

Christina School District Instructional Board

Grade Level: 11th

Week of April 27th, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	<p>Read the two quotes below. Explain what each means in your own words and then explain how each resonates with you and/or your life.</p> <p>-----</p> <p>“The world does not know that a people is great until that people produces great literature and art.” —James Weldon Johnson</p> <p>-----</p> <p>“If a man is not faithful to his own individuality, he cannot be loyal to anything.” —Claude McKay</p> <p>-----</p> <p>Read the background information on James Weldon Johnson and Claude</p>	<p>Read the poem “My City” by James Weldon Johnson and answer the questions 1-7.</p>	<p>Read the poem “If We Must Die” by Claude McKay and answer the questions 8-15.</p>	<p>Complete the Short-Written Response 16 and 17.</p>	<p>The poem “If We Must Die” is considered an English, or Shakespearean. The sonnet has a rhyme scheme of abab cdcd efef gg. This divides the poem into four distinct line groups: three quatrains, or four-line units, followed by a couplet, a pair of rhymed lines.</p> <p>Write your own English Sonnet and title it <i>My City</i>. It can be about where you live now or a city you would like to visit.</p>

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	McKay. Underline 2 important details for each.				
Math (IM3)	<p><i>Properties of Logarithms</i></p> <p>Review Concept Summary: Properties of Logarithms (attached), and complete Properties of Logarithms Worksheet 1 #1-3. (attached)</p>	<p>Complete Properties of Logarithms Worksheet 2 #1-13. (attached)</p> <p>Reference Concept Summary if needed.</p>	<p>Complete Properties of Logarithms Worksheet 2 #14-26. (attached)</p> <p>Reference Concept Summary if needed.</p>	<p>Complete Properties of Logarithms Worksheet 3 #1-9. (attached)</p> <p>Reference Concept Summary if needed.</p>	<p>Complete Properties of Logarithms Worksheet 4 #1-5. (attached)</p> <p>Reference Concept Summary if needed.</p>
Science	<p>In honor of Earth Day (4/22), this week will focus on Earth Day related information.</p> <p>Earth Day 20:</p> <p>Read article. Highlight, annotate, and/or underline for understanding.</p>	<p>The Truth About Plastic:</p> <p>Read article. Highlight, annotate, and/or underline for understanding.</p>	<p>Can You Do Anything?</p> <p>Read article. Highlight, annotate, and/or underline for understanding.</p> <p>On a piece of paper, write down things you already do and/or things you will try to implement to reduce the impact.</p>	<p>A Look at the Non-Lethal Effects of Plastic on Seabirds:</p> <p>Read article. Highlight, annotate, and/or underline for understanding.</p>	<p>Lethal Effects of Plastic on Seabirds:</p> <p>Read article. Highlight, annotate, and/or underline for understanding.</p>
Social Studies	<p>Complete Activity 6 from the document titled, "Spanish American War Inquiry"</p> <p>NOTE: You have this document from last week's CSD Assignment Board.</p>	<p>Complete Activity 1 from the document titled, "US Soldiers in the Philippines"</p>	<p>Complete Activity 2, Hypothesis #1 from the document titled, "US soldiers in the Philippines"</p>	<p>Complete Activity 2, Hypothesis #2 from the document titled, "US soldiers in the Philippines"</p>	<p>Complete Activity 2, Hypothesis #3 from the document titled, "US soldiers in the Philippines"</p> <p>NOTE: Activity 3 & 4 will be on next week's CSD Assignment Board.</p>

The Harlem Renaissance

COMMON CORE

RL 5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. **RL 9** Demonstrate knowledge of early-twentieth-century works of American literature, including how two or more texts from the same period treat similar themes or topics.

My City

Poem by James Weldon Johnson

If We Must Die

Poem by Claude McKay

Meet the Authors

James Weldon Johnson

1871–1938



A leading light of the Harlem Renaissance, James Weldon Johnson was also a lawyer, teacher, songwriter, diplomat, and civil rights activist. He dedicated his life to fighting prejudice and inspiring African Americans to new heights of social and literary achievement.

Unstoppable Talent After graduating from Atlanta University in 1894, Johnson worked as a school principal, founded a daily newspaper, and became the first African-American lawyer since Reconstruction to be admitted to the Florida bar. In 1901, the restless Johnson traveled to New York, where he and

his younger brother became successful Broadway songwriters. One of their early songs, “Lift Every Voice and Sing,” eventually became known as the African-American national anthem.

Renaissance Man Johnson also published works in many genres of literature. Among his best-known works are his novel *The Autobiography of an Ex-Colored Man*, his poetry collection *God's Trombones*, and a cultural history, *Black Manhattan*. He also edited several groundbreaking collections of African-American poetry and spirituals.

Claude McKay

c. 1890–1948



Hailed by James Weldon Johnson as “the poet of rebellion,” Jamaican-born Festus Claudius McKay made his name as a fierce critic of racism in the United States. His poetry collection *Harlem Shadows*, published in 1922, is considered one of the founding works of the Harlem Renaissance.

