

3. ADD A LETTER

Intro: This activity will keep your students engaged while reinforcing spelling or vocabulary skills.

Brain Link	Brain Processing Preference	Content Skill	Thinking Skill
Novelty Challenge Practice Pattern seeking	Verbal/Linguistic Analytic Individual	Word study Vocabulary Listening Spelling Rhyming	Analysis

Materials: paper and pencil

Activity: Students add a letter to the given word to make a new word. Content-related vocabulary or spelling words may be used as either the base word or the new word formed.

Examples:

Add an A and rearrange the letters to get a word that fits the definitions.

Add an A to LET and get a story (tale)

Add an A to BEST to get an animal (beast)

Add a G and rearrange the letters to get a word that fits the definitions.

Add a G to POUR and get a number of people together (group)

Add a G to BAR and get boast (brag)

Add a C and rearrange the letters to get a word that fits the definitions.

Add a C to TREES and get what you can't tell anyone (secret)

Add a C and rearrange the letters to get a word that fits the definitions.

Add a C to TANS and get not enough (scant)

Add a Y to REAL and a kind of race (relay)

Add a Y to TOAD and get right now (today)

Variation: Rhyming Add A Letter

A London mist is called a _____ (fog)

Add a letter for a croaking green _____ (frog)

You use a key to open a _____ (lock)

Add a letter to tell time on a _____ (clock)

One-twelfth of a foot is called an _____ (inch)

Add a letter for a small squeeze or _____ (pinch)

15. COMPOUND IT

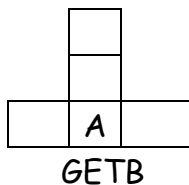
Intro: Get students thinking at a higher level about compound words. Make the activity a mystery by giving clues.

Brain Link	Brain Processing Preference	Content Skill	Thinking Skill
Challenge Novelty Practice Activate prior knowledge Pattern seeking	Verbal/Linguistic Visual Tactile Individual	Word study Compounds Vocabulary Spelling Contextual clues	Problem solving Analysis

Materials: paper and pencil

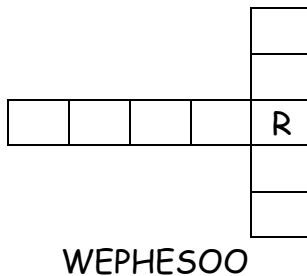
Activity: Students form compound words using given letters. The words may begin in either direction. Use compound words from a novel and write clues that offer story details.

Example: The following are from Harry Potter and the Philosopher's Stone.



Clue: Hagrid carried one of these in his coat pocket.

Answer: Teabag



Clue: The Nimbus 2000 has more of this than the Comet Two Sixty.

Answer: Horsepower

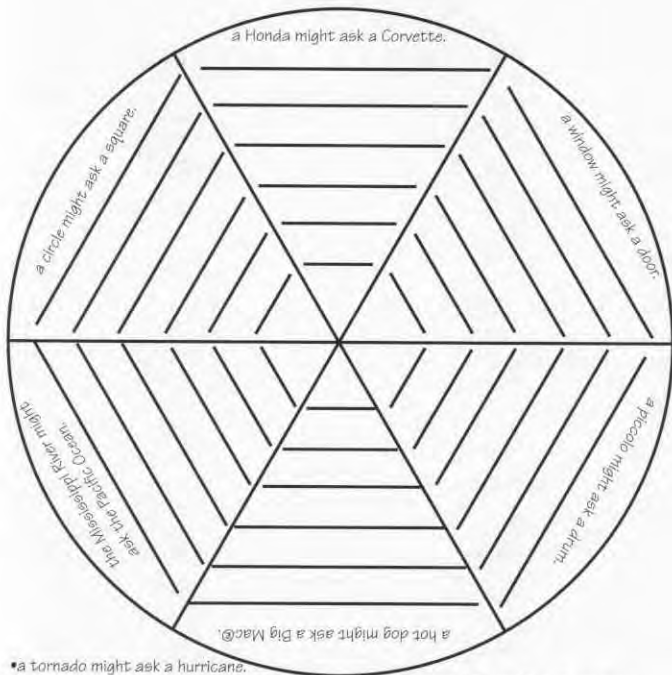
Variation: Mystery Compound Words

Try to solve the mystery compound word based on the clue that is given in two parts. Have students write mystery clues for classmates to solve.

Part 1: not tall, but ____ Part 2: to slice or break ____ (shortcut)
 Part 1: opposite of hard ____ Part 2: round object ____ (softball)
 Part 1: wide ____ Part 2: actors in a play ____ (broadcast)

A Wheel of Questions

Compose a question that:



- a tornado might ask a hurricane.
- Louis and Clark might ask Neal Armstrong.
- a golf club might ask a tennis racket.
- a Valentine's Day card might ask a Halloween Card.

- Thomas Jefferson's quill pen might ask Norman Rockwell's paint brush.
- the President of the United States might ask the CEO of General Motors.



SKINNY QUESTIONS

WHAT IS TWO PLUS TWO?

CAN YOU NAME THE ANIMAL
CALLED MAN'S BEST
FRIEND?

LIST THE CHARACTERS IN
THE STORY GOLDBLOCKS
AND THE THREE BEARS.

WHAT COLOR IS MICKEY
MOUSE'S NOSE?

WHAT ANIMAL LOOKS LIKE A
HORSE BUT HAS STRIPES?



EAT QUESTIONS

**What are all the ways
you can think of to
say four?**

**How are dogs
and cats alike and
different?**

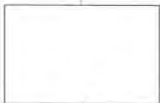
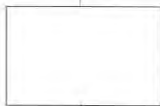
**How would you feel if
you found a bear hid-
ing in your room?**

**What if your nose
were on top of your
head?**

**How come zebras
have stripes but
horses don't?**

Before and After

What comes after the letter is dropped in the mailbox?



What comes before the starter fires his gun?

What comes after clear cutting in the forest?



Tiered Lesson Plan: Westward Movement - Pioneer Life

Objectives or Standards

1. Students will understand reasons for the westward movement and some of the problems pioneers faced.
2. Students will know the various means of transportation used during the westward movement.
3. Students will be able to explain aspects of the social and economic impact of the westward movement.
4. Students will understand what life was like for pioneer families.
5. Students will discuss an historical novel and compare it to other information about the same time period.

Whole Class Activities

1. Read and discuss the book Sarah, Plain and Tall (or another similar book set in pioneer times).
2. View the video of the same story.
3. Brainstorm a list of similarities and differences between the video and the book. Discuss the advantages and disadvantages of books and videos as ways to tell a story.
4. Discuss what has been learned about pioneer life and the Westward Movement from reading this book.
5. Read background information about this topic from textbook or other sources.

Assessment

- ☐ All students read book and watch video.
- ☐ As desired, oral discussion, written questions or notes can be used to assess understanding.
- ☐ List has similarities and differences.
- ☐ All participate in discussion.
- ☐ Notes or outline of basic information.
- ☐ Accuracy of information.

Assessment

Level 1 Activities

1. Each student will create a poster advertising a trip west and telling why people should go.
2. Each student will make a model of a Conestoga wagon, label important parts and write a description of how it was used to transport families to the west.



- ☐ Follows Poster criteria card.
- ☐ Clearly shows reasons for going west.
- ☐ Uses persuasive language.



- ☐ Follows Model criteria card.
- ☐ Important parts labeled.
- ☐ Historically accurate.
- ☐ Description is clear.
- ☐ Explains use of wagon.

from

Activities & Assessments for the
Differentiated Classroom by Carolyn Coil

Assessment

Level II Activities

1. Each student will write an editorial explaining at least three reasons why people should move west.
2. Each student will make a diorama depicting some form of transportation used during the westward movement. Include details regarding dates, how the land looked and the location depicted in the diorama.



- ☐ Reasons are logical.
- ☐ Uses persuasive language.
- ☐ Correct spelling.
- ☐ Punctuation and grammar.



- ☐ Follows Diorama criteria card.
- ☐ Type of transportation clearly shown.
- ☐ Includes accurate dates, scenery and location.

Assessment

Level III Activities

1. Students will work in pairs to research three problems experienced by the pioneers moving west. They will make a chart listing Problem, Cause, and Possible Solution.
2. Each student will make a map showing one of the routes used by the pioneers as they traveled from the east to the west. Each will research to find out the various forms of transportation used on this route, and include this information on the map using a different symbol for each type.



- ☐ Follows Chart criteria card.
- ☐ Historically accurate.
- ☐ Shows good reasoning.
- ☐ Indicates problem, cause and solutions.



- ☐ Map is neatly drawn.
- ☐ Route and types of transport are historically accurate.
- ☐ Symbols show types of transportation used.

Whole Class Culminating Activities

1. Each student will write a journal of a trip west, pretending to be a pioneer sometime during the years 1865-1900. Each journal will have a map and at least ten different entries.
2. In heterogeneous groups of four, students will read their journals to each other and discuss different viewpoints of pioneer life.
3. Using information from the journals and other information learned in the unit, each group will write and illustrate a 10 page book about pioneer life to be read to a kindergarten or first grade class.



- ☐ Journal has 10 entries.
- ☐ Is historically accurate.
- ☐ Includes details of pioneer life.
- ☐ Written in first person.



- ☐ Group discussion and cooperation.



- ☐ Follows Illustrated Booklet criteria card.
- ☐ Details of pioneer life are shown.
- ☐ Accurate information.

from

Activities & Assessments for the

Differentiated Classroom by Carolyn Coil

Book Report

Tic-Tac-Toe for Student Choice Activities

<p>1.</p> <p>Choose 2 characters from your book. With another person, role play a scene from the book featuring these 2 characters.</p> <p style="text-align: center;"><i>(Bodily/Kinesthetic)</i></p>	<p>2.</p> <p>Write a different ending to your story. This should change what happened in the last chapter of the book.</p> <p style="text-align: center;"><i>(Verbal/Linguistic)</i></p>	<p>3.</p> <p>Draw at least 3 comic strips that highlight 3 important events in your book. Make sure the dialogue is realistic for the characters.</p> <p style="text-align: center;"><i>(Visual/Spatial)</i></p>
<p>4.</p> <p>Design a poster advertising your book. Include interesting details about the book that would make others want to read it.</p> <p style="text-align: center;"><i>(Visual/Spatial)</i></p>	<p>5.</p> <p>Create song lyrics and music to tell about your book. Use the book title as the song title. Perform for your class or record your song on audio tape.</p> <p style="text-align: center;"><i>(Musical/Rhythmic)</i></p>	<p>6.</p> <p>Draw a picture and write a paragraph describing the outdoor setting (or settings) of your book. How did the setting affect the story?</p> <p style="text-align: center;"><i>(Naturalist)</i></p>
<p>7.</p> <p>Write a letter to the author telling why you liked the book or why you didn't like it. Give valid reasons for your opinion.</p> <p style="text-align: center;"><i>(Intrapersonal)</i></p>	<p>8.</p> <p>Make an information cube about your book with the following on the 6 different sides of the cube:</p> <ul style="list-style-type: none"> title characters setting plot favorite part illustration of scene <p style="text-align: center;"><i>(Verbal/Linguistic Bodily/Kinesthetic)</i></p>	<p>9.</p> <p>Make a time line sequencing 10 important events that happened in the book.</p> <p style="text-align: center;"><i>(Logical/Mathematical)</i></p>

I/we chose activities # _____, # _____, and # _____.


Name _____ Date _____ Due date _____

Assessment Book Report Tic-Tac-Toe

1. Role Play Costumes and props realistic for characters _____ Accurate scene _____ Good voice projection and expression _____ Has written script _____ Possible points = _____	2. Alternate Ending Appropriate for characters and setting _____ Ending creative and feasible _____ Correct spelling, punctuation and grammar _____ At least two pages _____ Possible points = _____	3. Comic Strips Follows Comic Strip criteria card _____ Each comic strip has 4 or more panels _____ Events accurately portrayed _____ Realistic dialogue _____ Possible points = _____
4. Poster Follows Poster criteria card _____ Includes several details about the book _____ Uses persuasive language _____ Possible points = _____	5. Song Lyrics & Music Follows Song criteria card _____ Lyrics include several important details about book _____ Performance is clear and musically pleasing _____ Possible points = _____	6. Picture & Paragraph Picture and paragraph show natural setting _____ Has written and visual details of setting(s) _____ Explains ways the setting affected the story _____ Correct mechanics, spelling and grammar _____ Possible points = _____
7. Letter Likes or dislikes clearly stated _____ 3 or more reasons given to support point of view _____ Reasons supported by facts or examples _____ Correct spelling, punctuation and grammar _____ Possible points = _____	8. Information Cube Cube is sturdy and has 6 sides _____ Has needed information and details on each side _____ Accurate for book read _____ Neat, legible and visually attractive _____ Possible points = _____	9. Time Line Follows Time Line criteria card _____ Has 10 or more events _____ Correct sequencing of events following story in book _____ Possible points = _____

Points for activities: # _____ = _____ pts., # _____ = _____ pts., # _____ = _____ pts.

Name _____ Total points _____ Grade _____



Make a collage of various marsupials found in Australia. Include little known facts about each.



E-mail or fax some students in Australia to find out what school is like there. Develop a compare/contrast chart about Australian and American Schools.

Learning Style

Verbal/Visual

Taxonomy Level

Application, Synthesis

Multiple Intelligence

Verbal/Linguistic; Visual/Spatial

Assessment Mini-Rubric

1. creativity/originality
2. details enhance legend
3. follows Short Story criteria card
4. illustration relates to the story

Project Question

How might ancient people think the Southern Cross constellation was formed?

Questivities™ Thinking Questions

List all the constellations you are familiar with in the Northern hemisphere.

Compare/contrast the Southern Cross and the Big Dipper.

What would happen if you could see the Southern Cross in the northern sky? How could this happen?

Would you rather study constellations or the chemistry of stars? Why?

How would you feel if there were no stars in the sky?

Why did ancient people tell stories about the constellations?

How do astronomers explain star formations?

Active Question

Make a list of questions the North Star would ask the stars in the Southern Cross.

Australia - 8

Project Activity



**Personal Characteristics of Students
Who Are Becoming Achievers...**

Rate yourself in these areas. First, mark a check under **S** for all those items that indicate your strengths. Next, count the number of strengths you have checked. Then check **W** for weaknesses; BUT you are not allowed to check more weaknesses than strengths.

S	W	
___	___	I have confidence in myself.
___	___	I let my teachers know when I am having a problem and work with them in problem solving.
___	___	I am a risk-taker.
___	___	I am willing to work to make changes in myself.
___	___	I listen to those in authority over me.
___	___	I take responsibility for my problems and do not put all of the blame on others.
___	___	I work well in a group that is working on a constructive project.
___	___	I have a close friend or friends who share similar positive interests.
___	___	I am flexible and can see more than one possible solution when solving a problem.
___	___	I have an area of special interest.
___	___	I practice self-discipline and self-control.
___	___	I use my influence over others in a positive way.
___	___	I have a positive attitude toward school.
___	___	I know when I have contributed to a behavior problem or conflict.
___	___	My friends are achievers and have positive attitudes about school.
___	___	I try to have appropriate behavior.



Failure

It's written in big, bold letters so you wouldn't miss it. It's something we'd all like to avoid thinking about, but it's a fact of everyone's life. It may sound strange, but every successful person has been a failure at some point in his or her life. No one is a winner every time. For example, Michael Jordan failed to make his high school basketball team! There are kids (and adults, too) who never try to do anything because they are so afraid they might not do it right. They have a fear of failure.

A famous scientist and author Dr. Isaac Asimov once said, "***Some things are worth a reasonable amount of hot water.***" In other words, you are not going to succeed and make everyone happy every time. You might get into "hot water" some of the time. You might make mistakes along the way. That's OK!

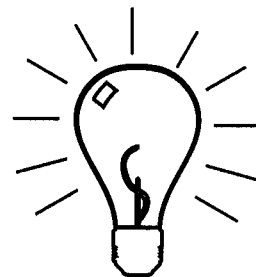
Any attempt to do something, even if it doesn't work out the way you'd hoped, is a victory...if you have the self-confidence to make the attempt. In fact, the worst failure in life is not to have tried at all.

Maybe you've thought of some things you'd like to try. Maybe you have some goals you think you can reach someday, but you are really hesitant to work on them. You may think you are not good enough or smart enough or talented enough to do them.

In the next chapter, you are going to think about setting some goals. Don't limit yourself and your attempts because you are afraid you might fail! If you do fail, **learn** from the experience and move on. That's what makes a successful person.

Think About It!

Now think about your fear of failure. What is one thing you would like to do that you have never done?



What are you afraid will happen if you try it and don't succeed?

Then what would happen?

Then what would you do?

What is the worst thing that could happen?

Twenty Prompts with Questions for Grades 5 and 6

That Cracks Me Up!

Your class is gathering funny stories that have happened in real life.

What is the funniest thing you have ever seen?

When did it happen?

Why was it funny to you?

Write a real or make believe story about something you thought was funny. Be sure your story has a beginning, a middle, and an end. Write as many descriptive details as you can to make your story funny.

I Need an Allowance

Your parents have never believed in allowances. They have always felt that if you need money for something, you should just ask for it. Lately, though, when you ask they say, "No. We don't really think you need that."

How will you convince your parents that you should have a weekly allowance?

How much should they give you?

What will you do to earn it?

Write a story about how you will convince your parents to give you an allowance. Be sure your story has a beginning, a middle, and an end. Write as many descriptive details as you can to make your story interesting.

Best Book

Your teacher makes you read a book each week outside of class. You thought it would be AWFUL, but you've actually found some books you really like.

Which book is your favorite so far?

Briefly, what is it about?

Why did you like it?

Write a story about the best you have recently read. Be sure your story has a beginning, a middle, and an end. Write as many descriptive details as you can to make your story interesting.

from
THE BEST EVER WRITING MODELS

A short recounting of an event or incident, usually autobiographical.

MEMOIR

Reprinted with permission: “The Farmers and the Snakes” from Long Ago In Oregon by Claudia Lewis. Harper Collins. 1987.

READ



The Farmers and the Snakes

When the Johnsons took me with them
for a weekend at their farm
near Old Baldy mountain,
the buggy ride out of town
was fun.

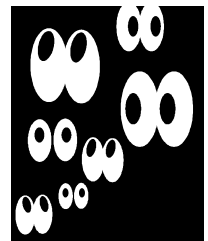
But there,
around the summer house,
snakes were sliding in the weedy grass,
long, thick snakes.

Men from the farm
came with scythes
to slash the weeds
and hook up snakes and toss
them into a roaring fire,
to make the grass safe for us.

I could not have told
which froze me most,
the crawling snakes
or sight of them flung
to bonfire death.

OBSERVE

1. Who is relating the incident?
2. When and where did the incident take place?
3. What words are used to create pictures in the reader's mind?
4. How does the writer feel about the incident?
5. How is the sentence structure different from report writing?



MEMOIR



WRITE

A. List three incidents in your life you might like to retell.

1. _____
2. _____
3. _____

B. Star the incident listed above that you most want to retell.

1. Where did it take place?

2. When did it take place?

3. What was the most important thing that happened?

4. List words to tell how you felt before, during and after the incident.

Before

During

After

5. Be sure to use words to help your reader see, feel, smell, and hear what happened.

C. On another paper write the memoir.

from
THE BEST EVER WRITING MODELS

A short narrative of an interesting incident.

ANECDOTE

READ

Tad's Turkey

Tad was eight years old. He lived in the White House. His father was Abraham Lincoln, President of the United States. Tad had two rabbits and two goats for pets. One day Tad saw Cook with a turkey. She put the turkey in a pen.

"A new pet," Tad said. *"I will name him Jack."* He opened the turkey pen. The turkey walked out. Tad and Jack played under the trees. Tad ran after Jack. Jack ran after Tad.

On Thanksgiving Day Cook went to the turkey pen. Jack was not there. Cook saw Tad walking with the turkey.

"Bring the turkey to me," Cook said. *"That turkey is our Thanksgiving dinner."*

"Wait!" Tad said. *"Do not hurt Jack. I will see father."*

Tad ran to see his father. *"Jack is a good turkey,"* he said.

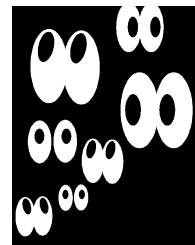
"I do not want him to be Thanksgiving dinner."

The president smiled. He took out a card. He wrote on the card. *"Take this to Cook,"* he said.

Tad gave the card to Cook. Cook read the card. Cook smiled. *"No turkey dinner today,"* it said. *"Tad has a new pet."*

OBSERVE

1. Where does the incident take place?
2. When did it occur?
3. Who was involved?
4. What happened?
5. What is revealed about President Lincoln in this anecdote?



ANECDOTE



WRITE

Think of one exciting incident in your life you can share.

What happened? _____

Who was involved? _____

Where and when did this happen? _____

How did the incident end?? _____

Using the information above, write the anecdote. Give it a title.

title

Name _____ Date _____

HILLS...HILLS...HILLS...HILLS...HILLS...HILLS...HILLS

A folksy way of saying something is worthless is to say it is "not worth a **hill** of beans." Draw something that a friend thinks is valuable but that you don't think is worth a **hill** of beans.



"To make a mountain out of a mole**hill**" is a cliché that means someone makes something seem more important than it is. Create new clichés that would have the same meaning. For example, "to make a milk cow out of a milkshake" could have a similar meaning.

To make a _____ out of a _____

To make a _____ out of a _____

To make a _____ out of a _____

To make a _____ out of a _____

To make a _____ out of a _____

To make a _____ out of a _____



"Blue are the **hills** that are far away" is a proverb with two meanings. It means that things look better when viewed from a distance in either time or space. What have you seen today that would look better from a distance?



What has happened to you this year that won't seem as bad when you remember it five years from now?

Name _____ Date _____

What age do you think is “over the **hill**”? Why?



Would you say life is more up**hill** or down**hill**? Why?



Draw yourself sitting on a **hill**. Show what you are thinking.

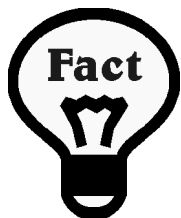


FACT OR FICTION?

A defeated general led to the
invention of chewing gum.



Tom Adams was under great stress
As he worked with a rubbery mess
Till a package of chicle
He sold for a nickle
His gum was an instant success!



A defeated general led to the invention of chewing gum.

Thomas Adams (1818-1905)

The Chewing Gum Man

Nearly everyone has heard of the Battle of the Alamo where a small group of brave defenders held out for 11 days against 4,000 troops of General Santa Anna. While the General claimed victory at the Alamo, he was defeated in a later battle and left Mexico for Staten Island, New York. There he stayed in the home of Thomas Adams.

As an inventor, Thomas tinkered with lots of ideas but did not have the money to carry them out. Santa Anna suggested that cheap and plentiful chicle from Mexico might make good rubber. A cheaper, stronger, more durable rubber would make Adams a fortune.

Thomas thought this was a great idea. Santa Anna still had friends in Mexico. He arranged for a large quantity of chicle to be shipped to Thomas Adams.

Thomas rented a warehouse to store the chicle. He worked day and night to come up with a cheaper kind of rubber. He tried making toys, and boots, and bicycle tires. Nothing worked. The rubber split and came apart. It would not keep its shape. After months of work Adams decided the best place for all that chicle was at the bottom of the East River.

Many inventions come from accidental discoveries. Wondering what to do with all the chicle in the warehouse, Thomas broke off a piece and popped it in his mouth. He enjoyed chewing the chicle. Maybe other people would enjoy it, too. Adams told his sons about his idea. They made up boxes of the chicle gum. A local druggist agreed to sell the gum. It was a hit!

Two years later Thomas invented a machine to make the gum and opened the first chewing gum factory in the country. Before long factory workers were adding different flavors to the gum, and it became popular throughout the nation. Adams had finally found success as an inventor, thanks to a defeated general.

Name _____



The Brain

Locate and read a book about the brain, read the "Brain" article in an encyclopedia, and find a site about the brain on the Internet to complete these activities.

COMPREHENSION LEVEL Choose one of the following:

Student Points

Teacher Points

- Make a glossary of at least 15 brain-related terms. Write the definitions in your own words.
- List 6 careers that involve working directly with the brain on a fact cube. Briefly explain each of these careers.

		Synaptic shutdown	Synaptic sparks	Synaptic sizzle!	
		1	2	3	4
Comprehension		Only 1-4 terms defined; <u>OR</u> most of the information is not accurate	5-10 terms clearly defined in your own words	11-15 terms clearly defined in your own words	Detailed, accurate definitions in your own words for 16 or more terms
Brain glossary	OR	Only 1-2 careers listed; <u>OR</u> most of the information is not accurate	3-4 careers listed, accurate info; <u>OR</u> 6 careers listed but no information	5-6 careers listed with clear, accurate explanations	All 6 careers listed with clear, concise, detailed, accurate explanations

Term

Definition

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____



The Brain

Locate and read a book about the brain, read the "Brain" article in an encyclopedia, and find a site about the brain on the Internet to complete these activities.

Student Points

Teacher Points

ANALYSIS LEVEL Choose one of the following:

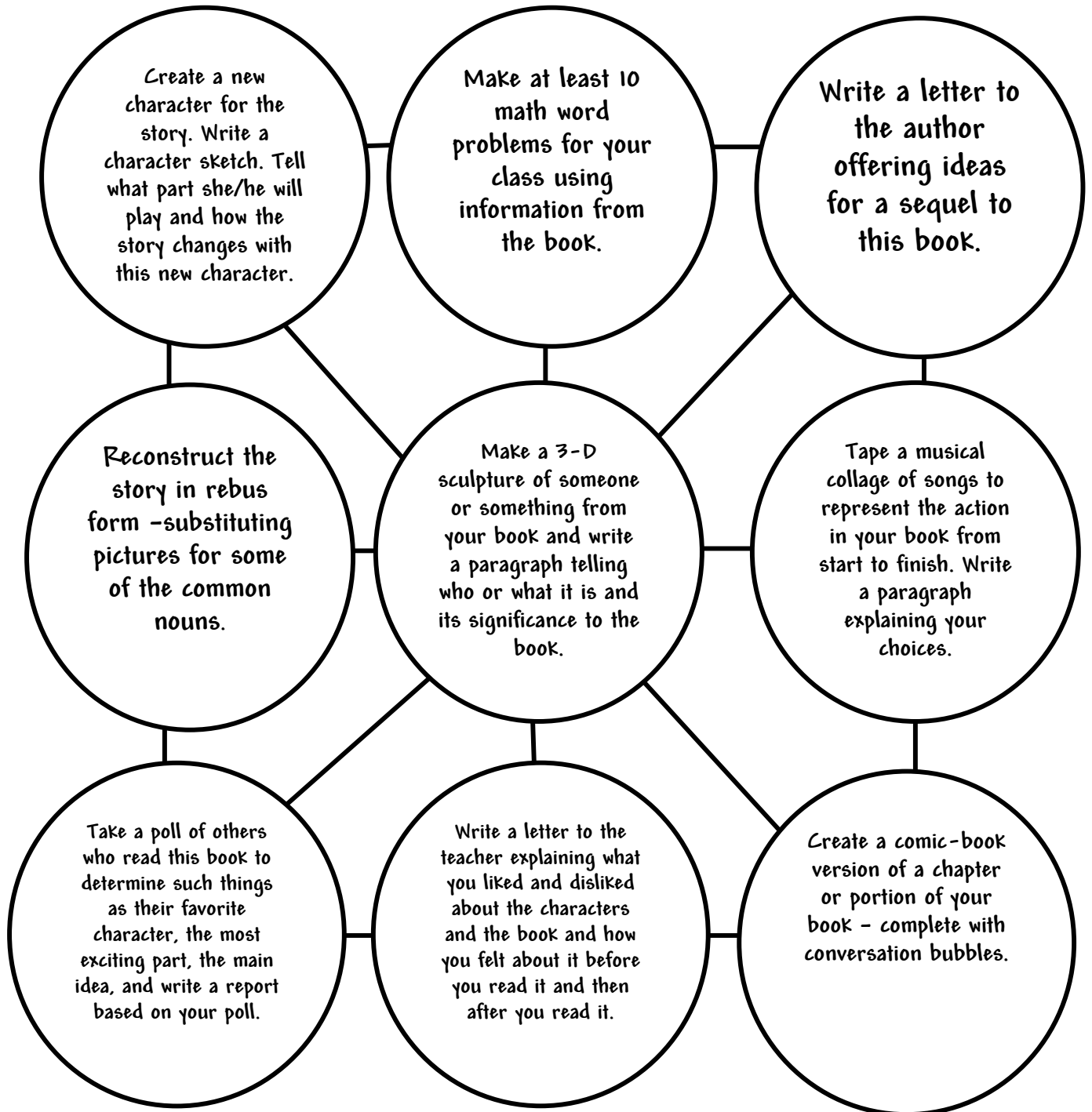
- Make a chart comparing the human brain to three other animal brains.
- Write an article for *Discover* magazine that disproves 3 common misconceptions about the brain. Include evidence to support what is really true about the brain.

