what conditions do cultures spread?</td>
</tr>
</tbody>
</table>

**Intriguing Interactions**

Directions:
1. Students will read the text *Intriguing Interactions* and review the six associated images
   a. Students should refer to the vocabulary list when needed
2. Students will answer the “respond to text” question.

Adapted from: [https://www.nationalgeographic.org/article/intriguing-interactions/](https://www.nationalgeographic.org/article/intriguing-interactions/)
Intriguing Interactions: The Hopewell left behind more than just earthworks all over the Ohio River Valley. They also left a cache of artifacts.

By Stuart Thornton
Wednesday, November 30, 2011

In the Ohio River Valley, large mounds and earthen walls that reach more than three meters (12 feet) high are remnants of a people who resided in the region from 200 B.C.E. to 500 C.E. Perhaps more impressive than the mounds and earthworks of the Hopewell tradition—a culture that included various Native American tribes—are a collection of artifacts suggesting they had regular contact with cultures thousands of kilometers away.

Among the items found near the earthworks in Ohio are fossilized shark’s teeth that either came from the Gulf Coast or a southern part of the East Coast. Copper and silver used in jewelry was mined in the northern Great Lakes region. The collection includes mirrors made from mica, a mineral commonly found in the Appalachian Mountains. Spear points found in the region were made of obsidian, a volcanic glass that has been traced to what is today Yellowstone National Park in Montana, more than 2,400 kilometers (1,500 miles) away.

Brad Lepper, curator of archaeology at the Ohio Historical Society in Columbus, says there is reason to believe the Hopewell did not acquire the obsidian through trade.

“The obsidian is really interesting, because if it were from trade from village to village, you would expect there to be a trail of obsidian from Montana to Ohio,” he says. “And there really isn’t.”

Nor is there evidence of the region being a trade hub, where goods are collected and redistributed, he says.

The artifacts were amassed somehow, however, and archaeologists have come up with a theory.

Hopewell Interaction Sphere

Rather than calling this ancient system a trade network, archaeologists who study the relationship between the Hopewell people and other far-flung cultures of the time call it the Hopewell Interaction Sphere.

Bret Ruby, an archaeologist at Hopewell Culture National Historic Park in Chillicothe, Ohio, says the term describes the long-distance sharing of certain artifact styles and raw materials, including copper, mica, and marine shells.

“These things are moving over the whole eastern U.S., but it is not necessarily a trade network,” he says. “In fact, in a number of cases, we can show it wasn’t trade.”

So how did all of these exotic objects end up with the Hopewell? There are two theories.

https://www.nationalgeographic.org/article/intriguing-interactions/
"A lot of what people had traditionally called trade is probably direct procurement," Ruby says. "It's people going out from Ohio and bringing these exotic things back."

The other theory has to do with the mounds and walls that dot the Ohio River Valley. The monumental structures were arranged in various shapes and in some cases covered hundreds of acres.

"Another thing that could be going on is that these big earthwork centers in Ohio were probably widely known," Ruby says. "They were built over a period of hundreds of years. They are awesome to see, so people knew about them. It's also likely people went as pilgrims from distant places to Ohio to visit these great religious centers," bringing the objects with them.

Lepper agrees with the second theory.

"I think that during the Hopewell era in the Middle Woodland period, Ohio was this nexus, this cultural center for much of eastern North America," he says.

Lepper notes that there have been small amounts of flint from Flint Ridge in Newark, Ohio, found in Pinson Mounds, Tennessee. He believes this is further evidence of the Ohio earthworks being pilgrimage sites.

"For me, the interpretation of that is that these massive offerings of thanksgiving or supplication are being brought to Newark, and what people are taking away are pilgrim's tokens," he says.

Lepper even has some ideas on how the Hopewell or pilgrims visiting them might have traveled.

"In terms of evidence, I don't think we have identified any definitive Hopewell roads," Lepper says. "But we have identified sources of raw material and endpoints. They could have either followed a direct overland route, which is unlikely. Or they could have followed streams. You could just jump on the Missouri River and go to the Mississippi River then go up the Ohio River and Scioto River, and you'd be there in less time and less effort."

Ruby says the existence of the Hopewell Interaction Sphere might correct a misconception about ancient cultures like the Hopewell.

"I think it's good for people to know that there were these continent-spanning journeys happening, that people weren't isolated," he says. "We have this picture that people were isolated in little villages, not in contact. In fact, there is all this evidence that for thousands of years, people were moving and in contact with one another."
Respond to the text:

After reading the text and examining the images, why do you think these exotic objects ended up with the Hopewell? Please use evidence from the text to support your answer.

https://www.nationalgeographic.org/article/intriguing-interactions/
Hopewell Ceremony
The Hopewell Interaction Sphere was centered around mysterious burial mounds in what is today southern Ohio. The Hopewell tradition, an affiliation of many Native American tribes, flourished from around 200 BCE to 500 CE.

ILLUSTRATION BY W. LANGDON KIHN
Hopewell Interaction Sphere
The Hopewell Interaction Sphere included networks stretching as far north as the Canadian Great Lakes and as far south as the Gulf Coast. Rivers and streams were the main transportation corridors of culture and trade.

MAP COURTESY VOYAGEUR MEDIA GROUP, INC., THE OHIO HISTORICAL SOCIETY, AND HOPEWELL CULTURE NATIONAL HISTORICAL PARK

https://www.nationalgeographic.org/article/intriguing-interactions/
Hopewell Mounds
Today, Hopewell Culture National Historic Park, in Chillicothe, Ohio, preserves the remaining mounds. Although the Hopewell tradition left no written records, the mounds and artifacts leave archaeologists tantalizing clues about the enormous sphere of influence wielded by the culture.

PHOTOGRAPH BY JOE MURRAY, COURTESY THE NATIONAL PARK SERVICE
Copper Artifact
This artifact, unearthed from a Hopewell mound site, serves as a testament to the culture's vast influence. The artifact is made of copper, mined from the Upper Peninsula of Michigan, thousands of kilometers from the mounds of southern Ohio. The copper is shaped to mimic the horn of a sheep not found in either Ohio or Michigan. The sheep is native to what is now Wyoming, even further away.

PHOTOGRAPH COURTESY THE NATIONAL PARK SERVICE

https://www.nationalgeographic.org/article/intriguing-interactions/
Obsidian Spear Point
This huge spear point is another artifact discovered near Ohio's Hopewell mounds. The point is made of obsidian, a black, volcanic glass found in what is now Yellowstone National Park, Wyoming.

