Christina School District Assignment Board

Grade Level: 6th

Week of April 27th, 2020

		Day 1	Day 2	Day 3	Day 4	Day 5
ELA		This week we will use poetry to differentiate between tone and mood. Tone and mood convey meaning about a poem and help to identify the theme. Complete '**Understanding Mood and Tone**' sheet.	Complete the Day 2 sheet. Read the poem **Ellis Park**	On a separate sheet of paper rewrite the poem '**Ellis Park** 'changing the words to give it a different tone or mood. You could give it a frightful or angry tone OR a silly or sad mood.	Complete the Day 4 Handout.	Complete the Day 5 Essay.
Math	**6**	*Analyzing Strategies for Dividing Fractions* Read pages 21 and 22. Use the examples as a guide to complete p. 22 #1-5. (attached)	Complete 7-40 and 7-42. (attached) Use the examples from pages 21-22 as a guide. (attached)	Complete p. 23 #1-5. Use the examples from pages 21-23 as a guide. (attached)	Complete p. 23 #6-10. Use the examples from pages 21-23 as a guide. (attached)	Complete p. 23 #11-15. Use the examples from pages 21-23 as a guide. (attached)
	6+	*Multiplication as Repeated Addition* Without a calculator, complete 2-69 through 2-74. (attached)	Without a calculator, complete 2-75, 2-76, 2-77, 2-79, and 2-80. . (attached)	Read page 24 and use examples to complete p. 24 #1-20 without a calculator. (attached)	Complete 2-78 as a Journal Entry titled "Adding and Multiplying Integers". (attached)	Complete Puzzle Investigator Problem (PIP) 4 - Tournament.. (attached)
Science		**The First Earth Day:** Read article. Write down 2-3 things you learned from the article that you	**Pollution:** Read article. Write down your answers to the questions at the end	**Invasive Species:** Read article. Write down 2-3 things you learned from the article that	**Overharvesting:** Read article. Write down your answers to the questions at the	**Habitat Loss:** Read article. Write down 2-3 things you learned from the

	want to remember.	of the article.	you want to remember.	end of the article.	article that you want to remember.
Social Studies	Complete Activity 1 from the document titled, "Addressing Civil Rights Issues During National Emergencies"	Complete Activity 2 from the document titled, "Addressing Civil Rights Issues During National Emergencies"	Complete Activity 3 from the document titled, "Addressing Civil Rights Issues During National Emergencies"	Complete Activity 4 from the document titled, "Addressing Civil Rights Issues During National Emergencies"	Complete Activity 5 from the document titled, "Addressing Civil Rights Issues During National Emergencies"

Background Information:
Identifying tone and mood is important to understanding what the author is trying to convey as well as identify the theme of a text.

- **Tone** is the author's **attitude** toward his or her work or a character in the poem. One way to think about tone is to think of the text like a song. If the text was set to music, what sort of music would it have?
- **Mood** is the **feeling** produced by an author's use of language. In the movies, it is achieved by special lighting or music, in literature it is conveyed with words, imagery and figurative language.

Part I. Read the short passage, circle 3 words from the examples that indicate tone and 3 words that indicate the mood of the passage. In the passage <u>underline</u> the words/phrases that helped you determine the tone, put a [bracket] around words/phrases that helped you determine mood.

- **Tone examples:** solemn, tense, sarcastic, serious, enthusiastic, fearful, hostile, humorous, playful
- **Mood examples**: happy, confused, unhappy, angry, anxious, scared, uncertain, reassured, nervous, excited

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　　　　Dinner threw me deeper into despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food. Robert and his family waited patiently for platters to be passed to them. My relatives murmured with pleasure when my mother brought out the whole steamed fish. Robert grimaced. Then my father poked his chopsticks just below the fish eye and plucked out the soft meat. "Amy, your favorite," he said, offering me the tender fish cheek. I wanted to disappear.

　　　　At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests. Robert was looking down at his plate with a reddened face. The minister managed to muster up a quiet burp. I was stunned into silence for the rest of the night.