Poet of Rebellion Already established as a poet, 23-year-old McKay arrived in the United States in 1912. In 1919, the country was torn apart by a wave of violent attacks against African Americans. Racial tensions erupted into 26 riots across the country during a period known as the Red Summer.

“If We Must Die” was McKay’s anguished response, which became instantly popular among African Americans.

Enduring Message During World War II, the poem took on new meaning when British Prime Minister Sir Winston Churchill quoted from it during a speech. The poem went on to become a battle cry for the Allies in their fight against the Nazis. McKay often complained that the fame of this one poem had overshadowed his other work, which included the novels *Home to Harlem* and *Banana Bottom*.

Author Online



Go to thinkcentral.com. KEYWORD: HML11-886

My City by James Weldon Johnson

When I come down to sleep death's endless night,
The threshold of the unknown dark to cross,
What to me then will be the keenest loss,
When this bright world blurs on my fading sight?
Will it be that no more I shall see the trees
Or smell the flowers or hear the singing birds
Or watch the flashing streams or patient herds?
No, I am sure it will be none of these.

But, ah! Manhattan's sights and sounds, her smells,
Her crowds, her throbbing force, the thrill that comes
From being of her a part, her subtle spells,
Her shining towers, her avenues, her slums—
O God! the stark, unutterable pity,
To be dead, and never again behold my city!



Questions

1. What is the main idea of lines 1–8?

2. In "My City," Who is the speaker and what will the speaker most regret about death?

3. What does "patient herds" represent in the poem, "My City"?

4. What is the main idea of each stanza of James Weldon Johnson's poem "My City"?

5. Explain the tone of the poem?

6. Based on the poem and its title what effect do think New York had on the poet?

7. How did the background information help you to understand the poem or the poet's message?

If We Must Die by Claude McKay

If we must die—let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursed lot.
If we must die—oh, let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honor us though dead!
Oh, Kinsmen! We must meet the common foe;
Though far outnumbered, let us show us brave,
And for their thousand blows deal one deathblow!
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!



8. In "If We Must Die," what type of death does the speaker argue for?

9. What is the purpose of the first four lines?

10. In "If We Must Die," what is the meaning of the phrase "making their mock at our accursed lot"?

11. What is the theme of the poem?

12. By the end of the poem what resolution has the speaker reached?

13. Recall the events that inspired McKay to write "If We Must Die." What audience can you infer the speaker is addressing? Describe the speaker's relationship to this audience.

14. Explain the tone of the poem?

15. How did the background information help you to understand the poem or the poet's message?

Short Written Response

16. Notice Johnson's use of a stanza break, whereas McKay uses none. In your opinion, how does this choice contribute to each poem's meaning? Explain.

17. Compare and contrast each poem's tone and message about death?

IM3 – Week of April 27th

Properties of Logarithms

CONCEPT SUMMARY Properties of Logarithms				
	Product Property	Quotient Property	Power Property	Change of Base
ALGEBRA	$\log_b(mn) = \log_b m + \log_b n$	$\log_b\left(\frac{m}{n}\right) = \log_b m - \log_b n$	$\log_b(m^n) = n \cdot \log_b m$	$\log_b m = \frac{\log_a m}{\log_a b}$
WORDS	The log of a product is the sum of the logs.	The log of a quotient is the difference of the logs.	The log of a number raised to a power is the power multiplied by the log of the number.	The log base b of a number is equal to the log base a of the number divided by the log base a of b .
NUMBERS	$\log_2(20) = \log_2(4) + \log_2(5)$	$\log_{10}\left(\frac{2}{3}\right) = \log_{10} 2 - \log_{10} 3$	$\log_3(16) = 4 \cdot \log_3 2$	$\log_5 7 = \frac{\log 7}{\log 5}$

Properties of Logarithms Worksheet 1

1. Complete the table below by filling in the blanks to complete the table.

Exponential and Logarithmic Definitions and Properties

	Algebra	Numbers
Definition of Logarithm	$y = \log x$ only if $b^y = x$	$y = \log_3 4$ only if
Product Property	$\log_b(mn) = \log_b m + \log_b n$	$\log_4 2 + \log_4 8 =$
Quotient Property	$\log_b \frac{m}{n} = \log_b m - \log_b n$	$\log_8 \frac{6}{7} = \log_8 6 - \log_8 7$
Power Property	$\log_b (x^n) = n \cdot \log_b x$	$\log_2 (25) =$
Change of Base Property	$\log_b m = \frac{\log_a m}{\log_a b}$	$\log 5 = \frac{\log 5}{\log 6}$

2. Using the properties of logarithms, complete the following expressions. Then match the expressions with the property you used. Where necessary, match the logarithmic function with its description.

a. $\log_2 (a^3 b^4) = \log_2 (a^3) +$

Quotient Property

b. $\log_2 (\quad) + \log_2 (\quad) = 3 \log_2 a + 4 \log_2 b$

Change of Base

c. $y = \log_5 7$

Power Property

d. $\frac{\log 4}{\log 2} =$

Logarithmic Function

e. $\log_7 \frac{3}{4} =$

Product Property

3. Describe and correct the error a student made in writing $\log_7 2 + 2 \log_7 x$ in terms of a single logarithm.

$\log_7 2 + 2 \log_7 x$

Given expression

$= \log_7 2 + \log_7 2x$

$= \log_7 (2x + 2)$

Properties of Logarithms Worksheet 2

Use the properties of logarithms to expand each expression.