PHOTOGRAPH COURTESY THE NATIONAL PARK SERVICE
Shark Teeth
This broken necklace, another buried artifact from the Hopewell mounds, features shark teeth. (A string or rope was strung through the circular holes drilled in the teeth.) Ohio, a landlocked state, obviously has no native sharks. These teeth came from sharks native to the Gulf Coast.

PHOTOGRAPH COURTESY THE NATIONAL PARK SERVICE
Intriguing Interactions: The Hopewell left behind more than just earthworks all over the Ohio River Valley. They also left a cache of artifacts.

Vocabulary

*Accumulation* (Noun)- a buildup of something.

*Acquire* (Verb)- to get or take possession of.

*Amass* (Verb)- to gather.

*Ancient* (Adjective)- very old.

*Archaeologist* (Noun)- person who studies artifacts and lifestyles of ancient cultures.

*Artifact* (Noun)- material remains of a culture, such as tools, clothing, or food.

*Continent* (Noun)- one of the seven main land masses on Earth.

*Copper* (Noun)- chemical element with the symbol Cu.

*Curator* (Noun)- person who designs, assembles, and manages an exhibit at a museum or other cultural center.

*Earth* (Noun)- soil or dirt.

*Earthwork* (Noun)- constructed mound, wall, or other feature made of soil.

*Exotic* (Adjective)- foreign or strange.

*Far-flung* (Adjective)- spread over a great distance.

*Flint* (Noun)- hard stone that sparks when struck with steel.

*Fossilize* (Verb)- to become a solid mineral.

*Great Lakes* (Noun)- largest freshwater bodies in the world, located in the United States and Canada. Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, and Lake Superior make up the Great Lakes.

*Hopewell* (Noun)- (500 BCE-200 CE) people and cultures of a trading network in the Mississippi and Ohio Valleys of North America.

*Hopewell Interaction Sphere* (Noun)- exchange network surrounding a nexus in southern Ohio, stretching to the East and Gulf coasts and the Rocky Mountains.

*Jewelry* (Noun)- ornaments and decorations worn on the body.

https://www.nationalgeographic.org/article/intriguing-interactions/
Marine (Adjective)- having to do with the ocean.

Massive (Adjective)- very large or heavy.

Mica (Noun)- type of mineral that can be split into thin, see-through sheets.

Middle Woodland (Adjective, Noun)- (380 BCE-500 CE) time period in the development of eastern Native American cultures.

Mine (Verb)- to extract minerals from the Earth.

Mineral (Noun)- inorganic material that has a characteristic chemical composition and specific crystal structure.

Misconception (Noun)- misunderstanding or false statement.

Nexus (Noun)- central region or hub.

Obsidian (Noun)- black glass formed as lava cools above ground.

Pilgrim (Noun)- person who travels to a place for a religious or spiritual reason.

Procure (Verb)- to get, buy, or obtain.

Raw material (Noun)- matter that needs to be processed into a product to use or sell.

Region (Noun)- any area on Earth with one or more common characteristics. Regions are the basic units of geography.

Religion (Noun)- a system of spiritual or supernatural belief.

Reside (Verb)- to live in a place.

Silver (Noun)- chemical element with the symbol Ag.

Stream (Noun)- body of flowing fluid.

Supplication (Noun)- act of religious humility or prayer.

Token (Noun)- material, usually similar to a coin, that may be exchanged for specific goods or services.

Trade (Noun)- the buying, selling, or exchanging of goods and services.

Village (Noun)- small human settlement usually found in a rural setting.

Volcanic (Adjective)- having to do with volcanoes.

https://www.nationalgeographic.org/article/intriguing-interactions/
Social Studies Home Learning Activities

<table>
<thead>
<tr>
<th>Standard Benchmark</th>
<th>History 3a: Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.</th>
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<tbody>
<tr>
<td>Grade Band</td>
<td>6-8</td>
</tr>
<tr>
<td>Vocabulary/Key Concepts</td>
<td>Without learning to investigate who is behind information online, we risk being taken in by sources and arguments that are more complicated or conflicted than we realize.</td>
</tr>
</tbody>
</table>

Who's Behind the Information? Saturday School

**COR Question:** Who’s behind the information?

**The Problem:** The internet makes it possible for anyone to publish online, making a wide variety of sources readily available. This can be a strength of the internet, but it also means that we must learn to investigate who is behind information and whether we trust that source. Otherwise, we risk being duped.

**Setting the Stage:** Imagine that your school is thinking about starting a new policy—mandatory Saturday school for everyone. That means that all students would go to school Monday through Saturday; Sunday would be our only day off from school. The school board wants to hear from students about their opinions on the proposed policy. When you share your opinion with the board, you want to make sure that you have sources and evidence to support it. That’s what you’re going to work on in this lesson.

Before you make your presentation, you'll need to do some research and gather information. The big question is... **What kinds of sources could you use to help you answer the question of whether there should be mandatory Saturday school?**

**Activity:** On the attached pages, you’ll need to review each of the three documents and answer the guiding questions for each. When you review each of the documents, please make sure that you not only read the main part of the text, but also the heading of each. You’ll gain valuable information by carefully reading all parts of the text.

After answering the guiding questions aligned to the three documents, please answer the reflection questions.

*Thinking about who is writing the information is the first step in determining if it is right for you.*

Civic Online Reasoning

Who's behind this information? Saturday School

Source A

The Project for More Learning is an organization that advocates for extended learning time. The following Tweets appeared on their Twitter page.

Project for More Learning

We strongly support the growing movement for mandatory Saturday school. Our young people deserve the best public education possible. By committing an additional day of school every week, we move closer to delivering that excellent education.

157 PM 30 Aug 2019

Project for More Learning

Research shows that young people forget a great deal of content every weekend — by making Saturday school mandatory, we can reduce the amount they forget by 56% and ensure that they learn far more each year of school.

Project for More Learning

Join us in supporting nationwide, mandatory Saturday school!

Civic Online Reasoning

Source B

The Community Sports Alliance is a local organization that coordinates all the community sports that share fields and venues. Its members include local football, basketball, volleyball, soccer, track & field, swimming, and water polo clubs. The following message was posted by the current president of the Alliance on the Alliance's Facebook group page.

I just heard that the school district is considering making Saturday school mandatory for everyone. As the president of the Community Sports Alliance, I am incredibly worried about this proposal and I'm willing to ask you to join me in opposing it.

As you probably know, the vast majority of our games, matches, and meets—across sports—happen on Saturdays. Yes, we play on weeknights and sometimes on Sundays, but Saturdays are by far the most popular game time and the easiest time to schedule. If Saturday school becomes mandatory for everyone in the district, I'm not sure our league could survive.

Please consider joining me in opposing mandatory Saturday school.