Part II. Read the following phrase from the passage. In the chart re-write the phrase using specific words to convey the specified mood and tone.

Example: **Tone:** <u>Tense -</u> **Mood –** <u>Scared</u>

The dog quickly charged towards the pair, barking angrily at the tiny child. The mother gasped and looked around frantically for help as the dog approached exposing sharp fangs dripping with venom.

Tone: <u>Playful</u> **Mood:** <u>Happy</u>

The dog quickly galloped towards the pair, yelping lightly at the tiny child. The mother laughed and looked around for toys as the dog flashed a toothy grin dripping with thick slobber.

"At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests."		
Tone	**Mood**	**New Sentence**
Hostile	Angry	
Humorous	Happy	
Solemn	Unhappy	
Playful	Silly	

Day 2

Ellis Park

By Helen Hoyt

Little park that I pass through,
I carry off a piece of you
Every morning hurrying down
To my work-day in the town;
Carry you for country there
To make the city ways more fair.
I take your trees,
And your breeze,
Your greenness,
Your cleanness,
Some of your shade, some of your sky,
Some of your calm as I go by;
Your flowers to trim
The pavements grim;
Your space for room in the jostled street
And grass for carpet to my feet.

Your fountains take and sweet bird calls
To sing me from my office walls.
All that I can see
I carry off with me.
But you never miss my theft,
So much treasure you have left.
As I find you, fresh at morning,
So I find you, home returning --
Nothing lacking from your grace.
All your riches wait in place
For me to borrow
On the morrow.

Do you hear this praise of you,
Little park that I pass through?

Part I. Tone and Mood

1. Summarize the poem in 2-3 sentences.

_____

_____

2. What is the speaker's tone? Use words/phrases from the text to support your answer.

_____

_____

3. What is the mood of the poem? How do you feel after reading it? What words/phrases make you feel this way and why?

_____

_____

4. What is the theme, central meaning or lesson in life of this poem?

_____

_____

Day 4

During Reading: Read the poems *On Turning Ten* by Billy Collins and *The Clock Man* by Shel Silverstein. As you read each poem, underline the words you feel convey the tone and circle the words you feel convey the mood. Read the poem aloud first then reread them silently in order to refine your understanding of the tone and mood.

After Reading: Complete the chart by identifying the theme and words/phrases that reflect tone and mood in each poem. Once you complete the chart complete a Venn diagram on the back of the sheet that compares and contrasts each poem's mood and tone. These organizers will help you with the essay on Day 5.

	On Turning Ten by Billy Collins	*The Clock Man* by Shel Silverstein
The **theme** of the poem is …		
The words and phrases I underlined **reflect tone because…**		
The words and phrases I circled **reflect mood because…**		

Day 5.

Writing: Use the organizer and Venn diagram to guide you as you write about the two pieces. This essay will compare and contrast mood and tone of the two poems with the use of the prewriting organizers. Your essay will be 2-3 paragraphs long.

Be sure to:
- Summarize both poems and identify themes. What tone and mood do the poems convey? Specifically, what words or devices are used to convey that tone and mood?
- Compare and contrast the poems. What concepts and ideas do the poems have in common and what differences do the poems have in terms of mood and tone?

Name: _____ Class: _____

On Turning Ten
By Billy Collins

Billy Collins (b.1941) is an award-winning American poet who writes about everyday occurrences to express the deeper meaning in life. As you read "On Turning Ten," consider Collins' message about youth.

The whole idea of it makes me feel
like I'm coming down with something,
something worse than any stomach ache
or the headaches I get from reading in bad light--
a kind of measles of the spirit,
a mumps of the psyche,
a disfiguring chicken pox of the soul.

You tell me it is too early to be looking back,
but that is because you have forgotten
the perfect simplicity of being one
and the beautiful complexity introduced by two.
But I can lie on my bed and remember every digit.
At four I was an Arabian wizard.
I could make myself invisible
by drinking a glass of milk a certain way.
At seven I was a soldier, at nine a prince.