	Synaptic shutdown	Synaptic sparks	Synaptic sizzle!	
	1	2	3	4
Analysis				
Chart comparison of the human brain with 3 other animal brains	4 brains compared in only 1-3 ways accurately	4 brains compared in 4-5 ways accurately	4 brains compared in 6-7 ways accurately	Compares the 4 brains accurately in more than 7 ways
OR				
Article that disproves 3 brain misconceptions	Very little, if any, evidence presented to disprove misconceptions	Article presents evidence to disprove only 1-2 misconceptions	Article presents evidence to disprove all 3 misconceptions	Detailed evidence clearly presented that disproves all 3 misconceptions

Human Brain	_____ Brain	_____ Brain	_____ Brain

END-OF-BOOK ACTIVITIES

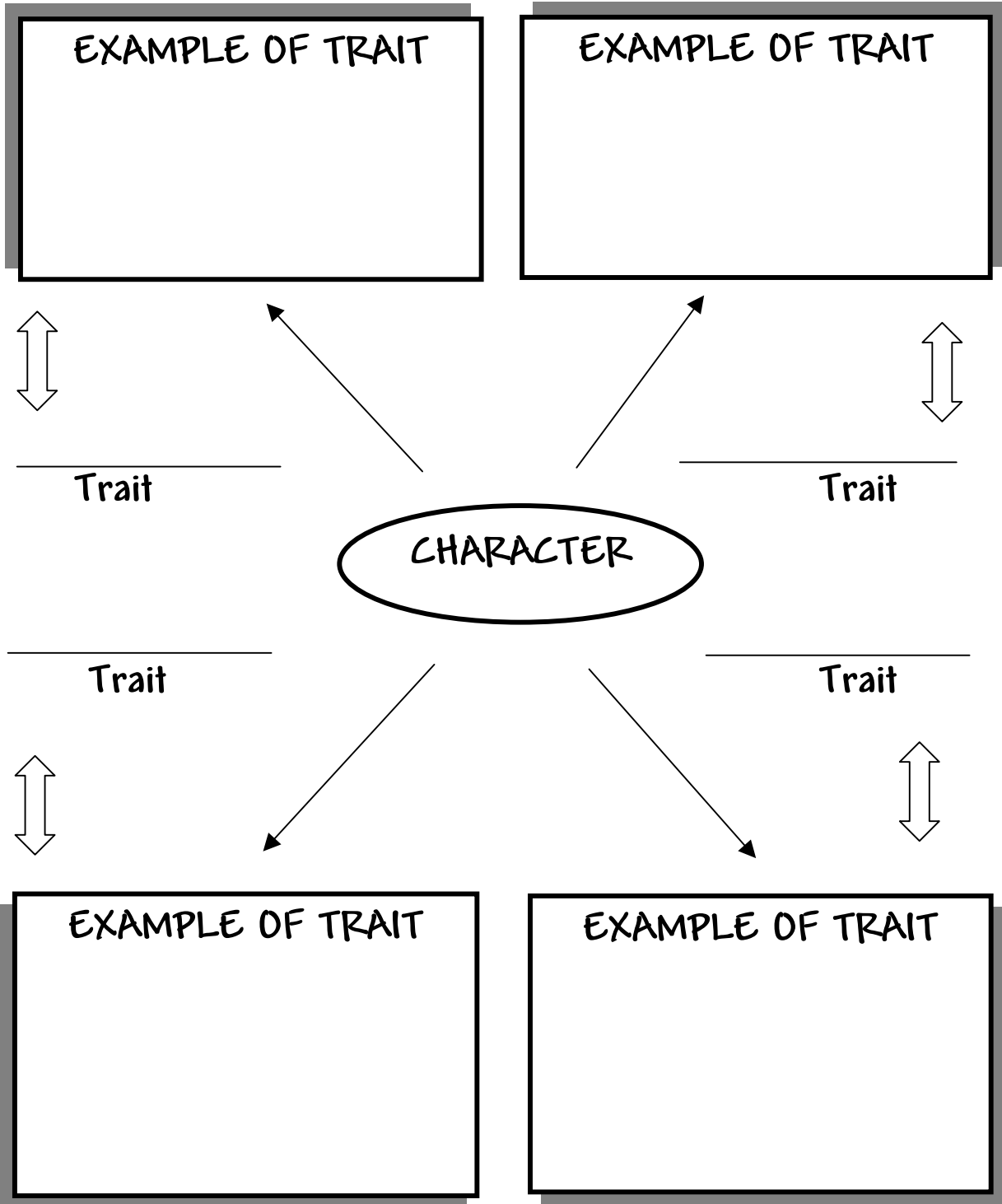
Choose three activities in a row—horizontally, vertically or diagonally.



Name _____ Date _____
Circle _____

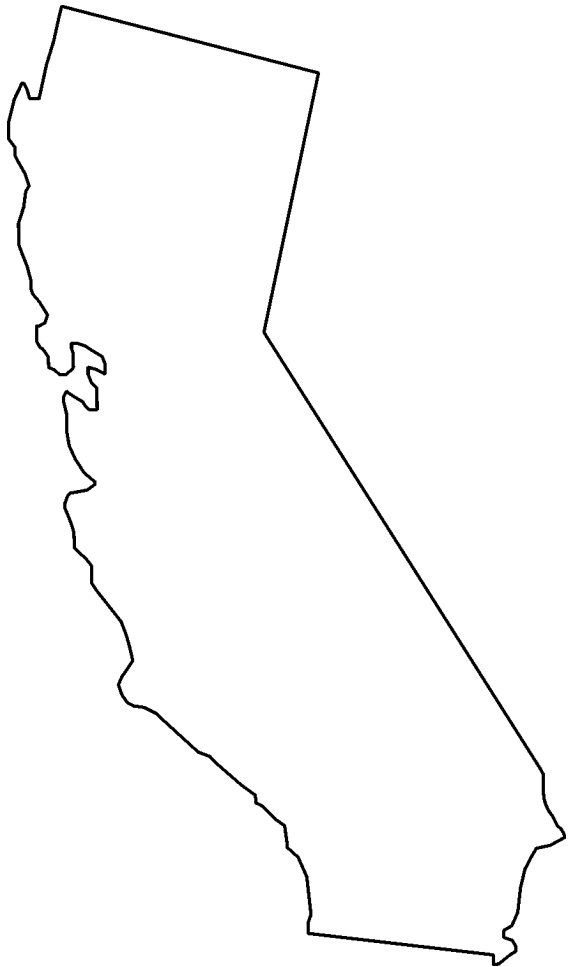
CHARACTER CHARTS

Complete the character chart below:



Researching California

To the Student



The goal for this research unit is for you to easily and competently use a wide variety of reference books and their indexes, CDs and the Internet as research tools as you study your state.

Your assignment is to answer completely and accurately as many questions as possible. On each ~~worksheet, read the questions thoroughly. Many~~ **ONLY one of the resources** questions require several answers to complete. On each sheet, each question can be answered by

Record your answers in pencil. Also, make sure that you spell your answers correctly. Do not go to the work of looking up the information and then misspell it. Incorrect answers must be corrected. You will be required to use indexes in most of the sources.

You must record your sources. This includes the titles of the books you use, volume numbers (if applicable), and page numbers. Do

not forget these, because, if you do, you will have to go back again to the sources to record that information.

Only use one book at a time. Do not pile up a group of books beside you. When you finish with a book, return it to its proper location.

You will use each book once for each sheet. After finishing with a book, mark it off on the bibliography at the top of the sheet, therefore using the process of elimination to help you decide where to locate answers.

CALIFORNIA

Using each of these reference books once, answer the following questions.

Include the title of the book, volume number (when applicable), and page number where you found the answer.

American Book of Days

American Place Names

Cambridge Dictionary of American Biography

*Cambridge Gazetteer of the United States and
Canada*

*Index to Poetry for Children and Young People,
1982-1987*

Junior Worldmark Encyclopedia of the States

*Major Authors and Illustrators for Children and Young
Adults*

Prominent Women of the 20th Century

Rand McNally Premier World Atlas

State Names, Seals, Flags, and Symbols, 2002 ed.

20th Century Day by Day

World Almanac and Book of Facts, 2003

-
-
1. Where was Paul Fleischman born? Even though he writes in a variety of genres, they are all unified by his intense attention to what? From whom did he first learn the importance of that?
 2. How did You Bet, California, get its name and when?
 3. What is the zip code of Imperial, California?
 4. Jedediah Strong Smith started in the fur trade with whom and when? What is he credited with doing first?
 5. Who wrote the poem "The Lion for Real"? In what book can the poem be found?
 6. California celebrates Veterans' Day every year. When was Veterans' Day established as a federal holiday and tell two other names it has been called in the United States.
 7. Dianne Feinstein was elected to serve on what in 1969? What position was she elected to in 1979? How long did she serve in that office? What was she elected to in 1992?
 8. The Ishi Wilderness in California was the homeland of what Indian tribe? When did Ishi emerge from it? Into what city did he wander?
 9. What is the state bird of California? When and by whom was it so designated?
 10. On March 18, 1910, an announcement was made about an oil well having erupted in California. Name the well, tell its location, and how many barrels a day it was producing.
 11. In 1998, how many tons of cargo were handled at the port at Long Beach? How many at Los Angeles?

12. Locate and label the following cities on this map of California:

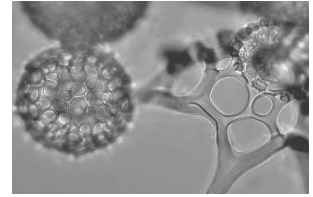
Imperial
Long Beach
Monterey
Oroville
San Francisco

_____ (Your location)



Name _____

Cells



Locate and read a book about cells, read the "Cell" article in an encyclopedia, and find a site about cells on the Internet to complete these activities.

SYNTHESIS LEVEL

- You have just discovered a brand-new type of cell! Draw and color a diagram of your cell which must have a nucleus and at least 5 new structures. On your diagram, include a name for this cell, state where it can be found, label all of its parts, and explain the job of each new structure.

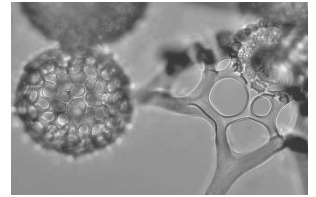
**Student
Points**

**Teacher
Points**

	Stage One	Stage Two	Stage Three	
	1	2	3	4
Synthesis				
Diagram of a newly discovered cell	Cell diagram is unclear; <u>OR</u> has little more than a name	New cell has a name and at least 3 labeled new structures with job descriptions; diagram has color	New cell has a name and at least 5 new structures are labeled with job descriptions; diagram is carefully colored	Unique new cell has a name and more than 5 new structures, labeled with detailed job descriptions; unusual, effective use of color

Name _____

Cells



Locate and read a book about cells, read the "Cell" article in an encyclopedia, and find a site about cells on the Internet to complete these activities.

Student

Student Points

EVALUATION LEVEL

- Review the different parts of plant and animal cells. Decide which structure you think is the most important. Defend your choice.

Teacher Points

	Stage One	Stage Two	Stage Three	
	1	2	3	4
Evaluation				
Written defense for which cell structure is the most important	Opinion is not supported	Opinion is weakly supported with only 1-2 reasons; only 1 paragraph	Opinion is effectively supported with 3 or more reasons in 2-3 paragraphs	Clear and powerful, opinion is supported with 5 or more detailed reasons in 3-5 paragraphs

[illegible]

Matrix Puzzle

Research

CIVIL WAR TRIVIA

Did you know that Union and Confederate Cavalry units dismounted during battles? Since they fought on foot, one fourth of the manpower of cavalry regiments was needed for the job of horse holding. Did you know that the most valuable possession of a regiment was "a stand of colors" or a flag? It was a signal of defeat if the flag was lowered, shot down, or absent from view. This is why the job of the color bearer was one of the most respected positions in the army and one of the most fatal.

Below are trivia tidbits. You may have to do a little research to match the person with the trivia information.

1. A civilian who ran one of the South's most successful hospitals was the only female given a commission in the army.
2. The Confederate leader at the Battle of Antietam or "Sharpsburg" had a horse named Traveler.
3. John Wilkes Booth did not like lemons, was not an amputee, and was often seen riding around Washington on a horse.
4. Stonewall Jackson's Brigade threw rocks when they ran out of ammunition in September 1862, while the James brothers left the Missouri Home Guard, a pro-Confederate force under state control, and became bushwhackers or renegade riders.
5. This Confederate soldier, who disliked fruit, lost his arm at the first battle of Winchester and his foot in a later battle. He served two terms as governor before becoming head of the Mississippi State Supreme Court.

	James brothers	Frank Nichols	General Lee	J.W. Booth	Sally Thompkins	"Stonewall" Jackson
Confederate soldiers						
Double amputee						
Traveler						
One-eyed horse						
Confederate Army Captain						
Loved to suck on lemons						

Find more interesting trivia about the Civil War.

Sudoku

Each of the nine words must appear once and only once in each row, each column and each 3 by 3 block.



WORDS OF WISDOM

			Gettysburg Address		Yankee Doodle			
Declaration of Independence	Bill of Rights		Checks and Balances				Continental Congress	
Yankee Doodle		Continental Congress					Preamble	
		Preamble	Yankee Doodle					
Bill of Rights		Checks and Balances				Preamble		Declaration of Independence
					Declaration of Independence	Checks and Balances		
	Checks and Balances					Constitutional Convention		Bill of Rights
	Articles of Confederation				Bill of Rights		Declaration of Independence	Yankee Doodle
			Constitutional Convention		Articles of Confederation			

Checks and Balances
Bill of Rights
Gettysburg Address

Preamble
Yankee Doodle
Continental Congress

Articles of Confederation
Constitutional Convention
Declaration of Independence

Write a letter of Declaration of Independence to your parents or a Student Bill of Rights for students in your school.

Matrix Puzzle

Research

MOTHERS OF INVENTIONS

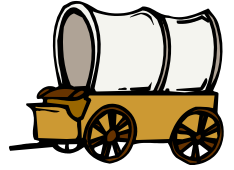
Below are a few inventions that came to be through the hard work and imaginations of some very creative women. Use the clues to find one way that each woman has contributed to society. You will need to do some research to solve this puzzle.

1. A material 5 times stronger than steel was invented by Stephanie Louise Kuolek and the CPR mannequin was invented by Diane Croteau.
2. Mary Anderson, Josephine Garis Cochran, and Sarah Mather all lived in the 1800s and their inventions all have connections to water.
3. Betty Nesmith Graham and Ruth Handler's inventions probably come home from the store in Margaret Knight's invention.
4. Ann Tsukamoto's process has led to much controversy.
5. Cleaning the air coming from smoke stacks was a concern of Mary Walton's during the Industrial Revolution.
6. Carol Wior's and Mary Phillips Jacobs' inventions helped women feel and look better.

	Mary Phelps Jacobs	Ann Tsukamoto	Mary Anderson	Margaret Knight	Mary Walton	Kristina Holly	Josephine Garis Cochran	Sarah Mathers	Carol Wior	Diane Croteau	Betty Nesmith Graham	Ruth Handler	Batsy Sherman	Stephanie Louis Kuolek
Windshield wipers														
Dishwasher														
Actar 911														
White Out														
Bra														
Visual Voice														
Scotchgard														
Kevlar														
Isolated stem cells														
Antipollution device														
Slimsuit														
Square bottom paper bags														
Submarine telescope														
Barbie Doll														

Hidden Message

Circle the words in the puzzle that are listed below. Then use the remaining letters to fill in the blanks to make a phrase. There are two extra letters at the end of the puzzle.



NATIVE AMERICANS

S T N A I C T A C D L I W H C A
 E E A P C L H H E R O S S K H D
 M E V A E S L I M I L I E Y O I
 I E A C F O A I P R C O Q R C R
 N E J H D L M A N P R U U O T O
 O C O E A H W A S O E X O T A L
 L K N B O W K N A S I W Y I W F
 E T A H E T W R S A I S A R L O
 F M T E A R A A A O S A H R L M
 A K E E R C H L U K O L B E U P
 O S T O N E K O K L F O U T R T
 H O F T H E C E C A H E R N O K
 G E O R G I A C E H E D I A E D
 F R O M D I L S S O E A S I E H
 U N G E R A B O N M D H A D R S
 J O H N R O S S H A W E A N T H
 M I S S I S S I P P I E R I U U

Review the case of
 Worcester v. Georgia.
 Create headlines for
 articles in the
Cherokee Phoenix on
 events leading to President
 Jackson's refusal to
 uphold the Court's
 decision. What are
 possible headlines for the
 American settlers'
 newspapers?

ALABAMA
 APACHE
 BLACK HAWK
 CHIPPEWA
 CHOCTAW

CREEK
 FLORIDA
 GEORGIA
 ILLINOIS
 INDIAN TERRITORY

JOHN ROSS
 MISSISSIPPI
 NAVAJO
 OKLAHOMA
 OSCEOLA

PUEBLO
 SAUK
 SEMINOLE
 SEQUOYAH
 SIOUX

WILD CAT

_____ ' 800 _____

 18,000 _____,
 _____,



Fraction Comics

A Fraction Practice Activity

► Grade level: 4-6

► Time: One or two 45 minute classes

► Lesson Plan Focus: To reinforce and apply the use of fractions.

► Correlation to National Education Standards

Math Standards:

NM-MUM.3-5.1 & NM-NUM.6-8.1 Understanding Numbers, Ways of Representing Numbers, Relationships Among Numbers & Number Systems

► Objectives: Students will correctly apply what they have learned about fractions by drawing comics illustrating fractions as they are directed. 80% accuracy will be expected.

► Preparing for the Activity: Review the steps for creating a comic. Go over the comic vocabulary as needed.

► Introducing the Activity: Cut comic strips from the Sunday newspaper to use as examples. Remind the students all of the panels together make one complete comic. Therefore, each panel in the comic represents a fraction of the whole. Show a comic strip, and ask questions such as, "What fraction of the comic panels contain a human? What fraction of the panels contains sound words? What fraction of the total panels contains an animal?" etc. Write these fraction answers on the board or the overhead and discuss as needed.

► Materials

Blank panels page to draw the comics on, pencils and erasers, and the Fraction Comics Directions page.

📌 Procedure

Explain that students will be following the directions given on the Fraction Comics Directions page to create their own comic strip. They will draw their comics on the blank panels page in pencil, paying close attention to the fractions given in the directions. Caution them that if the directions say that $\frac{2}{3}$ of the panels should have speaking captions in them, they will have to be sure they don't have more or less. They may check each other's work as they go along.

📌 Assessment

The teacher should review the students' work as they draw their comics. When the comics are finished, they should be checked to see if they have understood and correctly translated the fractions given and that these are represented in the drawings in their comics.

Use the "Worksheet Comics Rubric" on page 117.

📌 Closure

Fractions are all around us. We use them every day, and they can be applied to many things, even the comics. Challenge students to come up with other applications for finding fractions in every day items.

📌 Extensions

1. Make an assignment for students to cut a comic strip from the newspaper, and write ten fraction facts about the panels.
2. Send the student-drawn fraction comics to another class and have them write ten fraction facts about the panels. Those facts can be checked by the students who originally created the comics and the papers returned graded to the other class.
4. Have students create a large "Super Comic" collage by gluing panels from several different strips onto poster board. These can be arranged in any way the students like. (In this activity, the individual comic strips can be the fractional parts of the whole.) Then, have students complete a "survey" of the fractions in the comic, such as " $\frac{1}{4}$ of this super comic is composed of *Garfield*, $\frac{1}{4}$ is made up of *Peanuts*, etc.
3. Teachers can make up their own fraction directions to go along with and review any subject area they may be teaching. For instance, the fraction practice could be combined with any curriculum by having the students draw panels including whatever is in the current chapter of study.
4. These comics may be finished by inking and coloring them and publishing them in a book that could be sent to lower grade levels.

Name _____

Fraction Comics Directions Page

Follow the directions given to create your own "fraction" comic.

Be sure to read carefully. And have fun!

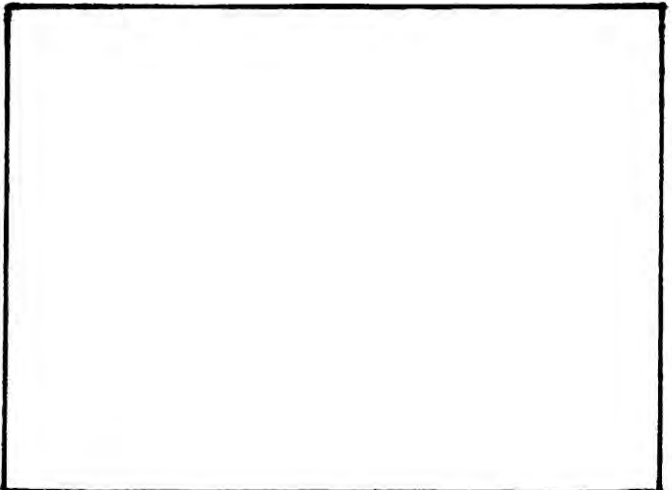
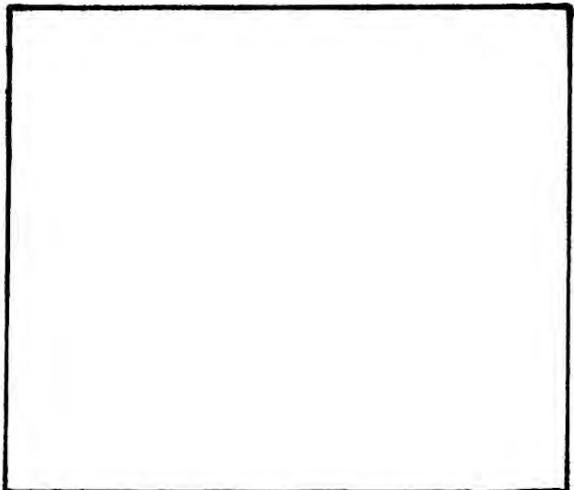
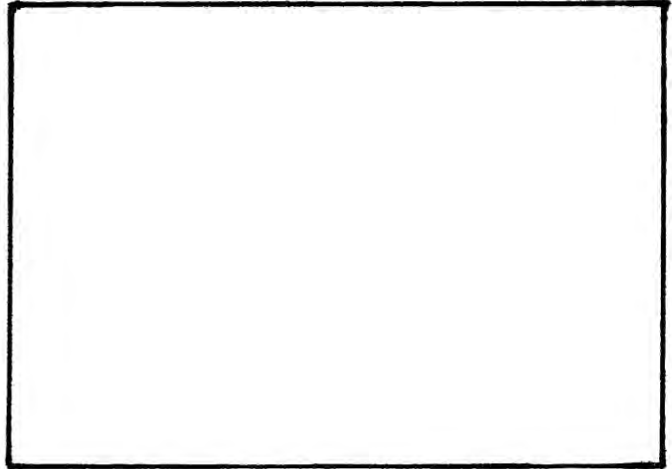
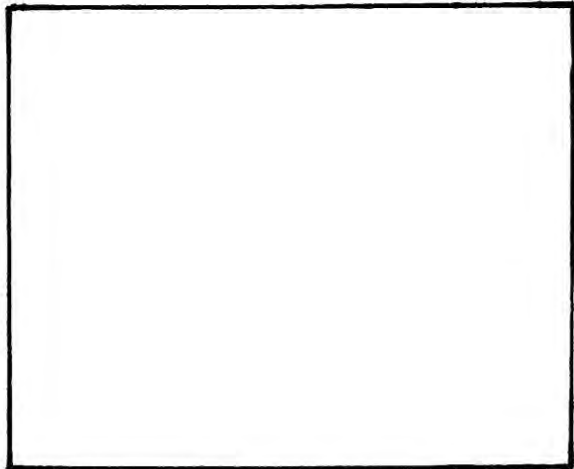
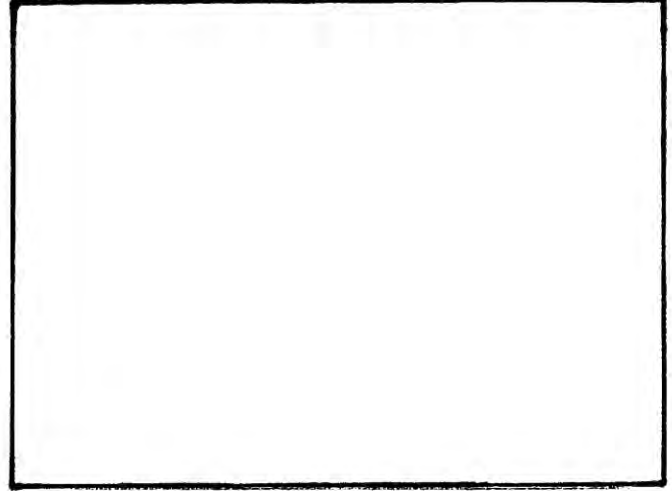
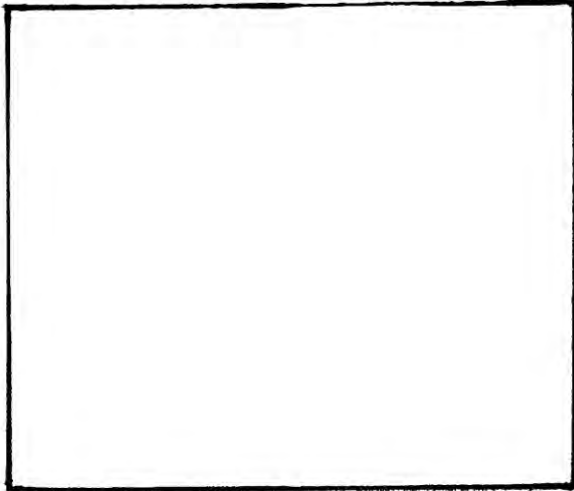
In this comic, a sunny day will be turning into a rainy day. The characters in the comic will react to this change. Think about some simple things they could say, and keep this in mind while you are drawing.

1. Count the squares on your blank panel page. Write the total number of panels here: _____
2. You will be putting the title of your comic in the first panel. So, your title panel will be what fractional part of the entire comic? _____
3. Draw the sun in the background of 3 of the panels of your comic. The sun will be in $\frac{3}{6}$, or $\frac{1}{2}$ of your comic panels.
4. Draw clouds in the next to last panel. Clouds will be in what fraction of your total comic? _____
5. Show it raining in your last panel. What fraction of the total panels will it be raining in? _____
6. Choose an animal that will be your main character. Draw this animal in 5 of your panels. It can have different expressions and actions in the different panels. This character will be in $\frac{5}{6}$ of your comic.
7. Now, add a new character to 4 of your panels. This character will talk to the other one you have already drawn. The new character will be in what fraction of your total comic? _____
8. Put a loud sound word in $\frac{1}{6}$ of your comic. It should go along with the picture in the panel that you choose.
9. Have your characters speak to each other, and write what they are saying in caption bubbles.
10. Put the finishing touches on your comic and enjoy sharing it!

FRACTION COMICS

NAME: _____

DATE: _____



Act I: Louisiana Purchase

Narrator: "Soon after President Thomas Jefferson began his first term of office in 1801, the President saw an incredible opportunity for America to expand westward, doubling the size of the United States."

Daniel Boone: "I cut the Wilderness Road into Kentucky. There are amazing resources waiting to be discovered in the West."

President Thomas Jefferson: "We really need to know what this continent looks like west of the Mississippi River. I know George Washington surveyed in the Ohio Valley, but we don't really know what's beyond that."



Daniel Boone

Napoleon: "Mr. President, I have a deal you can't refuse, I am busy trying to conquer all of Europe, and my armies could use some money to help aid our efforts for continental domination. Spain has turned over a large region of land from the Mississippi River to the Rocky Mountains known as Louisiana. I'm too busy fighting in Europe, so how about giving me \$15 million for this land?"



President Thomas Jefferson

President Thomas Jefferson: "I can't refuse that a deal. Congress will have to approve this transaction, even if they grumble, and what a deal it is. At three cents an acre, this will probably be the bargain of the century."

Narrator: "Jefferson sent Captain Meriwether Lewis and Lieutenant William Clark on an expedition to explore this new land in 1804. Along the way, Lewis and Clark received help from a Native American Shoshone woman named Sacajawea. She became their guide through what is now North Dakota, Montana, Idaho and Oregon. Her husband, Toussaint Charbonneau, and their baby, Jean-Baptiste, also went on this journey. Lewis and Clark's goal was to explore the Louisiana

Purchase lands, make maps of their journey, and to keep journal entries of their exploration for posterity. They walked, paddled canoes, rode horses, and even used a large flat boat. They traveled up the Missouri River through the Great Plains, eventually reaching the Rocky Mountains. They traveled through various Native American Indian lands. The following two lines come from Lewis and Clark's diaries."

Critical Thinking Skills



- How was Lewis and Clark's exploration of the Louisiana Purchase lands essential to future events in westward expansion? Would history be different if they hadn't gone?
- How did Sam Houston play an important role in the fight for freedom for Texas? What was the cause of the Mexican-American War, and what were the effects?
- What was Manifest Destiny? Was it justified?
- Why were the California Gold Rush and the Transcontinental Railroad significant developments in westward expansion?
- Why do you think the Native American Indians were seen as a threat to westward expansion? What is your opinion of the Indian Removal Act and the Trail of Tears?
- What rights do Native American Indians have today which they did not have during this time period?
- Research an important female character that did not appear in this play, and write a short paragraph about her.
- Find an Internet site that relates to this play: <http://>_____
- Make a list of questions you would ask General George Custer in an interview.
- Design a boat or a wagon for Lewis and Clark on their journey.
- Write a letter home from someone on the Lewis and Clark Expedition describing a typical day.
- Pretend to be a newspaper reporter in 1836 and write a story about the Battle of the Alamo.
- Put yourself in the Westward Expansion time period. Give yourself a name, tell about your family, and write a letter to the president explaining your views about Westward Expansion. (Write a narrative.)

Vocabulary

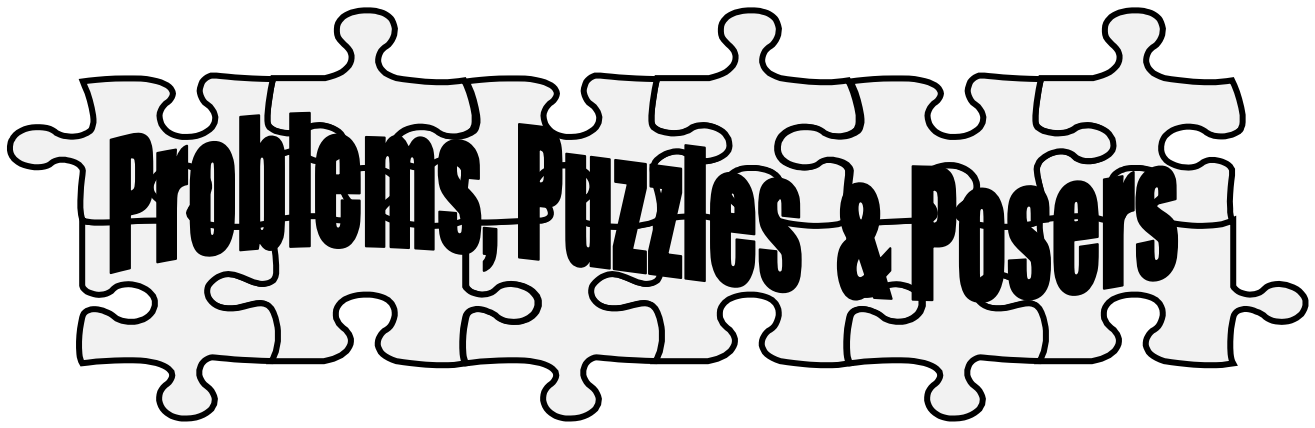
Pair two words and use them in a topic sentence. Then write 3 paragraphs about your topic.

Removal
Reservation

Manifest Destiny
Americanize

Canal
Transcontinental

Iron-horse
Agreement



1. Add **SLY** to **CART** and get a gemstone.
2. Add **RAN** to **SHEDS** and get a scale for measuring qualities of rocks and minerals.
3. Add **RAN** to **SMILE** and get raw materials.
4. Cross out the letter that is before the middle letter in **FAULT**.
5. Add **TOIL** to **TRIBE** and get little old animal.
6. If Mercury is the planet that has three rings around it, cross out the first and last letters of **MERCURY**. If not, then write the third letter of the correct planet on this line. _____
7. If asteroids have glowing heads and long wispy tails, then cross out the letters in **ASTEROID** that come before the letter R in the alphabet. If not, circle the letters in **ASTEROID** that are also in the word COMET.
8. In Martian language, “gro suf wert” means old green food and “gif wert” means green hands. “gif suf tri” means old hands rest. How would you say “rest” in Martian language?
9. On Jupiter “loo nag wo” means good hot water. “Trag Loo” means bath water and “trag nag ki” means good cold bath. What does “wo trag” mean?
10. On Venus “Sti ya vel” means slide in mud. “Vel fo” means black mud and “purt ya fo” means dress in black. How do you say black dress in Venus language?
11. Add **CAL** to **TIME** and get a type of weather. _____

Working Backwards

Read about volcanoes, and find a term that fits the definitions given. Then make a crossword puzzle.

