

# Christina School District Assignment Board

**Grade Level: 7th**

**Week of April 27<sup>th</sup>, 2020**

		Day 1	Day 2	Day 3	Day 4	Day 5
<b>ELA</b>		<p>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.</p> <p>Complete <b>'Understanding Mood and Tone'</b> sheet.</p>	<p>Complete the Day 2 sheet, Read the poem <b>Ellis Park</b>.</p>	<p>On a separate sheet of paper rewrite the poem <b>'Ellis Park'</b> 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.</p>	<p>Complete the Day 4 Handout.</p>	<p>Complete the Day 5 Essay.</p>
<b>Math</b>  (IM1 can be found on the HS Board)	<b>7</b>	<p><i>Equations with Fraction and Decimal Coefficients</i></p> <p>Complete 7-39, 7-40 and 7-42. (attached)</p>	<p>Read page 92. (attached). Use the examples as a guide. Complete p. 93 #1-4.</p>	<p>Complete p. 93 #5-8. Use the examples as a guide. (attached)</p>	<p>Complete p. 93 #9-12. Use the examples as a guide. (attached)</p>	<p>Complete 7-44. (attached)</p>
	<b>7+</b>	(Math 7+ should follow the Math 8 calendar in the 8th grade packet PLUS complete the Puzzle Investigator Problem (PIP) 4 - Fibonacci Rectangles.. (attached)				
<b>Science</b>		<p><b>The First Earth Day:</b> Read article. Write down 2-3 things you learned from the article that you want to remember.</p>	<p><b>Pollution:</b> Read article. Write down your answers to the questions at the end of the article.</p>	<p><b>Invasive Species:</b> Read article. Write down 2-3 things you learned from the article that you want to remember.</p>	<p><b>Overharvesting:</b> Read article. Write down your answers to the questions at the end of the article.</p>	<p><b>Habitat Loss:</b> Read article. Write down 2-3 things you learned from the article that you want to remember.</p>
<b>Social</b>		Complete Activity 1 from	Complete Activity 2 from	Complete Activity 3 from	Complete Activity 4 from	Complete Activity 5 from

**Christina School District Assignment Board**

<b>Studies</b>	the document titled, “Addressing Civil Rights Issues During National Emergencies”	the document titled, “Addressing Civil Rights Issues During National Emergencies”	the document titled, “Addressing Civil Rights Issues During National Emergencies”	the document titled, “Addressing Civil Rights Issues During National Emergencies”	the document titled, “Addressing Civil Rights Issues During National Emergencies”
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## Understanding Mood and Tone – Day 1

### 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 underline 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

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:** Tense - **Mood:** Scared

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:** Playful **Mood:** Happy

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.

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

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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?

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

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## Day 4

**During Reading:** Read the poems 'If' by Rudyard Kipling and 'Travel' by Robert Louis Stevenson. As you read each poem, underline the words you feel convey the tone and circle the words you feel convey the mood of the piece. 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.

	'Land of Storybooks'	'Travel'
The <b>theme</b> of the poem is ...		
The words and phrases I underlined <b>reflect tone because...</b>		
The words and phrases I circled <b>reflect mood because...</b>		

## 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: \_\_\_\_\_

## Travel

By Robert Louis Stevenson  
1913

*Robert Louis Stevenson (1850-1894) was a Scottish novelist, poet, essayist, and travel writer. He is best known for his novels Treasure Island and The Strange Case of Dr. Jekyll and Mr. Hyde. This poem comes from his collection A Child's Garden of Verses. As you read, identify the descriptive language the speaker uses to characterize travel and different places.*

- [1] I should like to rise and go  
Where the golden apples grow;—  
Where below another sky  
Parrot islands anchored lie,  
[5] And, watched by cockatoos and goats,  
Lonely Crusoes<sup>1</sup> building boats;—  
Where in sunshine reaching out  
Eastern cities, miles about,  
Are with mosque<sup>2</sup> and minaret<sup>3</sup>  
[10] Among sandy gardens set,  
And the rich goods from near and far  
Hang for sale in the bazaar<sup>4</sup>,—  
Where the Great Wall round China goes,  
And on one side the desert blows,  
[15] And with bell and voice and drum  
Cities on the other hum;—  
Where are forests, hot as fire,  
Wide as England, tall as a spire,  
Full of apes and cocoa-nuts  
[20] And the negro hunters' huts;—  
Where the knotty crocodile  
Lies and blinks in the Nile,  
And the red flamingo flies  
Hunting fish before his eyes;—  
[25] Where in jungles, near and far,  
Man-devouring tigers are,  
Lying close and giving ear  
Lest the hunt be drawing near,  
Or a comer-by be seen  
[30] Swinging in a palanquin<sup>5</sup>;—