Civic Online Reasoning

Dr. Turner is a Professor of Education at a local university. She posted the following on her personal blog.

THOUGHTS ON PISA

July 23, 2018

We must find ways to help our students learn more. PISA (the Program for International Student Assessment) results for 2015 were released last week, and they showed that, once again, American students are lagging behind many countries in the world. According to the Organization for Economic Cooperation and Development, which runs PISA, the scores of American students stayed about the same as they were the last time the test was administered (in 2012) in science and reading, and the scores got worse in math. Our average scores across all three subject areas are lower than countries including Canada, Estonia, Finland, Germany, China, Ireland, Japan, New Zealand, Korea, Singapore, and Slovenia.

I'm not sure what the best solution to this is—perhaps we should invest in teacher education and support; perhaps we should extend the school day or institute mandatory Saturday school so students have more learning time in class; perhaps we need to radically change how we're teaching. Or perhaps we need to do all of these things.
Guiding Questions
Who is behind this information?

Directions: Read the source and answer the questions below.

Source A

1. What argument does this source make about Saturday school?

2. What qualifications or expertise does this source have on the topic of Saturday school? Explain.

3. Why might the source want to make this argument about Saturday school? (Remember that there can be multiple motivations!)

4. Overall, how much do you trust this as a source about whether there should be mandatory Saturday school?
Source B

1. What argument does this source make about Saturday school?

2. What qualifications or expertise does this source have on the topic of Saturday school? Explain.

3. Why might the source want to make this argument about Saturday school? (Remember that there can be multiple motivations!)

4. Overall, how much do you trust this as a source about whether we should have mandatory Saturday school?
Source C

1. What argument does this source make about Saturday school?

2. What qualifications or expertise does this source have on the topic of Saturday school? Explain.

3. Why might the source want to make this argument about Saturday school? (Remember that there can be multiple motivations!)

4. Overall, how much do you trust this as a source about whether we should have mandatory Saturday school?
Who's behind this information? Saturday School  
Three Documents- reflection questions

After reading the three documents and answering the guiding questions about each one, please respond to the following questions.

1. Even though you read three different sources, what was similar about our evaluations of them?

2. None of these sources is perfect, but how would you rank the trustworthiness of the three sources?

3. What additional sources might you trust more?

4. Why should you care so much about the source?

5. What motivated each author to write their documents?

Civic Online Reasoning  
Social Studies Home Learning Activities

<table>
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<tr>
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<tr>
<td>Vocabulary/Key Concepts</td>
<td>We must be able to analyze evidence in order to effectively evaluate online information. In this lesson, students practice evaluating evidence that is presented in three online arguments about mandatory Saturday school.</td>
</tr>
</tbody>
</table>

What's the Evidence? Saturday School

**COR Question:** What's the evidence?

**The Problem:** Evidence abounds online, from interactive infographics to hyperlinks in news stories to live polling data. The quality of this evidence varies tremendously. In order to effectively evaluate claims and find trustworthy information on which to base our decisions, we must be able to analyze evidence.

**Setting the Stage:** In the last activity, you learned that your district is considering a new mandatory Saturday school policy and you were preparing to share your opinions about this policy with the school board. Today, you're going to keep looking at some additional possible evidence that you could present to the school board.

But first, activate your thought process by answering this question. “If you want to include more data or evidence in your presentation, what different kinds of evidence could you use?” Put your ideas in the box below.

Activity: On the attached pages, you'll review each of the three online documents and answer the guiding questions. Remember, just like yesterday, when you review each of the documents, please make sure that you not only read the main part of the text, but also the heading of each.

*When reviewing an online source, remember to ask the following questions:*
  1. *What's the evidence?*
  2. *What is the source of the evidence? Is that source trustworthy?*
  3. *Is the evidence enough to fully support the claim?, and*
  4. *What's missing? What would be better evidence?*

Civic Online Reasoning
What's the evidence? Saturday School

Source A

New Study Shows Negative Impact of Saturday School on Learning

The following graph, excerpted from a study our organization will release soon, shows shocking results. We expected to see larger gains in learning in schools that had mandatory Saturday school. Instead, schools that do not require students to attend classes on Saturday showed larger gains in learning than schools that require students to attend classes on Saturday.

Gains in Learning as a Result of Mandatory Saturday School

- Schools with mandatory Saturday classes
- Schools without mandatory Saturday classes

Civic Online Reasoning
parents4saturdayschool Which would you choose?
Kids happy and learning or bored and forgetting? If you’re against Saturday school, you’re choosing bored and forgetting. #saturdayschool #weekendsareforlearning

Civic Online Reasoning
According to the National Center for Time and Learning, increased instructional time helps students learn. One study showed that adding 300 hours to the typical school year is one of the best predictors of higher student achievement.

When I read about research like this, I can't help but support Saturday school. Sending all our students to school every Saturday would drastically increase the amount of instructional hours they have—and hopefully, according to these studies, the amount that they will learn.

(Here's the article summarizing the studies: www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf)

Like · Comment · Share

12 people like this.

3 shares

Write a comment …
Guiding Questions
What is the evidence?

Directions: Read sources A-C and answer the questions below.

Source A

1. Where is this source from? Based on this, how much do you trust the source?

2. What argument does this source make?

3. Describe the evidence used to support the argument.

4. What are the strengths of the evidence provided?

5. What are the weaknesses of the evidence provided?

6. Overall, how convincing do you find this evidence? Try to set aside your opinion on Saturday school and just focus on the strength of the evidence.

Civic Online Reasoning
Source B

1. Where is this source from? Based on this, how much do you trust the source?

2. What argument does this source make?

3. Describe the evidence used to support the argument.

4. What are the strengths of the evidence provided?

5. What are the weaknesses of the evidence provided?

6. Overall, how convincing do you find this evidence? Try to set aside your opinion on Saturday school and just focus on the strength of the evidence.
Source C

1. Where is this source from? Based on this, how much do you trust the source?

2. What argument does this source make?

3. Describe the evidence used to support the argument.

4. What are the strengths of the evidence provided?

5. What are the weaknesses of the evidence provided?

6. Overall, how convincing do you find this evidence? Try to set aside your opinion on Saturday school and just focus on the strength of the evidence.
Social Studies Home Learning Activities

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<tr>
<td>Grade Band</td>
<td>6-8</td>
</tr>
<tr>
<td>Vocabulary/Key Concepts</td>
<td>It is important to corroborate arguments and verify information across multiple online sources.</td>
</tr>
</tbody>
</table>

What Do Other Sources Say? Saturday School Lesson Plan

**COR Question:** What do other sources say?

**The Problem:** There is an overabundance of easily accessible information online. This makes it both important to verify claims and evidence across multiple sources and relatively easy to engage in this verification, if we know how. If we are not committed to or verifying claims and evidence, we set ourselves up to be misled.