But now I am mostly at the window
watching the late afternoon light.
Back then it never fell so solemnly
against the side of my tree house,
and my bicycle never leaned against the garage
as it does today,
all the dark blue speed drained out of it.

This is the beginning of sadness, I say to myself,
as I walk through the universe in my sneakers.
It is time to say good-bye to my imaginary friends,
time to turn the first big number.

It seems only yesterday I used to believe
there was nothing under my skin but light.
If you cut me I could shine.
But now when I fall upon the sidewalks of life,
I skin my knees. I bleed.

The Clock Man

By Shel Silverstein
2011

Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, screenwriter, and author of children's books. In the following a poem, a child has a conversation with the clock man. As you read, take notes on how the person in the poem reacts to and feels about time.

[1] "How much will you pay for an extra day?"
     The clock man asked the child.
     "Not one penny," the answer came,
     "For my days are as many as smiles."

[5] "How much will you pay for an extra day?"
     He asked when the child was grown.
     "Maybe a dollar or maybe less,
     For I've plenty of days of my own."

     "How much will you pay for an extra day?"
[10] He asked when the time came to die.
     "All of the pearls in all of the seas,
     And all of the stars in the sky."

"The Clock Man" by Shel Silverstein is used with permission.

"The Clock Man" from EVERY THING ON IT by Shel Silverstein. © 2011 Evil Eye, LLC. Published by HarperCollins Children's Books. ALL RIGHTS RESERVED. Used by permission.

Math 6 – Week of April 27th

Analyzing Strategies for Dividing Fractions

DIVISION BY FRACTIONS   6.1.1 – 6.1.4

Division by fractions introduces three methods to help students understand how dividing by fractions works. In general, think of division for a problem like $8 \div 2$ as, "In 8, how many groups of 2 are there?" Similarly, $\frac{1}{2} \div \frac{1}{4}$ means, "In $\frac{1}{2}$, how many fourths are there?"

For more information, see the Math Notes boxes in Lessons 7.2.2 and 7.2.4 of the *Core Connections, Course 1* text. For additional examples and practice, see the *Core Connections, Course 1* Checkpoint 8B materials. The first two examples show how to divide fractions using a diagram.

Example 1

Use the rectangular model to divide: $\frac{1}{2} \div \frac{1}{4}$.

Step 1:   Using the rectangle, we first divide it into 2 equal pieces. Each piece represents $\frac{1}{2}$. Shade $\frac{1}{2}$ of it.
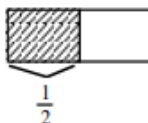
Step 2:   Then divide the *original* rectangle into four equal pieces. Each section represents $\frac{1}{4}$. In the shaded section, $\frac{1}{2}$, there are 2 fourths.
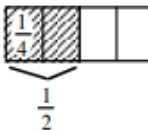
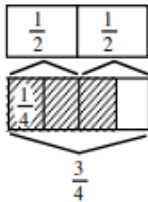Step 3:   Write the equation. $\frac{1}{2} \div \frac{1}{4} = 2$

Example 2

In $\frac{3}{4}$, how many $\frac{1}{2}$s are there?

That is, $\frac{3}{4} \div \frac{1}{2} = ?$

Start with $\frac{3}{4}$.

In $\frac{3}{4}$ there is one full $\frac{1}{2}$ shaded and half of another one (that is half of one half).

So: $\frac{3}{4} \div \frac{1}{2} = 1\frac{1}{2}$
(one and one-half halves)

The next two examples use common denominators to divide by a fraction. Express both fractions with a common denominator, then divide the first numerator by the second.

Example 3

$\frac{4}{5} \div \frac{2}{3} =$

$\frac{12}{15} \div \frac{10}{15} =$

$\frac{12}{10} = \frac{6}{5}$ or $1\frac{1}{5}$

Example 4

$1\frac{1}{3} \div \frac{1}{6} =$

$\frac{4}{3} \div \frac{1}{6} =$

$\frac{8}{6} \div \frac{1}{6} = \frac{8}{1}$ or 8

Problems

Use the rectangular model to divide.