1. $\ln(a^4b^7)$

2. $\ln(x^4)$

3. $\log_7(a^2b^3c)$

4. $\log\left(\frac{7}{8}\right)^x$

5. $\log_5\left(\frac{x}{7y}\right)$

6. $\log\left(\frac{a}{b^2}\right)$

Use the properties of logarithms to write each expression as a single logarithm.

7. $3 \log 4 - 2 \log 7$

8. $2 \ln 4 + 2 \ln 5$

9. $2 \log_4 a + 5 \log_4 b$

10. $\log 4 + \log 5 + \log 7$

11. $2 \log 2 + 5 \log(2x)$

12. $4 \log_6 a - 7 \log_6 b$

13. Use the formula $\text{pH} = \log\left(\frac{1}{[H^+]}\right)$ to write an expression for the concentration of hydrogen ions in a liter of a sports drink that has a pH level of 2.5. What is the concentration of hydrogen ions?

Use the Change of Base Formula to evaluate each logarithm. Round to the nearest thousandth, if necessary.

14. $\log_2 10$

15. $\log_5 7$

16. $\ln e$

17. $\log_7 9$

18. $\log_5 13$

19. $\log_3 9$

Use the Change of Base Formula to solve each equation for x . Give an exact solution as a logarithm and an approximate solution rounded to the nearest thousandth.

20. $5^x = 7$

21. $4^x = 20$

22. $7^x = 42$

23. $4^x = 77$

24. $8^x = 50$

25. $3^x = 16$

26. Explain why $\frac{2}{3} \neq \frac{\ln 2}{\ln 3}$.

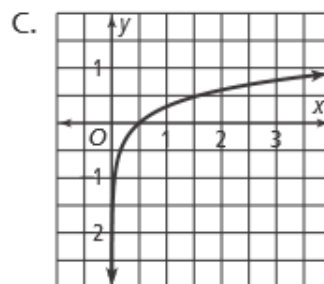
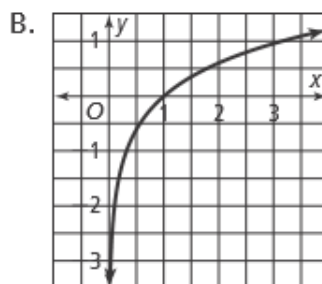
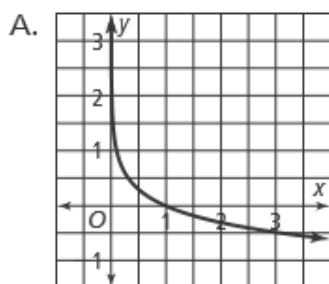
Properties of Logarithms Worksheet 3

Predict whether each pair of expressions will represent the same graph. Next, check by using your calculator to graph each pair of expressions. Then, use the properties of logarithms to explain why the graphs are the same or different.

1. $y = \ln \left(\frac{1}{x} \right)$ and $y = \ln (x)$
2. $y = \log_7 45$ and $y = \log_7 5 + \log_7 9$
3. $y = \log (3x)$ and $y = 3\log x$
4. $y = \log (x^2)$ and $y = 2\log (x)$

Fill in the blank with the letter of the graph that matches the given function. Some letters may be used more than once.

5. $y = \log \left(\frac{1}{x} \right)$ _____
6. $y = \log 2x$ _____
7. $y = -\log x$ _____
8. $y = \log(x^2) \{x > 0\}$ _____
9. $y = 2\log x$ _____



Properties of Logarithms Worksheet 4

- Which of the following is equivalent to the expression $\log_3\left(\frac{a^5b}{c^2}\right)$?
 - $\frac{(\log_3 5a)(\log_3 b)}{\log_3 2c}$
 - $\frac{(5\log_3 a)(\log_3 b)}{2\log_3 c}$
 - $\log_3 5a + \log_3 b - \log_3 2c$
 - $5\log_3 a + \log_3 b - 2\log_3 c$
- The pH of a solution is a measure of its concentration of hydrogen ions. This concentration, written $[H^+]$ and measured in moles per liter, is given by the formula $pH = \log_{10} \frac{1}{[H^+]}$. What is the concentration of hydrogen ions in a liter of vinegar that has a pH level of 2.5?
 - $10^{2.5}$
 - $10^{-2.5}$
 - $\log(2.5)$
 - $\log(-2.5)$
- Use the properties of logarithms to write the expression $\frac{1}{2}\ln 4 + 2\ln x$ as a single logarithm.
- Which of the following logarithmic expressions have been evaluated correctly, to the nearest thousandth? Select all that apply.
 - $\log_3 8 = 0.43$
 - $\log_3 6 = 1.63$
 - $\log_4 5 = 1.16$
 - $\log_2 32 = 1.51$
- Solve the equation $5^x = 7$ for x . Give an exact solution as a logarithm, and an approximate solution rounded to the nearest thousandth.