1. Finest pyroclast
2. Most deadly volcanic phenomena
3. Volcanic glass
4. Opening at volcano summit
5. Hydro volcanic vent
6. Volcanic mudflow
7. SiO₂
8. Molten rock is transported through shallow conduit
9. Direction of an eruptive column
10. Molten rock on the earth's surface
11. Hawaiian Goddess of rife
12. Mt. St. Helens is one
13. Pyroclastic fragments that accumulate a liquid droplets
14. Mt. Pelee is located here
15. Site of the on-going Hawaiian eruption that began in 1983
16. Volcanoes composed entirely of solidified lava
17. The molten state of rock deep within volcanoes
18. Large and boulder-like ejecta
19. A volcano formed from alternate layers of lava and volcanic
20. The location of Krakatoa. This eruption was heard 3,000 miles away.

A belt of volcanic activity, the "Ring of Fire," runs from Antarctica up the west coasts of South and North America, and down through Japan to New Zealand. Locate and map the major volcanoes in the "Ring of Fire."





The game is played in 3 rounds. Cover up columns 2 and 3. Set a timer for 2 minutes. Quickly fill out a category list with answers that begin with the same letter that matches the far left column. When the timer goes off, stop writing. Score one point for each answer that no other player has. Record your scores and go on to the next round or column. No peeking! Score the most points to win the game.

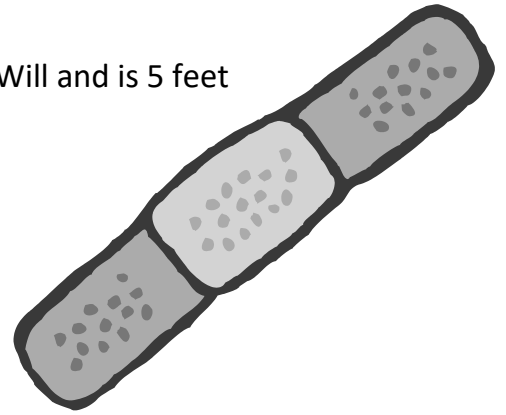
	Diseases	American Idol	Things on a playground
H			
E			
A			
R			
T			
	Total points _____	Total points _____	Total points _____

	Halloween costume	Jewelry	Transportation
O			
R			
G			
A			
N			
	Total points _____	Total points _____	Total points _____

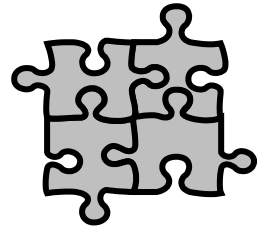
Band-Aid® Business

Five students are waiting in the School Nurse's office and are sitting on a bench from left to right. Can you determine the position of each student along with his or her age, height, weight, and ailment?

1. The person on the far right is 8 years older than Will and is 5 feet tall.
2. Will weighs 33 pounds more than his height.
3. Jake weighs 44.9 kilograms and is 72 inches tall.
4. David has a bloody nose and weighs 60 pounds more than Will.
5. The person in the center is 9 years old and has a swollen eye from a bee sting and weighs 1,200 ounces.
6. Ashley, who is first, is 36 inches tall and weighs 9 more than her height.
7. The student who has a broken toe is 8 years older than the person to the left of him.
8. Courtney is 15 years old.
9. The student with the cut is 10 years younger than Courtney and not next to the student with the swollen eye.
10. The student who is next and to the right of the 9 year old, but not next to the person who is 36 inches tall, has a cough and weighs 103 pounds.
11. The girl with the cough is 4 feet tall.

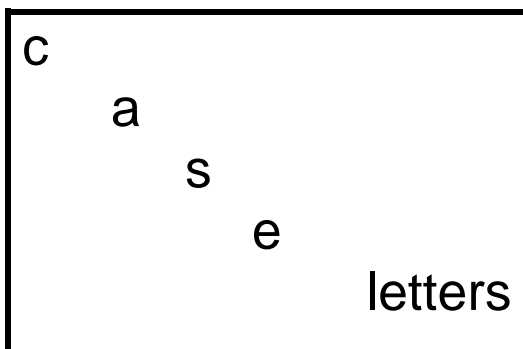
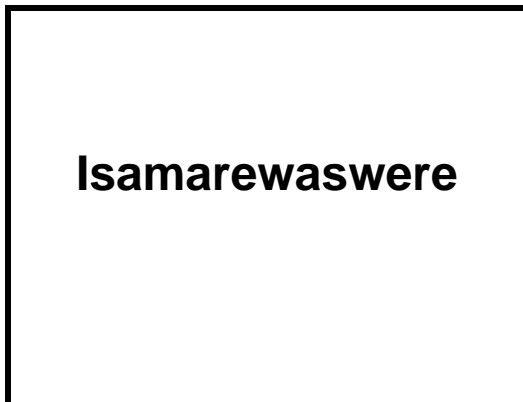
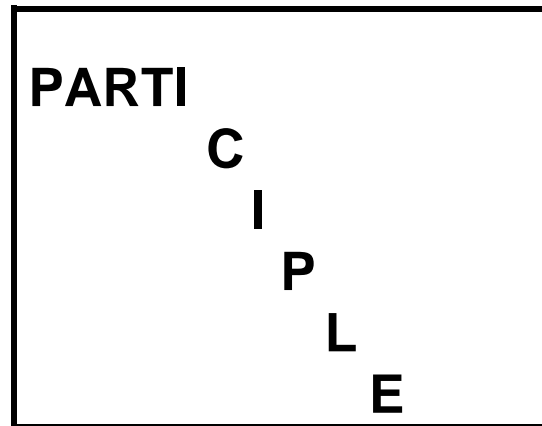


1st 2nd 3rd 4th 5th



WUZZLES

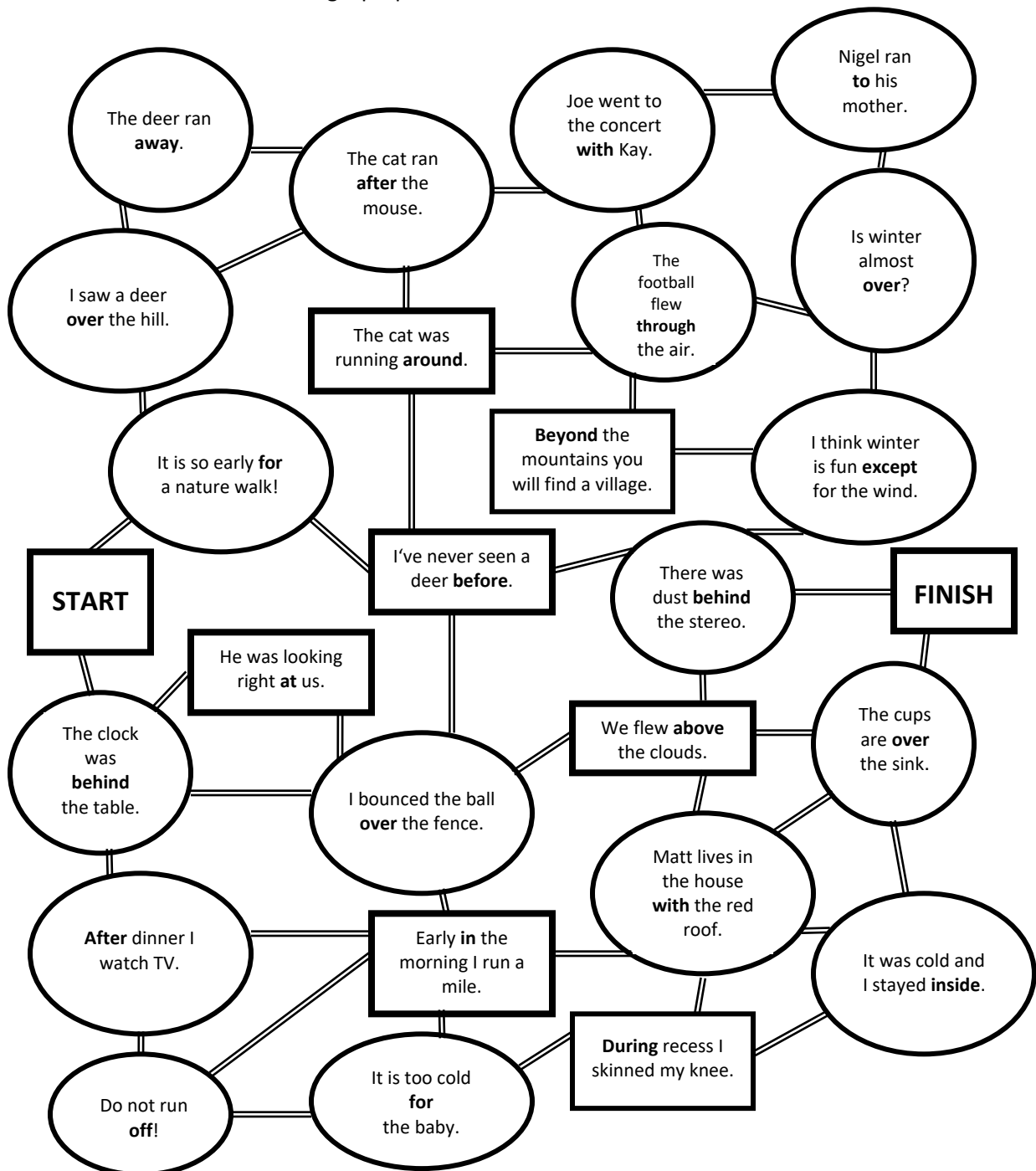
Wuzzles are a combination of words, pictures or symbols that exercise both sides of the brain simultaneously. To solve Wuzzles you must try to discover the familiar word, phrase, saying, or name represented by each arrangement of letters, pictures, or symbols in the boxes.



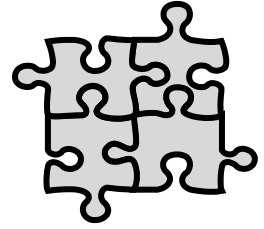
PUZZLING PREPOSITIONS

The main job of a preposition is to create a relationship between words. Prepositions connect nouns, pronouns, and phrases with other words in a sentence. They give information about location, direction, space, or time. Find your way through the maze by passing through **18** areas containing **boldface** words that are used as a preposition. If the **boldface** word is not used as preposition, that circle is a block and you must find another path. No backtracking!

There is one sentence containing a preposition that is not used. Which one is it?



Wuzzles



Wuzzles are a combination of words, pictures, or symbols that exercise both sides of the brain simultaneously. To solve the Wuzzles you must try to discover the familiar word, phrase, saying, or name represented by each arrangement of letters, pictures, or symbols in the boxes.

spe cccccc

O²

My+  +sister-ter

DNA=DNA

little plates

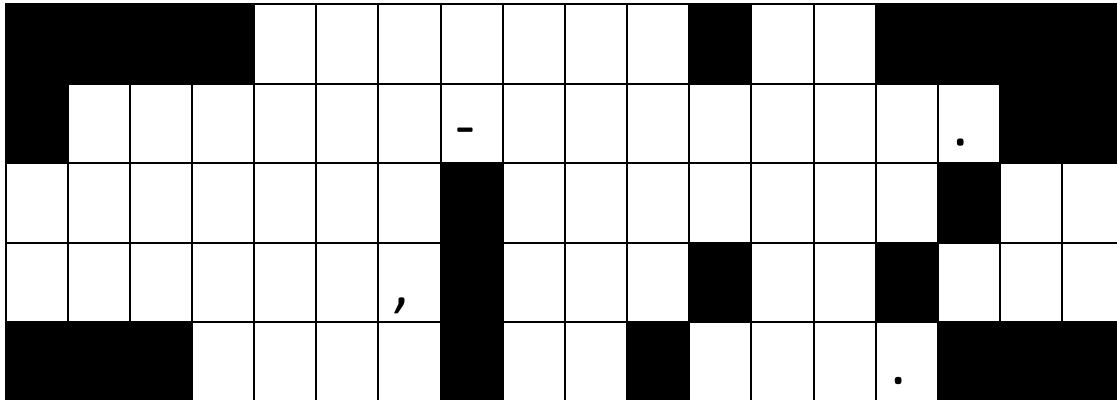
BRID

Structure & Function of Cells: I HAVE . . . WHO HAS . . . ?

<p>I have ribosome.</p> <p>Who has a group of organisms that have the same characteristics and are able to produce offspring that can reproduce?</p>	<p>I have species.</p> <p>Who has the part of the cell that controls activities of other cell parts?</p>
<p>I have nucleus.</p> <p>Who has a string-like structure in a cell nucleus that carries information controlling all the cell's activities?</p>	<p>I have chromosome.</p> <p>Who has the thin outer covering that holds a cell together?</p>
<p>I have cell membrane.</p> <p>Who has a clear, jellylike material that fills the space between the cell membrane and the nucleus?</p>	<p>I have cytoplasm.</p> <p>Who has a tiny structure in the cytoplasm of a cell that performs a special job?</p>
<p>I have organelle.</p> <p>Who has organelles where food and oxygen react to release energy?</p>	<p>I have mitochondria.</p> <p>Who has the saclike organelle used for storing materials?</p>
<p>I have vacuole.</p> <p>Who has the organelle that transports materials inside the cell?</p>	<p>I have endoplasmic reticulum.</p> <p>Who has the organelle that puts together proteins for the cell?</p>

The Nature of Physics

A fallen phrase puzzle shows the spaces for a statement or phrase. The letters are directly below the column in which they will fit, but jumbled within the column.



 L E C C I S
 Z R E S I O T B Y
 U U M Z H E O F S A A N
N P Z U I N Y N R L M T E G H E
P A T Z P L D S S O E V I N D T B Y

Maria Goeppert-Mayer 1906-1972 was the second woman to receive the Nobel Prize in 1963 in physics, following Marie Curie. She developed the explanation of how neutrons and protons within atomic nuclei are structured. Called the "nuclear shell model," her work explains why the nuclei of some atoms are more stable than others. She believed that the nucleus is like a series of closed shells and pairs of neutrons and protons like to couple together in what is called spin orbit coupling. These pairs (either protons or neutrons) are called "magic numbers". Find out about magic numbers. What do they tell us?

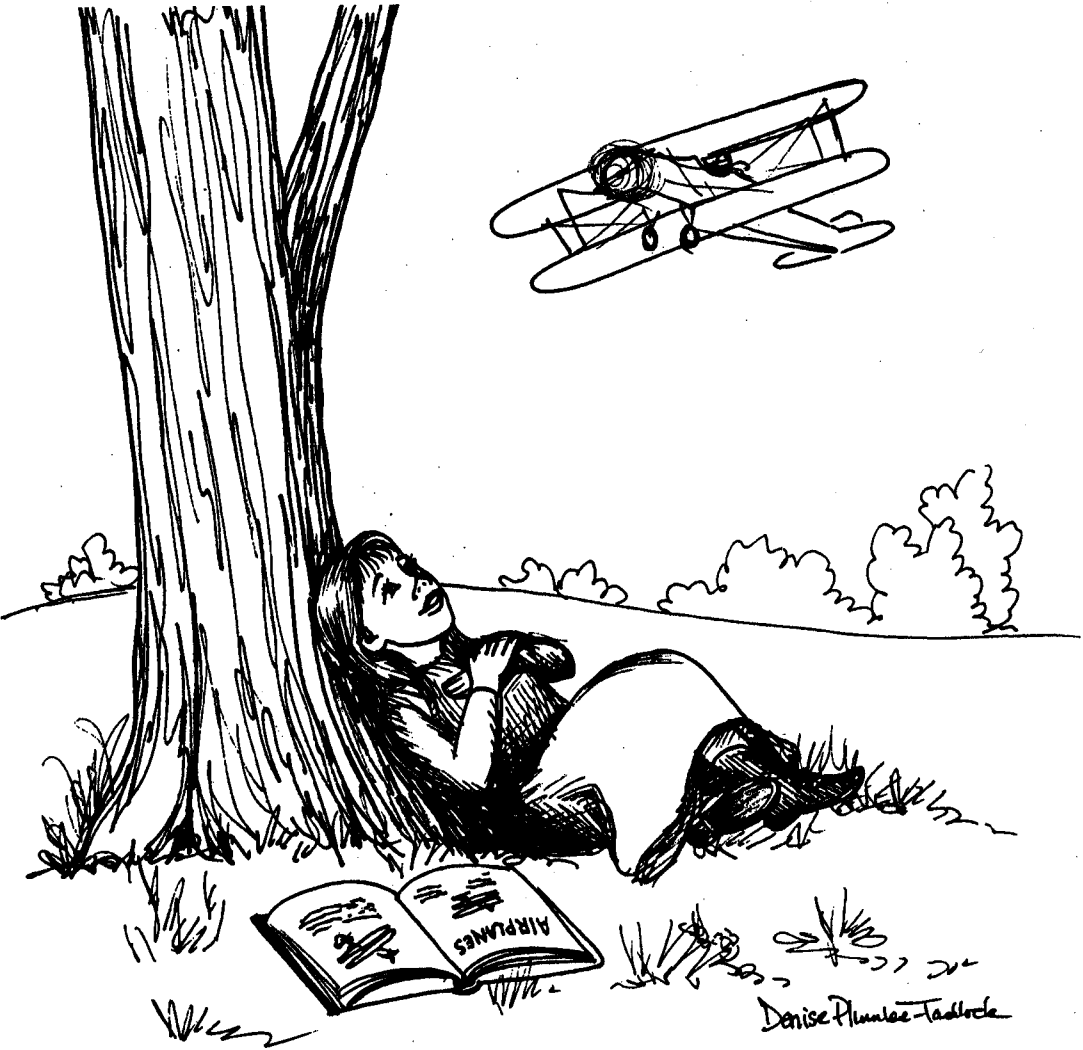
STATES of MATTER

Each of the nine words must appear once and only once in each row, each column, and each 3 by 3 block.

	Temperature		Freezing		Vaporization		Condensation	
	Vaporization	Melting				Temperature	Pressure	
				Pressure				
	Evaporation	Vaporization				Boiling point	Melting	
		Thermal energy	Condensation		Boiling point	Vaporization		
	Freezing	Boiling point				Thermal energy	Evaporation	
				Temperature				
	Boiling point	Freezing				Pressure	Vaporization	
	Pressure		Boiling point		Melting		Thermal energy	

Design an experiment using a plastic cup and a balloon.

FACT OR FICTION?



Amelia Earhart fell in love with
airplanes at age ten.

from Damsel or Daredevil?

© Nancy Polette

CLC0374 Pieces of Learning

Amelia Earhart (1887-1937)

She broke women's aviation records.

The little girl was excited as she skipped from one booth to another at the Iowa State Fair. She spotted a crowd and wanted to see what they were looking at. She peeked between dozens of tall legs. The crowd was looking at an airplane, the first they had ever seen. She thought it was ugly and went back to a booth to buy a pretty paper hat. Her name was Amelia Earhart. She was 10 years old.

When she was 22, Amelia did fall in love with airplanes. She took her first plane ride at an air meet in California. The 10-minute ride convinced her that this was what she wanted to do. She would become a pilot. Three years later Amelia broke the women's altitude record by flying to a height of 14,000 feet.

Newspapers ran stories about this daring woman pilot. George Putnam, a New York publisher, read the news stories. He asked Amelia to come and see him. He would furnish the money to make her the first woman to fly across the Atlantic.

Amelia did make the flight, but she did not pilot the plane. Two male pilots flew through bad weather and dense fog to finally land in South Wales. The newspapers went wild. Amelia tried to tell the reporters that she had only been a passenger. She insisted that the credit for the flight should go to the pilots. The reporters didn't listen.

Amelia was a heroine in the U. S. More than ever she was determined to pilot her own plane. She flew alone from one coast to the other. She began the "Powder Puff Derby," a cross-country air race for women. In 1932, Amelia did fly across the Atlantic alone breaking both time and distance records. Other records followed until Amelia felt she was ready for the biggest flight of her career - she would fly around the world!

In 1937, Amelia and her navigator, Fred Noonan, took off on their around-the-world flight. They were never heard from again. Word came that the plane had disappeared somewhere in the Pacific. Search planes were sent out, but no trace of Amelia's plane was found. There are many guesses as to what happened. Did the plane crash in the Pacific Ocean? Did the plane land on an island where the Japanese captured Fred and Amelia?

from *Damsel or Daredevil?*

© Nancy Polette

Chapter 4: Language Arts

Tiered Assignments: Exploring a Concept (Loyalty) Through Literature

Overview: These activities demonstrate that students can explore at different levels of complexity and abstractness the concepts or “big ideas” that are highlighted in the novels that they read. This particular set of tasks addresses the concept of *loyalty*, a concept highlighted by novels such as *My Brother Sam is Dead*, *The Lord of the Flies*, and many others. Students’ work with concepts addressed in literature can give teachers ample assessment data regarding students’ reading comprehension, their grasp of larger understandings related to both literature and life, and their ability to make connections. Thus, these tasks can be an informative part of the summative evaluation for a novel or literature study.

Standard:

- Connect, compare, and contrast ideas, themes, and issues across texts and with real life

Objectives:

The students will **KNOW**

- The definition of loyalty.
- The relationships among characters in the novel/story.

The students will **UNDERSTAND THAT** (**These statements should be discussed with students prior to their beginning work on the tasks outlined below.*)

- Loyalty is based on experience and values.
- Loyalties can change over time and for different reasons.
- Loyalty can be tested.
- Loyalties can lead to conflict both with others and within oneself.

The students will **BE ABLE TO**

- Explain loyalty and its influences and changes in the story and in real life.
- Discuss the role of loyalty in their own lives.

Basis for Differentiation: Student readiness with regard to:

- students’ need for complex and abstract thinking
- the ability to transfer ideas from a novel to the real world

Tier One = lower readiness

Tier Two = middle readiness

Tier Three = higher readiness

Language Arts

Tier One

Choose a statement about loyalty from those we discussed in class, and support it using evidence from the novel. You must cite a variety of situations and events from the novel to support the statement fully. Your supporting evidence must span the entire novel, not just a limited part of it, and you should use quotes as appropriate.

Then prove the same statement is true using evidence from your own life. You must provide details to support the statement, and you should cite as many examples from your life as are appropriate.

Tier Two

Create a continuum, from *not loyal* to *very loyal*, that shows how loyal you think the characters in the novel are to one another and/or to the causes they support.

Now write a statement that explains the criteria that you used to create the continuum, and place the characters' loyalties on it. How did you decide where to put the characters' loyalties on the continuum?

Create a second continuum that shows how loyal you are to the people, groups, and causes in your own life. In writing, explain why you feel more or less loyal in some cases, and describe how you decided where to place your loyalties on your continuum.

Tier Three

Using evidence and details from the novel and from your own life, write a how-to paper titled *How to Determine Your Loyalties and Maintain Them When They Are Tested*. Be sure to address a variety of different loyalties and specific situations that might test them.

RAFT: Fractions, Decimals, and Percents

Overview: These RAFT assignments give students an opportunity to show their knowledge of the interrelationships among common fractions, decimal fractions, and percents. Students may complete their assigned tasks either individually or in similar-readiness pairs. The tasks are listed in order of difficulty with the first being the most difficult.

Standards:

- Describe equivalence relationships among common fractions, decimals, and percents
- Develop meaning for percents
- Convert fractions to decimals to percents and vice-versa

Objectives:

The students will **KNOW**

- The relationships that equate fractions, decimals, and percents.

The students will **UNDERSTAND THAT**

- A given mathematical situation or problem would be better served/solved by knowing whether to express amounts as fractions, decimals, or percents.
- Any fractional quantity may be expressed as a common fraction, a decimal fraction, or a percent.
- All three representations of an amount – fraction, decimal, and percent – have their own unique use in the real world.

The students will **BE ABLE TO**_____

- Compare and order fractions, decimals, and percents.
- Convert an amount into its fractional, decimal, or percentage equivalence.

Basis for Differentiation: Student readiness with regard to:

- the understanding of equivalence relationships among common fractions, decimals, and percents
- abstractness

Fractions, Decimals, and Percents

ROLE	AUDIENCE	FORMAT	TOPIC
Newspaper Reporter	Readers of the newspaper	Questionnaire (of real-life number values)	In the Following Situations, Would You Choose a Fraction, Decimal, or Percentage to Discuss These Amounts?
Common Fractions	Decimals	Letter of complaint	In Today's Technological World, I Get No Respect, Thanks to You
Percents	Humans	Advertisement	Just Look at All the Ways You Use Me in Your Lives!
Math Teacher	Students in a math class	Poster	Methods to Change Fractions to Decimals to Percents and Vice-Versa

Think-Tac-Toe: Chemistry

Overview: These Think-Tac-Toe options allow students to choose their own ways of showing what they have come to know and understand about the nature of chemistry and the chemical substances that surround our daily lives. The tasks are structured according to Gardner's Theory of Multiple Intelligences, with each of the eight intelligences being represented. Students may choose any three options going across, down or diagonally within the grid. This Think-Tac-Toe can be used as one of the culminating activities for a unit on chemistry and/or the structure of matter and can be combined with other formal assessments to evaluate student learning.

Standards:

- Build an understanding of chemistry and chemical concepts
- Investigate matter to discover its properties
- Evaluate the periodic chart to recognize the more than 100 elements and to discover that each element has distinct properties and atomic structures
- Discover that all forms of matter are composed of one or more elements
- Identify areas of life in which chemicals play an important role

Objectives:

The students will **KNOW**

- The structure and composition of an atom.
- The states of matter and their relationship to molecular motion.
- Chemical properties that distinguish one element from another.

The students will **UNDERSTAND THAT**

- All matter is made up of atoms.
- Chemicals play an important role in everyday life.
- Substances can be identified based upon their physical and chemical properties.
- All forms of matter are composed of one or more elements.

The students will **BE ABLE TO**

- Conduct research.
- Read and interpret the periodic chart of the elements.
- Determine the solubility of a substance.
- Identify the use and significance of chemicals in everyday life.
- Describe and illustrate atomic structure.
- Interpret the role of molecular motion in determining the state of matter.
- Justify thinking and defend choices.

Basis for Differentiation: Student learning profile (Gardner's Multiple Intelligences)

Think-Tac-Toe: Chemistry

<p>Many of the elements in the Periodic Table were named in ancient times. Research the word origins of elements whose symbols don't relate to their English names. Identify ten elements named by the ancient Greeks and Romans. Create a spreadsheet on your computer to show the element's ancient name, its symbol, and its modern name.</p> <p><i>(Verbal/Linguistic)</i></p>	<p>Choose at least five elements, compounds, or a combination of the two. Create cartoon characters out of their chemical symbols. Design a comic strip based on your characters and draw enough panels to describe an adventure, based on your knowledge of chemistry concepts. For example, your strip might show how the elements combined to form a compound.</p> <p><i>(Visual/Spatial)</i></p>	<p>Conduct an interview with a doctor, nurse, or any type of health care professional. You may interview this individual in person, over the phone, via e-mail or instant messaging. Design questions to discover how chemicals might play a part in the following diseases or syndromes: cancer, diabetes, heart disease, birth defects, asthma, learning disorders, and behavior disorders.</p> <p><i>(Interpersonal)</i></p>
<p>You are a drop of water that has fallen from the sky during a thunderstorm. Compose an autobiography of your life. Focus on your feelings as the matter in your body changed states. Describe a time when you were frozen into a solid and another instance when you were heated to evaporate into a gas. Where were you when these changes occurred? How did your atoms and molecules react to the changes in state? Discuss their movement. Include as many chemistry vocabulary words as possible in your story. <i>(Intrapersonal)</i></p>	<p>Water is known as the universal solvent because it dissolves so many substances. A water molecule is polar. Research the difference between polar and non-polar molecules. Polar molecules will mix with each other and non-polar molecules will do the same. However, polar and non-polar molecules won't mix together. Using liquids or emulsions (such as mayonnaise) found around your home, discover 5 that will dissolve in water and 5 that won't. Display your results in a chart or demonstration for the class. What conclusions can you draw? <i>(Bodily/Kinesthetic, Verbal/Linguistic)</i></p>	<p>Secure a bag of gumdrops that contains six different colors. Each gumdrop represents one atom. Assign a color to each of these elements: carbon, hydrogen, oxygen, chlorine, nitrogen, and sulfur. Using toothpicks as bonds, construct models of the following molecules: Carbon dioxide, water, nitrogen dioxide, sulfur dioxide and hydrochloric acid. Create a chart that identifies the chemical symbol for each molecule and the color associated with each element. <i>(Bodily/Kinesthetic, Visual/Spatial)</i></p>
<p>Identify 8 common chemical compounds found in an average home. Using either their common names or their chemical formulas, create a rap naming them and explaining their importance to our lives. Perform the rap for your class. <i>(Musical/Rhythmic)</i></p>	<p>Using a digital or video camera, take pictures of places and/or objects in the natural world where elements from the periodic table occur. Download your images onto a computer and create a slide show or movie, using a voice-over or labels to identify which elements are being illustrated. <i>(Naturalist)</i></p>	<p>Choose a family of elements from the Periodic Table. Using your computer software, create a bar, circle, or line graph that compares/contrasts the number of protons, neutrons, and electrons found in each member element of the family. <i>(Mathematical/Logical)</i></p>

Complex Instruction: Philosophers of Ancient Greece

Overview: These complex instruction tasks invite students to work creatively while examining the different philosophies of Socrates, Aristotle, and Plato. Students work in small groups of three and may need to use classroom and school resources as well as the Internet to expand on their textbook readings about these philosophers. Following the completion of these tasks, students can engage in small or whole group discussions about the influence of past thinkers on the way we live and think today and can begin to evaluate their own philosophies.

Standards:

- Recognize and analyze the achievements of Ancient Greek civilization
- Assess the enduring contributions of the Ancient Greeks

Objectives:

The students will **KNOW**

- The fundamental philosophies of Socrates, Aristotle, and Plato.

The students will **UNDERSTAND THAT**

- Philosophers and thinkers through time have been affected by and have reflected the times and cultures in which they have lived.
- Thinkers of the past have impacted ideas in the present.
- Examining different philosophies invites us to examine our own as well.

The students will **BE ABLE TO**

- Explain, compare, and contrast the philosophies of Socrates, Aristotle, and Plato.
- Conduct research.
- Connect the past and the present.