**Setting the Stage:** In the last two activities, you reviewed various documents to determine what you would add to your presentation to your school board sharing your opinions toward them creating a new mandatory Saturday school policy. Today, you’re going to keep looking at some possible evidence that you could present to the school board.

Yesterday, the last document you reviewed was a Facebook post by Kayla Silver who referenced the *National Center for Time and Learning* (Source C). Did you think that the document relayed a strong opinion? What additional questions did you have when you read it?

Sometimes you will review a source and it seems like it contains some promising evidence, but you might also want to do a little more digging to confirm that this is, in fact, strong evidence. Like you did in the last activity, you engaged your thinking before moving on; please do that again by considering the following: If we wanted to investigate some of the questions we have about this evidence, what could we do? What would we look for? Put your ideas in the box below.

Activity: As you did in the last two activities, you’ll read each of the three documents and answer the guiding questions for each on the attached pages. Remember, when you review

Civic Online Reasoning

Session 14- June 15/16

each of the documents, please make sure that you not only read the main part of the text, but also the heading of each. You'll gain valuable information by carefully reading all parts of the text.

After answering the guiding questions aligned to the three documents, please also answer the reflection questions.

*When reviewing multiple sources, remember to ask the following:*
  - What do other sources say?
    - What is the same? What is different? What trends emerge?
    - Is there agreement? Why?
    - Is there disagreement? Why?
    - What is the perspective of the other sources?

---

Civic Online Reasoning
What Do Other Sources Say? Saturday School

Source A
(originally Source C in the “What’s the evidence?” lesson)

Kayla Silver
Yesterday at 6:25pm

According to the National Center for Time and Learning, increased instructional time helps students learn. One study showed that adding 300 hours to the typical school year is one of the best predictors of higher student achievement.

When I read about research like this, I can’t help but support Saturday school. Sending all our students to school every Saturday would drastically increase the amount of instructional hours they have—and hopefully, according to these studies, the amount that they will learn.

(Here’s the article summarizing the studies:
www.timeandlearning.org/sites/default/files/resources/caseformorelearning time.pdf)

Like · Comment · Share

👍 12 people like this.

ของเขา 3 shares

Write a comment ...

Civic Online Reasoning
The Benefits of Extended Learning Time

Research suggests students would benefit from spending more time in school.

By Claudine Snow
November 13, 2018 1:00pm | Science News

What should we do to improve student achievement across our city? A report recently released by the National Center for Time & Learning might have some answers. This report, “The Case for Improving and Expanding Time in School: A Review of Key Research and Practice” concludes that increasing the amount of time spent in school improves student learning.

But how much do we need to increase time in school? The report summarized research by Ronald Fryer, a Harvard University professor. Based on a study of charter schools in New York City, Fryer found that adding at least 300 more hours of instruction to the school year was one of the best ways to improve student achievement.

In order to add 300 hours to the school year, a district would have to add between 7 and 8 hours of instruction each week. This could be done by extending each school day or by adding an additional day of instruction (like Saturdays) each week. Or, schools could shorten summer breaks. Many school districts are extending school days or shortening summer breaks. We know less about the potential impact of extending the school week by making Saturday school mandatory.

Source C
Is more time in school really better for students? Local teacher union newsletter, January 2019

Civic Online Reasoning
Is More Time in School Really Better for Students?

More schools are extending their school days, weeks, or years as a way to improve student achievement. Eventually, a proposal to add time to the school year will come to our district. Would our union support such a proposal? First, we need to ask whether extended learning really works.

Districts and schools that have extended learning time (most often through extended school days or shorter summer breaks) have mixed results. A study of New York City charter schools completed by a Harvard professor showed students in schools with extended time learned more, and so did a study of Massachusetts schools. But other studies, such as one of schools in Washington, D.C., did not show any improvement in student learning.

Since it's not totally clear that extended learning time always leads to more learning, what else should be considered? People against extending learning time argue that countries that do better than the U.S. on international achievement tests (like Finland) have not expanded their school days, weeks, or years. They also argue that extended learning time could be hard on students—many of whom are already stressed out by the amount of work they have. Finally, we cannot ignore the argument that many teachers are already overwhelmed by the amount of time they spend teaching, planning, and grading. Extended learning time would only make this worse.
Guiding Questions
What do other sources say?

Directions: Read sources B and C and answer the questions below.

Source B

1. What is this source? Is there a relationship between this source and Source A? Explain.

2. How much do you trust this as a source of information about Saturday school?

3. What argument(s) does this source make? How do these compare to the argument made in Source A?

4. What evidence does this source provide? How does that compare to the evidence presented in Source A?

Source C

Civic Online Reasoning
1. What is this source? How much do you trust it as a source of information about Saturday school?

2. What argument(s) does this source make? How do these compare to the argument made in Source A? Source B?

3. What evidence does this source provide? How does that compare to the evidence presented in Source A? Source B?
What Do Other Sources Say? Saturday School
Document- reflection questions

After reading the two documents and answering the guiding questions about each one, please respond to the following questions.

1. Why is checking what other sources say important?

2. Why is it especially important to check what other sources say when we are online?

3. In this lesson, you both verified and sought different perspectives. How did you do that? What's the difference between them? Why do both matter?

Civic Online Reasoning
Health

All grades
Take Charge of Your Health.

Describe how things are for you / Describe how you'd like them to be

<table>
<thead>
<tr>
<th>Weight:</th>
<th>How Things Are...</th>
<th>How I'd Like them...</th>
</tr>
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<tbody>
<tr>
<td>Energy:</td>
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<td>Goals/Dreams:</td>
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</table>

If your life isn't everything you want, what can you do?

Medical science tells us that healthier habits make a difference in the quality and experience of our life in both the short and long term.

Yoga balances, energizes and restores us providing physical fitness as well as mental clarity and emotional stability.

Good nutrition provides the fuel we need to function well and feel good.

If you want to take charge, first look at what stops you and re-think it!

List your reasons for not eating fruits and vegetables daily.

List your reasons for not exercising.

List your reasons for not getting enough sleep or water.

Cross out the reasons that you know you can change easily if you choose to.
Circle the reasons that really are obstacles.

Brainstorm with your community - teachers, friends, family, etc. - about what you could do to overcome those obstacles. How can you help each other? What simple steps can and will you make?

Take on the healthy eating and activity experiment for 2 weeks and notice changes.

Take charge of your health, feel proud of yourself and enjoy your life...
Physical Education
All Grades
Covers May 4\textsuperscript{th} – June 16th
W HY PE 101?