1. $1\frac{1}{3} \div \frac{1}{6}$ 2. $\frac{3}{2} \div \frac{3}{4}$ 3. $1 \div \frac{1}{4}$ 4. $1\frac{1}{4} \div \frac{1}{2}$ 5. $2\frac{2}{3} \div \frac{1}{9}$

For each, start by asking questions such as "How many groups of 1/6 are there in 1 1/3?" for #1.

7-40 Use common denominators to help calculate each of the following quotients. You may want to confirm your answers with diagrams.

a. $\frac{12}{5} \div \frac{3}{10}$

b. $\frac{3}{4} \div \frac{7}{12}$

c. $\frac{3}{7} \div \frac{4}{5}$

7-42 While Kelvyon was studying a friend's notes from a class that Kelvyon had missed, she thought she noticed a shortcut for quickly dividing fractions. Her idea is described below. Does her method make sense and will it will always work?

Kelvyon's method: "$\frac{4}{9} \div \frac{1}{3} = \frac{4}{3}$ because $4 \cdot 1 = 4$ and $9 \div 3 = 3$.

So I think that I can always multiply the numerators and divide the denominators to get my answer."

One more way to divide fractions is to use the Giant One from previous work with fractions to create a "Super Giant One." To use a Super Giant One, write the division problem in fraction form, with a fraction in both the numerator and the denominator. Use the reciprocal of the denominator for the numerator and the denominator in the Super Giant One, multiply the fractions as usual, and simplify the resulting fraction when possible.

Example 5

$$\frac{\frac{1}{2}}{\frac{1}{4}} \cdot \frac{\frac{4}{1}}{\frac{4}{1}} = \frac{\frac{4}{2}}{1} = \frac{4}{2} = 2$$

Example 6

$$\frac{\frac{3}{4}}{\frac{1}{6}} \cdot \frac{\frac{6}{1}}{\frac{6}{1}} = \frac{\frac{18}{4}}{1} = \frac{9}{2} = 4\frac{1}{2}$$

Example 7

$$\frac{1\frac{1}{3}}{1\frac{1}{2}} = \frac{\frac{4}{3}}{\frac{3}{2}} \cdot \frac{\frac{2}{3}}{\frac{2}{3}} = \frac{\frac{8}{9}}{1} = \frac{8}{9}$$

Example 8

$$\frac{2}{3} \div \frac{3}{5} \Rightarrow \frac{10}{15} \div \frac{9}{15} \Rightarrow \frac{10}{9}$$

Compared to:

$$\frac{\frac{2}{3}}{\frac{3}{5}} \cdot \frac{\frac{5}{3}}{\frac{5}{3}} = \frac{\frac{10}{9}}{1} = \frac{10}{9} = 1\frac{1}{9}$$

Problems

Complete the division problems below. Use any method.