Basis for Differentiation: Student learning profile

Task One (the artist)

Create three cartoon strips of at least three frames each that demonstrate the philosophies of Socrates, Aristotle, and Plato (one cartoon strip will address Socrates, another will address Aristotle, and the last will address Plato). You must address these philosophers' ideas about leadership/government and its role in the lives of people, education, and ethics. What scenarios might you be able to use to illustrate their ideas?

Lastly, create another cartoon of at least three frames that shows how their philosophies are at work in today's society.

Task Two (the writer)

Create the dialogue for a panel discussion that you facilitate that includes Socrates, Aristotle, and Plato. This panel discussion should help us get to know each of these philosophers and his ideas. Be sure to have them answer questions that give us insight into their thoughts about leadership/government and its role in the lives of people, education, and ethics. How might they respond to one another's ideas? Let them do the talking!

Then write a paragraph explaining how these ancient philosophers' ideas are at work in today's society.

Task Three (the performer)

Write and perform a one-person show in which you play these three ancient Greek philosophers: Socrates, Aristotle, and Plato. If they could talk to us now, what might they say about their ideas about leadership/government and its role in the lives of people, education, and ethics? How might they state their philosophies?

Your performance should be both entertaining and informative. Be sure to end it by explaining how these philosophers' ideas are still relevant today.

The Pockets of Presidents

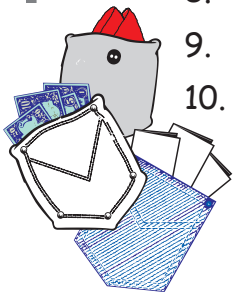


Informative Inventory What the Lilliputians found in Gulliver's Pockets

Comb
Copper and Silver Coins
Diary
Handkerchief
Knife
Pistols
Pouch of Powder and Bullets
Purse Holding Nine Gold Pieces
Razor
Saber
Snuff Box
Watch

What might this list tell you about Gulliver's skills, habits, personality traits, and professional occupation? Create a list of ten ideas that can be inferred from the items recorded above.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



The Pockets of Presidents



Informative Inventory Of Presidents' Pockets

Can you guess what United States President might have the following items in his pocket? Write your answer on the appropriate line.

-1-

- A Military medal - the Purple Heart
- Candy for his small daughter and son
- A brochure explaining the new Peace Core program
- A note to his wife "Jackie"
- A small notebook with questions and concerns about Cuba

President _____

-2-

- A letter to his wife at Mount Vernon
- An extra set of springs for his false teeth
- A notebook about farming
- An apple for his horse
- A small cherry tart
- A tin of powder for his white wig

President _____

-3-

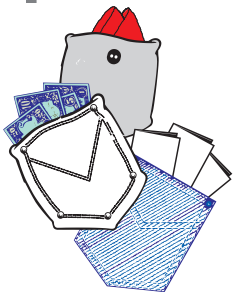
- A pair of wire-rimmed eye glasses
- A small "teddy bear"
- A book about boxing
- A pair of driving gloves
- A big stick
- A note to write a letter to the Wright Brothers

President _____

-4-

- A quill pen and parchment
- A letter from Meriwether Lewis
- A key to the front door of Monticello
- Small architectural sketches for the University of Virginia
- A packet of tomato seeds
- An invitation to a violin recital

President _____



PICK A NOBEL WINNER!

Who Got What Prize?



Gerty Cori

PRIZE FOR PHYSIOLOGY

In studying the role of insulin in diabetes, this scientist identified the enzyme responsible for the body's production of energy.



Marie Curie

NOBEL PEACE PRIZE

"For a life dedicated to humanitarian work in Africa as a doctor and missionary"



Alexander Fleming

TWO NOBEL PRIZES

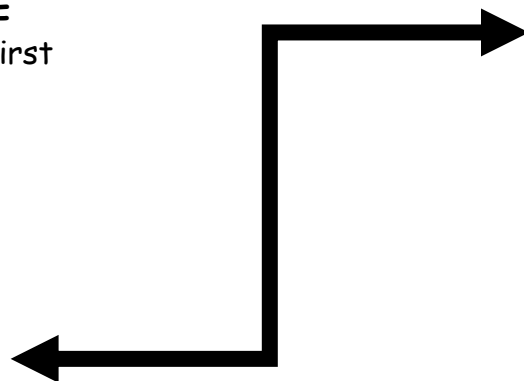
Physics and Chemistry
"For the discovery of radium and of radioactivity"

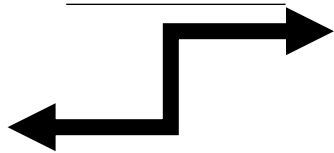


Albert Schweitzer

PRIZE FOR MEDICINE

"For the discovery of the first major antibiotic, penicillin"





NOBEL PRIZE WINNERS

MARIE CURIE 1867-1934

A girl to study the sciences? Ridiculous! Those were the words Marie heard in her native Poland so off she went to Paris to study at the Sorbonne, to marry Pierre, a noted scientist, and to embark on experiments with radium which won her the Nobel Prize in Physics in 1903. After Pierre's death she continued working with radio-activity and won the Nobel Prize in Chemistry in 1911. Her work eventually caused her death from over exposure to radioactive materials.

ALBERT SCHWEITZER 1875-1965

He performed in his father's church at the age of nine and became internationally known as a concert organist. He earned degrees as a Doctor of Philosophy and as a Doctor of Medicine. He left fame and fortune to spend his life as a medical missionary, establishing his own hospital in darkest Africa, leaving for brief periods to perform concerts to raise money for his hospital which grew to 70 buildings caring for 500 patients at any given time. He was a doctor, a surgeon, a pastor, an administrator, a historian, a musician, and host to many visitors. He received the Nobel Peace Prize in 1953.

ALEXANDER FLEMING 1881-1955

He began as a shipping clerk, went to medical school, was an army captain in World War I, and devoted the rest of his life to researching substances which would fight illness-causing bacteria. In 1928, his curious nature led him to wonder why the mold that formed on an influenza virus over a weekend created a bacteria free circle. His further experiments led to the discovery of the antibiotic that has saved millions of lives. He named it penicillin. He received the Nobel Prize for Medicine in 1945.

GERTY CORI 1896-1957

In 1914, in Prague, girls were banned from higher education but Gerty taught herself and passed all the exams for medical school. She and her researcher husband spent their lives studying the role of insulin in diabetes and identified the enzyme responsible for the body's production of energy, although she was paid only 10 % of the salary he made. Until she became the first American woman to win the Nobel prize in Chemistry she was not offered a professorship in any university. In her St. Louis laboratory she trained six future Nobel prize winners.

FACT OR FICTION?



**STEVEN SPIELBERG WAS REJECTED
FROM FILM MAKING SCHOOL**



STEVEN SPIELBERG 1946-

Imagine a little boy who loved to dream. When the teacher was explaining multiplication, the little boy dreamed of the puppet shows he would put on after school. Picture a little boy who loved to draw. When the teacher was explaining nouns and verbs, he drew stages and characters.

That little boy was Steven Spielberg, one of the most respected and important film makers of all time. Yet, because he was a dreamer and a drawer and didn't pay attention in school, his grades were not very good. His dreaming carried through high school, and when he applied for admission to study film making at the University of California, they rejected him.

As a child Steven spent much time alone. His family moved frequently so making friends was hard. To make his dreams come true, Steven made his first movie when he was twelve. It was a three-minute cowboy movie. At age seventeen he made a two and one-half hour film titled *Firelight*. He wanted people to see his film in a real theatre. He was able to talk a friend at a Phoenix theatre into showing it one time.

While Steven did not get into the University of California, he did enroll in college and while there directed a short film. Universal Studios purchased the film, and they hired Steven to direct television shows. It wasn't long before the young director showed that he could do a lot more than dream. His creative work on *Night Gallery*, *Columbo* and other TV shows brought offers to direct full length films including *Sugarland Express*, *Jaws*, *Star Wars*, the *Indiana Jones* films and many more.



Through his extraordinary films, the dreamer had finally found a way to share his dreams with the world.

THINKER GRID #5**GET TO KNOW AFRICA**

For each column and row, research and find an appropriate answer that both starts with the letter at the beginning of the row and fits into the category at the top of the column. All answers must be about **Africa**.

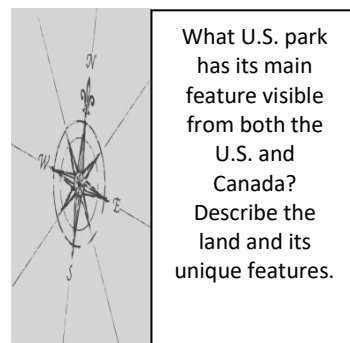
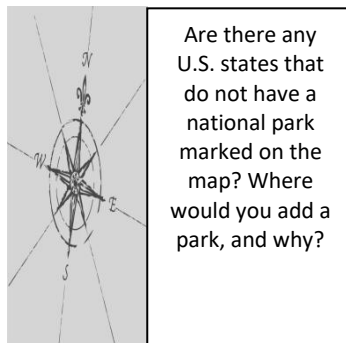
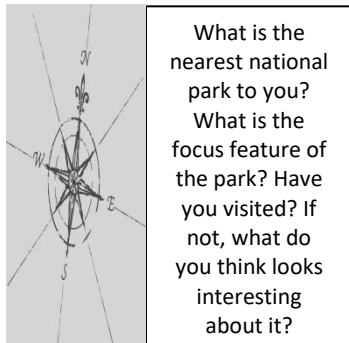
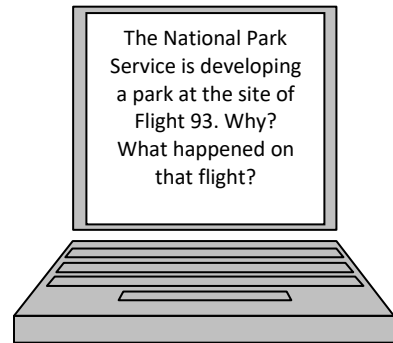
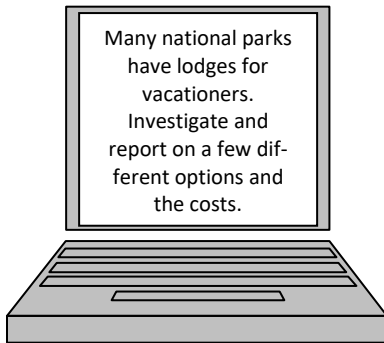
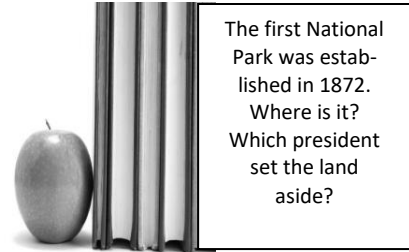
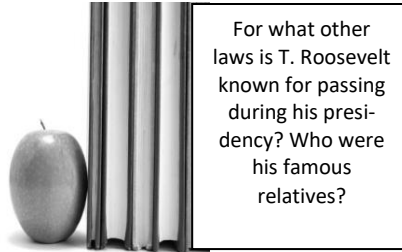
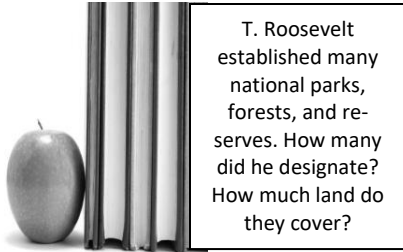
	Country- with neighbor	Indigenous Mammal	City with a Population <i>above 500,000</i>	City with a Population <i>under 500,000</i>	Regional Food
A					
F					
R					
I					
C					
A					

*Keep track of the references you use. Jot the names, copyright dates, and authors on the back of this page. Try to use a variety of sources.

Tic-Tac-Tools

National Park Study: I am researching United States National Parks.

Tic-Tac-Tools use similar rules to the familiar Tic Tac Toe activity. To complete this activity, use the appropriate research tools. You must choose **ONE book** (encyclopedia or non-fiction text) choice, **ONE internet** choice, and **ONE atlas** choice.



Record your references. Remember: Book or URL title, author, copyright date, publisher, and publisher city closest to you.



The following groups of words share a common bond that links them together. Determine the link for each set.

Example: American flags, zebras, sergeants = things with stripes

1. golf balls, piñatas, targets, boxing opponents

2. slow cars, easy tests, laws, salt and pepper

3. daffodils, buttercups, canaries, lemons

4. Montreal, Toronto, Victoria, Ottawa

5. automatic doors, a new movie, eyes in the morning

6. pages, steering wheels, doorknobs

7. calico, tabby, Siamese, Persian

8. your clothes, TV channels, your mind, money

9. green, brown, hazel, blue

10. a prison sentence, meals, an ace, your master



DOUBLE MEANINGS #3

from Think Harder!



Identify one word that has two or three different meanings that are listed below.

Example: to get on / a wooden plank = board

1. a sailing vessel / to send a package

2. waste paper / group of puppies at birth

3. machine for moving heavy items / a wading bird

4. holy place of worship / flat space on each side of the forehead

5. throw out a lure with a fishing rod / actors in a play

6. a map legend / metal instrument used to turn a lock

7. extensive area of flat treeless country / ordinary / clear

8. put a ball into play / to assist or wait on

9. fall or drop to the bottom / a basin connected to a drain

10. greet with enthusiasm / precipitation in the form of frozen balls



Researching Illinois

To the Student

The goal for this research unit is for you to easily and competently use a wide variety of reference books and their indexes, CDs and the Internet as research tools as you study your state.



Your assignment is to answer completely and accurately as many questions as possible. On each worksheet, read the questions thoroughly. Many questions require several answers to complete. Each question can be answered by ONLY one of the resources.

Record your answers in pencil. Also, make sure that you spell your answers correctly. Do not go to the work of looking up the information and then misspell it. Incorrect answers must be corrected. You will be required to use indexes in most of the sources.

You must record your sources. This includes the titles of the books you use, volume numbers (if applicable), and page numbers. Do not forget these, because, if you do, you will have to go back again to the sources to record that information.

Only use one book at a time. Do not pile up a group of books beside you. When you finish with a book, return it to its proper location.

You will use each book once for each sheet. After finishing with a book, mark it off on the bibliography at the top of the sheet, therefore using the process of elimination to help you decide where to locate answers.

ILLINOIS

Using each of these reference books once, answer the following questions. Include the title of the book, volume number (when applicable), and page number where you found the answer.

American Book of Days

American Place Names

Cambridge Dictionary of American Biography

Cambridge Gazetteer of the United States and Canada

Index to Poetry for Children and Young People, 1993-1997

Junior Worldmark Encyclopedia of the States

Major Authors and Illustrators for Children and Young Adults

Prominent Women of the 20th Century

Rand McNally Premier World Atlas

State Names, Seals, Flags, and Symbols, 2002 ed.

20th Century Day by Day

World Almanac and Book of Facts, 2003

1. Where was James Butler "Wild Bill" Hickok born?

When did he tour with Buffalo Bill's Wild West Show?

What was he playing when he was shot?

2. Where was Marlee Matlin born?

What two firsts has she achieved?

3. What was the original name of Quincy, Illinois, and when was it settled?

Tell the two reasons that led to it becoming the second-largest city in the state by 1840.

4. Who designed the current Illinois state seal and when?

How many other seals had there been before this one?

5. For whom was Saunemin, Illinois, named, and when did he live?

6. Columbus Day is celebrated every year in Illinois. Which president and when did he sign a law designating Columbus Day as a federal holiday on the second Monday in October?

7. For what Chicago newspaper did Sterling North, the author of *Rascal*, serve as literary editor?

During what years did he do this?

8. What is the zip code of Metropolis, Illinois?

9. Who wrote the poem "Jim"?

In what book can the poem be found?

10. Name the two men who were involved in a famous boxing match on September 22, 1927.

Who won the fight, and where was it held?

11. How many museums and historic sites can be found in Illinois?

12. Locate and label the following cities on this map of Illinois:

Belleville

Galena

Macomb

Metropolis

Morton Grove

(Your location)



Polishing & Proofing

A Checklist

Name _____

Title: _____

	No	Some	Most	Yes
1. I have centered the title on the first line.				<input type="radio"/>
2. I have used both left-hand and right-hand margins.				<input type="radio"/>
3. I have indented the first line of each paragraph.				<input type="radio"/>
4. Each paragraph has <i>one</i> topic.				<input type="radio"/>
5. Each sentence expresses one complete thought.				<input type="radio"/>
6. I have capitalized the first word in every sentence.				<input type="radio"/>
7. I have capitalized the first, last, and all the important words in the title.				<input type="radio"/>
8. I have capitalized all proper nouns.				<input type="radio"/>
9. I have ended each sentence with the proper punctuation (period, exclamation point, question mark).				<input type="radio"/>
10. I have used commas where they are needed.				<input type="radio"/>
11. I have used quotation marks correctly in dialogues.				<input type="radio"/>
12. I have checked for spelling errors and corrected them.				<input type="radio"/>
13. Other people will be able to read my handwriting.				<input type="radio"/>

Learning Style/Modality

Verbal

Taxonomy Level

Comprehension

Multiple Intelligence

Verbal/Linguistic

Bodily/Kinesthetic

Visual/Spatial

Assessment Mini-Rubric

1. flow of presentation
2. accuracy of information presented
3. visuals complement oral material
4. follows Oral Report criteria card

Project Question

What is the life cycle of an insect??

Questivities™ Thinking Questions

List at least 5 insects and how long each lives.

Compare/contrast the life cycle of a cicada and a mosquito.

What would happen if an insect lived for several years?

Would you rather be a roach or a yellow jacket? Why?

How would you feel if you were caught in a spider's web?

How do larva become adult insects?

If you had 6 legs, how would your life be different?

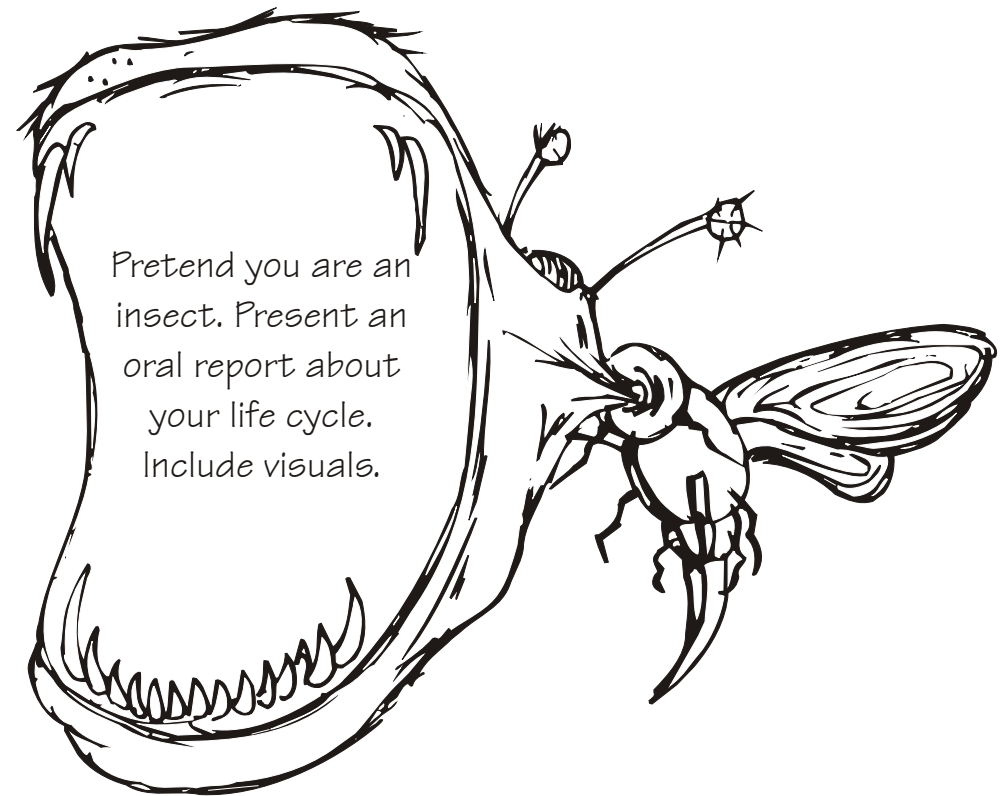
Imagine you have a mark on a body that tells people you are dangerous. How would you make friends?

Active Question

Make a list of questions a fly swatter might ask a fly.

Insects - 7

Project Activity



Learning Style/Modality

Visual

Taxonomy Level

Application

Multiple Intelligences

Visual/Spatial

Assessment Mini-Rubric

1. persuasive quality of poster
2. facts included
3. highlights specific qualities of Japanese Alps
4. follows poster criteria card

Project Question

What motivates people to travel to new places?

Questivities™ Thinking Questions

List reasons people want to travel.

Compare/contrast a traditional Japanese Inn and a modern ski lodge.

What would happen if no one could travel outside his/her own country?

Would you rather ski or ice skate? Why?

How would you feel if you traveled somewhere with lots of snow?

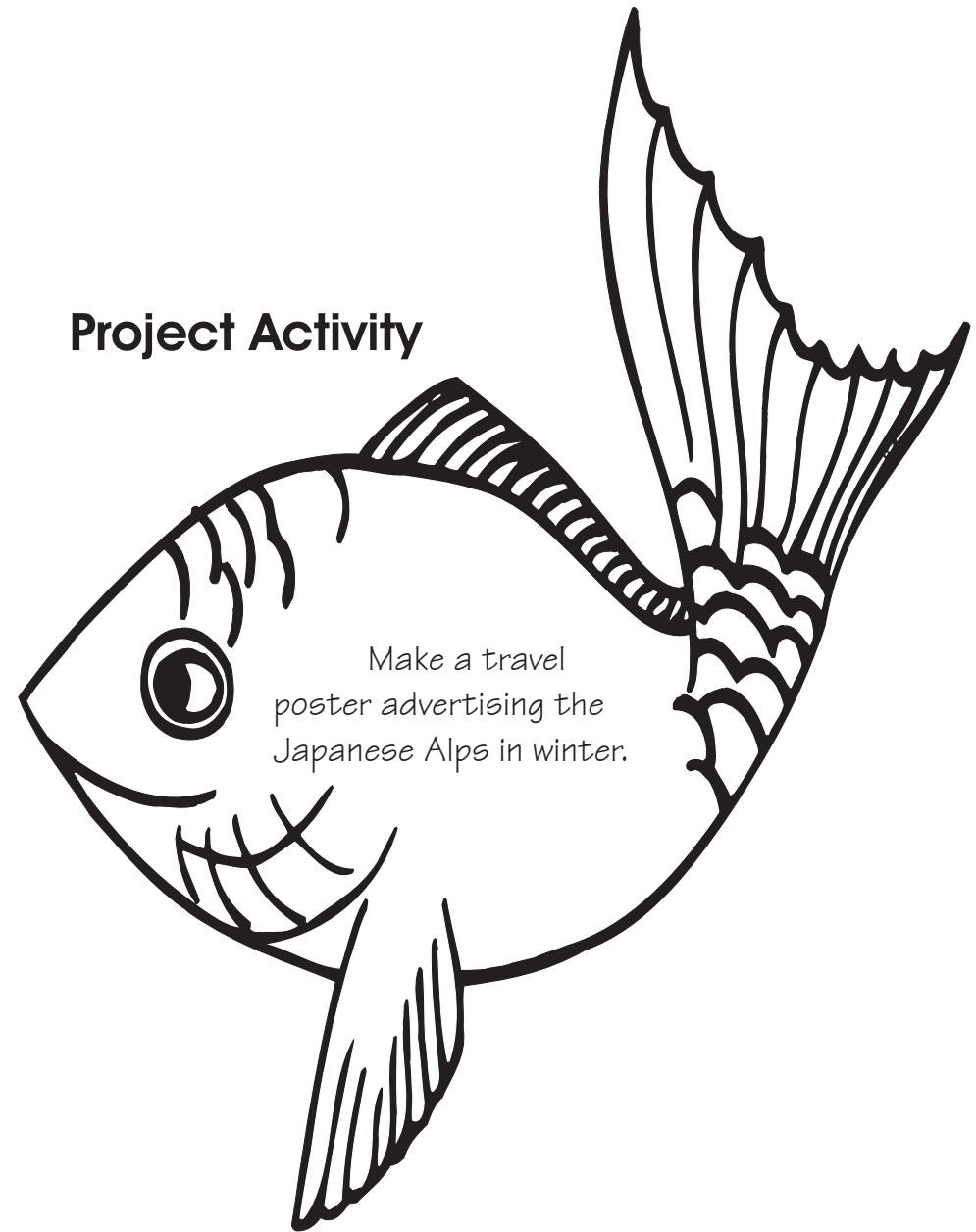
How would an American skier get to Nagano to ski in the Japanese Alps? Write an itinerary and show the route on a map.

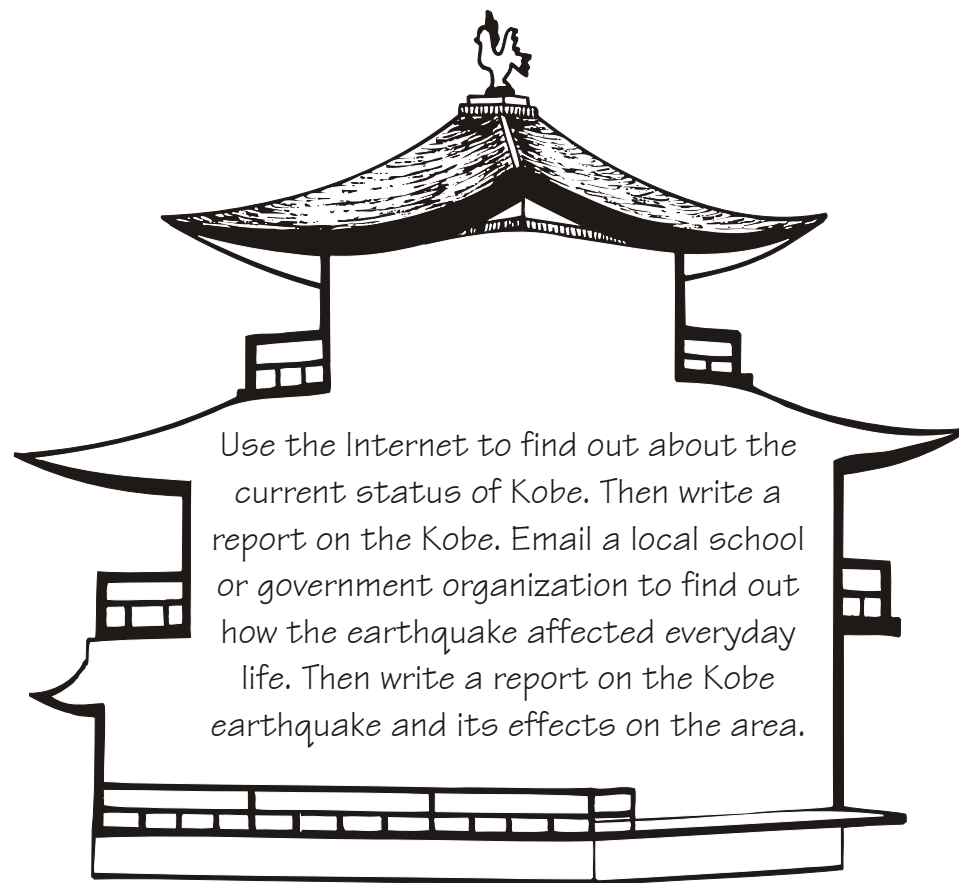
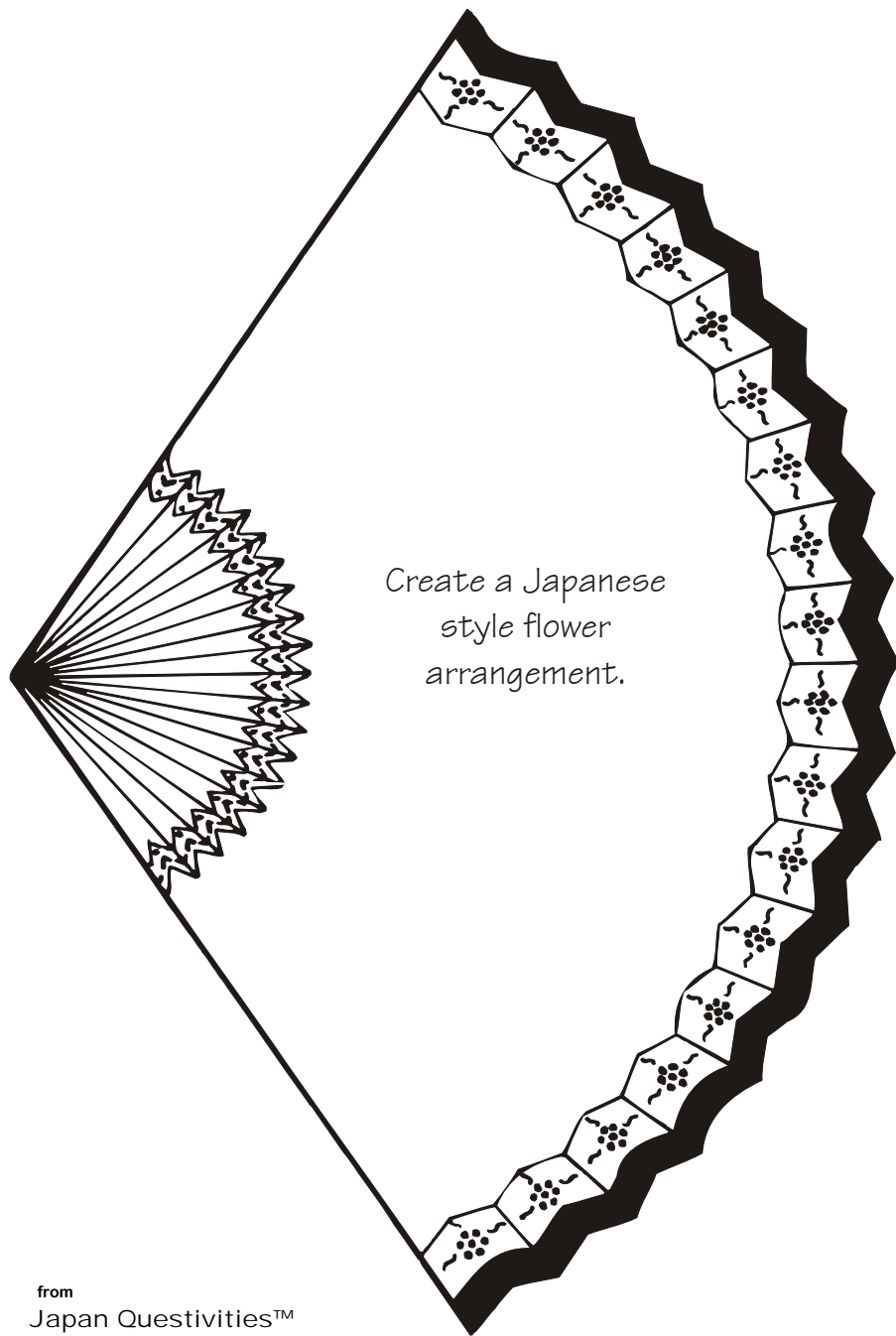
Active Question

Make a list of questions a Japanese innkeeper in Nagano might ask a tourist from Norway.