Covers important fitness related concepts used through middle and high school physical education

✓ Benefits of Physical Activity
✓ Sportsmanship Education
✓ Goal Setting (SMARTI)
✓ The 5 Fitness Components
✓ Aerobic vs. Anaerobic Exercise
✓ Heart Rate and Exercise

Addresses the Physical Education State Content Standards

3.6 Monitor the intensity of one’s heart rate during physical activity.
4.1 Distinguish between effective and ineffective warm-up and cool-down techniques.
4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness.
4.4 Classify physical activities as aerobic or anaerobic.
4.5 Explain methods of monitoring heart rate intensity.
4.6 List the long-term benefits of participation in regular physical activity.
5.1 Participate productively in group physical activities.
5.2 Evaluate individual responsibility in group efforts.

Students will learn a ton- Learning Targets

☐ I will be able to explain important long-term benefits of regular exercise.
☐ I will understand the importance of my role in a team setting and how to behave appropriately.
☐ I will be able to identify and define the 5 Fitness Components.
☐ I will be able to perform an activity and determine which Fitness Component I am targeting.
☐ I will learn how to use Goal Setting Criteria to set well written, achievable goals based on my fitness strengths and weaknesses.
☐ I will be able to explain the different characteristics of aerobic and anaerobic exercise.
☐ I will be able to identify a certain workout intensity and determine if it is aerobic or anaerobic.
☐ I will be able to identify and explain different ways to monitor my heart rate.
☐ I will learn how to monitor my Heart Rate while participating in physical activities.
☐ I will be able locate my pulse using Carotid and Radial arterial palpation.
☐ I will know the basic characteristics associated with the 4 heart rate zones.
☐ I will be able to identify how certain activities affect exercise intensity.
**Benefits of Regular Exercise**

**WHAT IS FITNESS?** Fitness is more than just physical fitness and exercise. Total fitness incorporates the "whole" person being physically, mentally, socially, and emotionally fit.

**PHYSICAL FITNESS:** being physically fit implies that your muscles, skeletal system, heart, and lungs work together efficiently so that you are able to do the most amount of physical activity with the least amount of effort.

**WHAT ARE THE BENEFITS OF EXERCISE?**

1. Exercise builds lean muscle mass. Larger muscles burn more calories than smaller muscles. This means more fat will be burned. It also means that you can eat more without gaining weight.

2. Moderate exercise can decrease your appetite. Studies have shown us that light exercise increases appetite while heavy exercise decreases appetite initially, but within a short time appetite will increase. Moderate activity is therefore best, because it lowers appetite and decreases your desire to overeat.

3. Exercise helps reduce stress and depression both of which are common causes of overeating. While exercising, non-threatening and non-stressfully, endorphins are released which make you feel better. These natural chemicals diminish depression and relieve stress.

4. Exercise reduces your risk of heart disease. This benefit is increased when the individual eats a low fat, high complex carbohydrate diet high in magnesium.

5. Regular exercise reduces blood pressure. It also helps when the individual eats a low fat, high complex carbohydrate diet high in fiber and magnesium.

6. Exercising regularly increases HDL-Cholesterol (the good cholesterol) and diminishes LDL-Cholesterol (the bad cholesterol). The benefit is increased when in addition to exercise you eat a low fat, high complex carbohydrate diet high in magnesium.

7. Exercise reduces the risk of diabetes by increasing the use of sugar in a healthy and productive way. It also helps because weight is lost and muscle mass is increased. Its benefits are most pronounced when associated with healthy eating.

8. As we exercise regularly, the heart muscle becomes stronger hence it pumps better and more blood is pumped with each beat of the heart muscle. This means the heart does not have to work so hard and hence becomes healthier.

9. Regular exercise will decrease your risk of osteoporosis in women. Exercise strengthens bones making them less likely to break.

10. Exercise can help you sleep better.

11. Regular exercise helps to keep the bowels operating on a regular basis.

12. It also helps to improve circulation and function of weight bearing joints.

13. It can help us to feel fit and it improves the function of the immune system. Therefore, regular exercise can help to decrease the risk of many different illnesses.

14. You not only feel better but you look better which increases our self-image and self-esteem.
Benefits of Regular Physical Activity

In a small group, use the “Benefits of Regular Exercise” homework article and your own expertise to label this diagram. You want to label and describe the benefits of regular exercise on the body. Be creative. Be short, yet concise, in your descriptions.

What is the biggest obstacle in your life right now that stands in your way from participating in regular physical activity?

What change can you make in your life to help overcome that obstacle to ensure you participate in regular physical activity?

Source: http://www.artbored.com/medical/humanbody/organ.gif
All You Need to Know About Sportsmanship!!

Sportsmanship is the ability to:
- Win without bragging
- Lose without complaining - or making excuses
- Treat opponents and referees with respect

Do you?
- Always follow the rules of the game
- Avoid arguments
- Share in the responsibilities of the team
- Let everyone play by the rules of the game
- Always play fair
- Follow what the coach says
- Respect the other team's efforts
- Give encouragement to my teammates
- Follow the judgement of the referee
- End the game smoothly

Here are some sportsmanship tips you can follow:
- If you make a mistake don't make excuses learn from it and improve for next time
- Realize teammates will make mistakes, encourage instead of criticize them

8 Traits of Good Sportsmanship:
1. **Courage** is having the determination to do the right thing even when others don't; the strength to exhibit fairness, to be courteous, to gracefully accept the result of the contest, to attempt difficult things that are worthwhile
2. **Good Judgment** is choosing worthy goals; setting priorities in accordance with team, county, state and national rules; leading others to follow these rules
3. **Integrity** is having the inner strength to be fair and courteous during athletic events, to play according to the rules, acting positively and honorably not only to your team, but to your opponent
4. **Kindness** is being considerate, courteous, and generous in spirit to the opposing team; showing care, compassion and friendship in victory or defeat; treating others as you would like to be treated
5. **Perseverance** is being persistent in pursuit of worthy objectives in spite of opposition, difficulty, injuries, handicaps or discouragement; and exhibiting patience and the fortitude to try again when confronted with mistakes or failures
6. **Respect** is showing high regard for coaches, officials, opponents, fans, administrators, self, team, and the school you are representing.
7. **Responsibility** is being dependable in carrying out obligations and duties, showing reliability and consistency in words and conduct, and being accountable for your actions
8. **Self-discipline** is demonstrating hard work and commitment to purpose, regulating yourself for improvement and refraining from inappropriate behaviors, maintaining self-control at all times, and doing your best in all situations
"High Fives" to Sportsmanship:

1. Show respect for the opponent at all times. The opponent should be treated as a guest, greeted cordially on arriving, given the best accommodations and accorded the respect, honesty and generosity which all people deserve.