1. $\frac{3}{7} \div \frac{1}{8}$

2. $1\frac{3}{7} \div \frac{1}{2}$

3. $\frac{4}{7} \div \frac{1}{3}$

4. $1\frac{4}{7} \div \frac{1}{3}$

5. $\frac{6}{7} \div \frac{5}{8}$

6. $\frac{3}{10} \div \frac{5}{7}$

7. $2\frac{1}{3} \div \frac{5}{8}$

8. $7 \div \frac{1}{3}$

9. $1\frac{1}{3} \div \frac{2}{5}$

10. $2\frac{2}{3} \div \frac{3}{4}$

11. $3\frac{1}{3} \div \frac{5}{6}$

12. $1\frac{1}{2} \div \frac{1}{2}$

13. $\frac{5}{8} \div 1\frac{1}{4}$

14. $10\frac{1}{3} \div \frac{1}{6}$

15. $\frac{3}{5} \div 6$

Math 6+ – Week of April 27th

Multiplication as Repeated Addition

2-69 Cecil is now so good at crossing the tightrope that he can make a leap of 7 feet at a time. He crossed the rope in these leaps as shown below. Record his moves two ways. Which way is easier to record?
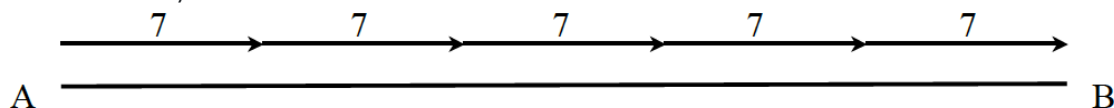
2-70 When adding the same number several times, multiplication can help. For example, if the tightrope walker moved to the right 3 feet, 3 feet, 3 feet, and then 3 feet, it is shorter to write 4(3) instead of 3+3+3+3. Note that parentheses are another way to show multiplication. Use multiplication to write 2+2+2+2+2.

2-71 How did Cecil, the tightrope walker, move if he started at point A and his moves were recorded as the expression 3(6.2) + 2? Draw a diagram and record how far along his rope he was when he finished.

2-72 Imagine that Cecil, the tightrope walker, starts at point B and walks on the rope toward point A as shown below.
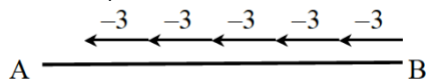

   a. How should this be written? Is there more than one way?
   b. Where does he end up?

2-73 To represent 2(3), Chad drew the diagram below. How do you predict Chad would draw 5(−3)? What is the value of this expression?

+++   +++

2-74 The two equal expressions 2(3) and 6 can be represented with the diagram below. Draw similar diagrams for each of the expressions in parts (a) through (c) below.
   a. What does 2(3+5) mean? What is the value of this expression? Describe it with words and a diagram.
   b. What does 2(3) + 5 mean? What is the value of this expression? Describe it with words and a diagram.
   c. Compare 2(3+5) with 2(3) + 5. How are these movements the same or different? Explain your thinking and draw a diagram.
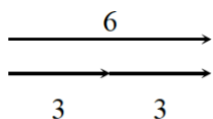
2-75 Draw a diagram to represent the expression 3(−2.5) + (−4). Is this the same as 3(−2.5+(−4))? Use diagrams to justify your decision.

2-76 MENTAL MATH - Find strategies for figuring out *mentally* (without using a calculator or writing anything down) how far Cecil moved in parts (a) and (b) below. Then write a number expression for each set of moves along with its result.
  a. Cecil traveled 105 feet to the left 7 times. How far did he end up from his starting point?
  b. Cecil repeated the following pattern 12 times: He traveled to the right 198 feet and then to the left 198 feet. How far did he end up from his starting point?

2-77 When you need to multiply mentally, it is often useful to use the Distributive Property. The Distributive Property states that when you multiply a sum by a number, you must multiply each part of the sum by that number. For example, part (a) of problem 2-76 can be seen as 7(−105) = 7(−100+(−5)). The Distributive Property tells us that this is equal to 7(−100) + 7(−5) or −700+(−35). Use the Distributive Property to rewrite and calculate each product shown below.

  a. 6(12+(−4))

  b. 7(300+(−10))

  c. 4·302

  d. 5(871)

2-79 Find the value of each of the following expressions. Use a tile diagram or a number line to help you, if you need it.

  a. 3(4)

  b. 4+11+(−4)

  c. 3.2(2)

  d. |(−2) + (−2) + (−2)|

  e. |2(−7.5)|

  f. (1015)(−5)

2-80 Use the Distributive Property to rewrite each of the following products as sums, and then calculate the value, as shown in the example below.
Example: 4(307) = 4(300) + 4(7) = 1200+28=1228

  a. 9(410)   b. 6(592)

MULTIPLICATION AND DIVISION OF INTEGERS

Multiply and divide integers two at a time. If the signs are the same, their product will be positive. If the signs are different, their product will be negative.

Follow the same rules for fractions and decimals.

Remember to apply the correct order of operations when you are working with more than one operation.

For additional information, see the Math Notes box in Lesson 3.2.4 of the *Core Connections, Course 2* text.