Japan - 1

Project Activity





11. Light Bulb Jokes

Gamestorm: *A Little Light Work*

"For a switch, I switch on the light and found it was light work." As that statement shows, words that represent things having to do with lights, lamps, electricity, and bulbs also can have many other meanings. In this Gamestorm make a list of those kinds of words. Then use both in a sentence. Example: *"The farmer's tractor bulb burned out while he was planting bulbs."*

Jesterice: *Light Bulb Jokes*

How many country singers does it take to change a light bulb?

Four. One to put in a new bulb and three to sing a song about the old one.

How many baby-sitters does it take to change a light bulb?

None. They don't make diapers that small.

How many shoppers does it take to change a light bulb?

Two. One to put in the new bulb and one to charge it.

How many software engineers does it take to change a light bulb?

None. It's a hardware problem.

How many teachers does it take to change a light bulb?

Two. One to put it in and one to make it bright.

How many weightlifters does it take to change a light bulb?

The same number as it takes to change a heavy one.

Light bulb jokes are my favorite kind of jokes. They're easy to remember, and there's one for every kind of person so no one gets left out of the fun. That's the main purpose of this Jesterice.

The secret to light bulb jokes is that they're not about changing light bulbs! They're about the silly things people do on their jobs, on the playground, or around the house. They're about the crazy things people do because they're from Texas, California or Mars. The fun comes in trying to relate those things to the simple task of changing a light bulb.

12. Gum Gyration

Gamestorm: In Other Words

The phrase "tongue twister" has been used so much, it's time to come up with a new way to describe sentences that are mouth manglers and tooth tormentors. In other words, use these dental-related words to come up with substitute phrases for "tongue twister" using each word followed by a word for "twister" that begins with the same letter.

adenoid	kiss	voice	bite
lip	windpipe	cavity	molar
yawn	dental	nose	eyeteeth
oral	floss	palate	gum
retainer	hum	saliva	incisor
throat	jaw	uvula	

Jestercise: Gum Gyration

Say each one of these phrases as fast as you can three times:

*Sixty-six sick chicks
Double bubble gum bubbles double
Strange strategic statistic
Tie twine to three tree twigs
Shy Sarah saw six Swiss sailors
The sixth sheik's sixth sheep's sick
Some shops stock short socks with spots
Gray geese in the green grass grazing
Sinful Caesar sipped his snifter, seized his knees, and sneezed
Frank fried five floundering fish for Fred's father
A big black bug bit a big brown bear and it began bleeding*

Gum gyrations (my new name for Tongue Twisters) are fun to say and even more fun to write and test on your friends. Gum gyrations are sentences where almost all of the words begin with the same letter. This technique is

3. Bumper Snickers

Gamestorm: *Spare Tires*

"I'm entirely too tired from changing a tire to put on my bedroom attire before retiring." Automobiles are made up of thousands of parts and many of them have more than one meaning, like "tire." How many can you think of? For a challenge, use all of the different meanings in one sentence.

Jestercise: *Bumper Snickers*

Have you seen any of these stickers on the bumpers of cars?

I brake for animals	Honk if you're Irish
Ask me about my grandkids	Save the whales
My other car is a Cadillac	Have a nice day
My daughter and my money go to ___ College	Vote for ___
Visualize World Peace	Honk if you love ___
If you can read this, you're too close	How's My Driving?
Have you hugged your child today?	Student driver
My daughter is an honor student at ___	I love my poodle

You probably didn't laugh at any of these (neither did I!) but some bumper stickers are pretty funny. Like these:

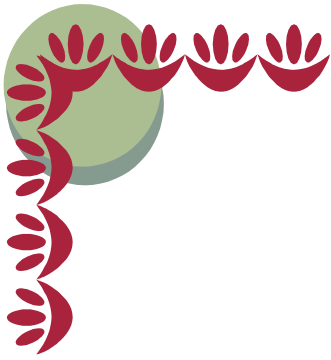
Honk if you love honking	Student driver cutting class
I brake for no apparent reason	Shave the whales
I love cats ... for lunch	Visualize Whirled Peas

Bumper stickers contain some of the best comedy writing around. They force you to say something clever and funny using only a couple of words (otherwise it would have to be called a "side of the car" sticker). Most funny bumper stickers are funny variations of real bumper stickers or real sayings and clichés, which means a lot of them are puns.

**We all have dreams.
Some come true
while others become plays
never to be performed.**

© george betts

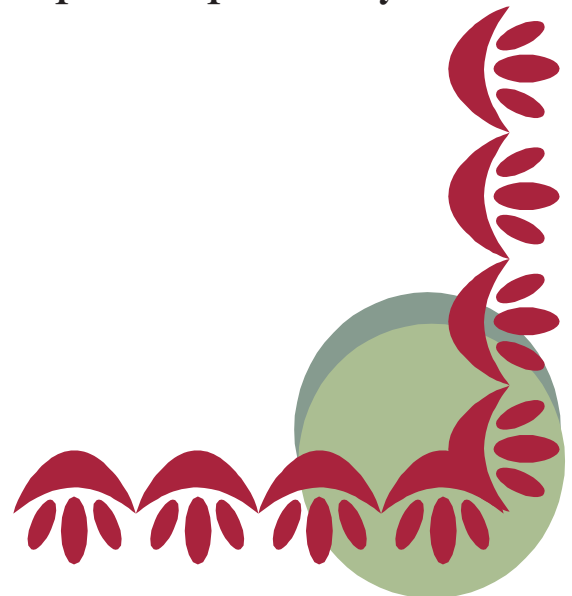




Concept: Potential

Group Discussions

- What do you see as your potential for your life at this time?
- What do you need to do to make your possibilities become “plays that are performed?”
- What do your peers and teachers see as your possibilities? Do you think they are right?
- If money and time were not problems, what would you do as the most important possibility in your life?



Activities

Put together a collage that shows
the directions you may take in your life.





Make a presentation about the possibilities you believe you have for your life for the next 5 or 10 years.

Design and build a sculpture that represents what “possibilities” means to you.

Have a panel discussion with three of your friends concerning the possibilities of their futures. You be the panel moderator.



Biography of Thomas Jefferson

Thomas Jefferson, the President of the United States and author of the Declaration of Independence, was born April 13, 1743, in Virginia. When Jefferson was fourteen years old, his father died leaving the entire estate to Jefferson.

He lived on a large estate in Virginia with six sisters and one brother. After the family tragedy, Jefferson entered the school of James Marry near Charlottesville, Virginia. He then attended the college of William and Mary in Virginia. Upon completing college in 1762, Jefferson studied law.

Jefferson went on to become a successful lawyer; however, political issues began to concern him. He was particularly interested in America gaining its independence from Great Britain. In 1776, he was asked to author the Declaration of Independence. Thus was the beginning of a political career that would include being elected Governor of Virginia and then President of the United States.

Beyond his political career, Thomas Jefferson was an architect and inventor. He designed his own home, Monticello, and his home included many of his inventions.

Jefferson died July 4, 1826, fifty years after the signing of the Declaration of Independence.



Presidents

Teacher page

Thomas Jefferson

Goal of Scene

To recognize the accomplishments of Thomas Jefferson

Description of Scene

The scene takes place at Jefferson's Monticello home. The year in which the scene takes place is not particularly important. The scene showcases the accomplishments of Thomas Jefferson.

Clues and Other Items in Scene

Included Clues

- See page 23

Optional Clues

- Desk
- Feather Pen
- Ink Bottle

Setting up the Scene

Place all items on a desk or another hard surface.

Higher Level Thinking Activities

Discussion / research questions

- How do you know Thomas Jefferson was a man of many talents?
- What would America be like had Jefferson not been the author of the Declaration of Independence?
- What does it tell you about Jefferson that he authored the Declaration of Independence and designed his own home?
- What were the effects of the Declaration of Independence?

Follow-up Activities

- Create a clue that may have appeared in this scene. (see page 10 for help)
- In the spirit of Jefferson, have students design an illustration of their dream home complete with secret passages and inventions.
- Have students re-write the Declaration of Independence substituting the King or "He" and other words for something or someone who desires independence.

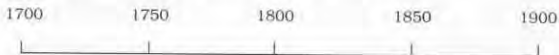
Investigating The Scene

1. Your big questions:

a. To whom do these clues belong?

b. Why are they important?

2. Mark approximate time period on the time line below.



3. List the clues you see in the scene. List important items about each clue (see page 10 **"How to Investigate Historical Clues"** for help).

4. What is your hypothesis about what is going on in the scene?

5. What do you need to know about each clue? List your smaller questions to help you answer the bigger questions.

6. Research your final answer to the big questions. Use the **"Think About It"** page to help you. Hint: The answers to your smaller questions will help you answer the bigger questions.

7. Was your hypothesis correct?

8. What else do you want to know? List other questions you have about this historical topic.

Presidents

Student Page

Think About It

It could be ...

Circle One:

- Thomas Jefferson
- Abraham Lincoln
- George Washington

... because ...

Mark the box matching the reasons
WHY.

- ☐ The person was a President
- ☐ The person lived during the dates listed on the clue
- ☐ The person was in the military
- ☐ The person wrote the Declaration of Independence
- ☐ The person wrote the Emancipation Proclamation

It could NOT be ...

Circle Two:

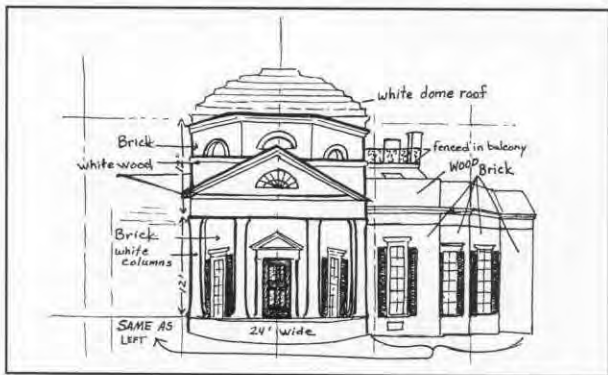
- Thomas Jefferson
- Abraham Lincoln
- George Washington

... because ...

Mark the box matching the reasons
WHY NOT.

- ☐ The person was not an inventor/architect
- ☐ The person did not live during this time
- ☐ The person was not in the military
- ☐ The person did not write the Declaration of Independence
- ☐ The person did not write the Emancipation Proclamation

Provided Clues – Thomas Jefferson



----- Cut Here -----

July 4, 1776

When in the course of human events
it becomes necessary for one people to
dissolve the political bands which have
connected them with



Tracking Ohio's Past

Creating a Visual Time Line of Ohio's 200 Years

Purpose

To give students the opportunity to learn about Ohio's past while creating a visual sequence of important events in Ohio history.

Proficiency Learning Outcomes

Fourth Grade, Citizenship

1. Demonstrate knowledge of and ability to think about the relationship among events by:
 - a. identifying sequence of events in history;
 - b. grouping events by broad historical eras on a time line;
 - c. recognizing that change occurs in history; or
 - d. identifying cause and effect relationships.
2. Identify and use sources of information about a given topic in the history of Ohio and the United States.

Sixth Grade, Citizenship

3. Identify significant individuals from the past in North America and explain their contributions to the cultural heritage of the United States.

Materials Needed

Banner paper or a roll of narrow paper
Markers
Crayons
Tape
Class set of the Time Line Information Worksheet
3 copies per student of the Time Line Picture Master
Research materials

Activity

1. Before class, divide the banner paper into decades starting with 1803 through 2003. Label each decade with a large black marker. Leave enough space between decades for three Time Line Picture Masters.
2. Begin the activity by reminding students that throughout the year the class will be doing activities to celebrate Ohio. One way to celebrate is by looking at one's past. In this activity, students will be constructing a visual time line of Ohio's 200 years of existence.
3. Assign each student a decade. Explain that each student will be responsible for researching three important events, people, or contributions made during that decade that affected Ohio. Students will return to class prepared with the dates of those three pieces of information as well as additional

supporting facts for each. Students may use the Time Line Information Worksheet to help organize their information. Younger students might only be required to have one sentence explaining each piece of information, while older students might be required to have one paragraph for each piece of information.



4. Once the historical information has been gathered, give students three copies of the Time Line Picture Master. Have students draw pictorial representations of their events in the circles. Place under each picture the date and a brief explanation of the event (more or less can be required depending on the age and capabilities of students). Ask students to cut out each Time Line Picture Master for display on the class time line.
5. When students have completed their decade pictures, display the time line banners. As each decade comes up on the time line, students can bring up their pictures, briefly share the information they gathered with the class, and tape their pictures on the time line in the order in which they occur.
6. Use the pictorial time line throughout the year as a reference for further activities and/or a visual representation of Ohio's 200 years of statehood.



Legends and Lore



Exploring Legends and Lore from Ohio's Oral History

Purpose

The student will explore Ohio's oral history by retelling one of Ohio's many folktales or legends.

Proficiency Learning Outcomes

Fourth Grade, Reading

3. Given text, learners will demonstrate an understanding of language and elements of fiction/poetry by responding to items in which they:
 - c. demonstrate an understanding of text by retelling the story or poem, in writing, in own words.

Materials Needed

A sample of legends and folktales from Ohio (see page 18)
Overhead projector
Glass pie pan
Water
Food coloring

Activity

1. Legends and folktales are a piece of history because they are often passed down from generation to generation. Ohio has numerous stories derived from such oral history. One that many students will know is the story of Johnny Appleseed. Each county in Ohio has various stories from a famous cheese man's secret to the tale of a protective wolflet orphan.
2. Begin the activity with a short discussion of legends and folktales. Students might brainstorm some familiar characters and stories (Example: George Washington and the cherry tree). Question students about why they think such legends and lore are important to the history of any particular area. Before reading an example of Ohio lore to the class, question students about why such storytelling was used throughout Ohio history (Examples: no TV, many people didn't know how to write, etc.) and how they think such stories were told. Read an example of an Ohio legend or lore. Be sure to model as you want your students to read.
3. Have students select a different Ohio legend or folktale to retell in their own words to the class in an oral presentation. Choose the legend or story from the bibliography at the end of this activity or give students the option to interview some older Ohioans who might recall a legend particular to the student's county or town. Offering the second option depends on how much time you dedicate to this activity.

Julie of the Wolves by Jean Craighead George

WOLVES Fill in the squares so each row, column, and 6-square section has the letters

W-O-L-V-E-S

When Julie/Miyax, an Eskimo girl, is very young, her father teaches her many invaluable life skills and lessons. One involves the energizing aspect of fear. He tells her, *"When fear seizes, change what you are doing. You are doing something wrong."* Fear can mobilize people - or it can freeze them. Think of a time when you have been afraid or a circumstance that would likely cause a young person to be very afraid. Tell the story and outcome if the fear led to change or action. Tell it again with fear causing the person to be unable to move or act.

	V		S		E
		E		O	
V	S				
		S	O		L
S				E	
	L		W		O

	V			T			B	R
N		B	V	A		T	E	
T		R		S	O			N
			E		V	A		
E	A		S		N		O	
V		N		O		B	S	
		E			T	S		A
R	T			N		E		B
A		V	R		B			O

OBSERVANT Fill in the squares so each row, column, and 9-square section has the letters

O-B-S-E-R-V-A-N-T

Alone and with almost nothing, Julie's ability to survive in the frozen Alaskan wilderness is hugely dependent on her incredible and learned powers of observation. Only by being very patient, quietly watching and learning, is she able to connect with the wolf pack that helps sustain her. Do you think most young people today put a lot of value in the power of observation? Why or why not? When was a time recently that you were very observant?

Were you also patient and quiet? What did you learn? Explain.

Lord of the Rings

Book 1 Chapter 1

The Fellowship of the Ring

Discussion Questions

1. When Bilbo creates his will, how does he decide who will get what from him?
2. Frodo thought that Gandalf looked unusually bent as if carrying a great weight. How does this foreshadow what is to come in the book?
3. Describe what the word shadow means.

Quest Question

Are there different kinds of quests (big, small, etc.)? What is your quest in this life? Do you have more than one quest? How do you think you will fulfill it?



Activities

From the list below, choose one activity to complete for this week's assignment. If you choose to do more than one, it will count as extra credit.

1. Celebrate Bilbo's birthday! Bilbo's birthday celebrated his 111th year and Frodo's 33rd year. Hold a celebration in Bilbo's honor. Here are the guidelines:
 - You must have at least 3 other people in attendance.
 - Create a menu that describes the food, and YOU must make the dessert.
 - Design the invitations.
 - Choose presents to give everyone in attendance.
2. Research the history of fireworks and create a web that explains its origin. Then, imagine you were in charge of the fireworks at Bilbo's birthday bash. Using paper and crayons, create at least 5 diagrams showing your new fireworks display for the party.
3. Imagine you were leaving on a long journey and had to give away many of your possessions. Using Bilbo as a guide, make a will for yourself and give away certain items to certain people who need them. For example, give away your alarm clock to someone who is always late. Give away at least 10 personal items.



Setting the Stage



Name _____

Personal Reflections

1. Describe what you currently know about different kinds of thinking. If you don't really know anything about the topic just say so.

Date _____

2. Describe the new concepts you have learned related to different kinds of thinking.

3. How will this new knowledge affect your work in the future?

Date _____

Setting the Stage



Name _____

Date _____

Cinderella

1. Write the most appropriate level of thinking next to each item below.
2. Explain your decisions on the back of the paper. (Hint: focus on key verbs that reflect what kind of thinking was involved.)

_____ Set the Cinderella story in current times or in another culture. The influence of this new setting should be evident in your writing.

_____ Compare Cinderella's daily chores and responsibilities with those you have at your home.

_____ Describe how the various members of Cinderella's family treated her.

_____ What kind of a message do you think the Cinderella story sends to young girls? What are your thoughts about this?

_____ What did the Fairy Godmother use for a carriage?

_____ Act out the scene or create a cartoon strip showing Cinderella getting ready for the ball.



Vocabulary Chart

Word	Part of Speech	Pronunciation	Record the definition & two synonyms for the word.

On the back of the sheet, write a sample sentence using each vocabulary word.

Math In History

4.) Make a list of how numbers have led to important inventions.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

5.) What questions would a caveman ask a banker about numbers?

- 1. _____ ?
- 2. _____ ?
- 3. _____ ?



Go to the listed Internet site for information.

Now find your own site: <http://> _____

6.) What advantages or disadvantages would a number system based on 20 have?

7.) **Think about it:** What jobs in early towns would be created by the need for math?

_____	_____
_____	_____
_____	_____

8.) Illustrate several ways a man who owned two donkeys, five sheep, and ten chickens could divide his inheritance amongst three sons.

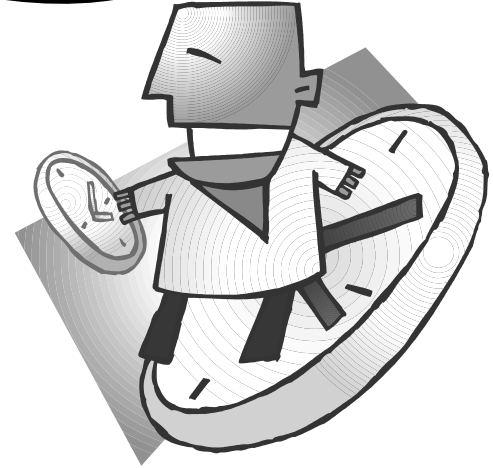
How Long Will You Be Here?

Getting warmed up...

Solve for the variable.

a.) $12 + y = 52$ $y = \underline{\hspace{2cm}}$

b.) $x - 27 = 93$ $x = \underline{\hspace{2cm}}$



The 2004 Almanac reported the following data about a person's life expectancy. Use the information to write and solve the equations.

- 1.) In 1990, the life expectancy of males and females was 47.3 years but in 2000, the life expectancy of males and females had increased to 76.9 years. How much had it increased?

Equation: $47.3 + y = 76.9$

Solve. $y = \underline{\hspace{2cm}}$

- 2.) In 1990, the life expectancy for females of all races was 78.8 years, but for males it was 71.8 years. How many years less was the male life expectancy?

Equation: $78.8 - y = 71.8$

Solve. $y = \underline{\hspace{2cm}}$

- 3.) The life expectancy of African American males was 68.6 years in 2001, while African American females were expected to live 75.5 years. What was the increase from males to females?

a.) Write an equation to express this situation.

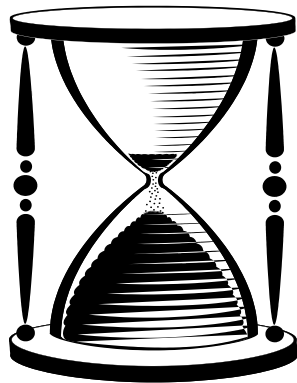
b.) Solve the equation. _____

- 4.) The life expectancy of Caucasian females was 80.2 years in 2001 while Caucasian males were expected to live 75.0 years. What was the decrease between Caucasian females and males?

a.) Write an equation to express this situation.

b.) Solve the equation. _____

- 5.) Use the data in questions 1-4 to determine which group of people had the highest life expectancy.



How I figured this out ...

1.)

2.)

3.)

4.)

How Long Will You Be Here – Objective: Generate and solve equations using addition and subtraction. [NCTM Algebra Standard for Grades 6-8]

And You Are...?

The goal of this project is to relate some math problems to each person individually. It is important to show your individuality as you display the required information.

Please include the following items on display in the final project:

- Your name on the front
- Your fingerprint on the front
- 2 pictures of yourself at a younger age (may include baby photos, yearbook pictures, hand-drawn pictures, or any other picture)
- 5 events in your life (rated on a graph)
- 4 math facts from your life (stated as word problems and solved)



To graph 5 events in your life:

- Choose 5 events that you remember from your life.
- Rate each one on a scale of 1-10 (ten is the happiest memory).
- Then, graph these events. The x-axis should be labeled "year event occurred." The y-axis should be labeled as scale from 1 to 10.
- Next to each point, label the coordinates, and write the event name.

To create 4 math facts from your life:

- Then, create a "clue" that you could give someone to help them guess the fact. (For example: I am 4 years younger than my older brother. If he is 17, how old am I?)
- Write this "clue" as a math problem. (For example: In $x - 4$, if $x = 17$ then I am 13.)
- Create one word problem that relates to each of the following:
 - a.) addition or subtraction equation
 - b.) multiplication or division equation
 - c.) write or graph an inequality
 - d.) Your choice.

And You Are...? Objective – Connect and use mathematical ideas to communicate information.
[NCTM Communication Standard for Grades 6-8]

And You Are...? Rubric

	Presentation	Mathematics	Content
4	Neat, clean, all spelling correct, easy to read; creativity in presentation	All math problems written and solved accurately; all processes are correct	Included all five components of project
3	Mostly neat, clean, mostly all spelling correct, fairly easy to read; creativity in presentation	Almost all math problems written and solved accurately; processes are correct	Included four of five components of project
2	Fairly neat, clean, some spelling correct, fairly easy to read; some creativity in presentation	Some math problems written and solved accurately; some processes are correct	Included three of five components of project
1	Mildly neat, clean, some spelling correct, fragmented sentences; working toward creativity in presentation	One or two math problems written and solved accurately; working toward correct processes	Included one or two of five components of project



Interest Inventory Worksheet

Name of the person being interviewed _____

Place of birth _____ Date of birth _____

Favorite subject _____

Favorite thing about school _____

Least favorite thing about school _____

Favorite hobbies _____

Best accomplishment _____

Dream vacation _____

Favorite color _____

Favorite quality in a friend _____

Brothers and sisters _____

Writing Activities

Role Play

- Pretend you are a prime number. Write a description of yourself beginning with “I have the following qualities....” Your description should be detailed enough to figure out what you are. (Use correct mathematical terminology where appropriate.)
- Pretend you are a composite number. Write a description of yourself beginning with “I have the following qualities....” Your description should be detailed enough to figure out what you are. (Use correct mathematical terminology where appropriate.)

Expository Writing

- Explain the step-by-step process you would use to find the prime factorization of a number. Use an example(s) to support your explanation. Be sure to explain why your solution is correct.

Compare & Contrast

- Use a flow-chart to compare and contrast Greatest Common Factor with Least Common Multiple

Creative Writing

- Write a story that helps to explain the relationship(s) between equivalent fractions, simplest form, & comparing fractions. Be sure to use the vocabulary from the chapter.

Example:

Once upon a time, the fraction known as $\frac{1}{2}$ happened to come across the fraction known as $\frac{3}{8}$. They each thought that they were greater than the other, so they needed to come up with a way to know for sure. Using what they had learned in class...

GOAL SETTING

or . . .

WHERE DO YOU WANT TO GO AND HOW DO YOU PLAN TO GET THERE?

1. What school related goals would like to work toward during the next grading period?

a. _____

b. _____

c. _____

During this school year?

a. _____

b. _____

After high school?

a. _____

b. _____

2. What personal goals would you like to achieve in the next six months?

a. _____

b. _____

c. _____

Within the next year or two?

a. _____

b. _____

How do you expect to achieve you these goals?

a. _____

b. _____

c. _____

a. _____

b. _____

a. _____

b. _____

How do you hope to achieve these goals?

a. _____

b. _____

c. _____

a. _____

b. _____

Comparing Myths: Expository Essay

Choose a character from Greek mythology. Select a god, goddess, hero, or any other creature. Research the character, and find two versions of the same myth that relate to their life. After reading both versions, write an expository essay comparing them. Use the following guidelines to write your essay.

- 1.) Summarize the important events of the myth in 1 or 2 paragraphs. You do not need to summarize both stories since they are two versions of the same story.
- 2.) The next paragraph(s) should explain the aspect of nature and how it is portrayed in the myth. There may be more than one natural aspect being explained.
- 3.) The next paragraph needs to explain the moral lesson being taught in the myth.
- 4.) The following paragraph(s) should explain the important differences of the two versions.
- 5.) The last paragraph should be a conclusion to your essay. This should include which version you liked best and why.



Name _____

Natural Disasters

Read encyclopedia articles and books from the library on natural disasters as well as locate sites about natural disasters on the Internet to find the information needed to complete the activities below.



**Student
Points**

**Teacher
Points**

COMPREHENSION LEVEL

- Explain the causes and effects of at least 5 different types of natural disasters on a poster that also includes pictures of each type.

	Shaky	Strong	Seismic!	
	1	2	3	4
Comprehension				
Causes and effects poster	Explanations are not accurate; <u>OR</u> only 1-2 disasters included	Most of the information is accurate on 3-4 disasters; has 2-3 pictures	Accurate facts on 5 disasters; balance of causes and effects; 3-5 clear pictures	Detailed, accurate explanations of causes and effects 5 or more disasters with clear, captioned pictures

Natural disaster

Cause

Effect

1	_____

2	_____

3	_____

4	_____

5	_____

6	_____

Name _____

Natural Disasters



Read encyclopedia articles and books from the library on natural disasters as well as locate sites about natural disasters on the Internet to find the information needed to complete the activities below.

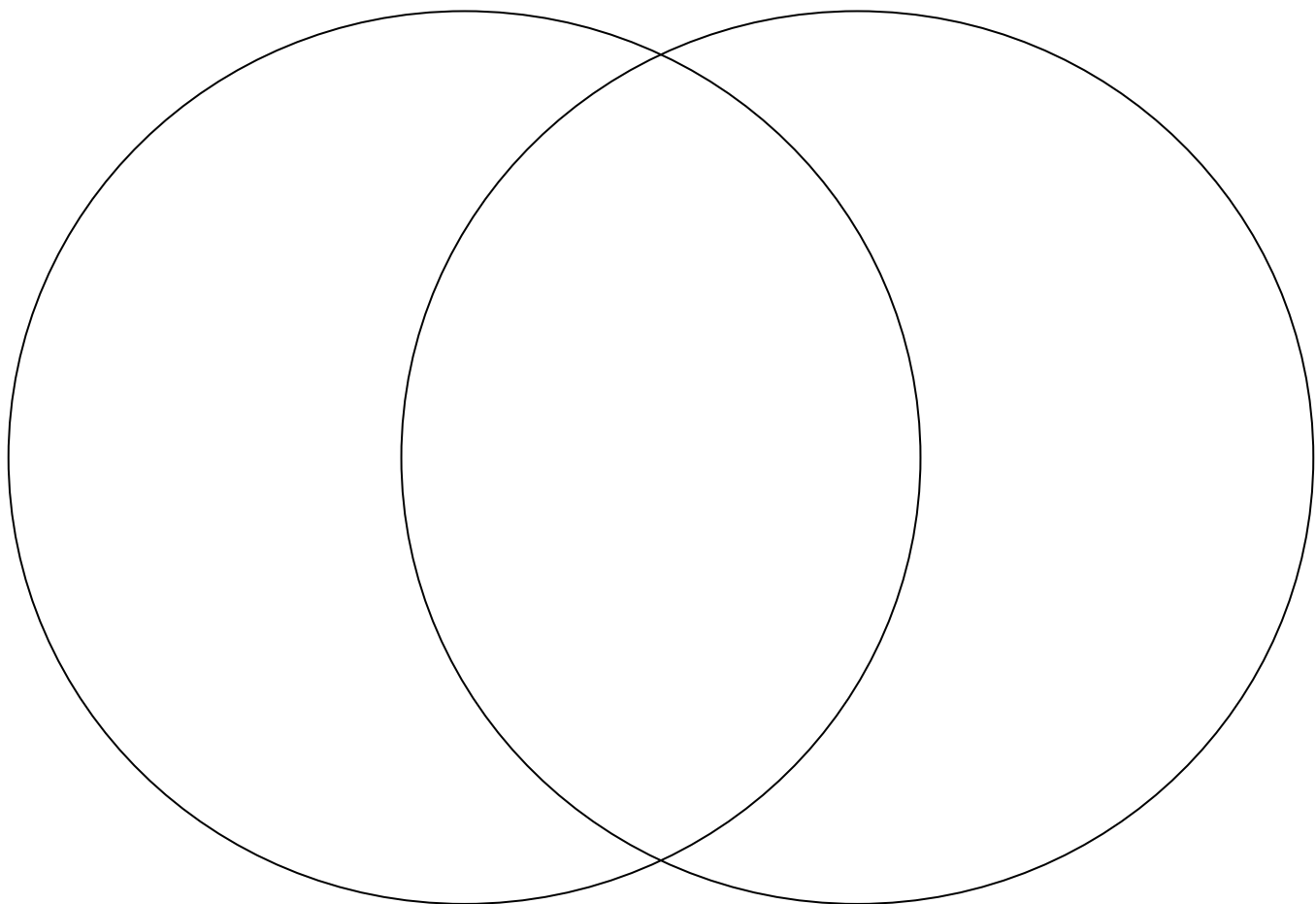
**Student
Points**

**Teacher
Points**

ANALYSIS LEVEL

- Research 2 or 3 famous natural disasters that have occurred during the last 10 years (for example, Hurricane Katrina, the tsunami in Thailand, California wildfires). Compare and contrast them using a double or triple Venn diagram.