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1. a reference to Robinson Crusoe, a novel published in 1719 about a castaway named Robinson Crusoe shipwrecked on an island near Trinidad
2. a place of worship for Muslims, people of the Islamic faith
3. a tall slender tower of a mosque with one or more balconies from which the summons to prayer is cried
4. a market consisting of rows of shops or stalls selling various goods
5. a covered chair made for one passenger, consisting of a large box carried on two horizontal poles by four or six people

Where among the desert sands  
Some deserted city stands,  
All its children, sweep<sup>6</sup> and prince,  
Grown to manhood ages since,  
[35] Not a foot in street or house,  
Not a stir of child or mouse,  
And when kindly falls the night,  
In all the town no spark of light.  
There I'll come when I'm a man  
[40] With a camel caravan<sup>7</sup>;  
Light a fire in the gloom  
Of some dusty dining-room;  
See the pictures on the walls,  
Heroes, fights and festivals;  
[45] And in a corner find the toys  
Of the old Egyptian boys.

*Travel by Robert Louis Stevenson (1913) is in the public domain.*

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6. "Sweep" may be referring to a child in the lower class; children were often hired in Great Britain to clean chimneys and were thus called "chimney sweeps."

7. a company of travelers on a journey through desert or hostile regions; may include a covered wagon(s) equipped as living quarters

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# The Land of Story-Books

By Robert Louis Stevenson  
1913

*Robert Louis Stevenson (1850-1894) was a Scottish writer who is best known for Treasure Island and The Strange Case of Dr. Jekyll and Mr. Hyde. The following poem was published in 1913 and describes a child at play. As you read this poem, take notes about the speaker--what can we conclude about him/her from the poem?*

- [1] At evening when the lamp is lit,  
Around the fire my parents sit;  
They sit at home and talk and sing,  
And do not play at anything.
- [5] Now, with my little gun, I crawl  
All in the dark along the wall,  
And follow round the forest track  
Away behind the sofa back.
- There, in the night, where none can spy,  
[10] All in my hunter's camp I lie,  
And play at books that I have read  
Till it is time to go to bed.
- These are the hills, these are the woods,  
These are my starry solitudes;<sup>1</sup>  
[15] And there the river by whose brink  
The roaring lions come to drink.
- I see the others far away  
As if in firelit camp they lay,  
And I, like to an Indian scout,  
[20] Around their party prowled<sup>2</sup> about.
- So when my nurse comes in for me,  
Home I return across the sea,  
And go to bed with backward looks  
At my dear land of Story-books.



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*The Land of Story-Books by Robert Louis Stevenson is in the public domain.*

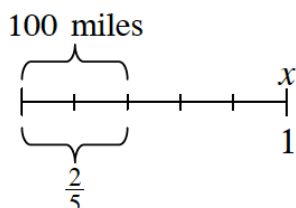
1. **Solitude (noun):** a state of being alone  
2. **Prowl (verb):** to move with stealth



## Math 7 – Week of April 27<sup>th</sup>

### Equations with Fraction and Decimal Coefficients

7-39 The Sutton family took a trip to see the mountains in Rocky Mountain National Park. Linda and her brother kept asking, “Are we *there yet?*” Their mother answered, “No, but what I can tell you is that we have driven 100 miles and we are about  $\frac{2}{5}$  of the way there.” How far away is their trip?



- Explain how the diagram above illustrates the situation described by their mother. What does  $x$  represent?
- What equation could represent this situation? Use the scale factor (multiplier) to represent this situation in an equation. Let  $x$  represent the total distance in miles.
- Is the answer going to be more or less than 100 miles? Explain your thinking.

