

Christina School District Assignment Board

Grade Level: 6th

Week 2 of April 13, 2020

			Day 1	Day 2	Day 3	Day 4
ELA			Read and annotate the text, <i>Mother and Daughter</i>, by Gary Soto Circle or highlight characters' names, details that describe the characters' appearances, actions, thoughts, and feelings. Make note of any changes the characters go through.	Answer the text-dependent questions, numbers 1-4.	Vocabulary Log. On a separate sheet of paper write the following words; gloat, riot, meager, tirade complete the following tasks for each word. - Definition - Antonym - Write a sentence using the word. - Draw a picture to aid in understanding the word.	CSET In the context of the text, What makes a family? How does the author use the characterization of Mrs. Moreno to show Yollie that she cares about her? Be sure to cite evidence from the text.
Math	6		<i>Comparing Rates with Tables & Graphs</i> Complete 7-14 and 7-15. (attached)	Complete 7-16 and 7-19. (attached)	Complete Comparing Rates Practice WS #1-3. (attached)	Complete Comparing Rates Practice WS #4-5. (attached)
	6+		<i>Adding Integers and Rational Numbers</i> Complete 2-43 thru 2-45.. (attached)	Complete 2-46, 2-49, and 2-52.. (attached)	Complete Integer Practice Problem Set #1-14. (attached)	Complete Puzzle Investigator Problem (PIP) 2 - Crossed Paths. (attached)

Christina School District Assignment Board

Science		Big News About Old Rocks (part 1): Read article. Highlight, underline, and/or annotate for understanding.	Big News About Old Rocks (part 2): Reread if necessary. Write your answers to the following: a) Rebecca Flowers and other scientists used new methods to examine the canyon's rocks. What was the effect of their work? b) What can you conclude after reading the passage? c) Write the central idea of the passage.	Plate Tectonics (part 1): Read article. Highlight, underline and/or annotate for understanding.	Plate Tectonics (part 2): Reread if necessary. Write your answers to the following: a) What are the two types of crust on the earth's surface? b) Crustal movements can be dangerous to humans. What evidence from the text supports this conclusion? c) Crustal movements in one location can affect locations far away. What evidence from the text supports this conclusion? d) What are convection currents? e) How do convection currents help form underwater mountains? f) Explain 2 ways in which changes on the earth's surface are connected to changes below the earth's surface. Support your answer with evidence from the text.
Social Studies		Complete Activity 1 from the document titled, "Federalism"	Complete Activity 2, number 1 from the document titled, "Federalism"	Complete Activity 2, number 2 from the document titled, "Federalism"	Complete Activity 2, number 3 from the document titled, "Federalism"

Christina School District Assignment Board

Name: _____ Class: _____

Mother and Daughter

By Gary Soto
1990

Gary Soto is an American poet, novelist, and memoirist. In this short story, a young girl's mother doesn't have the money to buy her a new dress for a school dance. As you read, take notes on Yollie and her mother's interactions.

- [1] Yollie's mother, Mrs. Moreno, was a large woman who wore a muumuu¹ and butterfly-shaped glasses. She liked to water her lawn in the evening and wave at low-riders,² who would stare at her behind their smoky sunglasses and laugh. Now and then a low-rider from Belmont Avenue would make his car jump and shout "Mamacita!" But most of the time they just stared and wondered how she got so large.

Mrs. Moreno had a strange sense of humor. Once, Yollie and her mother were watching a late-night movie called *They Came to Look*. It was about creatures from the underworld who had climbed through molten³ lava to walk the earth.

But Yollie, who had played soccer all day with the kids next door, was too tired to be scared. Her eyes closed but sprang open when her mother screamed, "Look, Yollie! Oh, you missed a scary part. The guy's face was all ugly!"

But Yollie couldn't keep her eyes open. They fell shut again and stayed shut, even when her mother screamed and slammed a heavy palm on the arm of her chair.

"Mom, wake me up when the movie's over so I can go to bed," mumbled Yollie.