2. Show respect for the officials. The officials should be recognized as impartial arbitrators who are trained to do their job and who can be expected to do it to the best of their ability. Sportsmanship implies the willingness to accept and abide by the decisions of the officials.

3. Know, understand, and appreciate the rules of the contest. A familiarity with the current rules of the game and the recognition of their necessity for a fair contest is essential. Good sportsmanship suggests the importance of conforming to the spirit as well as the letter of the rules.

4. Maintain self-control at all times. A prerequisite of sportsmanship requires one to understand his own bias or prejudice and the ability to prevent the desire to win from overcoming rational behavior. A proper perspective must be maintained if the potential educational values of athletic competition are to be realized. Sportsmanship is concerned with the behavior of all involved in the game.

5. Recognize and appreciate skill in performance regardless of affiliation. Applause for a good performance of an opponent is a demonstration of generosity and good will. The ability to recognize quality in performance and the willingness to acknowledge it without regard to team membership is one of the most highly commendable gestures of sportsmanship.

The Acceptable "five":

1. Applaud during introduction of players, coaches, and officials and at the end of a contest for the performances of all participants.

2. Shake hands with participants and coaches at the end of the contest, regardless of outcome.

3. Accept all decisions of officials.

4. Engage in positive school yells in a respectful manner.

5. Encourage surrounding people to display only sportsmanlike conduct.

The Unacceptable "five":

1. Yelling during the opponent's free-throw attempt, in a disrespectful manner, or to antagonize opponents.

2. Booing or heckling an official, coach, player or cheerleader.

3. Refusing to shake hands or give recognition for good performances.

4. Blaming the loss of a game on officials, coaches, or participants.

5. Using profanity or displaying anger that draws attention away from the game.

Sources:
http://www.naps.k12.mi.us/northside-dekoon/good_sportsmanship_checklist_for_kids
http://umm.diamondbrief.com/community_info.asp (image)
SPORTSMANSHIP ED WORKSHEET

I. SPORTSMANSHIP EDUCATION ARTICLE

1. What do you think make up qualities of good and bad sportsmanship? Create a list in the boxes of what you think make up these qualities.

<table>
<thead>
<tr>
<th>Good Sportsmanship</th>
<th>Bad Sportsmanship</th>
</tr>
</thead>
</table>

2. Why is learning good sportsmanship in Physical Education a good life skill (how can you apply these qualities in other areas of your life)?
3. Use the "Sportsmanship Education" article to fill in as many Traits as you can. What are the Traits that make up good sportsmanship? In your own words, write a short definition for each trait.

**Traits of Good Sportsmanship**

**Courage:** determined to do the right thing

4. Which 2 "Good Sportsmanship" traits do you think are the most important to possess? Why? USE A COMPLETE SENTENCE FOR EACH TRAIT.

5. You will be participating in a lot of team/group activities throughout the school year. Your contribution to the success of the team will be critical. Using a few sentences, describe what you will do personally to help your team be successful?
II. SPORTSMANSHIP VIDEO REFLECTION

In order to answer questions 6-7, you will need to watch the following Youtube video found at this link, http://bit.ly/sportmanshipvideo.

6. Using 4-6 sentences, summarize the plot (what happened) of the video.

7. Of the 8 Sportmanship Traits that you learned about in the Sportmanship Article (respect, courage, good judgment, kindness, perseverance, responsibility, self-discipline, integrity) which 2 do you think were best represented in the video? Why? (use 2-4 sentences to explain why)

8. After reading through the "All You Need to Know About Sportsmanship" Article, completing this worksheet and watching the video what are the 2 MOST IMPORTANT THINGS that you have learned from this lesson to become a better team player in your Physical Education class? (Use a sentence for each)
THE 5 FITNESS COMPONENTS

When you think of fitness, it's important to look at the big picture. It's not just about strength, endurance or fat content, but a combination of all these. You might be strong but have no endurance. You might have endurance but have little flexibility. What you want to strive for is balance. Listed below are five key components important to a good definition of fitness.

CARDIOVASCULAR FITNESS

- The heart and lungs supply the working muscles with Oxygen $(O_2)$ for an extended period of time.
- The benefits are improved endurance in activities and faster recovery time.
- Cardiovascular activities include fast walking, running, swimming, and biking.

MUSCULAR STRENGTH

- The ability for a muscle to move or resist a workload.
- The ability of a muscle to lift something heavy 1 time (1 rep max)
- The benefits are a reduced chance of injury and improved posture, physical performance, and body composition.
- Any exercises that involve lifting heavy weights (either your own body weight or free weights help with this).

MUSCULAR ENDURANCE

- The ability of muscles to perform an exercise or task over and over without getting tired (fatigue).
- Benefits include being able to play longer without getting tired.
- Any activity that you can do over and over (like loco-motor movements or exercises) can help with this, like curl-ups.
- Lifting light weights about 10-15 times.

FLEXIBILITY

- Flexibility is the ability of the muscles to move through their full range of motion (ROM).
- Benefits include reducing the chance of injury.
- Good stretching activities that last for at least 20 seconds each help flexibility.
- It is important to stretch both upper and lower extremity muscles regularly.

BODY COMPOSITION

- Body composition is the ratio of lean body mass to fat mass in the body. Good body composition is higher % of lean mass and lower % of fat.
- Basically, how much of your body is fat and how much of your body isn’t fat.
- Lean body weight includes organs, bones, muscle cells, and water.
- To maintain good body composition, you want to exercise regularly and maintain a good, balanced diet.

Fitness Components Group Worksheet

Being a healthy, fit person means that you have the ability balance all 5 of your Fitness Components. Throughout the year, every activity that you do in this class will help you to improve different aspects of your Fitness Components. As you do more activities, you will begin to see where your strengths and weaknesses are.

1. What are the 5 Fitness Components?

2. During Cardiovascular Exercise, what do the heart and lungs do?

3. Muscular Strength is the ability for a muscle to do what?

4. A really good exercise to help build your Muscular Strength is

5. Muscular Endurance is when your muscles can perform

6. Why do you want to be flexible?

7. How long should you stretch?

8. Body Composition is the ratio of _________ to _________.

9. What can you do to keep a good body composition?

10. Which Fitness Component do you think is the most important to have and why?
Fitness Components
Graphic Organizer

You will need to read the definition given below the empty circles and fill in the appropriate fitness component. Read each definition carefully.