Examples

a. $2 \cdot 3 = 6$ or $3 \cdot 2 = 6$ b. $-2 \cdot (-3) = 6$ or $(+2) \cdot (+3) = 6$

c. $2 \div 3 = \frac{2}{3}$ or $3 \div 2 = \frac{3}{2}$ d. $(-2) \div (-3) = \frac{2}{3}$ or $(-3) \div (-2) = \frac{3}{2}$

e. $(-2) \cdot 3 = -6$ or $3 \cdot (-2) = -6$ f. $(-2) \div 3 = -\frac{2}{3}$ or $3 \div (-2) = -\frac{3}{2}$

g. $9 \cdot (-7) = -63$ or $-7 \cdot 9 = -63$ h. $-63 \div 9 = -7$ or $9 \div (-63) = -\frac{1}{7}$

Problems

Use the rules above to find each product or quotient.

1. $(-4)(2)$ 2. $(-3)(4)$ 3. $(-12)(5)$ 4. $(-21)(8)$

5. $(4)(-9)$ 6. $(13)(-8)$ 7. $(45)(-3)$ 8. $(105)(-7)$

9. $(-7)(-6)$ 10. $(-7)(-9)$ 11. $(-22)(-8)$ 12. $(-127)(-4)$

13. $(-8)(-4)(2)$ 14. $(-3)(-3)(-3)$ 15. $(-5)(-2)(8)(4)$ 16. $(-5)(-4)(-6)(-3)$

17. $(-2)(-5)(4)(8)$ 18. $(-2)(-5)(-4)(-8)$ 19. $(-2)(-5)(4)(-8)$ 20. $2(-5)(4)(-8)$

2-78 JOURNAL ENTRY - Describe what you have learned about adding and multiplying positive and negative integers. Be sure to include examples and diagrams or other representations that explain your thinking. Title this entry "Adding and Multiplying Integers" and label it with today's date.

PUZZLE INVESTIGATOR PROBLEM (PIP) 4 - TOURNAMENT
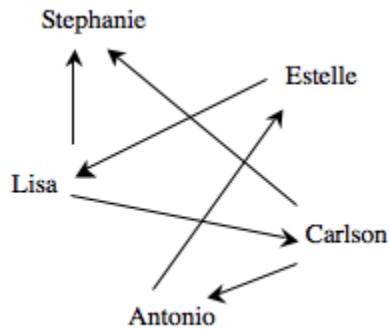
Five friends decided to have a video game competition. Each person is scheduled to play every other person.

After several games, Stephanie started a diagram to show which pairs have played and who has won so far. The arrows in her diagram point from the winner to the loser. For example, when Lisa and Carlson played, Lisa won.

a. How many more games need to be played? Show how you know.

b. Stephanie's diagram can help you predict the winner of future matches! For each pair below, who do you think will win? If you think it is equally likely that either player will win, explain why. Use Stephanie's diagram to support your answer.

    i.   *Stephanie and Antonio*

    ii.   *Estelle and Carlson*

c. Is there always a winner? For example, is it possible to have a tournament with five friends where everyone wins and loses two games? If it is possible, draw a diagram for a different tournament with five friends so that each person wins and loses 2 games. If it is not possible, explain why it cannot be done.

d. How many games would be played in a tournament of 6 friends if each person played every other person exactly once? What if there were 10 friends?

THE FIRST EARTH DAY:

The text and images are from "America's Story from America's Library" by the Library of Congress.

Earth Day reminds us to protect rivers like this one.

We only have one earth, so we need to take care of her. That's what Senator Gaylord Nelson of Wisconsin believed. He was disturbed that an issue as important as our environment was not addressed in politics or by the media, so he created the first Earth Day, on April 22, 1970. An estimated 20 million people nationwide attended festivities that day. It was a truly astonishing grassroots explosion, leading eventually to national legislation such as the Clean Air Act and the Clean Water Act. . . .

For the many people who care for the environment, Earth Day became the first opportunity they had to join in a nationwide demonstration to send a big message to public officials--a message to tell them to protect our planet. Both Arbor Day and Bird Day (established in the late 1800s) supported forestation, conservation, and the appreciation of nature, but on a smaller scale than Earth Day. While all three of these days helped educate the general public, some Americans already had a deep appreciation of nature.