- [5] "OK, Yollie, I wake you," said her mother through a mouthful of popcorn.

But after the movie ended, instead of waking her daughter, Mrs. Moreno laughed under her breath, turned the TV and lights off, and tiptoed to bed. Yollie woke up in the middle of the night and didn't know where she was. For a moment she thought she was dead. Maybe something from the underworld had lifted her from her house and carried her into the earth's belly. She blinked her sleepy eyes, looked around at the darkness, and called, "Mom? Mom, where are you?" But there was no answer, just the throbbing hum of the refrigerator.

Finally, Yollie's grogginess cleared and she realized her mother had gone to bed, leaving her on the couch. Another of her little jokes.



"Untitled" by reza shayestehpour is licensed under CC0.

1. a woman's loose, brightly colored dress
2. a customized car that is closer to the ground
3. liquefied by heat

But Yollie wasn't laughing. She tiptoed into her mother's bedroom with a glass of water and set it on the nightstand next to the alarm clock. The next morning, Yollie woke to screams. When her mother reached to turn off the alarm, she had overturned the glass of water.

Yollie burned her mother's morning toast and gloated.⁴ "Ha! Ha! I got you back. Why did you leave me on the couch when I told you to wake me up?"

- [10] Despite their jokes, mother and daughter usually got along. They watched bargain matinees⁵ together, and played croquet in the summer and checkers in the winter. Mrs. Moreno encouraged Yollie to study hard because she wanted her daughter to be a doctor. She bought Yollie a desk, a typewriter, and a lamp that cut glare so her eyes would not grow tired from hours of studying.

Yollie was slender as a tulip, pretty, and one of the smartest kids at Saint Theresa's. She was captain of crossing guards, an altar girl,⁶ and a whiz in the school's monthly spelling bees.

"*Tienes que estudiar mucho*,"⁷ Mrs. Moreno said every time she propped her work-weary feet on the hassock.⁸ "You have to study a lot, then you can get a good job and take care of me."

"Yes, Mama," Yollie would respond, her face buried in a book. If she gave her mother any sympathy, she would begin her stories about how she had come with her family from Mexico with nothing on her back but a sack with three skirts, all of which were too large by the time she crossed the border because she had lost weight from not having enough to eat.

Everyone thought Yollie's mother was a riot.⁹ Even the nuns laughed at her antics.¹⁰ Her brother Raul, a nightclub owner, thought she was funny enough to go into show business.

- [15] But there was nothing funny about Yollie needing a new outfit for the eighth-grade fall dance. They couldn't afford one. It was late October, with Christmas around the corner, and their dented Chevy Nova had gobbled up almost one hundred dollars in repairs.

"We don't have the money," said her mother, genuinely sad because they couldn't buy the outfit, even though there was a little money stashed away for college. Mrs. Moreno remembered her teenage years and her hardworking parents, who picked grapes and oranges, and chopped beets and cotton for meager¹¹ pay around Kerman. Those were the days when "new clothes" meant limp and out-of-style dresses from Saint Vincent de Paul.¹²

The best Mrs. Moreno could do was buy Yollie a pair of black shoes with velvet bows and fabric dye to color her white summer dress black.

4. **Gloat (verb):** to dwell on one's own success or another's misfortune

5. a showing of a movie that takes place in the daytime

6. a girl acting as an assistant in church services

7. Spanish for "you have to study a lot"

8. a firm cushion used as footstool

9. **Riot (noun):** a highly amusing or entertaining person

10. amusing behavior

11. **Meager (adjective):** lacking in quantity or quality

12. a thrift store

"We can color your dress so it will look brand-new," her mother said brightly, shaking the bottle of dye as she ran hot water into a plastic dish tub. She poured the black liquid into the tub and stirred it with a pencil. Then, slowly and carefully, she lowered the dress into the tub.