EARTH DAY 20

Earth Day was founded in 1970 as a day of education about environmental issues, and Earth Day 20 occurs on Wednesday, April 22—the holiday's 50th anniversary. The holiday is now a global celebration that's sometimes extended into Earth Week, a full seven days of events focused on green living. The brainchild of Senator Gaylord Nelson and inspired by the protests of the 1960s, Earth Day began as a "national teach-in on the environment" and was held on April 22 to maximize the number of students that could be reached on university campuses. By raising public awareness of pollution, Nelson hoped to bring environmental causes into the national spotlight.

Earth Day History

By the early 1960s, Americans were becoming aware of the effects of pollution on the environment. Rachel Carson's 1962 bestseller *Silent Spring* raised the specter of the dangerous effects of pesticides on the American countryside. Later in the decade, a 1969 [fire on Cleveland's Cuyahoga River](#) shed light on the problem of chemical waste disposal. Until that time, protecting the planet's natural resources was not part of the national political agenda, and the number of activists devoted to large-scale issues such as industrial pollution was minimal. Factories pumped pollutants into the air, lakes and rivers with few legal consequences. Big, gas-guzzling cars were considered a sign of prosperity. Only a small portion of the American population was familiar with—let alone practiced—recycling.

Did you know? A highlight of the United Nations' Earth Day celebration in New York City is the ringing of the Peace Bell, a gift from Japan, at the exact moment of the vernal equinox.

Who Started Earth Day?

Elected to the [U.S. Senate](#) in 1962, Senator Gaylord Nelson, a Democrat from [Wisconsin](#), was determined to convince the federal government that the planet was at risk. In 1969, Nelson, considered one of the leaders of the modern environmental movement, developed the idea for [Earth Day](#) after being inspired by the anti-[Vietnam War](#) "teach-ins" that were taking place on college campuses around the United States. According to Nelson, he envisioned a large-scale, grassroots environmental demonstration "to shake up the political establishment and force this issue onto the national agenda."

Nelson [announced the Earth Day concept](#) at a conference in Seattle in the fall of 1969 and invited the entire nation to get involved. He later recalled:

"The wire services carried the story from coast to coast. The response was electric. It took off like gangbusters. Telegrams, letters and telephone inquiries poured in from all across the country. The American people finally had a forum to express its concern about what was happening to the land, rivers, lakes and air—and they did so with spectacular exuberance."

Denis Hayes, a young activist who had served as student president at Stanford University, was selected as Earth Day's national coordinator, and he worked with an army of student volunteers and several staff members from Nelson's Senate office to organize the project. According to Nelson, "Earth Day worked because of the spontaneous response at the grassroots level. We had neither the time nor resources to organize 20 million demonstrators and the thousands of schools and local communities that participated. That was the remarkable thing about Earth Day. It organized itself."

The First Earth Day: April 22, 1970

On the [first Earth Day](#) on April 22, 1970, rallies were held in Philadelphia, [Chicago](#), Los Angeles and most other American cities, according to the Environmental Protection Agency. In [New York](#) City, Mayor John Lindsay closed off a portion of Fifth Avenue to traffic for several hours and spoke at a rally in Union Square with actors [Paul Newman](#) and Ali McGraw. In [Washington](#), D.C., thousands of people listened to speeches and performances by singer Pete Seeger and others, and Congress went into recess so its members could speak to their constituents at Earth Day events.

The first Earth Day was effective at raising awareness about environmental issues and transforming public attitudes. According to the Environmental Protection Agency, "Public opinion polls indicate that a permanent change in national priorities followed Earth Day 1970. When polled in May 1971, 25 percent of the U.S. public declared protecting the environment to be an important goal, a 2,500 percent increase over 1969." Earth Day kicked off the "Environmental decade with a bang," as Senator Nelson later put it. During the 1970s, a number of important pieces of environmental legislation were passed, among them the Clean Air Act, the Water Quality Improvement Act, the Endangered Species Act, the Toxic Substances Control Act and the Surface Mining Control and Reclamation Act. Another key development was the establishment in December 1970 of the Environmental Protection Agency, which was tasked with protecting human health and safeguarding the natural environment—air, water and land.

What Do You Do For Earth Day?

Since 1970, Earth Day celebrations have grown. In 1990, Earth Day went global, with 200 million people in over 140 nations participating, according to the Earth Day Network (EDN), a nonprofit organization that coordinates Earth Day activities. In 2000, Earth Day focused on clean energy and involved hundreds of millions of people in 184 countries and 5,000 environmental groups, according to EDN. Activities ranged from a traveling, talking drum chain in Gabon, Africa, to a gathering of hundreds of thousands of people at the National Mall in Washington, D.C. Today, the Earth Day Network collaborates with more than 17,000 partners and organizations in 174 countries. According to EDN, more than 1 billion people are involved in Earth Day activities, making it "the largest secular civic event in the world."