These Iroquois understand the importance of a give-and-take relationship with nature.

Native American people, for example, the Iroquois, have long recognized and celebrated in story and song the interdependence of the earth and all its creatures. For the 20th anniversary of Earth Day in 1990, they were joined by more than 200 million people in 141 countries participating in celebrations of the planet that supports us. . . .

Acid rain destroys forests. Oil spills kill coastal plants and animals. Poisons wash into waterways. Plastic trash entangles wildlife. It's easy to see how pollution is a big problem for biodiversity.

Reptiles in Danger

Species of turtles lived 210 million years ago, at the same time as the dinosaurs. However, some species that are alive today are in danger of extinction. For example, a serious threat to marine leatherback turtles is probably all over your home—plastic! When people leave plastic bags, sandwich bags, balloons, and other plastic items on the beach they get swept into the ocean. Clear plastic floating in the water looks a lot like the leatherback's favorite meal—jellyfish. Unsuspecting turtles eat the plastic trash, mistaking it for food. Since it's impossible to digest, plastic's a dangerous diet for any animal!

What you can do:

- Don't use too many plastic bags when they're not necessary.
- Always make sure you throw away your garbage in a trash can and avoid releasing balloons into the air.
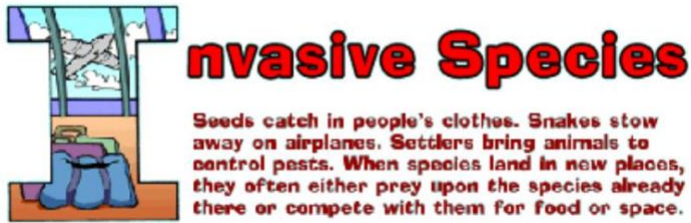
QUESTIONS (Write your answers to the following using evidence from the passage you just read):

1. What is a serious threat to marine leatherback turtles that is probably all over your home?
2. Give one example of how pollution can harm plants or animals in the environment. Support your answer with evidence from the text.
3. The author mentions things you can do to help stop plastic pollution. One is to not use too many plastic bags when they're not necessary. What is something else you can do?
4. How might taking the steps described in the section, "What you can do", help animals? Support your answer with evidence from the text.

nvasive Species

Seeds catch in people's clothes. Snakes stow away on airplanes. Settlers bring animals to control pests. When species land in new places, they often either prey upon the species already there or compete with them for food or space.

Hawaii's Unwelcome Visitors

Long ago, Hawaii's lush islands were home to many native birds found nowhere else on Earth. But everything changed when people came to Hawaii. They hunted some of the birds to extinction. The animals they brought were even more dangerous. Some, like chickens, infected the native birds with diseases. Others, like cats and snakes, threatened the native birds that couldn't defend themselves against these new types of predators.

Today, Hawaii's native bird population has fewer species, and many of the surviving species are endangered.

What You Can Do:

- Don't let your pets hunt wild animals.
- Don't release pets—including aquarium fish, turtles, and birds—into the wild.
- Don't travel with wild plants and animals.

Humans use thousands of the world's species in their daily lives for food, shelter, and medicine. But these natural resources are limited. People can take only so many fish from the sea or cut down so many acres of forests without permanently damaging ecosystems and threatening species. For many species, this "overharvesting" may mean total extinction.

Enough Fish in the Sea?

Every year, people catch about 85 million tons of fish and other marine animals. Advances in fishing technology are increasing the worldwide "catch" to keep pace with rising populations and demands for seafood. Fishing has become so intensive and efficient that many marine populations are shrinking. These species cannot recover quickly enough to survive constant overfishing.

What you can do:

- Be sure that fish and other food you buy don't come from overharvested areas.
- Don't buy wood or wood products from threatened native forests like Pacific maple, California redwood, mahogany, ebony, or teak.
- Buy recycled or salvaged wood whenever possible.