	Shaky	Strong	Seismic!	
	1	2	3	4
Analysis				
Famous disasters Venn diagram	Venn format is not clear; <u>OR</u> the information is not accurate	Venn diagram includes only 3-5 similarities and differences	Venn diagram includes at least 6 informative similarities and differences	Triple Venn diagram with 9 or more informative similarities and differences



Researching Ohio

To the Student



The goal for this research unit is for you to easily and competently use a wide variety of reference books and their indexes, CDs and the Internet as research tools as you study your state.

Your assignment is to answer completely and accurately as many questions as possible. On each worksheet, read the questions thoroughly. Many questions require several answers to complete. Each question can be answered by ONLY one of the resources.

Record your answers in pencil. Also, make sure that you spell your answers correctly. Do not go to the work of looking up the information and then misspell it. Incorrect answers must be corrected. You will be required to use indexes in most of the sources.

You must record your sources. This includes the titles of the books you use, volume numbers (if applicable), and page numbers. Do not forget these, because, if you do, you will have to go back again to the sources to record that information.

Only use one book at a time. Do not pile up a group of books beside you. When you finish with a book, return it to its proper location.

You will use each book once for each sheet. After finishing with a book, mark it off on the bibliography at the top of the sheet, therefore using the process of elimination to help you decide where to locate answers.

OHIO

Using each of these reference books once, answer the following questions. Include the title of the book, volume number (when applicable), and page number where you found the answer.

American Book of Days

American Place Names

Cambridge Dictionary of American Biography

Cambridge Gazetteer of the United States and Canada

Index to Poetry for Children and Young People, 1993-1997

Junior Worldmark Encyclopedia of the States

Major Authors and Illustrators for Children and Young Adults

Prominent Women of the 20th Century

Rand McNally Premier World Atlas

State Names, Seals, Flags, and Symbols

20th Century Day by Day

World Almanac and Book of Facts, 2003

-
-
1. The Toledo Strip is an historic tract in northwestern Ohio. What two states claimed this area?

When was the "Toledo War"?

How did the government resolve the conflict?

2. Where was Daniel Decatur Emmett born?

He composed songs for what kind of shows?

What was his most famous song? When did he compose it?

3. Ohio celebrates Labor Day every year. Who first proposed the idea of Labor Day? When (month, day, and year) did he do this?

Why did he choose the first Monday in September?

4. For whom was Warren, Ohio, named? Why?

5. Virginia Hamilton received two major awards in 1995. When she was named a MacArthur fellow, what did she receive? What was unusual about her winning this award?

What award was she given in June 1995?

6. Who wrote the poem "To Be Somebody"?

In what book can the poem be found?

7. Where was Lois Lenski, author and illustrator of many books, born?

Two individual exhibitions of her paintings were held. Tell where and when.

8. What is the zip code of Wauseon, Ohio?

9. On March 5, 1922, Annie Oakley set a record in women's trap shooting. What was her score?

When and why did she begin shooting?

10. What is the state flower of Ohio? When was it adopted? In whose memory?

11. How many acres of forestland does Ohio have? That represents what percentage of the state's total land area?

12. Locate and label the following cities on this map of Ohio:

Ironton

Mount Vernon

Springfield

Warren

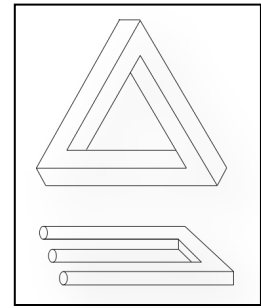
Wauseon

_____ (Your location)



Name _____

Optical Illusions



Locate and read a book about optical illusions, read the "Optical Illusions" article in an encyclopedia, and find a site about optical illusions on the Internet to complete these activities.

COMPREHENSION LEVEL

- Write your own definition of optical illusions and explain the basic principle behind how they work. Make this the introduction to your scrapbook.

**Student
Points**

**Teacher
Points**

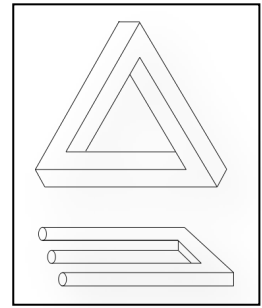
	Dull	Intriguing	Mesmerizing	
	1	2	3	4
Comprehension	Definition and explanation are not accurate	Definition <u>or</u> explanation has some inaccuracies	Definition and explanation are basically accurate	Definition and detailed explanation are extremely clear and understandable
Definition and basic premise behind optical illusions				

Definition in My Own Words . . .

Optical illusions _____

Name _____

Optical Illusions



Locate and read a book about optical illusions, read the "Optical Illusions" article in an encyclopedia, and find a site about optical illusions on the Internet to complete these activities.

ANALYSIS LEVEL

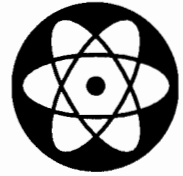
- Determine what kinds of optical illusions you've collected in your scrapbook. Then analyze each type to determine how it fools the brain. Add these explanations to your scrapbook.

**Student
Points**

**Teacher
Points**

	Dull	Intriguing	Mesmerizing	
	1	2	3	4
Analysis				
Analyze types of optical illusions and how each type works	Optical illusions are not correctly identified; <u>OR</u> explanations are not accurate	Optical illusions types are correctly identified but explanations are not clear or have inaccuracies	Optical illusion types and explanations are accurate	Optical illusion types are correctly identified and explanations are detailed, thorough, and clear

Power Point

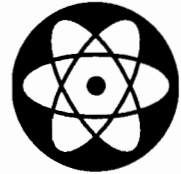


1. Does your content correlate to the topic?
2. Does your power point have appealing and effective visual design elements?
3. Does slide animation work smoothly?
4. Is your power point educational?
5. Are you using a variety of credible sources?
6. Is there a bibliography?

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from Product Criteria Cards

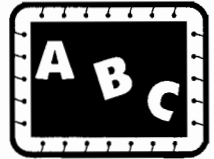
Web Page



1. Is your web page in a user-friendly format?
2. Is it aesthetically appealing?
3. Do all the imbedded links work?
4. Is all your content meaningful or useful?
5. Are you using a variety of credible sources?
6. Is your web page engaging?

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Crossword Puzzle

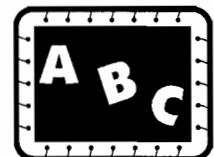


1. Does each word intersect with another in at least one space?
2. Is your spelling correctly done?
3. Do you have accurate definitions?
4. Is it clear which words go across and which words go down?
5. Is the title appropriate for the content?
6. Is your crossword puzzle neatly and clearly done?

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Oral Report



1. Is your information accurate?
2. Do you project your voice clearly?
3. Are you using expressive tones?
4. Are you using appropriate body language?
5. Do you make eye contact?
6. Do you have effective pacing and timing?

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Cartoon



1. Does your content correlate to the topic?
2. Does your cartoon have visual appeal?
3. Are your spelling and grammar correctly done?
4. Are your frames in the right sequence?
5. Is your cartoon humorous?
6. Are the ideas for your cartoon original?

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Illustration



1. Does your illustration show mastery of the medium?
2. Is there a balanced composition of shapes and values?
3. Does your Illustration demonstrate strong craftsmanship?
4. Is there great attention to detail?
5. Is the content appropriate to the topic?

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Experiment



1. Do you have a hypothesis to test?
2. Are the steps in a logical sequence?
3. Are you using materials appropriately?
4. Is there a written record of the steps?
5. Is there a logical conclusion?

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Role Playing



1. Do you know and understand your character?
2. Is your character portrayal convincing?
3. Are you using expressive gestures?
4. Are you using expressive body movements?
5. Are your costumes effective in the portrayal of the character?
6. Are you using make-up creatively?

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The Tell-Tale Heart

Application

Create a filmstrip time line of all of the major events of the story in sequential order.

The image shows a filmstrip template consisting of two vertical strips. Each strip is bordered by a black and white checkered pattern, resembling film sprocket holes. Each strip is divided into three equal rectangular frames by two horizontal lines, providing a space for students to write sequential events from the story.

The Pit and the Pendulum

Synthesis

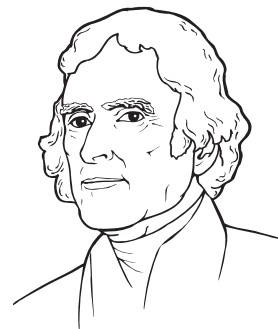
Throughout much of the story, it is assumed that the prisoner was a convict that had committed a crime. What crime could he have possibly committed to deserve such a punishment? Create a "Wanted" sign describing the crime and the criminal.



Wanted

REVOLUTION

3. Was it possible that some of the words of *The Declaration of Independence* did not belong to Thomas Jefferson?

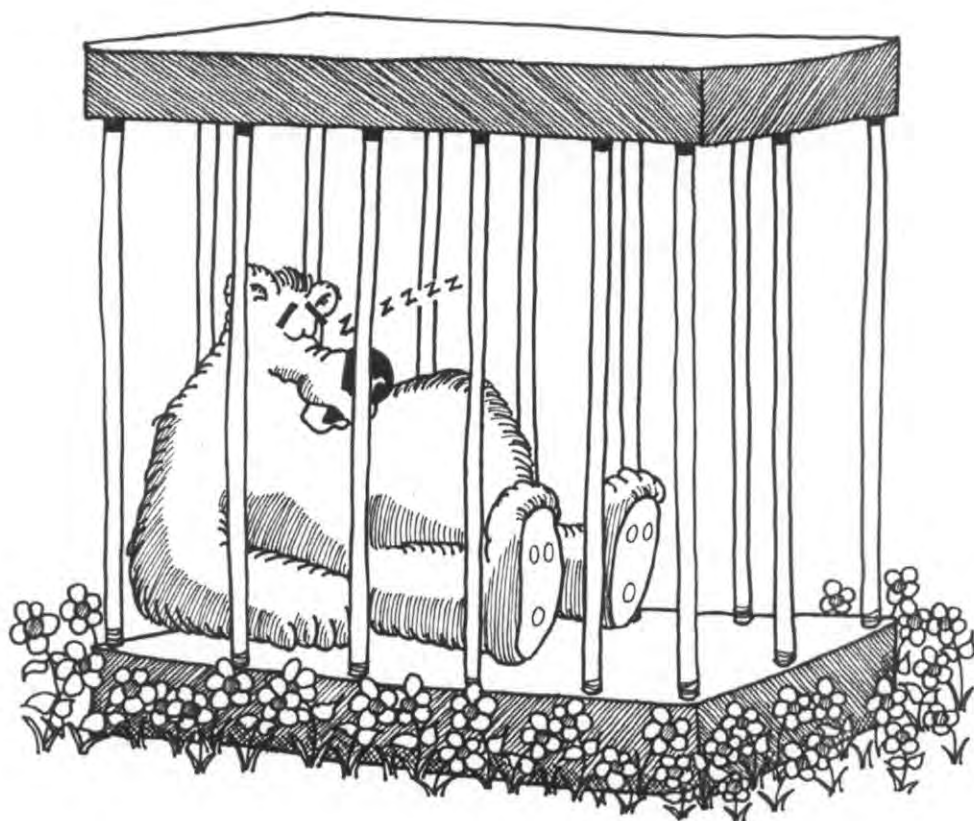


EXPLORATION

1. Was it possible for Christopher Columbus to use a compass?



FACT OR FICTION ?



Thomas Jefferson (1801-1809)
kept grizzly bears on the White House lawn.

from Power or Politics?



Thomas Jefferson was one busy man! He was a scientist. He was an architect. He designed his own home and all of the buildings for the University of Virginia. He invented the dumb waiter, and the swivel chair, and lots of other things. He played the violin and was an excellent horseman.

However, Jefferson wasn't quite perfect. Everyone who heard him agreed that he was a poor speaker! Sometimes the snores in the audience were louder than the words he was saying. That was all right, because he was a good writer. He was the main author of the Constitution of the United States!

When Jefferson became president he was a widower. Most of the time he lived alone in the White House with his pet mockingbird for company. He wasn't much of a party person, so there were very few parties held at the White House. Jefferson's daughter, Patsy, helped out at the two receptions given each year.

Jefferson was also very good at making bargains. He convinced France to sell to the United States the Louisiana Territory which stretched from Canada to the Gulf of Mexico and from the Mississippi River to the Rocky Mountains. The price was \$15,000,000. What a bargain! You couldn't buy an acre in Manhattan for fifteen million dollars today. Not only did Jefferson buy all that land, but he bought it without looking it over first. Of course, there was quite a bit of land to explore, and some Native Americans on the land weren't too friendly to sightseers.

Jefferson sent Lewis and Clark to explore the new land for him. They were gone two years from 1804 until 1806 and traveled past the Rocky Mountains all the way to the Pacific Ocean. The explorers not only brought back maps they had made and journals of their travels, but they brought back two grizzly bears that were displayed in cages on the White House lawn! Imagine ringing the president's doorbell and hearing a growl instead of a hello!

People called the visiting grizzlies "The President's Bear Garden!"

from Power or Politics?



COMPARE/CONTRAST QUESTIONS

GOAL: To stimulate high level thinking

KEY: Forced Associations

Compare/contrast questions (how two things are alike and how they are different) are ideal examples of the development of a simple thinking process into a complex one. They move from the **concrete** to the **abstract**. In the following examples we compare/contrast two objects, ideas, or concepts from the same category. We gradually progress to more difficult/complex categories that require **forced associations**.

Example: Ask students to choose partners. Have them hold out and examine their left hands. Ask **partners** to compare/contrast hands. Share responses with their partners.

How is _____ like _____?

How is _____ different from _____?

Note: The “hands” activity is great readiness. It also taps into different **learning styles** — the visual learners have something to look at, the kinesthetic learners have

something to touch, and the auditory learners have something to say or hear.

The following compare/contrast topics can be practiced with a partner or in small groups.

left/ right hand	seeing/ believing	loafers/ high heels
knight/ nights	newspapers/ magazines	walking/ running
rain forest/ desert	ice cream/ frozen yogurt	landfills / time capsules
freedom/ boundaries	cars/ bicycles	human brain/ computers
building a building/ building a relationship		oranges/ apples
Clinton administration/Bush administration		Sega/hula hoops

History is filled with the application of compare/contrast questions and forced associations. My favorite example is the Quaker housewife who was sitting at her spinning wheel. She glanced out the window and saw her husband and a neighbor sawing a tree with a two-man crosscut saw. She compared the spinning wheel to the saw and — *voila!* She invented the circular saw. Forced association is the beginning of many inventions.

▼ FEELINGS /OPINIONS /PERSONIFICATION QUESTIONS

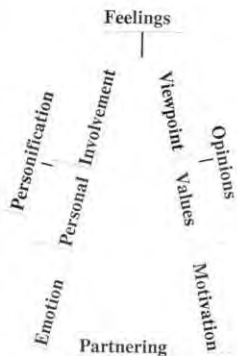
GOAL: To motivate kids and their teachers
To value a child's opinion

KEY: Partnering

Experts say it isn't professional to single out one student as the teacher's pet. However, just this once, I must make an exception. Of the four questioning processes, this is my favorite. Feelings/Opinions/Personification questions are a powerful, exciting teaching tool for me. The truth is, I like these questions on a personal level. They are part of me, part of who I really am. I enjoy modeling these questions as well as teaching them.

Researchers characterize these as **viewpoint/ involvement** questions. They literally pull teacher and student together on an emotional level. And I like that.

There is an interesting "*fringe benefit*" with these questions. Feelings/Opinions/ Personification questions will open the door to **motivation**. The hidden force that motivates is **emotion**. These questions are charged with emotion, especially when they fit the student's age, interests, and abilities.



PARTNERING is the most effective way to introduce students to this form of questioning. It is easier to establish comfort level in partners than in groups. In the beginning it is best for the teacher to choose the partners and to switch partners every few minutes until students feel comfortable working with several different learning styles. The first examples begin at a low risk level that reinforces trust between the teacher/facilitator and student.

FEELINGS /OPINIONS: Are They One In The Same?

The words *feeling* and *opinion* are near-synonyms. However, in the questioning process it is necessary to separate them because it is possible to have strong feelings about something and not have an opinion. I may have strong feelings about abortion. On one hand, I may feel personal choice is paramount to our survival as a democracy. On the other hand, I may feel life is a precious gift to be nurtured and protected. I may not be able to formulate an opinion.

It is also possible to have an opinion about something and not have strong feelings. For example, in my opinion *Diet Pepsi* is better than *Diet Coke*. I really don't have strong feelings about that opinion. (I'll drink either one in a pinch!) That doesn't mean opinions are trivial. On the contrary, just ask me about one of my passionate causes, such as gifted children, and I'll cloud up and rain all over you with opinions and feelings!

▲ WHAT IF ...



What if humans had x-ray eyes?



What if people could only travel in vertical lines? in ovals?



What would happen if all of a sudden you could not speak English?



What would happen if you were involved in a sit-down protest?



What if the Sumarians had not invented the arch?



What if it rained every Wednesday all over the world?



What would happen if your sneakers had wings?



What would happen if you could trade places with your parents?



What would happen if human beings had to sleep standing up?



What if time stood still on Tuesday morning at 11 AM?



What if your left hand was covered with velcro?



Noun Practice With Questions

First, fill in the blanks with nouns. (Yes, sometimes there is more than one correct answer.) On the next page, compose your own list of questions with blanks for missing nouns. Trade papers with a friend and then fill in the blanks.

What did _____ say to _____ ?

What did _____ do to _____ ?

Are _____ and _____ going along?

Did you forget to bring your _____ and _____ ?

Is the _____ broken?

Why did _____ do that?

Why didn't _____ or _____ want to go?

Why hasn't _____ come home?

Why can't _____ see the difference?

Why doesn't _____ come along?

Where can _____ go to get the _____ ?

Will the _____ go as fast as the _____ ?

How many _____ and _____ are in the box?

Who is that standing next to _____ ?

What kind of _____ tastes good?

Who will change the _____ ?

When is the best time for _____ to turn off the _____ ?

A Fence Full of Questions

There are lots of questions "hidden" in this fence. You can find them by choosing at least one word from each board in the fence. Mix up the words. Rearrange them. If you want, add an **s**, **ed**, or **ing**. Then add some words of your own. Put it all together and WHA-LA! — you have a question about fruits and vegetables. Write your questions on the next page.

What if
Who
I
Can
Is there
Didn't
Why
How
When
Won't
Will
Isn't
How can
Where
I wonder why
Could
Does
Wouldn't
How come
Couldn't

Bill
is
you
too
Cindy
all
can't
it
would
can
they
he
she
many
any
one
the
and
do
with

apples
eggplant
beet
artichokes
orange
watermelon
yams
figs
banana
raspberries
pumpkin
dates
kiwi
mangoes
strawberries
turnips
grapes
lentils
cantaloupe
nectarine

eat
drop
cut
chew
nibble
gave
stop
plant
chop
smash
toss
peel
squish
stuff
roll
cook
fold
carry
combine
waste



Name _____

Rainbows

Locate and read a book about rainbows, read the "Rainbow" article in an encyclopedia, and find a site about rainbows on the Internet to complete these activities.



COMPREHENSION LEVEL

- Write the dictionary definition of a rainbow. Then explain what a rainbow is in your own words.

Student
Points

Teacher
Points

	Faint	Bright	Luminous!	
	1	2	3	4
Comprehension				
Rainbow definitions	Definitions are not accurate	One of the definitions is clear and accurate	Both definitions are clear and accurate	Both definitions are detailed, clear, and accurate

Definition

In My Own Words . . .

Name _____

Rainbows

Locate and read a book about rainbows, read the "Rainbow" article in an encyclopedia, and find a site about rainbows on the Internet to complete these activities.



SYNTHESIS LEVEL Choose one of the following:

- Write a poem that describes your feelings when you see a rainbow. Be sure your poem follows a chosen poetic form.
- Imagine you have found a pot of gold at the end of the rainbow. Write a short story about this event. Work facts about rainbows into your story.
- Create a new color. Give it a fun name and illustrate where it would be on the color wheel. Draw a rainbow that includes your new color. Include a description of its characteristics - such as, its wavelength, its frequency, or something new and unique.

**Student
Points**

**Teacher
Points**

	Faint	Bright	Luminous!	
	1	2	3	4
Synthesis				
Rainbow poem OR	Feelings about rainbows are not clear; poetic form is not followed	Feelings are not clear <u>OR</u> poetic form is not followed	Feelings are clearly expressed; poetic form is followed	Unique imagery conveys personal feelings in a well-structured poetic format
Pot of gold short story OR	Story is hard to follow; rainbow information is not accurate	Basic facts about rainbows work plausibly in the story line	A variety of facts about rainbows work well in the story line	The range of facts effectively support a well-crafted, engaging story line
Illustrations and description of a new rainbow color	Illustrations and description are all unclear; <u>OR</u> all are not present	Illustrations and description do not work logically together	Illustrations and description support each other effectively	Clever illustrations and a convincing, detailed description make the new color believable

from Let Your Fingers Do the Searching

TEXAS H

Using each of these reference books once, answer the following questions. Include the title of the book, volume number (when applicable), and page number where you found the answer.

American Book of Days

American Place Names

Cambridge Dictionary of American Biography

Cambridge Gazetteer of the United States and Canada

Index to Poetry for Children and Young People, 1993-1997

Junior Worldmark Encyclopedia of the States

Major Authors and Illustrators for Children and Young Adults

Prominent Women of the 20th Century

Rand McNally Premier World Atlas

State Names, Seals, Flags, and Symbols, 200 ed.

20th Century Day by Day

World Almanac and Book of Facts, 2003

1. What did Gail Borden and his brother do during the Texas war for independence?

He was also the first to draw up what for the republic?

2. Where was Karen Silkwood born? As part of the union bargaining committee, Silkwood and other representatives found four health and safety violations at the Cimarron nuclear plant in 1974. Which one was the most alarming?

3. How did Round Rock, Texas, get its name? When was it settled?

4. When was the state flag of Texas officially adopted?

What are the colors of the three stripes on the flag? For what do these colors stand?

5. How did Dime Box, Texas, get its name?

6. Which president and when signed a law designating Columbus Day as a federal holiday on the second Monday in October?

7. Where was Eloise McGraw born?

How old was she when she decided she wanted to be an author?

Tell the name of the story she wrote at that age.

8. What is the zip code of Canyon, Texas?

9. Who wrote the poem "South Texas Summer Rain"?

In what book can the poem be found?

10. Whose death was announced on January 4, 1979?

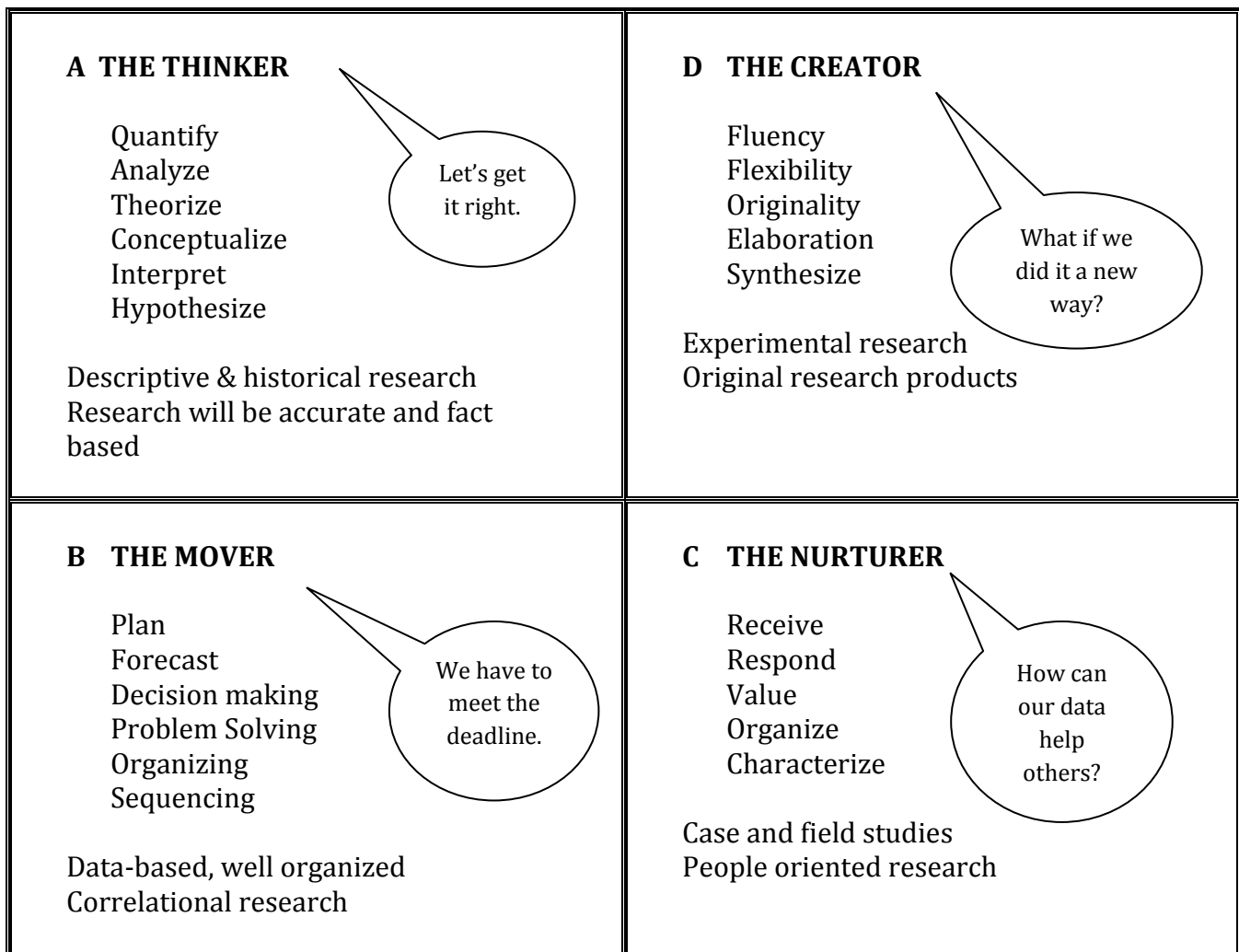
What was his nickname?

When and where did he buy his first hotel?

Matching the Research Activity to the Student's Strongest Thinking Mode

Current brain research indicates that most people tend to favor one or more of the thinking processes found in the four quadrants of the brain. The model below indicates the four brain quadrants and the type of thinking found in each. Students will be more likely to enjoy and pursue those research activities that require the styles of thinking with which they are most comfortable.

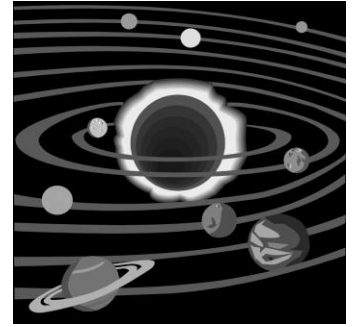
Specialized Modes of the Four Quadrants



Types of Research

- Student A Likes:** Historical research (reconstruct the past)
Descriptive research (systematic description)
Developmental research (finding patterns of change)
- Student B Likes:** Correlation research (discovering relationships)
- Student C Likes:** Case and field studies, Group projects
- Student D Likes:** Action research to examine change as a result of action (original products)

Our Solar System



Locate and read a book about our solar system. If possible, use the Internet to look at www.nasa.gov. You may also use an encyclopedia or other resources.

APPLICATION LEVEL Choose one of the following:

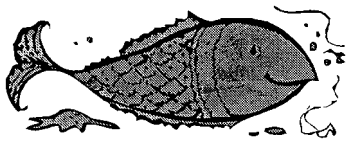
- Make a timeline of events in man's discovery and exploration of our solar system. Include at least 15 events.

Student
Points

Teacher
Points

- Create a mobile or diorama to illustrate the placement of major objects in the solar system.

		Earthbound	Launched	Out of This World!	
		1	2	3	4
Application					
Timeline of space exploration		Less than 7 events included; <u>OR</u> events not in correct order	8-12 events included; most in chronological order	13-15 events included in chronological order	More than 15 events detailed with visuals in chronological order
OR					
Mobile or diorama of the solar system		Only 1-3 objects included; <u>OR</u> objects not placed correctly	4-6 objects in the solar system placed correctly	7-9 objects in the solar system placed correctly	10 or more objects in the solar system placed correctly



The William's Taxonomy Battle Plans

Cut out the strips below and allow students to draw or choose the "battle plans" that they choose to complete. The number of activities that will be completed is your choice.

Fluency: 3 pats of butter

Make a list of the ways that the Yooks and Zooks could have avoided the weapon building entirely.

Flexibility: 6 pats of butter

Create your own Dr. Seuss picture book, using another event in history as the theme.

Curiosity: 5 pats of butter

What questions would you ask the leaders of the Cold War if you were to meet them? What about the Yooks and Zooks?

Imagination: 5 pats of butter

Imagine that you are a mediator between the Yooks and Zooks. What compromises could you make to avoid destruction of their worlds?

Risk Taking: 5 pats of butter

People who lived during the Cold War grew up in fear of bombs. Many people built underground shelters, and children went through drills in school in case of a bombing. How would you feel if you had to do that? Create a diary entry of your thoughts and feelings if you had lived during the Cold War.



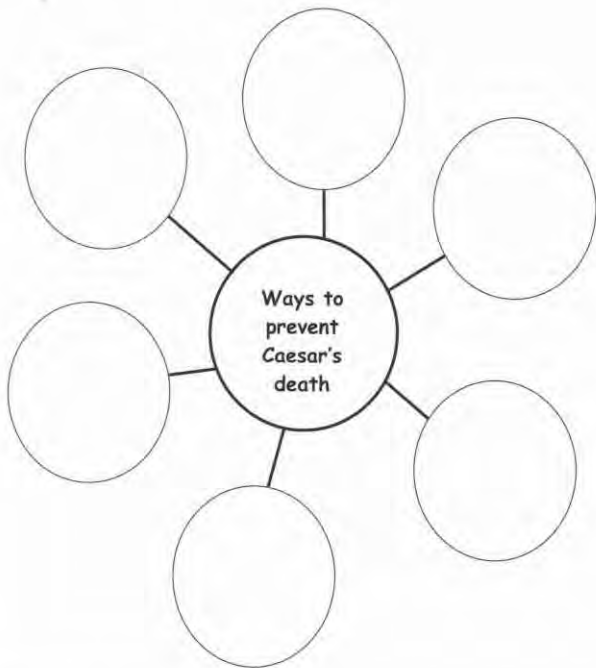
Oh, the Places You'll Go Williams' Taxonomy Cube

<p>Fluency List all of the roads and places you can go in life, according to this book.</p>	<p>Flexibility How would this story be different if it were called "Oh, the Places You've Been?" Create your own book with that title, including a theme it can teach children, events in your life, and rhymes!</p>	
	<p>Imagination Imagine you lived in a world of Dr. Seuss characters. Would your life be more difficult or easier? Why? Create a poem or draw a cartoon of your life in a Seuss world. What places would you go then? Where could you have possibly been?</p>	
<p>Oh, the Places You'll Go</p>	<p>Risk-Taking What risks do you feel you have to take in life to reach your goals? Make a list of them. Then, evaluate each one and state whether or not your goal is worth that risk.</p>	<p>Complexity Using examples from this story, create a "How to Prepare for Your Future" handbook.</p>
	<p>Curiosity This book is about the adventures you will have in your life. If you could ask a fortune teller about your future, what three questions would you ask? Why?</p>	



Imagination

Imagine that Brutus was actually a spy for Caesar, but he was too frightened of Cassius to say anything. Make a web of ways he could have prevented Caesar's death without actually telling him.