The theme of Earth Day 2020 is "climate action." It will be celebrated with The Great Global Cleanup, a day dedicated to removing trash from green spaces and urban centers alike. [EarthDay.org](#) hopes will be the largest volunteer event in history.

THE TRUTH ABOUT PLASTIC:

If you are reading this online, it is likely that plastic is at your fingertips – on your keyboard. Your monitor will also be framed by plastic, and your mouse will likely contain plastic as well. And that is literally only what is at your fingertips.

On May 11th 2017, Boyan Slat, Founder and CEO of The Ocean Cleanup, the Dutch foundation developing advanced technologies to rid the oceans of plastic, announced a design breakthrough allowing for the cleanup of half the Great Pacific Garbage Patch in just 5 years.

The question then becomes what happens to the plastic that we throw away. The trays in which your meat comes, the plastic bottles of pop you have emptied, the packaging materials for any item you use. Where do these all go? There is no straightforward answer to this. Some are sent for recycling overseas, which leads to some questioning how effective recycling is, as the very process of shipping it requires plastic and costs a tremendous amount of resources. A great deal of the plastic we discard ends up on landfill sites. Unfortunately, lots of it becomes plastic pollution. Over time, this ends up in our waterways, where it affects all of nature.

Even if you are someone who believes in recycling and will do everything you can to properly dispose of the plastic you use, it is still not possible to escape the pollution. Did you know, for instance, that your toothpaste and facial scrubs contain thousands of tiny plastic beads, and that these all end up in our waterways? Look no further than the Great Lakes in our own country, the biggest group of freshwater bodies on the planet, where various pieces of plastic are now found. And perhaps even more worrying is the Great Pacific Garbage Patch.

The Great Pacific Garbage Patch



Somewhere in the middle of the Pacific Ocean, at a spot where there is almost no wind, lies a new continent. Estimated to be twice the size of our country, this continent is a huge swirling mass of plastic waste. Nothing lives there anymore, except plankton. But for every pound of plankton, there is at least six pounds of non-biodegradable plastic. This patch is perhaps the best representation of what we, as humans, are doing to our planet.

Plastic Pollution



Plastic pollution is frightening. Some people aren't frightened by the Great Pacific Garbage Patch, because they can't see it. But what you can't see will still affect you. The chemicals found in plastic, and particularly phthalates and BPA, have been found everywhere. It is in our breast milk, our saliva and our urine. These chemicals mess up many parts of our bodies and scientists have only just started to study just how damaging it is to our health. Judging from animal studies, these chemicals have the potential to be lethal.

CAN YOU DO ANYTHING?:



The million dollar question is what can be done. Unfortunately, you cannot escape plastic, because it really is all around us. You can, however, boycott plastic that contains phthalates and BPA (it will be labeled with the number 3 or the number 7). You should also stop heating plastic in microwaves, as this releases a number of toxic gases. Of course, recycling is hugely important. Some truly hardcore people have taken to trying to ban plastic altogether, even making their own toothpaste, but that is a life that is not for most of us. But by recycling properly, you are making a huge difference already.

There are many initiatives around the world that are looking at strategies to reduce plastic consumption. Public education and information, and making recycling more accessible and transparent, are two very important things. Banning plastic bags, particularly single-use ones, is something many countries have now committed to. Others also charge for thicker plastic bags. Regulations do work. In countries like Germany, for instance, 60% of all plastic is now recycled as a direct result of public education campaigns to which retailers have also signed up. Everybody has to accept their personal responsibility when it comes to reducing levels of plastic. You simply cannot wait for someone else to start, as the change must start with you, and it has to start now.



Author: ReuseThisBag.com

Written and edited by ReusethisBag.com (RTB). RTB is one of the original U.S grown suppliers of eco-friendly wholesale reusable and recycled promotional product bags and totes available in custom sizes.

A LOOK AT THE NON-LETHAL EFFECTS OF PLASTIC ON SEABIRDS:

Environmental plastic debris pollution is a rapidly expanding and significant threat to biodiversity because of its durability, abundance and persistence. **Present knowledge of the adverse effects of plastic** on wildlife is greatly based on the readily observed consequences like starvation and entanglement. Many debris interactions, however, lead to poorly documented and less visible sublethal effects, and like consequences, plastic's real impact is underestimated.

Globally, seabirds ingest plastic and other marine debris more often than other animal species. Out of 140 examined seabird species, **82 have been found** to have ingested plastic and other types of debris.

Why Do Seabirds Eat Plastic?

There are several reasons seabirds ingest plastic:

- **Plastic looks like food:** The small plastic particles that float around the ocean are often mistaken for prey
- **Plastic smells like food:** The scent of krill eating algae that coats the plastic debris smells similar to natural smells many seabirds follow when they hunt for food
- **Plastic floats:** Because of its lightweight nature, plastic floats. Albatross species, especially, skim low over the waters and mistakenly consume plastic

Although this is a worldwide problem, species close to home seems to suffer the worst of the effects. For instance, the flesh-footed shearwater, which commonly visits mainland Australia waters and breeds on Lord Howe Island, ingests more plastic than other marine creatures.