- Ratio of lean body mass (muscles, tendons, organs, bone, etc.) to fat mass
- What is your % body fat
- Supply the body with O2 and remove wastes
- Involves heart, lungs and blood vessels
- Ability of a muscle or group of muscles to exert maximal force against a resistance
  - 1 rep max (how much weight you can lift in one repetition)
- Ability of a joint and surrounding muscles to move freely through its Range of Motion (ROM)
- How far can your muscle move during stretches
- Ability of a muscle, or group of muscles to exert force over a period of time against a resistance that is less than max
- How many times can you lift 80% of your max
Heart Rate Zones for Middle School Students

Heart Rate is a very good way to measure your intensity while exercising. When you do a cardiovascular workout, you should try and change your intensity in order to build a good fitness base. You can workout anywhere between Zone 1 and 4. You should spend most of your workout time in Zone 2, which is your Target Heart Rate Zone, but, in order to burn more calories as well as strength and speed, you want to workout in Zone 3 and 4. Your warm-up and cool-down exercises should be done at the high end of Zone 1 or low end of Zone 2. The Zone you choose to work out in depends on many factors: what kind of shape you are in, what type of athlete you are, risk of injuries, time to train, goals and activities.

**Characteristics of the Different Heart Rate Zones**

<table>
<thead>
<tr>
<th>Zone 1</th>
<th>Healthy Heart Zone</th>
<th>Zone 2</th>
<th>Target Heart Rate Zone</th>
<th>Zone 3</th>
<th>Anaerobic Zone</th>
<th>Zone 4</th>
<th>Red Line Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50-65% of Max</td>
<td></td>
<td>65-80% of Max</td>
<td></td>
<td>80-90% of Max</td>
<td></td>
<td>100-100% of Max</td>
</tr>
<tr>
<td></td>
<td>Low Calorie Burn</td>
<td></td>
<td>Higher Calorie Burn</td>
<td></td>
<td>Higher Calorie Burn</td>
<td></td>
<td>Highest Calorie Burn</td>
</tr>
<tr>
<td></td>
<td>Low Risk of Injury</td>
<td></td>
<td>Low Risk of Injury</td>
<td></td>
<td>High Risk of Injury</td>
<td></td>
<td>High Risk of Injury</td>
</tr>
<tr>
<td></td>
<td>85% Fat Burn</td>
<td></td>
<td>50% Fat Burn</td>
<td></td>
<td>15% Fat Burn</td>
<td></td>
<td>15% Fat Burn</td>
</tr>
<tr>
<td></td>
<td>15% Carb Burn</td>
<td></td>
<td>50% Carb Burn</td>
<td></td>
<td>85% Carb Burn</td>
<td></td>
<td>85% Carb Burn</td>
</tr>
<tr>
<td></td>
<td>Feels Really Easy</td>
<td></td>
<td>Feels Moderate</td>
<td></td>
<td>Feels Difficult</td>
<td></td>
<td>Feels Extremely Difficult</td>
</tr>
</tbody>
</table>

**Heart Rate Zone Ranges for 10-13 Year Olds**

<table>
<thead>
<tr>
<th>Zone</th>
<th>Aerobic/Anaerobic</th>
<th>% of Max</th>
<th>10 year old</th>
<th>11 year old</th>
<th>12 year old</th>
<th>13 year old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max HR</td>
<td>Very Aerobic</td>
<td>220-age</td>
<td>210</td>
<td>209</td>
<td>208</td>
<td>207</td>
</tr>
<tr>
<td>Zone 1</td>
<td></td>
<td>50-65%</td>
<td>105-137</td>
<td>105-136</td>
<td>104-135</td>
<td>104-135</td>
</tr>
<tr>
<td>Zone 2</td>
<td>Aerobic/Anaerobic</td>
<td>65-80%</td>
<td>138-168</td>
<td>137-167</td>
<td>136-166</td>
<td>136-166</td>
</tr>
<tr>
<td></td>
<td>Mix</td>
<td></td>
<td>138-168</td>
<td>137-167</td>
<td>136-166</td>
<td>136-166</td>
</tr>
<tr>
<td>Zone 3</td>
<td>Primarily Anaerobic</td>
<td>80-90%</td>
<td>169-189</td>
<td>168-188</td>
<td>167-187</td>
<td>167-187</td>
</tr>
<tr>
<td>Zone 4</td>
<td>Very Anaerobic</td>
<td>90-100%</td>
<td>190-210</td>
<td>189-209</td>
<td>188-208</td>
<td>188-207</td>
</tr>
</tbody>
</table>

* Zone 2 is where you want to spend a majority of your time exercising during cardiovascular activities. If you are more fit, you should work out at the high end of Zone 2 and if you are trying to build cardiovascular fitness, you should work out at the low to medium end of the zone.
# RPE (Rate of Perceived Exertion) Chart

The RPE chart is a very practical method of measuring the Intensity of a workout. Sometimes it is very difficult to calculate Heart Rate or collect data during an exercise activity, therefore, the RPE chart is a good way to “guess” your intensity based on how your body “feels” while working out.

<table>
<thead>
<tr>
<th>SCALE</th>
<th>HR ZONE</th>
<th>EXERTION LEVEL</th>
<th>ACTIVITY EXAMPLE</th>
<th>TALK TEST/CHARACTERISTICS</th>
<th>AEROBIC/AEROBIC *</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>4</td>
<td>Maximal- can’t do this very long at all</td>
<td>Sprint</td>
<td>Can’t talk-gasping for breath</td>
<td>100 % ANA</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>Strenuous- very, very hard</td>
<td>Race pace/just below a sprint</td>
<td>Can’t talk- very hard breathing</td>
<td>90% ANA/10 % AE</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>Strenuous- very hard</td>
<td>Very fast run</td>
<td>Only speak in syllables- very hard breathing</td>
<td>80% ANA/20 % AER</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>Vigorous- hard</td>
<td>Fast run</td>
<td>Broken sentences- hard breathing</td>
<td>70% ANA/30 % AE</td>
</tr>
<tr>
<td></td>
<td>Low 3/ High 2</td>
<td>Vigorous</td>
<td>Run</td>
<td>Only complete 1-2 sentences- hard breathing</td>
<td>50%/50%</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Moderate- quite a bit of sweat</td>
<td>Very fast walk/jog</td>
<td>Can carry on a conversation w/ hard breathing</td>
<td>80% AE/20 % ANA</td>
</tr>
<tr>
<td>4</td>
<td>High 1/ Very low 2</td>
<td>Moderate- sweat</td>
<td>Fast walk/Slow jog</td>
<td>Can carry a conversation w/ obvious breathing</td>
<td>100% AE</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Moderate- no sweat</td>
<td>Brisk walk</td>
<td>Can carry a conversation w/ mild breathing</td>
<td>100% AE</td>
</tr>
<tr>
<td>2</td>
<td>Very low 1</td>
<td>Very mild</td>
<td>Leisure walk</td>
<td>Can carry a conversation w/ light breathing</td>
<td>100% AE</td>
</tr>
<tr>
<td>1</td>
<td>Right about Resting Heart Rate</td>
<td>None- very, very light</td>
<td>Sitting up</td>
<td>Doesn’t feel like I’m breathing at all</td>
<td>100% AE</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No exertion at all</td>
<td>Sleeping/ Laying on couch</td>
<td>Doesn’t feel like I’m breathing at all</td>
<td>100% AE</td>
</tr>
</tbody>
</table>

*The Anaerobic/Aerobic ratio that I have estimated is completely arbitrary. It is to help you feel what it is like to be either Anaerobic or Aerobic as compared to the different levels on the scale. This is not a scientific ratio by any means.