Name _____
Teacher _____
Date _____

Writing Sample
High School GR ____
SCORE:

Making Mistakes

Read the writing prompt below and complete the writing activity.

Mary Pickford, a film actress from the early 1900's, once said,
"If you have made mistakes . . . there is always another chance for you . . . you may have a fresh start any moment you choose, for this thing we call "failure" is not the falling down, but the staying down."

Do you agree or disagree with this quotation?

Write an essay that explains your beliefs about the quotation. Support your viewpoint with examples and reasons based on your own experiences, observations, and/or readings.

Be sure to:

- plan your writing before you begin.
- include an introduction, a body, and a strong conclusion.
- focus on the following ideas:
 - your viewpoint regarding the quotation
 - reasons
- include exceptional supporting details.

Your writing will not be scored on your personal opinions. It will be scored objectively on:

- *how clearly you address the prompt*
- *how well you organize your ideas*
- *how effectively you express yourself*
- *how consistently you use correct paragraphing, grammar, spelling, and punctuation.*

Be sure to use the Standard Rules of English, which do not include slang or jargon.

Prompts

Name _____
Teacher _____
Date _____

Writing Sample
Middle School GR ____
SCORE: _____

Cheer Up!

Read the writing prompt below and complete the writing activity.

Mark Twain once said,

“The best way to cheer yourself up is to try to cheer somebody else up.”

Write a narrative essay that describes a time when you felt better because you cheered someone else up. Be sure to include why you needed cheering up, what you did to help someone else, and how you felt afterward.

Be sure to:

plan your writing before you begin.

include an introduction, a body, and a strong conclusion.

focus on the following ideas:

why you needed cheering up

what you did to cheer someone else up

how you felt afterward

include descriptive details to make your writing interesting.

Your writing will not be scored on your personal opinions. It will be scored objectively on:

- *how clearly you address the prompt*
- *how well you organize your ideas*
- *how effectively you express yourself*
- *how consistently you use correct paragraphing, grammar, spelling, and punctuation.*

Be sure to use the Standard Rules of English, which do not include slang or jargon.

Name _____

Skeletons



Locate and read a book about skeletons, read the "Skeleton" article in an encyclopedia, and find a site about skeletons on the Internet to complete these activities.

Student Points	<input type="text"/>	Teacher Points	<input type="text"/>
-----------------------	----------------------	-----------------------	----------------------

COMPREHENSION LEVEL

- Explain the relationships between bones, tendons, ligaments, and cartilage in your own words.

	Bone Up on Your Facts	The Bare Bones	No Bones about It! This is Fine Work!	Bone Up on Your Facts
	1	2	3	4
Comprehension	Explanation of how bones, ligaments, tendons, and cartilage are related	Explanations are not accurate	Explanations have several inaccuracies	Explanations are basically accurate
				Detailed, clear explanations are accurate

Tendons . . . _____

Ligaments . . . _____

Cartilage . . . _____

Name _____

Skeletons



Locate and read a book about skeletons, read the "Skeleton" article in an encyclopedia, and find a site about skeletons on the Internet to complete these activities.

EVALUATION LEVEL

**Student
Points**

**Teacher
Points**

- The human skeleton is very efficient. Walking, running, and jumping are activities made possible by our bones. However, our bones do limit us in some ways. Evaluate the human skeleton. Write at least one paragraph to explain what is good about it and at least one paragraph to support the improvement you designed at the Synthesis level.

	Bone Up on Your Facts	The Bare Bones	No Bones about It! This is Fine Work!	Bone Up on Your Facts
	1	2	3	4
Evaluation	Perspectives are not supported	Perspectives are weakly supported with only 1-2 reasons; only 1 paragraph	Perspectives are effectively supported with 3 or more reasons in 2-3 paragraphs	Perspectives are powerfully supported with 5 or more detailed reasons in 3-5 paragraphs
Written support for human skeletal system and an improvement				

CREATIVE WRITING RUBRIC

Name: _____

Date: _____

		1	2	3	4	5
C R I T E R I A	Ideas ♦ Relate to topic ♦ Details	♦ Ideas do not relate to topic ♦ No details	♦ Incomplete ideas ♦ Few details to support ideas	♦ Ideas wander from topic ♦ Details support ideas	♦ Ideas relate to the topic ♦ Many details support ideas	♦ Original ideas and extensive details
	Creativity ♦ Creative words ♦ Creative thoughts	♦ Creative words and thoughts not used	♦ Word choice does not evoke images ♦ No creative description	♦ Words used in an appropriate manner ♦ Creative descriptions	♦ Words evoke images ♦ Creative descriptions are used	♦ Words enhance creative thoughts ♦ Elaborate creative descriptions
	Structure ♦ Beginning ♦ Middle ♦ End	♦ Beginning, middle, and end not evident	♦ Weak beginning, middle, AND end	♦ Weak beginning, middle, OR end	♦ Strong beginning, middle, and end	♦ Outstanding beginning, middle, and end
	Mechanics ♦ Sentence structure ♦ Spelling ♦ Punctuation	♦ Poor sentence structure ♦ Excessive spelling and punctuation errors	♦ Sentences unclear ♦ Run-on or fragmented sentences ♦ Serious errors in spelling and/or punctuation	♦ Complete sentences ♦ Errors affect clarity of writing	♦ Complete sentences ♦ Errors do not affect clarity of writing	♦ Complex sentences ♦ Clearly written; easy to understand ♦ No spelling or punctuation errors
Points						
Total points					Grade	

Comments: _____

COMPARING WITH ANALOGIES



7. adult : baby

(birthing)

horse : _____

8. inches : ruler

(units of measure and instruments for measuring)

degrees : _____

9. slow : fast

(opposites)

flood : _____

10. belly laugh : chuckle

(contrast in size)

metropolis : _____

11. hurricane : water

(where storm originated)

tornado : _____

12. Gretel : Hansel

(girl-boy combinations)

Jill : _____

HOW WOULD YOU FEEL?

There are many occasions when something happens that we couldn't possibly have foreseen. Sometimes those occasions are so peculiar we hardly know how to act. But those experiences can definitely cause us to have certain emotions. Here are seven surprises that you probably haven't had, but people have had them or ones like them.

1. Someone comes up and congratulates you on your victory in an election. But you've never even been nominated. Your reaction:

2. You fall off a bicycle and a news photographer who happened to be nearby takes your picture. The next day the newspaper prints it under the heading, "Young person litters the sidewalk." Your reaction:

3. You have just hit a home run to win a ball game. A teammate comes up to you and criticizes you for wearing dirty socks. Your reaction:

4. You are asked for the first time to babysit for the neighbors. Everything goes very well until they come home, whereupon their five-year-old begins to cry furiously. Your reaction:

**Human Body
Tic-Tac-Toe Student Choice Activities**

Standards/Objectives: Identifies major body systems and their functions
Names and describes important parts of the body

<p>1. Create a two minute public service announcement that addresses things people can do to their bodies that have a negative influence on the skeletal or muscular system or both. Make this announcement in your class or to the entire school during the time for school wide announcements.</p> <p>(Skeletal & Muscular systems)</p>	<p>2. Make a poster showing five different exercises that address five different muscles. For each exercise include:</p> <ul style="list-style-type: none"> - Name of exercise - Name of muscle - Illustration of muscle - Illustration of exercise - Written steps to perform the exercise <p>(Skeletal & Muscular systems)</p>	<p>3. Visit www.medtropolis.org. Click on the Skeletal System section and put together a virtual skeleton successfully. Print out your work.</p> <p>(Skeletal & Muscular systems)</p>
<p>4. Make a graph showing the percentages of red blood cells, white blood cells and platelets in blood. Write an explanation of the function of each.</p> <p>(Circulatory system)</p>	<p>5. Draw a diagram showing how the circulatory system works. Label all major parts.</p> <p>(Circulatory system)</p>	<p>6. Research diseases of the circulatory system such as angina, high blood pressure, heart disease, or heart attacks. Do a three minute oral report explaining the causes of these diseases and how they can be prevented.</p> <p>(Circulatory system)</p>
<p>7. Write a paragraph explaining how the digestive and excretory systems are related to one another. Include a diagram.</p> <p>(Digestive & Excretory systems)</p>	<p>8. Write a short story describing life without teeth or gums. Include effects on the digestive and excretory systems.</p> <p>(Digestive & Excretory systems)</p>	<p>9. Create a set of ten interview questions about the digestive and excretory systems. Interview a doctor or nurse and write down their answers to your questions.</p> <p>(Digestive & Excretory systems)</p>

I/we chose activities # ____, #____, and #____.

Name _____ Due dates _____, _____, _____

THE LADY BY THE SEA
(Flesch-Kincaid Reading Grade Level = 7.4)

**Teacher
Page**

Step I. Discuss or review the following skills covered in this lesson.

- Understanding word meanings
- Detecting assumptions
- Judging the adequacy and relevance of information
- Creating a new plan (new meaning or structure using previous knowledge)
- Making predictions based on data
- Recognizing information

Note: A description of skills is found on page 9-12

Step II. Have the students read the narrative either silently or orally establishing purpose for reading.

Step III. Discuss any difficult words in the word list. Find synonyms, etc.

Vocabulary Development

dignitaries – celebrities, important public figures

huddled – crowded, clumped

inscribed – emblazoned, written on

legal tests – check to see if you have a criminal record

masses – large body of common people

primarily – first and foremost, chiefly, mainly

refuse – waste

teeming – packed, crowded

yearning – longing, desiring

exhibition – display, trade-fair

immigrants – people moving to a new country

inspiring – stirring, moving, stimulating

literary figure – well-known writer

pedestal – a base built beneath a statue to hold
it steady

sentiment – feeling, emotion

wretched – miserable, dejected

Step IV. Have students respond to the questions following the narrative.

Step V. Discuss the responses given by various students. See if they can support their answers.

Step VI. Discuss any confusing aspects of the narrative.

Step VII. Provide individualized feedback based on students' oral and written responses.

Step VIII. Challenge students to describe a situation that will require the thinking skill emphasized in the narrative and questions that follow.

Step IX. Use enrichment activities.

Answers and/or Suggested Answers to Questions

1. *(Sample Answer)* It refers to opportunities for jobs and a better life in America.

2. *(Sample Answer)* He assumed that Americans would be impressed and more willing to help with the pedestal.

3. *(Sample Answer)* This was the date on which the colonies became free from England.

4. *(Sample Answer)* U.S. officials wanted to see that France actually made the statue before building the pedestal.

5. *(Sample Answer)* No. The statue could not be erected without a very strong base.

6. *(Sample Answer)* They were assuming that they could find jobs and gradually improve their lives.

7. *(Sample Answer)* b, c, d, f



8. *(Sample Answer)* It was the 100 year anniversary of America's independence from England.

9. *(Sample Answer)* People would have been happier and wealthier, more willing to contribute money.

10. *(Sample Answer)* Many suggestions might be offered – a special tax, an admission fee to visit the monument, getting corporations and wealthy individuals to donate, selling pictures or little models of the monument, etc.

Relation of Questions to Bloom's taxonomy and Education Standards

Questions 1 and 4

Measure "understanding word meanings" (**Knowledge** level of Bloom's Taxonomy)

Questions 2 and 6

Measure "detecting assumptions" (**Analysis** level of Bloom's Taxonomy)

Questions 3 and 8

Measure "judging the adequacy and relevance of information" (**Evaluation** level of Bloom's Taxonomy)

Questions 5 and 9

Measure "making predictions based on data" (**Application** level of Bloom's Taxonomy)

Question 7

Measures "recognizing information" (**Knowledge** level of Bloom's Taxonomy)

Question 10

Measures "creating a new plan (new meaning or structure using previous knowledge)" (**Synthesis** level of Bloom's Taxonomy)

Enrichment Activities

1. Use clay or some other art media and make miniature replicas of the Statue of Liberty.
2. Almost all the statues in Washington D.C. are of real people. The Statue of Liberty is not a statue of a real person. Have students suggest advantages and disadvantages of having a statue that stands as a symbol and not a representation of a real person.
3. The Statue of Liberty is the largest statue ever constructed. Consult encyclopedias or other sources to find out how Bartholdi, the sculptor, used lath and plaster to build a full-scale model on which he could hammer the sheets of copper he used.

Write Your Own Activity

Product

1. Knowledge – understanding word meanings

2. Comprehension – paraphrasing a portion of a written or verbal communication

THE LADY BY THE SEA



Twelve million hopeful immigrants rushed to the United States between 1892 and 1954. That is more people than there are in all of New York City today. Many of these people came from places where they were mistreated. They were astonished when they first saw the Statue of Liberty. Most felt that America offered genuine hope and freedom. It was a land where dreams came true. The inscription (writing) on the statue says:

*"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed, to me;
I lift my lamp beside the golden door."*

Many of the poor people coming to the United States had only the clothes on their backs and a few simple belongings. Most did not speak English. They had no homes to go to. They had no jobs or friends to welcome them. It was a frightening experience! Worst of all, they did not know whether they would be accepted. They had to pass medical, mental, and legal tests. Today, if you visit Ellis Island, (where the immigrants landed) you can see a film. It is called Island of Hope, Island of Tears. It explains that immigrants who were accepted had great hope. Those that were sent back, left in tears.

During the peak immigration years, Ellis Island became a small city. There were 500 to 850 officials working there. The staff included immigration officers, engineers, doctors, nurses, cooks, and guards. The island had sleeping quarters, kitchens, a large bathhouse, and a small hospital.

Two Frenchmen were primarily responsible for the Statue of Liberty. Edouard Laboulaye and Frederic Bartholdi wanted to build the statue as a gift to the American people on the 100th birthday of our independence. In 1871, Bartholdi made a trip to the United States. He talked to many important people. He spoke with President Grant, literary figures, leaders in industry, and religious dignitaries. He tried to convince them that a great statue in New York harbor would be an inspiring symbol of freedom. He even suggested Bedloe's Island as an ideal location. U.S. officials said that the French would have to take the first step.



Bartholdi and Laboulaye were determined to succeed. They worked for five years to get French support and design the statue. Eventually, they raised \$400,000. On May 6, 1876, Bartholdi led a French delegation to the Philadelphia 100 Year Exhibition. They brought the Statue of Liberty's torch arm with them. Visitors to the Exhibition were impressed, but Americans were still recovering from the Civil War. They did not want to pay for and build a base (pedestal) for the statue.

A newspaper editor, Joseph Pulitzer, led a drive in the United States. Pulitzer wrote articles urging citizens to help build the pedestal. He said that refusing to support the project would be denying a great gift of sentiment and generosity from a friendly nation. Pulitzer even announced that every donor's name would be printed on the pedestal as a public recognition. Pulitzer and others eventually collected \$270,000.

In 1884, (after the statue was completed in France) it was taken apart piece by piece. It was packed in 214 mammoth crates and shipped to the United States where it was reassembled. The statue was unveiled by President Grover Cleveland in 1886. It was 10 years late, but it was beautiful.

The Statue of Liberty was an enormous achievement. The statue's metal framework was built by Gustave Eiffel. He later built the Eiffel Tower in Paris. The metal framework was covered with 80 tons of copper sheeting. The copper was very bright at first, but the weather soon turned it green.

The Statue of Liberty's face was modeled after Bartholdi's mother. The Statue of Liberty holds a torch in her right hand. In her left hand she carries a tablet with the July 4, 1776, inscribed on it. The statue is a shining symbol of American freedom and a beacon lighting the way for those coming to build new lives. The crown of 7 spokes represents the 7 continents and the 7 seas. The 25 windows in the crown represent the 25 gemstones found on earth. Broken chains (symbolizing the overthrow of tyranny) lie at the feet of the statue.

All of the statue's features are large. The nose is 4 ½ feet long. The index fingers are 2 feet taller than a man. Each arm is 42 feet long. The statue, itself, is 151 feet high.

In 1976, (on our 200th anniversary) the Statue of Liberty was completely restored. Fittingly, French metal workers helped make the statue like new again.

Name _____

The Lady by the Sea

Questions



1. The last line of the inscription on the Statue of Liberty states, "I lift my lamp beside the golden door." What does "golden door" mean?

2. Frederic Bartholdi brought the Statue of Liberty's torch arm to the Philadelphia 100 year exhibition in 1876. What was he assuming?

3. The Statue of Liberty carries a tablet in her left hand with July 4, 1776, inscribed on it. What is the relevance of this date?

4. U.S. officials who met with Bartholdi told the Frenchman that the French would have to take the first step. What did this mean? Explain in your own words.

5. Do you think the French would have shipped the Statue of Liberty to the United States if Americans had not built the pedestal? Explain your answer.

6. The poor immigrants coming to America had no jobs or homes to go to. What were they assuming?

7. Which of the following were mentioned in the narrative? Circle the letters.
 - a. The United States asked France for a statue.
 - b. The United States had just experienced civil war.
 - c. Money had to be collected in both France and the United States for the Statue of Liberty.
 - d. Joseph Pulitzer helped to raise money in the United States.
 - e. Making the statue took less than a year.
 - f. The statue was put together in France.
 - g. Several cities were interested in the statue.
8. The statue was finished ten years after the original completion date. What was the relevance of the original date? Explain.

9. If we had not had a civil war in the United States how might this have affected the building of the Statue of Liberty?

10. If you were raising money today to build a monument like the Statue of Liberty, how would you do it?

Good Listening Habits

Standard # 6

- ▣ Concentrate totally on what the other person is saying.
- ▣ Assume an attentive attitude. (Posture, eye contact)
- ▣ Take notes if appropriate.
- ▣ Don't interrupt.
- ▣ Don't jump to conclusions.
- ▣ Share responsibility for communication. (If you don't understand, ask for clarification.)
- ▣ Draw the other person out by asking for their opinion.
- ▣ Be aware of the speaker's non-verbal behavior.
- ▣ Ask pertinent questions and use rephrasing for clarification.
- ▣ Stay on track. Concentrate on the main topic.
- ▣ Identify the type of reasoning the speaker is using.
- ▣ If you disagree, use tact and diplomacy to share your point of view.
- ▣ Listen to what the speaker is NOT saying.
- ▣ Take a breath! Slow down. Ask for a time out to think about things.
- ▣ Be understanding if English is a second language. Ask the speaker to repeat. Don't say you understand unless you really do.
- ▣ Be sensitive to cultural differences. Other people may not talk and listen the same way you do. For example, in some cultures looking someone in the eye while listening is considered rude. In other cultures, it's just the opposite. If you aren't sure what is appropriate, ASK!

from

Teaching, Thinking, Learning

Point of View *(Analyzing how different people look at the same thing or situation)*

Survey 10 people about their positive and negative attitudes about pigs. Ask each person to list 3 positive things about pigs and 3 negative things about pigs. Collect the 10 sets of data and analyze the results. List three positive and three negative comments that were the most popular. List one comment that was unusual or unique. Describe how people felt about your survey.

Reflection and Evaluation *(Examining carefully by appraising and assessing)*

Ask the library/media specialist to help you locate these books:

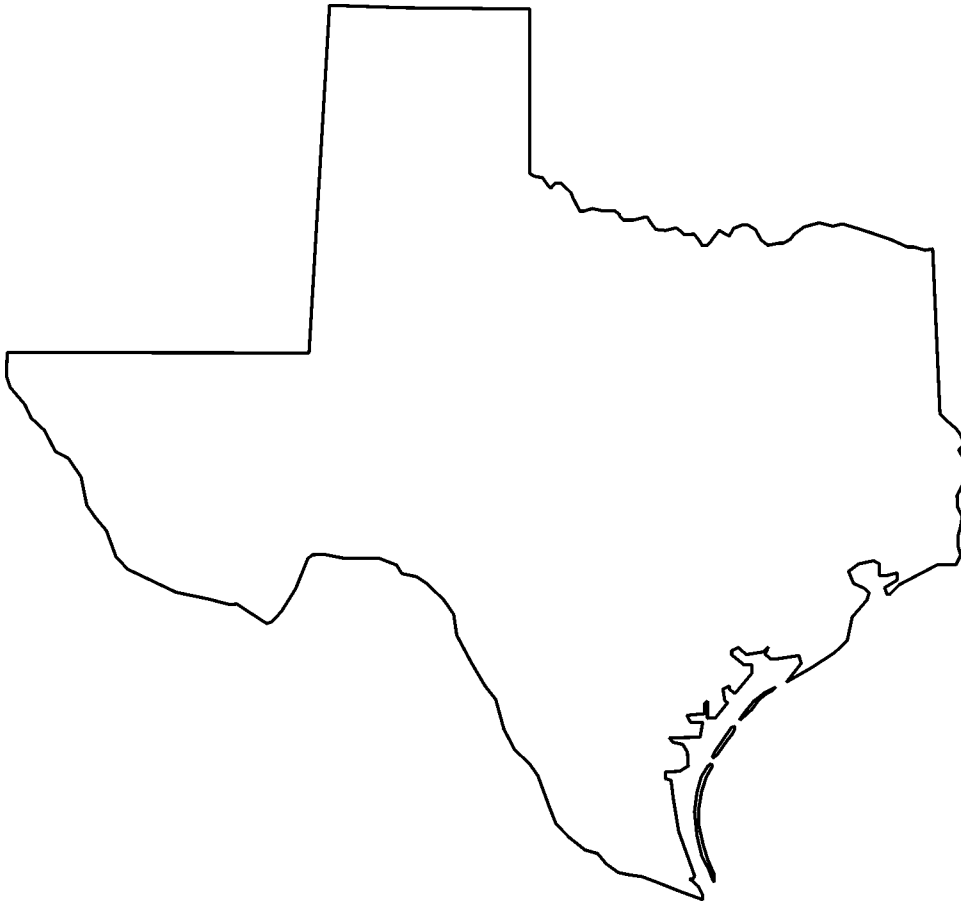
The Three Little Pigs
The Little Wolves and the Big Bad Pigs
The True Story of the 3 Little Pigs
The Three Little Javelinas

Read and enjoy each book. Then take some time to **really think** about each one. Consider the following questions:

- How are the stories alike and different?
- Which story makes you laugh the most? Why?
- How are the illustrations in each book alike and different?
- Were there any surprises in the books? Describe them.
- Which page from all the books has your favorite illustration? Why?
- List the different emotions that the characters were feeling in each book.
- Rank order the four books, listing your favorite first.
- Write a book review for ***The Three Little Pigs*** from the wolf's point of view.
- Ask your teacher for time to present an oral report using the four books.
- Choose one of the authors or illustrators and research their lives.
- Memorize one of the stories and present it with your classmates. Design props, make a costume, and play background music while you tell your story.

Researching Texas

To the Student



The goal for this research unit is for you to easily and competently use a wide variety of reference books and their indexes, CDs and the Internet as research tools as you study your state.

Your assignment is to answer completely and accurately as many questions as possible. On each worksheet, read the questions thoroughly. Many questions require several answers to complete. On each

sheet, each question can be answered by ONLY one of the resources. Record your answers in pencil. Also, make sure that you spell your answers correctly. Do not go to the work of looking up the information and then misspell it. Incorrect answers must be corrected. You will be required to use indexes in most of the sources.

You must record your sources. This includes the titles of the books you use, volume numbers (if applicable), and page numbers. Do not forget these, because, if you do, you will have to go back again to the sources to record that information.

Only use one book at a time. Do not pile up a group of books beside you. When you finish with a book, return it to its proper location.

You will use each book once for each sheet. After finishing with a book, mark it off on the bibliography at the top of the sheet, therefore using the process of elimination to help you decide where to locate answers.

TEXAS A

Using each of these reference sources once, answer the following questions. Include the title of the book, volume number (when applicable), and page number where you found the answer.

American Book of Days
American Place Names
Cambridge Dictionary of American Biography
Cambridge Gazetteer of the United States and Canada
Index to Poetry for Children and Young People, 1993-1997
Junior Worldmark Encyclopedia of the States

Major Authors and Illustrators for Children and Young Adults
Prominent Women of the 20th Century
Rand McNally Premier World Atlas
State Names, Seals, Flags, and Symbols, 2002 ed.
20th Century Day by Day
World Almanac and Book of Facts, 2003

1. What did the Texas legislature adopt as the official state song and when? Who wrote it?
2. Amarillo, Texas, claims to be the world's largest producer of what?

Name the ranch that is located just west of the city and for what is it noted.
3. At what time on January 10, 1901, did an oil well erupt near Beaumont, Texas?

Who was the man who had been convinced for many years that oil could be found in the area?

What was this well called?
4. What is the Zip Code of Pecos, Texas?
5. For whom was Clyde, Texas, named? When and what had he done?
6. Who wrote the poem, "The Pee Wee Coach"?

In what book can the poem be found?
7. Where was Jeana Yeager born? When she and Dick Rutan made their record-breaking trip around the world, how many days did it take? How many miles had they traveled?

Name their airplane.
8. When is Texas Independence Day celebrated?

In what year was independence declared, and how many delegates assembled to make that declaration?

How many years did Texas remain an independent nation?
9. Where was James Marshall born?

In an interview with Rachel Koenig, what did he say were the three essentials that a book must have?
10. While serving as a captain in the Texas Rangers, what did John Coffee "Jack" Hays introduce to the frontier?
11. In 1997, how many registered vehicles were in Texas, and how many of them were automobiles?

from Let Your Fingers Do the Searching

12. Locate and label the following cities on this map of Texas:

Amarillo

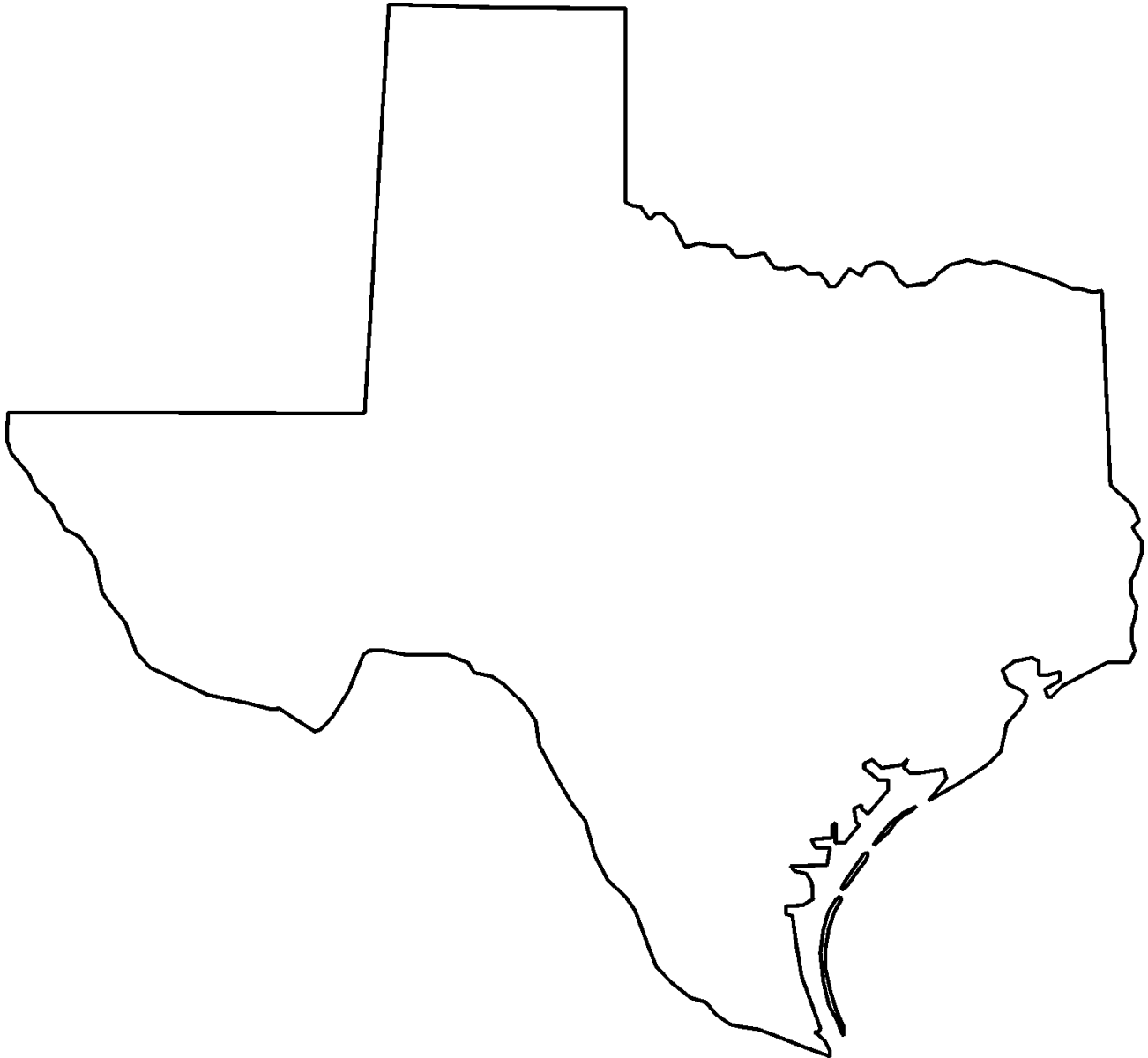
Beaumont

Clyde

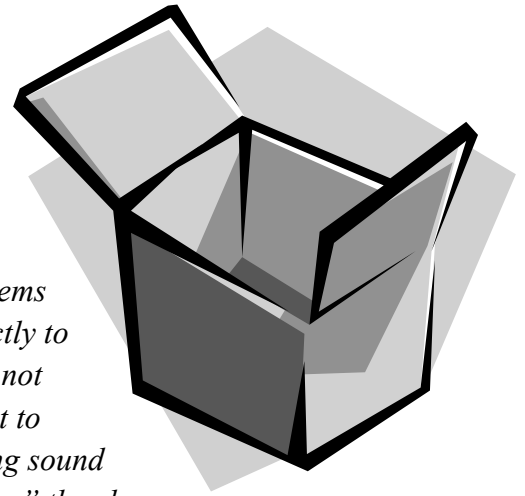
Pecos

San Antonio

_____ (Your location)



BELIEVE-IT-OR-NOT BOX



After reading a biography or a non-fiction book, students will write a short summary of the book. They will then select three items to place in a box; two of the items are related directly or indirectly to the life of the famous person or the non-fiction book, and one is not related at all. While presenting the box, the students will attempt to convince their classmates that all objects are legitimate by giving sound reasons for each object. Bonus points are awarded for “stumping” the class.