Winds and currents carry the plastic to these remote areas, where it's often carried over thousands of kilometers from where it entered into the ocean originally. This means what was once safe island breeding colonies now have become flooded with deadly waste.

Non-Lethal Effects of Plastic on Seabirds

One study observes the non-lethal effects **plastic ingestion** has on seabirds. Dr. Jennifer Lavers, from the Institute for Marine and Antarctic Studies (IMAS) led the study and journal Environmental Science & Technology published the study. Dr. Lavers found plastic ingestion could have a **substantial adverse impact**.

It's well-known wildlife and plastic pollution make a disastrous combination, but present knowledge today of the impact is typically limited to what can be observed; tragic pictures of entanglement and bellies emptied of plastic pieces. But, as researchers from IMAS explain, debris interactions lead to poorly documented and less visible sublethal effects, so nobody really knows the true **impact plastic has on wildlife**.

The researchers at IMAS teamed up with scientists from UK's Natural History Museum and the Lord Howe Island Museum, to analyze plastic and blood samples gathered on Lord Howe Island from flesh-footed shearwaters.

The IMAS made the decision to study how plastic ingestion has been harming the seabirds that were surviving.

There's a decline in flesh-footed shearwater populations across the Western Australia's south coast and the southwest Pacific Ocean, according to Dr. Lavers. Plastic ingestion has been blamed in the decline, however, how it affects shearwaters is still not clear and poorly understood.

The study found the seabirds that ingested plastic had declined:

- Body mass
- Blood calcium levels
- Bill and head length
- Wing length

Plastic's presence also had an adverse impact on the seabirds' kidney function, which is causing higher concentrations of uric acid, as well as a negative impact on their enzymes and cholesterol.

The study found plastic's presence was enough to cause adverse consequences, no matter how much. Data didn't show a substantial relationship between the health of individuals and the volume of ingested plastic, which suggests any plastic ingestion is enough to have an effect.

Until recently, there's been minimal information on the seabirds' blood composition. Many of these seabirds have been named a "threatened species."

Obtaining an understanding of how each seabird is affected is also complicated even further by the fact they don't spend a whole lot of time at breeding colonies or on land and most mortalities occur at sea, which leaves the reasons for death, frequently unknown. The complicated range of problems the seabirds face — from climate change and habitat loss to marine pollution and fishing — make it important to obtain a better understanding of the effect of particular challenges like plastic debris.

LETHAL EFFECTS OF PLASTIC ON SEABIRDS:

Along with “non-lethal” effects of plastic on seabirds, there are sadly “lethal” effects as well. It’s presently estimated that **one million seabirds** are dying each year as a result of plastic. And, when you consider how rapidly this issue is growing, this alarming statistic is even more concerning. In 1960, fewer than 5% of seabirds had plastic in their bellies and this number has actually increased **in 1980 to 80%**.

Based on contemporary studies and this research, by 2050, it’s expected that **99% of all species of seabirds** will be ingesting plastic. This, combined with entanglement, is one of the top causes of death among birds that is related to plastic.

What Happens to Seabirds That Ingest Plastic?

The effect of plastic ingestion on seabirds depends on what they consume. In some cases, birds experience a quick death because of sharp plastics that puncture their internal organs. Others might starve to death because the plastic makes them feel full, and they don’t receive any nutritional benefit.

Growing evidence also shows birds have a higher risk of toxic effects of chemically-coated plastics due to how much they’re eating.

Sadly, adult birds that hunt and return to their nests with plastic they’ve mistaken as food end up feeding it to their babies. The chicks’ smaller bellies have an even harder time dealing with plastic’s effects, and many die before they reach adulthood.

Plastic debris has been found lining the nests of birds on remote islands and the plastic chokes the bellies of seabirds that fish thousands of miles from land in the middle of the Pacific. Some items that make the worst offenders are items individuals use each day like:

- Plastic caps and bottles
- Plastic stir sticks
- Styrofoam coffee cups
- Straws

And plastic items aren’t the only tangible cause of issues. When plastic starts breaking down in the oceans, it releases hazardous chemicals the seabirds are attracted to. Also, damaging chemicals are released by degrading plastics. These chemicals include dioxins and polychlorinated biphenyls (PCBs). Many plastics individuals use in everyday items like water bottles and shopping bags absorb great amounts of chemicals. When they degrade into small pieces, they frequently become nearly invisible, but remain toxic to the birds and other marine life that unknowingly ingest them.