HEART RATE WORKSHEET

Objective: Learn how to calculate Maximum Heart Rate for different ages.
1. What formula do you use to calculate Maximum Heart Rate? 
2. Mr. Sickler is 37 years old, what is his Maximum Heart Rate? 
3. Mr. Kwas is 28 years old, what is his Maximum Heart Rate? 
4. What is your Maximum Heart Rate? 
5. Your mom is 52 years old, what is her Maximum Heart Rate? 

Objective: Understanding the 2 ways to measure exercise intensity
If I were to ask you, “how hard was that workout?” what are 2 ways you can measure how hard a cardiovascular workout was?
6. 
7. 

Objectives: Understanding how to measure HR and RPE during exercise; Understanding how to choose the correct HR Zone; Understanding the various names of the HR Zones; Understanding the name of the artery used to find pulse.

8. Fill out all the information in this graph. You may have to use your HR and RPE handouts in your Sportfolio to complete this Table.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (mins.)</th>
<th>HR</th>
<th>Zone</th>
<th>Name of Zone (use your HR handout to find this)</th>
<th>Were you in your Target Heart Rate Zone?</th>
<th>What was your RPE?</th>
<th>What artery did you use?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up Jog</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birpees (1 min.)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jump Rope</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plank-Ups</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mtn. Climbers</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Squat Jumps</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switching Lunges</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sprints</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Which zone is known as your Target Heart Rate Zone? 

10. What are the two arteries used to take pulse? (wrist) (neck)
# Aerobic vs. Anaerobic Training Note Taking Worksheet

Use the *Aerobic vs. Anaerobic PowerPoint* to answer these questions. The Powerpoint presentation can be found on the PE 101 page called, “Aerobic vs. Anaerobic Presentation.”

<table>
<thead>
<tr>
<th>Aerobic</th>
<th>Anaerobic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEFINITION (IN YOUR OWN WORDS)</strong></td>
<td><strong>DEFINITION (IN YOUR OWN WORDS)</strong></td>
</tr>
<tr>
<td><strong>CHARACTERISTICS</strong></td>
<td><strong>CHARACTERISTICS</strong></td>
</tr>
<tr>
<td><strong>TRAINING BENEFITS</strong></td>
<td><strong>TRAINING BENEFITS</strong></td>
</tr>
<tr>
<td><strong>TRAINING RISKS</strong></td>
<td><strong>TRAINING RISKS</strong></td>
</tr>
<tr>
<td><strong>TYPES OF ACTIVITIES</strong></td>
<td><strong>TYPES OF ACTIVITIES</strong></td>
</tr>
<tr>
<td><strong>F.I.T. FORMULA</strong></td>
<td><strong>F.I.T. FORMULA</strong></td>
</tr>
</tbody>
</table>

1. How can learning about Aerobic and Anaerobic Training help you in your PE Run and Fitness Days?
S.M.A.R.T.I. Goal Setting Worksheet

CRITERIA FOR WRITING GOALS
An important aspect of seeing improvement in your overall fitness is to set goals and continue to evaluate your progress toward those goals. When writing a goal, it is important to always consider what I call the SMARTI criteria:

S= Specific (do not be ambiguous)
M= Measurable (give a timeframe)
A= Achievable (aggressive but fits your capabilities)
R= Realistic (consider your abilities and your timeframe)
T= Timely (short term so that you do not lose focus then long term as you achieve short term)
I = I Will (use "I will" somewhere in the goal to indicate confidence and eliminate doubt)

DIRECTIONS FOR WORKSHEET
After your fitness testing in the Fall (beginning of the year), you will write out and track goals for your Mid-Year, Spring and Next Year Goals. The objective is focus on using the SMARTI criteria to write goals and aim to achieve and/or adjust them based on your individual abilities.

PRACTICE WRITING A GREAT GOAL
Use the SMARTI Criteria to practice writing a goal for the mile run- next testing mile is in January.

Goal: ________________________________________________________________________________________________

Now re-read it and see if it meets all of the criteria.

WRITING GOALS
Choose 2 Cardiovascular Activities (out of 10) and 2 MS/ME Activities (out of 4) to write goals for. You will be using these goals throughout the year.

A. Goals to achieve for Mid-Year Fall Pilot Challenge (January/Feb)
Cardio Goal #1: _____________________________________________________________
Cardio Goal #2: _____________________________________________________________
MS/ME Goal #1: _____________________________________________________________
MS/ME Goal #2: _____________________________________________________________

B. Goals to achieve for Spring Fall Pilot Challenge (April/May)
Cardio Goal #1: _____________________________________________________________
Cardio Goal #2: _____________________________________________________________
MS/ME: Goal #1: _____________________________________________________________
MS/ME: Goal #2: _____________________________________________________________

C. Goals to achieve for Next Year’s Fall Pilot Challenge (Aug/Sept)
Cardio Goal #1: _____________________________________________________________
Cardio Goal #2: _____________________________________________________________
MS/ME Goal #1: _____________________________________________________________
MS/ME Goal #2: _____________________________________________________________

6th Grade PE 101
### Directions:

- Current Time:
  - Choir memo for the week - specifically, a band or choir MME - more Create your own band

| Current Time | Beyond high school? Further, you about band Beyond MME - can continue singing in 5 ways/places someone Make a list of at least 5 ways/places someone

| Have a fun jam session! Your own band鹰, to create random things around or Use "found sounds".

| Paper Option: Make a list. Sing/Play. Make a list. You would like to songs you would like to and talk about what phone call or FaceTime, or classroom use text, Connect with a friend.

| Good thought. Write down the answer.

| Performance as a part instrumental (vocal or TV show that uses Find an example of a

### DAGM Music

- Mr. McGarthy