QUESTIONS (Write your answers to the following using evidence from the passage you just read):

1. Overharvesting is taking too many animals or plants out of their environments for human use. What can overharvesting mean for many species?
2. Explain how human fishing has affected the populations of many fish and other marine animals. Support your answer with evidence from the text.
3. The overharvesting of fish and other marine animals for food is a major problem. According to the text, what is one way to help solve this problem? Support your answer with evidence from the text.

Preserving the Ancient Forests

When people cut down forests, build cities, or make roads, they destroy habitats-the places where plants, animals, and other organisms live.

Deep in the ancient forests of the Pacific Northwest live some of the oldest and largest trees in the world. For centuries, Douglas firs and cedars have towered above the forest floor. But these majestic trees are only part of the rich areas known as old-growth forests. They are home to hundreds of plant and animal species.

Old-growth forests used to extend across the Pacific Northwest, but these precious habitats are quickly disappearing. In some cases, logging has destroyed the forest animals' habitats.

What can you do? Before you buy wood, make sure it comes from a "sustainable forest," a forest where trees are replanted.

Focus Standard Benchmark	Civics 3a: Students will understand that civil rights secure political freedom while property rights secure economic freedom and that both are essential protections for United States citizens.
Other Standard Supported	Civics 1a: Students will Understand why governments have the authority to make, enforce, and interpret laws and regulations, such as levying taxes, conducting foreign policy, and providing for national defense.
Grade Band	6-8
Vocabulary/Key Concepts	Civil rights

~Modified by CSD for use at home~

Addressing Civil Rights Issues during National Emergencies

ACTIVITY 1: Before completing the lesson, read the "Focus Questions" and on a separate sheet of paper, answer each Focus Question by giving your opinion on *how you think* the questions might be answered.

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

ACTIVITY 2: Read the following "Introduction" information and on a separate sheet of paper, (can be same paper from the Focus Questions) answer the three questions (before you get to the Activity & Scenario).

Introduction

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

National emergencies often have two important effects associated with civil rights matters. First, national emergencies can inflict far greater or disproportionate harm on those for whom civil rights protections are most needed i.e. minorities and the poor. Secondly, national emergencies draw

increased attention to challenges and inequalities that minorities and those living in poverty face. The Hurricane Katrina national emergency that took place in New Orleans back in 2005 is a good example. We are now experiencing a new national emergency in the form of the COVID-19 pandemic.

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

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

ACTIVITY 3:
Activity and Scenario: You have been assigned to serve on the *National Task Force on the COVID-19 Pandemic and Civil Rights*. You are asked to use some powers granted to governments in the United States (national, state, local) as tools to be used in the formulation of recommend solutions to the heightened challenges faced by minorities and people in poverty. Know, however, that the powers of government always expand in times of emergencies. The key to expanding those powers during the emergency is not to get too far ahead of what the public believes is acceptable.

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

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

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

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

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

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

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

Students: Many students attending schools rely on the meals provided at those schools during the day to avoid hunger. When schools close, these students risk going unfed. Their parents or guardians

sometimes have to give up their food for their children. Some students are facing disadvantages because they do not have computers or internet service so they are falling behind in their education, which is important for advancing in life – getting good jobs, getting into college.

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

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

Prisoners: Prisoners in American jails are closely quartered in not-so-clean jail cells where germs spread rapidly, unable to practice or benefit effectively from social distancing. Those guarding them as well as those providing for their care are equally at risk. More than 1,300 inmates in three Ohio prisons have tested positive for coronavirus. As of April 19, 18 correctional officers and 20 inmates have tested positive for the coronavirus in Delaware.

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

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

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

Review the list "Powers at Our Governments Disposal" on page 2 to help you answer the questions for each group in the Document 2 Chart "Task Force Recommendations" below. The first one is completed for you to use as an example.

Document 2: Task Force Recommendations

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

ACTIVITY 4: Conclude: Explain why civil rights protections are essential for American citizens. Use evidence from this document to support your answer.

ACTIVITY 5: Review your answers to the Focus Questions, were you right? Compare your answers and make appropriate corrections based on this lesson.