Author: ReuseThisBag.com

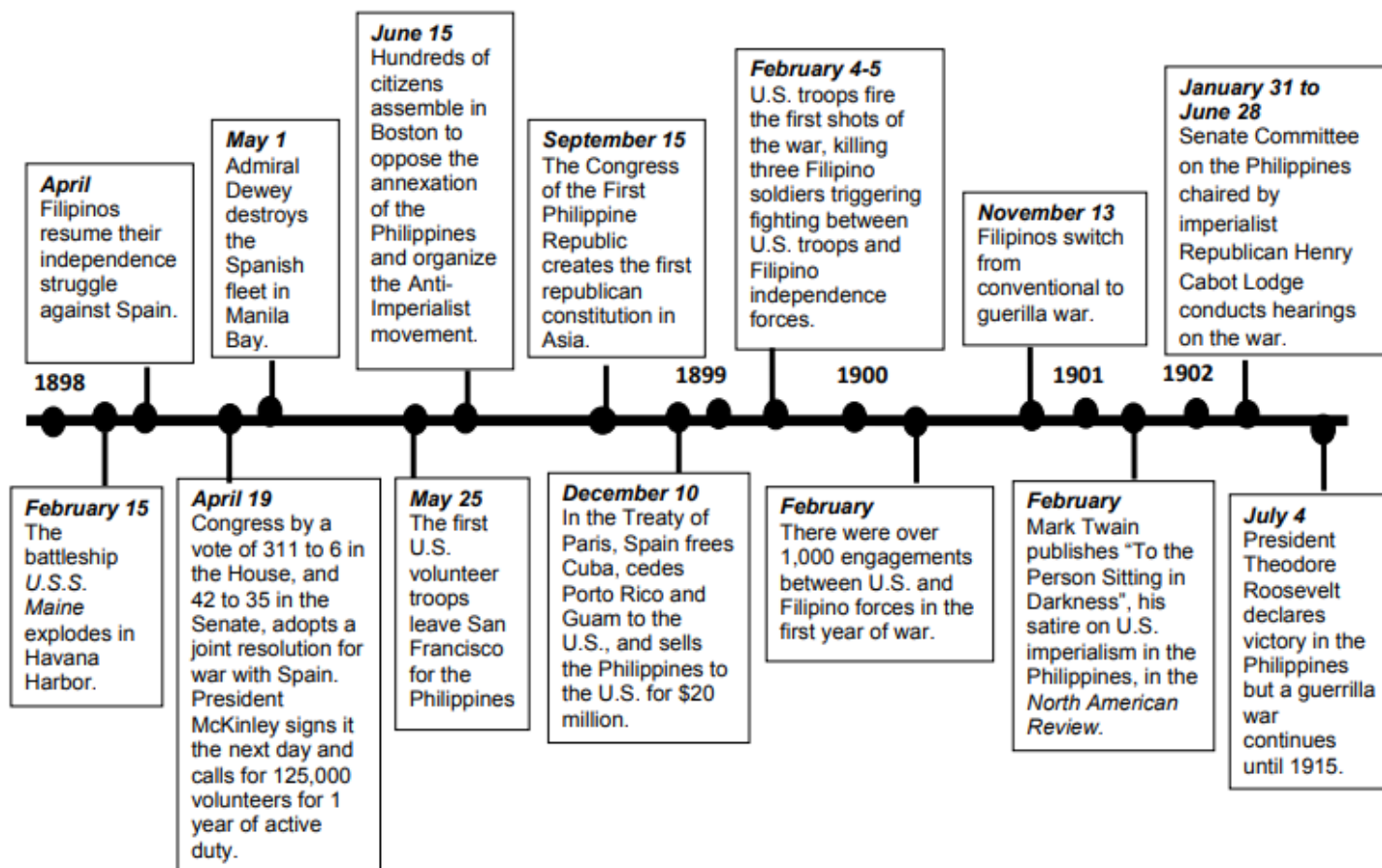
Written and edited by ReusethisBag.com (RTB). RTB is one of the original U.S grown suppliers of eco-friendly wholesale reusable and recycled promotional product bags and totes available in custom sizes.

US Soldiers in the Philippines

Benchmark Standard	History 3a: Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.
Grade Band	11-12
Vocabulary / Key Concepts	Hearings - a meeting at which arguments or testimony is heard a court hearing Guerillas - a person who engages in irregular warfare especially as a member of an independent unit carrying out harassment and sabotage

~This is a SHEG lesson modified by CSD for use at home~

The United States in the Philippines 1898 - 1915



ACTIVITY 1:

1. Read through the timeline.
2. What happened between January 31 to June 28, 1902? Why might this be a problem or a concern? Explain.

The United States Senate conducted hearings on the Philippine-American War because many Americans had become outraged at the reports of how American soldiers were treating Filipinos. Historians today are trying to figure out what causes some soldiers to behave brutally during war. Your task is to read these documents and figure out why many American soldiers were brutal to the Filipino insurgents.

NOTE: You are to assume that the soldiers are not sociopathic criminals to begin with.

ACTIVITY 2:

Read all of the Documents (A – D) and use the documents (pages 2 and 3) to complete the graphic organizer (page 4). In order to complete the graphic organizer (and make your own judgment), all of the documents should be read first. It is recommended that you...