7-40 Linda said “When I look at the diagram, I see that the total distance is two-and-a-half times the distance we’ve driven.”

- Do you agree? How can you add labels to Linda’s diagram to show  $2\frac{1}{2}$  times the distance?
- How long is the trip? Show how you know.

7-42 Linda’s mother offered them another strategy: “Here is how I would start solving the problem.” She showed them the work below.

- “I see a Giant One!” exclaimed Linda. Where is the Giant One? Help rewrite the left side of the equation.
- One way of making sense of 100 divided by  $\frac{2}{5}$  is as  $100 \div \frac{2}{5} = ?$ . This could be read, “How many two-fifths are in one hundred wholes?” Find a way to explain how you could figure out how many two-fifths are in 100.

$$\frac{2}{5}x = 100$$

$$\frac{\frac{2}{5}x}{\frac{2}{5}} = \frac{100}{\frac{2}{5}}$$

Students used scale factors (multipliers) to enlarge and reduce figures as well as increase and decrease quantities. All of the original quantities or lengths were multiplied by the scale factor to get the new quantities or lengths. To reverse this process and scale from the new situation back to the original, we divide by the scale factor. Division by a scale factor is the same as multiplying by a reciprocal. This same concept is useful in solving one-step equations with fractional coefficients. To remove a fractional coefficient you may divide each term in the equation by the coefficient or multiply each term by the reciprocal of the coefficient.

To remove fractions in more complicated equations students use “Fraction Busters.” Multiplying all of the terms of an equation by the common denominator will remove all of the fractions from the equation. Then the equation can be solved in the usual way.

For additional information, see the Math Notes box in Lesson 7.1.6 of the *Core Connections, Course 2* text.

### Example of a One-Step Equation

Solve:  $\frac{2}{3}x = 12$

Method 1: Use division and common denominators

$$\begin{aligned}\frac{2}{3}x &= 12 \\ \frac{\frac{2}{3}x}{\frac{2}{3}} &= \frac{12}{\frac{2}{3}} \\ x &= \frac{12}{\frac{2}{3}} = 12 \div \frac{2}{3} = \frac{36}{3} \div \frac{2}{3} = \frac{36}{2} = 18\end{aligned}$$

Method 2: Use reciprocals

$$\begin{aligned}\frac{2}{3}x &= 12 \\ \frac{3}{2}\left(\frac{2}{3}x\right) &= \frac{3}{2}(12) \\ x &= 18\end{aligned}$$

### Example of Fraction Busters

Solve:  $\frac{x}{2} + \frac{x}{5} = 6$

Multiplying by 10 (the common denominator) will eliminate the fractions.

$$\begin{aligned}10\left(\frac{x}{2} + \frac{x}{5}\right) &= 10(6) \\ 10\left(\frac{x}{2}\right) + 10\left(\frac{x}{5}\right) &= 10(6) \\ 5x + 2x &= 60 \\ 7x &= 60 \Rightarrow x = \frac{60}{7} \approx 8.57\end{aligned}$$

## Problems

Solve each equation.

1.  $\frac{3}{4}x = 60$

2.  $\frac{2}{5}x = 42$

3.  $\frac{3}{5}y = 40$

4.  $-\frac{8}{3}m = 6$

5.  $\frac{3x+1}{2} = 5$

6.  $\frac{x}{3} - \frac{x}{5} = 3$

7.  $\frac{y+7}{3} = \frac{y}{5}$

8.  $\frac{m}{3} - \frac{2m}{5} = \frac{1}{5}$

9.  $-\frac{3}{5}x = \frac{2}{3}$

10.  $\frac{x}{2} + \frac{x-3}{5} = 3$

11.  $\frac{1}{3}x + \frac{1}{4}x = 4$

12.  $\frac{2x}{5} + \frac{x-1}{3} = 4$

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7-44 Linda wondered how these new equation-solving strategies would work with different equations. They made up more equations to try to solve. Copy the equations below on your paper and solve each equation using one of the strategies from this lesson. How did you decide which strategy to use?