Preparation for the Believe-It-or-Not Box

- ☐ Students choose a biography or non-fiction book (teacher approved) to read independently over the next two or three weeks. Class time may be used for independent reading if desired or necessary.
- ☐ The teacher explains the assignment and demonstrates with a summary and a believe-it-or-not box prepared in advance. A summary and a believe-it-or-not box example are found on pp. 54-55.

Believe-It-or-Not Box Activity

- ❖ After completing a biography or non-fiction selection, students will write a short summary of the book to read to the class.
- ❖ They will find a small box for their presentation. A shoebox works well. Students write the title and author of the book on the box and may want to decorate the box appropriately.
- ❖ Students choose two items to include in the box that represent factual information that they read about in the book.
- ❖ Students will also include a third item that has no significant meaning to the book. The item should be closely related to the facts presented in the book, so they will have a chance to “stump” the class.

Believe-It-or-Not Box Items

Item #1 in box: Chair (dollhouse size)

In his later years, Benjamin Franklin was carried from his home to the East Room of the State House in Philadelphia in a specially constructed sedan chair that was suspended between two flexible poles that was borne by four convicts from the Walnut Street Jail.

True: Franklin was revered by the other Constitution Convention delegates, and they wanted to make sure he attended the convention meetings in spite of his poor health. The chair made it possible for Franklin to avoid walking from his home to the state house and to continue his important role in framing the U.S. Constitution.

Item #2 in box: A leaf

Franklin came up with a brilliant innovation called “nature printing” to prevent the counterfeiting of currency. He used a leaf, with its intricate and unique pattern of veins, to make an impression in a soft material, and then he used the impression to cast a metal plate that could be inked and pressed to imprint the leaf’s image. The detailing of this single image would be so fine that it was beyond the ability of the most skilled engraver to copy it.

True: In 1736, Franklin was engaged to print the currency of New Jersey. From July to September he worked in Burlington to do so. Counterfeiting was widespread at the time, and Franklin set his mind to the task of devising a way to prevent it.

Item #3 in box: A book with a cover titled *Poor Richard’s Almanack*

Franklin was the first to coin and print many proverbs and sayings which he published in his almanack. Famous among them were: “Early to bed, early to rise, makes a man healthy, wealthy, and wise,” “An apple a day keeps the doctor away,” and “Fish and visitors smell in three days.”

False: Franklin freely admitted that he found and copied the majority of the proverbs and sayings that he published from the books he read or owned, and much of the wit and wisdom originated centuries earlier.

FACT OR FICTION?

After his first TV appearance,
Leonardo Di Caprio
was told never to come back.





Leonardo DiCaprio

Leonardo DiCaprio was born in Los Angeles, California, in 1974. Five years later he made his first television appearance as one of the children on the popular Romper Room show. His television career began and ended that same day. He yelled, he ran around, he disrupted the cast and crew, and no one could control him. He was told not to return the next day.

Raised by very easy-going but loving parents, Leonardo spent his childhood in what he calls the “ghetto” of Hollywood. It was a rough neighborhood. Just getting from one end of a block to another was a trial. Leonardo could easily have ended up in a gang with a criminal record, but his parents sent him to a school some distance away. Not only was he assured a good education, but his friends were boys from better neighborhoods.

His first acting job was a commercial for Matchbox Cars®. He was a popular choice for commercials aimed at children since he looked much younger than his actual age and could learn lines and follow directions more easily than a younger actor.

Leonardo moved from doing more than 30 commercials to being a cast member on various television shows and finally to movies. In The Quick and the Dead, This Boys’ Life, and What’s Eating Gilbert Grape he played a troubled teen. His big break came with his role as Jack Dawson in Titanic. Many fans saw the movie six or more times. “Leomania” broke out everywhere. The little boy who was sent home from Romper Room had truly become a star!

FACT OR FICTION?

Sandra Day O'Connor
turned down 30 job offers
after graduating third in her law school class.





Sandra Day O'Connor

Sandra Day O'Connor, the first female Associate Justice of the United States Supreme Court, received no job offers after graduating from law school despite the fact that she ranked third in her class.

Justice O'Connor (born in 1930 in El Paso, Texas) grew up on a cattle ranch in Texas. For the first eight years of her life she was an only child. She read at the age of four, drove a tractor, and learned to shoot by the age of ten. Some said she could hit a coyote between the eyes at 40 paces. Sandra's parents were worried that the small school house available to ranch children would not give their daughter the education she needed. When Sandra was six years old, they sent her to live with her grandparents in El Paso where she could have better schooling.

Sandra excelled at her studies whether at Austin High School in El Paso or Stanford University in California. Since no one wanted to hire a woman lawyer, Sandra got a job as a law clerk after graduation. Marriage and children and a move to Arizona followed, and knowing no law firm would hire a young mother, Sandra opened her own law firm. The task of balancing motherhood with full time work as a lawyer proved difficult. She took five years off to be a full time mom but stayed active in local politics.

In 1965, Sandra went to work part time as assistant attorney-general for the State of Arizona. She moved quickly to become attorney general, a member of the state legislature, and the Arizona State Majority Leader. In 1974, she won election as a judge for the Maricopa County Superior Court and later moved to the Arizona Court of Appeals.

In 1981, Sandra Day O'Connor was appointed to the Supreme Court of the United States. Seven years later she was diagnosed with cancer. Friends urged her to retire, but she knew there was work still to be done. She remained at her post during her treatment and overcame the illness. She continued to serve with distinction for another eight years.

Sandra Day O'Connor exemplifies the philosophy she lives by. Any trial can be overcome with determination. Triumph will follow!

The Man That Corrupted Hadleyburg



Curiosity

What was the elusive "one thing" the Reverend Mr. Burgess supposedly did that caused a scandal in Hadleyburg? Create a headline for the local *Missionary Herald* that tells your idea.



Name _____

Rubric for Disaster Preparedness Brochure

Title	10 - title is clearly visible, bold	8 - title present but not clearly visible; may not be bold	6 - there is no title visible
Information	10 - includes adequate information to thoroughly explain the natural disaster to the reader	8 - includes information but more is needed to fully explain the natural disaster to the reader	6 - is lacking information; the natural disaster is not clearly explained to the reader
Safety Tips	15 - includes at least 5 safety tips	10 - includes 4 safety tips	5 - includes 3 or fewer safety tips
Equipment	15 - includes at least 5 different tools or pieces of equipment that would be necessary for survival or safety	10 - includes 4 different tools or pieces of equipment that would be necessary for survival or safety	5 - includes 3 or fewer different tools or pieces of equipment that would be necessary for survival or safety
Supplies	15 - includes at least 8 different supplies necessary for survival	10 - includes 7 different supplies necessary for survival	5 - includes 6 or fewer supplies necessary for survival
FAQ	10 - includes at least 6 different FAQ (Frequently Asked Questions) with questions and answers relevant to the natural disaster	8 - includes 5 different FAQ with questions and answers relevant to the natural disaster	6 - includes 4 or fewer FAQ; questions and answers may or may not be relevant to the natural disaster
Dangers / Challenges	10 - includes clear information to educate the reader on the dangers /challenges that will be faced	8 - includes some information to educate the reader on the dangers and challenges that will be faced; could use more	6 - is missing information to educate the reader on the dangers and challenges that will be faced
Pictures	5 - includes at least 4 pictures related to the natural disaster	4 - includes 3 pictures related to the natural disaster	3 - includes 2 or less pictures related to the natural disaster
Spelling	10 - 0 spelling errors	8 - 1-2 spelling errors	6 - 3 or more spelling errors
Total 100 points possible			

Literature Circle Discussion Questions

Brian's Winter

by Gary Paulson



Chapter 1

1. Brian referred to the survival kit from the airplane as *"It was as if somebody he didn't like had been visiting and had been visiting and finally gone."* What did he mean by this? Why would he feel this way?
2. Do you agree with Brian about crazy people? Do you think Brian is really going crazy? Why or why not?

Chapter 2

1. How could Brian prevent another bear invading his home?
2. Predict a list of hardships Brian may encounter during the winter. Save the list and mark them if they do occur.

Chapter 3

1. Brian discusses his *"medicine arrow."* What does he mean by this? Why didn't he continue to use this arrow?
2. Do you believe in superstitions? What are some common superstitions?

Chapter 4

1. *"A good hunt was everything."* What does Brian mean by this? Why did he say this to the wolves?
2. How are Brian's challenges different than if he never had the plane crash? Which seem more physical? Emotional?

Chapter 5

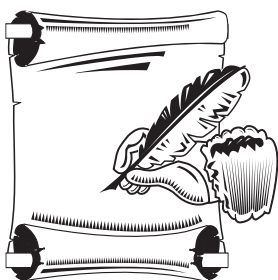
1. Brian was uncomfortable with the dead deer's eye. Why do you think he was? How did Brian cope with this feeling? How is this like the Native American's way?
2. Why do you think the wolves did not attack Brian? Why didn't the skunk spray?
3. How is the skunk like a terrorist?

from

Was It Possible?

THE COLONIES

2. Was it possible that one of the signers of the Mayflower Compact signed with an "X"?



Investigation Sheet

Question _____ ?

Chapter _____

Words I will need to research: _____

_____	_____	_____
_____	_____	_____
_____	_____	_____

Could this be possible? Why or why not?

Sources

Questions I have as a result of researching:

_____ ?
_____ ?
_____ ?

THE CONSTITUTION

5. Was it possible that a series of compromises was needed to form our government?



from

Was It Possible?

5. Was it possible that a series of compromises was needed to form our government?

Yes. The delegates agreed to compromises that allowed our Constitution to be written.

The Rest of the Story. . .

The first was the Virginia Plan that agreed the constitution needed to be written. This plan, written for the most part by Virginian James Madison, introduced the system of checks and balances and outlined the three-branch government that we have today. This plan went through many revisions before finalization.



But perhaps the most profound compromise was the *Connecticut Compromise*, or the "Great Compromise." This compromise looked at the extremely important issues of representation and slavery. It allowed for two houses in Congress. The House of Representatives would be based on population. The Senate would have equal representation.

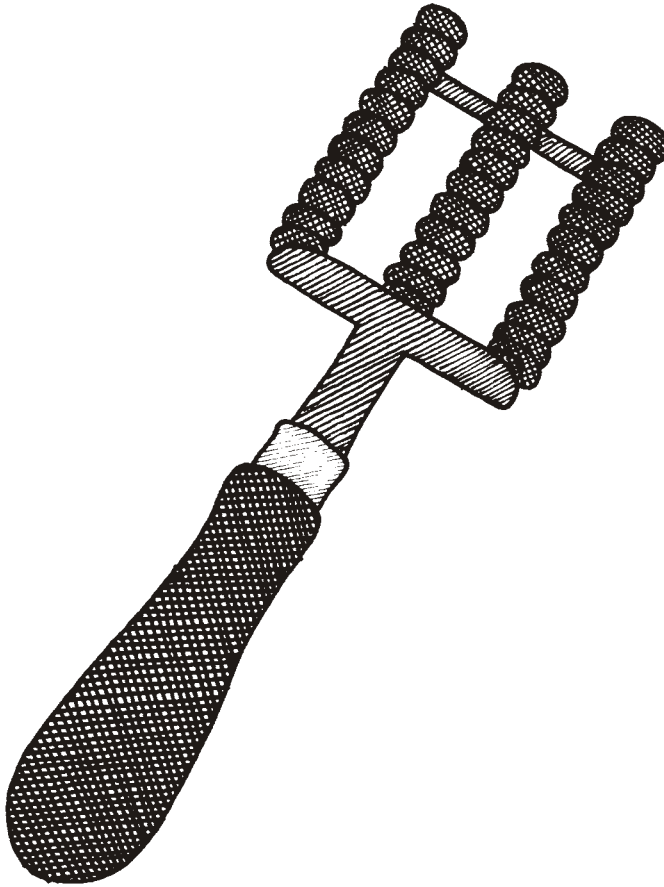
At the time the issue of slavery was addressed, it was feared that Southern states and those states with a large population of slaves would be given more representation in the House. To address this concern, it was agreed that every five slaves would be counted as three. This part of the *Connecticut Compromise* is known as the *Three-Fifths Compromise*. The *Connecticut Compromise* also gave control of legislation having to do with raising money to the House.

EXPAND YOUR THOUGHTS

Which **do you think** is fairer - equal representation, or representation based on population? Why?

The Constitution

from
WHAT IS THIS THING?



- A. A small abacus to compute numbers
- B. A meat tenderizer
- C. A comb for extra thick hair

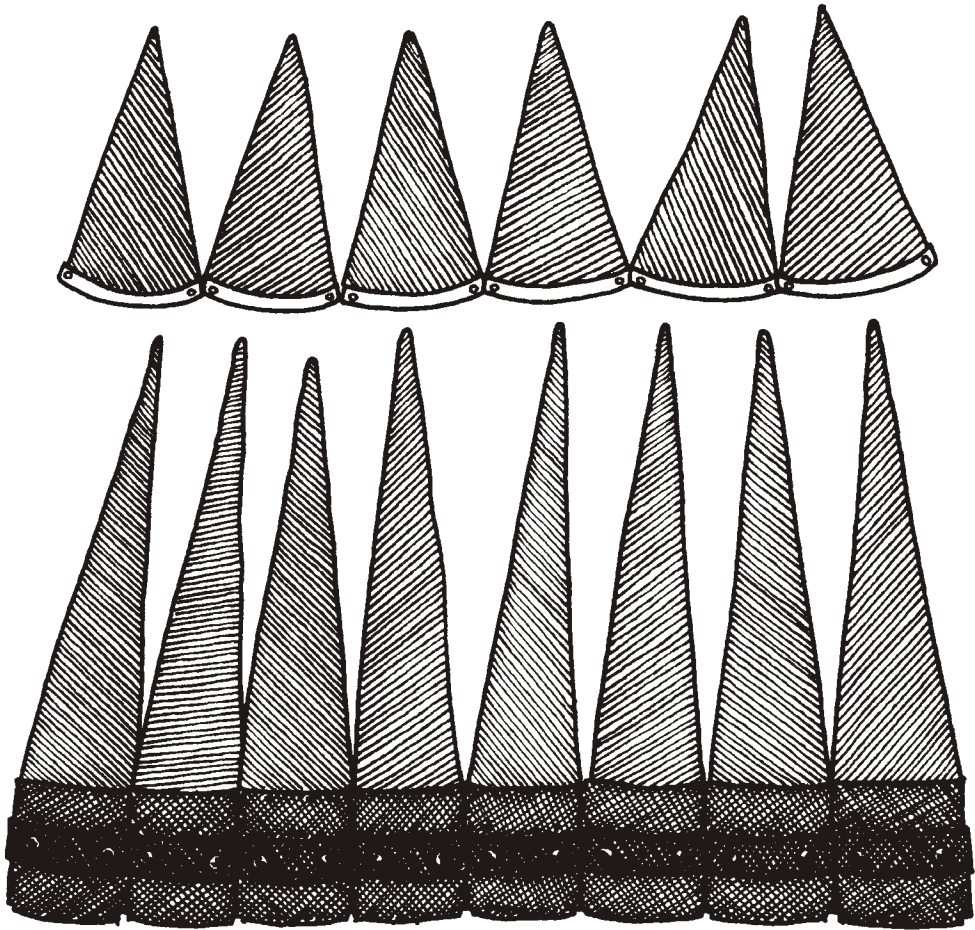
B. A MEAT TENDERIZER



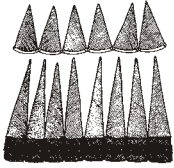
A tough piece of deer meat could be made quite tasty after being pounded and rolled with the meat tenderizer.

Of course, to pound and roll hard enough to get the meat tender, fingers could get in the way and be tenderized as well!

WHAT IS THIS THING?



- A. A teaching tool for math
- B. Stakes to secure a tent
- C. Tie hangers



A. A FRACTION SPHERE

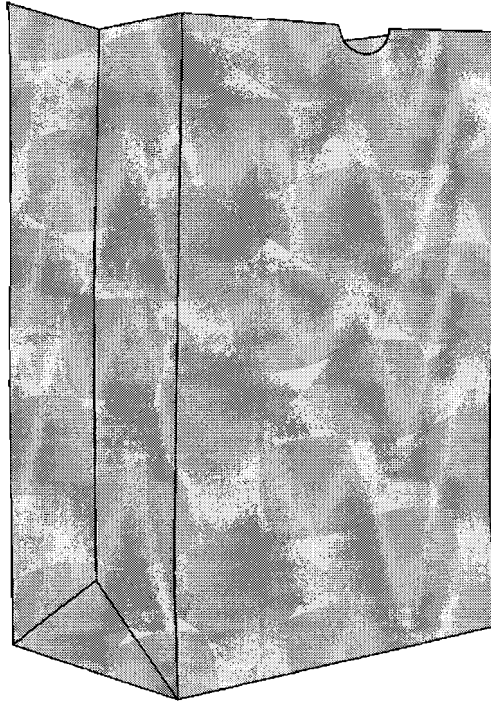


This teaching tool for math was made from wood and could be opened in part or in whole to teach halves, thirds, fourths, and eighths.

Children of the 1800s were expected to recite aloud, often all at the same time. The child who did not say his fractions correctly could expect to be introduced to another type of wood, the hickory stick!

Ins & Outs of Your Personality

Using the List of Terms A write all of the qualities on this lunch bag that both you and others would identify that you demonstrate.



On the card below, write those qualities that most people would not attribute to you or that might be part of your personality you keep hidden. Use the same List of Terms for the card that was used for the bag.

List of Terms A

optimistic	reliable	persistent	enthusiastic
organized	shy	creative	controlling
risk-taker	artistic	confident	curious
committed	leader	global	problem-solver
empathetic	assertive	fluent	bossy
aggressive	original	rule-pusher	big ideas
intuitive	spontaneous	sensitive	helpful
critical	finisher	complex	humorous
tolerant	starter	egotistical	independent
imaginative	self-critical	analyzer	procrastinator
	perfectionist		
Others?			

SHE TORGLED WHEN SHE SHOULD HAVE TWIZZED

Translate the strange words in each sentence below, and then write the sentence over, using an appropriate word instead of the strange one. Make it a colorful word or a powerful one.

1. Melinda torgled in the sun, feeling so overcome by the heat that she thought she would faint.

2. Jack was chuzzed by his emotions; tears came to his eyes as his friends slapped and congratulated him.

3. It was an unusually lovely evening because the air was moy with the fragrance of jasmine.

4. The game was a rin affair, ending with a long basket in the final two seconds.

5. He was doing a marvelous job of keeping the snoaping car on the slick road.

6. Sylvia had hardly gone through the door when she heard a votto.

JUST FOR THE FUN OF IT

Sometimes life gets boring, but then something happens to make it more enjoyable or exciting. For instance, you or a friend might win a prize. A big game can be contested locally or on television. Or something funny might happen. Humor always helps when life becomes dreary.

If you had the magical powers to do so, how would you make things funny that aren't especially funny now? What would you change to make it funny?

1. What would be funny if it were **clumsy**?

2. What would be funny if it were **huge**?

3. What would be funny if it were **long**?

4. What would be funny if there were **twice** as much of it?

5. What would be funny if it were **pink**?

6. What would be funny if it were **upside down**?

7. What would be funny if it were **backwards**?

8. What would be funny if it were very **slow**?

9. What would be funny if it were **sticky**?

10. What would be funny if it were very **short**?

Look over the 10 things you have changed. Which one makes you laugh most? What if it really were changed that way? What would happen? List all of the consequences in people's lives if it really were changed that way. For the sake of variety, don't put all of the consequences in the form of simple sentences. Make some compound and some complex. *A compound sentence is two independent clauses joined by a coordinate conjunction (one that connects equal parts - 2 or more words, 2 or more clauses, 2 or more phrases, etc).* *A complex sentence contains an independent clause and one or more dependent clauses.*

NOW TRY THESE

What similarities can you find between . . .

A traffic cop *and* a tea kettle

A miner *and* a gopher

A baseball outfielder *and* a frog

A gossip columnist *and* a seagull

An airline pilot *and* an elevator

A magazine salesperson *and* a dollar bill

A lion tamer *and* a musician

A penguin *and* an ostrich

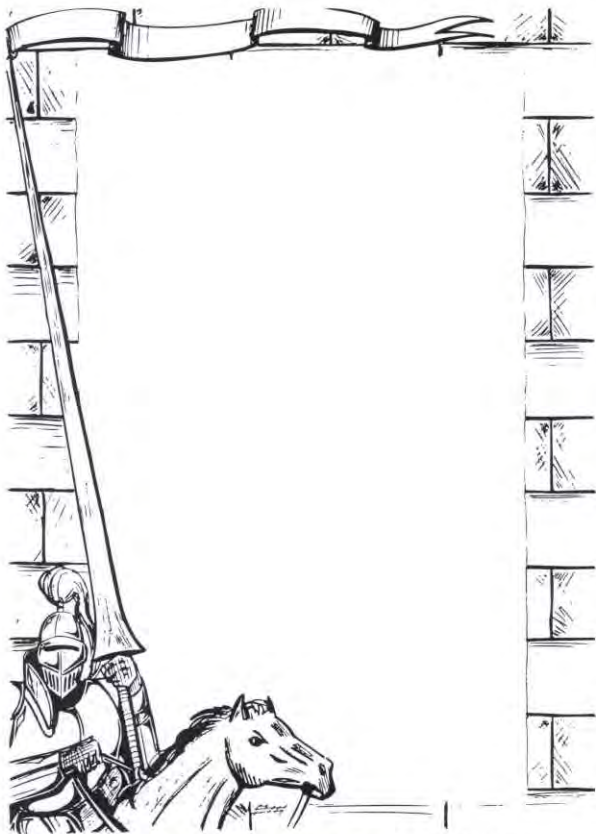


A comparison can make a speech more colorful or a financial report more impressive. Conversations without comparisons are often dull.

Actually, the human mind constantly makes comparisons, and this faculty of the mind enables us to establish relationships between things.

Combine your ability to see relationships with your ability to imagine.

**Make at least six comparisons that
relate how things will be in a hundred years from now
with how they are now.**



Use your imagination and complete this story border.



Exercise 1:

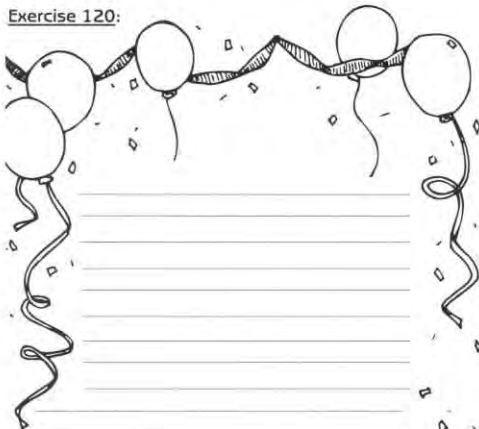
Choose any five letters in the alphabet. For each letter you choose, write a sentence in which every word begins with that letter. For example, if you choose the letter "a" your sentence might read:

Alfred always ate alone.

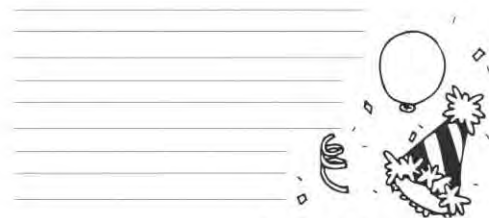


1. _____
2. _____
3. _____
4. _____
5. _____

Have more? Go for it!

Exercise 120:

You are a boy of thirteen at your first dance. Write the thoughts that run through your mind as you look across the room and see your best friend's sister sitting alone in a corner with a sad look on her face.

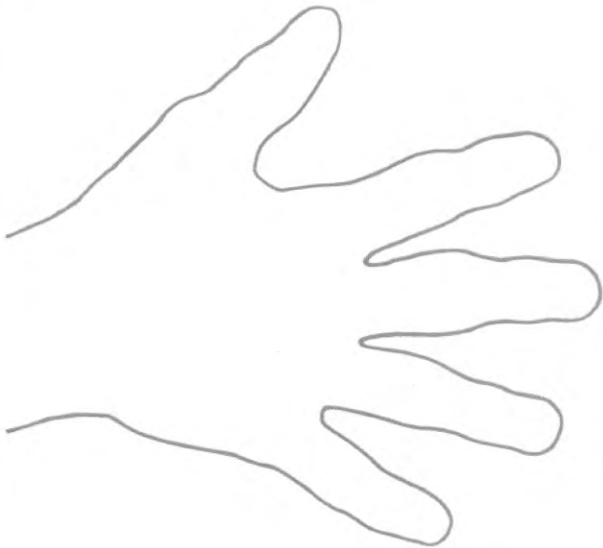
Exercise 121:

Finish this story: *Once upon a time in a land far away there lived a troll whose ambition it was to move from his campsite under the bridge to a house near the river where he was sure he could live a better life.*

Respect

Respect is showing that you believe that someone or something is important. You can show respect for yourself, others, authority, nature, and property.

Use this definition to complete one of the assignments for expository writing. Make a drawing of your hand to do your prewriting.



Differentiated Assignments and Assessment Levels for September

- Level One:** On the palm of your hand drawing, copy the main idea word (topic) from the definition. With words and/or pictures on the five fingers, show the five groups to be respected.
- Level Two:** On the palm and five fingers of your hand organizer, show your main idea word (topic) and the five detail words. Then, copy and complete this topic sentence:
I show _____.
Now, add at least one detail sentence that tells more about your topic sentence. (Hint: Use a word from the fingers on your hand organizer in each detail sentence.)
- Level Three:** On the palm of your hand organizer, write a main idea word (topic) that names a group that you respect. On the fingers, write key detail words that suggest how you show that respect. Then, write a topic sentence that tells who or what you respect. Write detail sentences that explain how you show that respect.
- Level Four:** Write an expository paragraph that explains who you respect and how you show that respect. Use your graphic organizer to do your prewriting by jotting down key words for your topic on the palm and the details on the fingers.
- Level Five:** Write expository paragraphs about people and things you respect. Use a hand graphic organizer for planning each paragraph.
- Level Six:** Write at least two expository paragraphs about showing respect and being respected. Use feeling and opinion words in your topic sentences, but stick to facts for your supporting detail sentences. Use a hand graphic organizer to prewrite each paragraph.

You Choose!

Language Arts – Generic



- ☐ Complete an activity from the Unit Vocabulary Sheet.
- ☐ Select and read a book approved by your teacher.
- ☐ ☐ ☐ Complete 3 activities in a row (horizontal, vertical, or diagonal.) If you choose to complete the center box FIRST, then you may select **any** other 2 activities to complete. Check them as you complete each one.

Read a non-fiction book about the rain forests. Imagine that you are on vacation in a rain forest. Write a letter home to your best friend. Describe the sights, and sounds. Use your other sensory perceptions to help describe the rain forest.

Intra

Read about weather happenings in a Guinness Book of World Records or an Almanac. Create a flyer that will teach others how to protect themselves during severe weather that is common in your area.

VS

Planet Earth has always had abundant natural resources and we sometimes take them for granted. Select one natural resource and think about the part it plays in your life. Write a short story entitled "My Day Without ____", in which you describe your life without that natural resource that is taken for granted.

VL

Read a book about the rain forests. Design and make a board game, "Rescue the Rain Forest," with all the pitfalls and rewards that one usually finds in a game. Write concise rules for the game.

BK

Read a book about ecology or the environment. Write a review of the story. Begin with information about the author; write character sketches; summarize the story; and conclude with recommendations for prospective readers.

Inter

Read a non-fiction book or articles about an endangered species and/or natural resource. Create an "ABC" book to share what you have learned. Include plenty of interesting facts that begin with each letter of the alphabet. Illustrate.

VS

Read a book or articles about any environmental issue you choose. Imagine that you are a TV talk show host/hostess preparing for a documentary. Interview people supporting both sides of the issue. Prepare your script, being careful to provide equal coverage to both sides.

Inter

Read a book and/or articles about the ecology of one of Earth's biomes. Create a choral reading that will describe that area. You may add instruments, background music or other sound effects. Perform for classmates.

MR

Read a book or articles about recycling. Write a letter to the Mayor of your town or city stating your personal thoughts about a viable recycling program for your city.

Intra

from
You Choose!

Language Arts – Book Specific – Reading Level 6
Shades of Gray by Carolyn Reeder

- ☐ Complete an activity from the Unit Vocabulary Sheet.
☐ Read *Shades of Gray*.
☐ ☐ Complete 3 activities in a row (horizontal, vertical, or diagonal.) If you choose to complete the center box FIRST, then you may select **any** other 2 activities to complete. Check them as you complete each one.

At one time in the story, Will was whistling "When Johnny Comes Marching Home." Find and copy the words to this song. Now research to find and list other songs that were popular during the Civil War period in our history.

MR

Make a "box report" about this story. Cover a cardboard box with plain wrapping paper. On the top of the box, write the title and the author. On other surfaces of the box, place a picture or drawing of a character and a brief description of him/her. Save one surface for a summary and drawing of your favorite part of the story. Display your box report for others to enjoy.

VS

Will had many conflicts in the story. List several and tell how Will resolved each. Now visualize yourself in the same situations. Explain in writing how you would have reacted.

Intra

Imagine that Will had kept a journal before the story took place. What do you imagine it would have said? Create a replica of such a journal for several weeks prior to the time the story began.

VL

Write a review of the story. Start with the title and the setting. List the characters and briefly tell about them. Write a brief summary and give your recommendations to prospective readers.

Inter

In the time of the Civil War, butter was not purchased at the supermarket. Research how butter was made. Now churn butter at home and with teacher's permission serve it on crackers, muffins or toast to classmates as you explain the process of butter making.

BK

Imagine that Will was a "budding" artist and he loved to sketch his surroundings. Create a portfolio of paper and pencil sketches that he might have made around his home in Winchester and/or his new home. Include a brief written explanation of each.

VS

Make a picto-map or a relief map of the area in which Will's new home is found. Include all the places mentioned in the book — such as the traps, the spring, the house, and the river.

LM

Doc Martin invited Will to come back to Winchester and live with him. Imagine that Will decided to do that rather than stay on the farm with Uncle Jed and Aunt Ella. Write another ending to the story using that scenario. Was Will happy or wishing he had remained on the farm?

VL