1. Read through the graphic organizer before reading the documents. NOTE: these hypotheses do not represent all the possible explanations. If you have alternative hypotheses, you should write about them in the conclusion.
2. **Read through all the documents *before*** beginning to fill out the Graphic Organizer. 😊

Document Set A: Testimony from Senate Hearings (Modified)

Between January and June 1902, the U.S. Senate conducted hearings on the war in the Philippines. The excerpts below come from testimony given at those hearings

Testimony of Corporal Richard T. O'Brien

We entered the town. It was just daybreak. The first thing we saw was a boy coming down on a water buffalo, and the first sergeant . . . shot at the boy. . . . The boy jumped off the water buffalo and fled. . . . Everybody fired at him. . . .

That brought the people in the houses out, brought them to the doors and out into the street, and how the order started and who gave it I don't know, but the town was fired on. I saw an old fellow come to the door, and he looked out; he got a shot in the abdomen and fell to his knees and turned around and died. . . .

After that two old men came out, hand in hand. I should think they were over 50 years old, probably between 50 and 70 years old. They had a white flag. They were shot down.

Testimony of Corporal Daniel J. Evans

The first thing one of the Americans — I mean one of the natives who was a scout for the Americans— grabbed one of the men by the head and jerked his head back, and then they took a tomato can and poured water down his throat until he could hold no more, and during this time one of the scouts had a whip . . . and he struck him on the face and on the bare back, and every time they would strike him it would raise a large welt, and some blood would come. And when this native could hold no more water, then they forced a gag into his mouth; they stood him up and tied his hands behind him; they stood him up against a post and fastened him so he could not move. Then one man, an American soldier, who was over six feet tall, and who was very strong, too, struck this native in the pit of the stomach as hard as he could strike him, just as rapidly as he could. It seemed as if he didn't get tired of striking him.

Source: *Testimony to the U.S. Senate on the conduct of American soldiers in the Philippines. "Affairs in the Philippine Islands," Senate Committee on the Philippines, 57th Congress, 1st Session, April 1902.*

Document Set B: American Soldier's Letter Home

This excerpt is from a letter written by A. A. Barnes, an American soldier, to his brother on March 20, 1899.

The town of Titatia was surrendered to us a few days ago and two companies occupy the same. Last night one of our boys was found shot and his stomach cut open. Immediately orders were received from Gen. Wheaton to burn the town and kill every native in sight, which was done to a finish. About 1,000 men, women, and children were reported killed. I am probably growing hard-hearted, for I am in my glory when I can sight my gun on some dark skin and pull the trigger.

Source: *A. A. Barnes, published by The Standard, Greensburg, Indiana, May 8, 1899.*

Document C: Historian's Account

The guerillas, in violation of [Philippine President Emilio] Aguinaldo's orders and circulars, treated captured Americans with barbaric cruelty. Noses and ears were lopped off and the bleeding wounds seasoned with salt. In some cases, American prisoners were buried alive. Kicking, slapping, spitting at the faces of American prisoners were common, the hatred of the American being such that the guerillas forgot or conveniently forgot Aguinaldo's injunctions regarding the good treatment to be accorded the prisoners.

Source: Excerpt from Filipino historian Teodoro Agoncillo's book *Malolos: The Crisis of the Republic*, written in 1960.

Document D: Frederick Funston

Frederick Funston fought in 19 battles in the Philippines in less than a year and was involved in an undercover operation that led him to the headquarters of Philippine President Emilio Aguinaldo. He earned a Medal of Honor and returned to the U.S. a national hero for his actions in the Philippines. Funston wrote and spoke often about the Philippine-American War in order to increase public support for American involvement in the conflict.

I am afraid that some people at home will lie awake [at] night worrying about the ethics of this war, thinking that our enemy is fighting for the right to self-government. . . . [The Filipinos] have a certain number of educated leaders – educated, however, about the same way a parrot is. They are, as a rule, an illiterate, semi-savage people who are waging war not against tyranny, but against Anglo-Saxon order and decency. . . . I, for one, hope that Uncle Sam will apply the chastening rod good, hard and plenty, and lay it on until they come in to the reservation and promise to be good "Injuns."

Source: Letter written by Frederick Funston that was published in the *Kansas City Journal* on April 22, 1899.

ACTIVITY 3: After completing the Graphic Organizer, answer the following question.

Conclusion: Why do you think some American soldiers brutalized Philippine insurgents? Please use evidence from the documents to support your answer.

ACTIVITY 4: Debrief Questions

1. Is some of the evidence more or less believable? Explain why.
2. Based on the evidence, which hypothesis do you find most convincing for why some American soldiers brutalized Filipino insurgents? Explain.

Soldiers in the Philippines Graphic Organizer

	Hypothesis #1: American soldiers who brutalized Filipino insurgents were simply following orders.	Hypothesis #2: American soldiers who brutalized Filipino insurgents thought Filipinos were less than human.	Hypothesis #3: American soldiers who brutalized Filipino insurgents were getting revenge for how Filipinos treated American soldiers.
Evidence 1	Source: Quote:	Source: Quote:	Source: Quote:
Evidence 2	Source: Quote:	Source: Quote:	Source: Quote:
Based on this evidence, do you find this hypothesis convincing? Explain.			