a.  $\frac{9}{2}x = 27$

b.  $12 = \frac{2}{7}x$

c.  $-\frac{3}{4}x = 21$

## MATH 7+ - PUZZLE INVESTIGATOR PROBLEM (PIP) 4 – FIBONACCI RECTANGLES

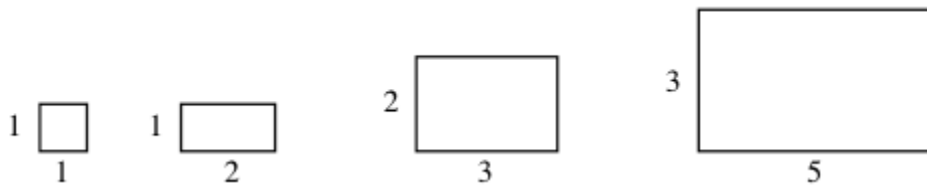
The Fibonacci Numbers are those numbers found in the following sequence:

1, 1, 2, 3, 5, 8, 13, ...

- a. Describe how this sequence is growing. Continue it until you have the first 15 Fibonacci numbers.

Number of Fibonacci Rectangles	Sum of the Areas (in sq. units)
2	3
3	9
4	
5	
6	
7	
8	

- b. If the measures of the sides of a rectangle are consecutive Fibonacci numbers, it is called a "Fibonacci rectangle." Here are the first four Fibonacci rectangles:

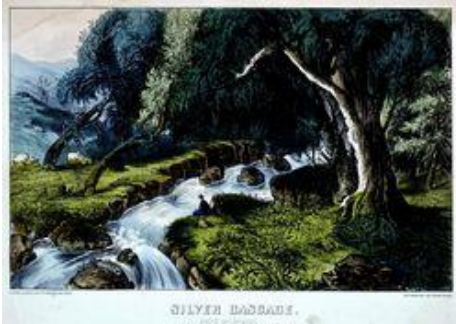


Verify that the sum of the areas of the first two Fibonacci rectangles is 3 square units and that the sum of the first three Fibonacci rectangles is 9 square units.

- c. Copy and complete the table at right that shows how the sum of the areas of the Fibonacci rectangles grows for the first 8 rectangles.
- d. Look for any special numbers in your table. Can you find any patterns? For example, what seems special about the sum of the areas for an odd number of Fibonacci rectangles? How are these numbers connected to the Fibonacci numbers? Extend the table if you need more data.
- e. How can you predict the sum of the areas of Fibonacci rectangles? Use your patterns to predict the sum of the areas of the first 15 Fibonacci rectangles. Then find out if your pattern worked.

## ***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. . . .

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## **POLLUTION:**

*This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.*



# ollution

**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.

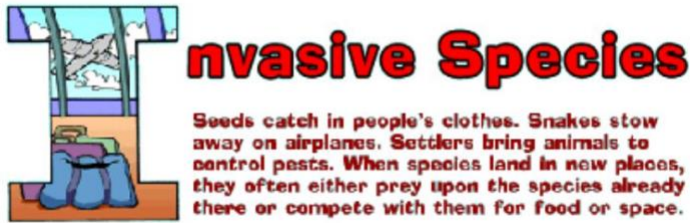
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## **QUESTIONS (Write your answers to the following using evidence from the passage you just read):**

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.

## **INVASIVE SPECIES:**

*This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.*



### **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.



## **OVERHARVESTING:**

*This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.*



# **verharvesting**

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.

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## **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.



## ***HABITAT LOSS:***

*This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.*

# **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.

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**Addressing Civil Rights Issues During National Emergencies**  
**Social Studies Home Learning Activities**

<b>Focus Standard Benchmark</b>	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.
<b>Other Standard Supported</b>	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.
<b>Grade Band</b>	6-8
<b>Vocabulary/Key Concepts</b>	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 disabilities (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



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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.



**Source:** Coronavirus Equity Considerations. NAACP (updated April 3, 2020) accessed at <https://naacp.org/wp-content/uploads/2020/04/Coronavirus-Equity-Considerations.pdf> on April 19, 2020



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## Document 2: Task Force Recommendations

Group Affected	Power(s) to be Used and How
The Poor	Sample Response <b>Make a law</b> that provides people living below the poverty line with \$250 per week. Raise the money by putting a <b>tax</b> 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.



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



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