Yollie couldn't stand to watch. She knew it wouldn't work. It would be like the time her mother stirred up a batch of molasses for candy apples on Yollie's birthday. She'd dipped the apples into the goo and swirled them and seemed to taunt Yollie by singing "*Las Mañanitas*"¹³ to her. When she was through, she set the apples on wax paper. They were hard as rocks and hurt the kids' teeth. Finally, they had a contest to see who could break the apples open by throwing them against the side of the house. The apples shattered like grenades, sending the kids scurrying for cover, and in an odd way the birthday party turned out to be a success. At least everyone went home happy.

- [20] To Yollie's surprise, the dress came out shiny black. It looked brand-new and sophisticated, like what people in New York wear. She beamed at her mother, who hugged Yollie and said, "See, what did I tell you?"

The dance was important to Yollie because she was in love with Ernie Castillo, the third-best speller in the class. She bathed, dressed, did her hair and nails, and primed until her mother yelled, "All right already." Yollie sprayed her neck and wrists with Mrs. Moreno's Avon perfume and bounced into the car.

Mrs. Moreno let Yollie out in front of the school. She waved and told her to have a good time but behave herself, then roared off, blue smoke trailing from the tail pipe of the old Nova.

Yollie ran into her best friend, Janice. They didn't say it, but each thought the other was the most beautiful girl at the dance; the boys would fall over themselves asking them to dance.

The evening was warm but thick with clouds. Gusts of wind picked up the paper lanterns hanging in the trees and swung them, blurring the night with reds and yellows. The lanterns made the evening seem romantic, like a scene from a movie. Everyone danced, sipped punch, and stood in knots of threes and fours, talking. Sister Kelly got up and jitterbugged with some kid's father. When the record ended, students broke into applause.

- [25] Janice had her eye on Frankie Ledesma, and Yollie, who kept smoothing her dress down when the wind picked up, had her eye on Ernie. It turned out that Ernie had his mind on Yollie, too. He ate a handful of cookies nervously, then asked her for a dance.

"Sure," she said, nearly throwing herself into his arms. They danced two fast ones before they got a slow one. As they circled under the lanterns, rain began falling, lightly at first. Yollie loved the sound of the raindrops ticking against the leaves. She leaned her head on Ernie's shoulder, though his sweater was scratchy. He felt warm and tender. Yollie could tell that he was in love, and with her, of course. The dance continued successfully, romantically, until it began to pour.

"Everyone, let's go inside — and, boys, carry in the table and the record player," Sister Kelly commanded.

13. a traditional Mexican birthday song sung in Mexico and other Latin American countries at birthday parties

The girls and boys raced into the cafeteria. Inside, the girls, drenched to the bone, hurried to the restrooms to brush their hair and dry themselves. One girl cried because her velvet dress was ruined. Yollie felt sorry for her and helped her dry the dress off with paper towels, but it was no use. The dress was ruined.

Yollie went to a mirror. She looked a little gray now that her mother's makeup had washed away but not as bad as some of the other girls. She combed her damp hair, careful not to pull too hard. She couldn't wait to get back to Ernie. Yollie bent over to pick up a bobby pin, and shame spread across her face. A black puddle was forming at her feet. Drip, black drip. Drip, black drip. The dye was falling from her dress like black tears. Yollie stood up. Her dress was now the color of ash. She looked around the room. The other girls, unaware of Yollie's problem, were busy grooming themselves. What could she do? Everyone would laugh. They would know she dyed an old dress because she couldn't afford a new one. She hurried from the restroom with her head down, across the cafeteria floor and out the door. She raced through the storm, crying as the rain mixed with her tears and ran into twig-choked gutters.

- [30] When she arrived home, her mother was on the couch eating cookies and watching TV.

"How was the dance, *m'ija*?¹⁴ Come watch the show with me. It's really good."

Yollie stomped, head down, to her bedroom. She undressed and threw the dress on the floor.

Her mother came into the room. "What's going on? What's all the racket, baby?"

"The dress. It's cheap! It's no good!" Yollie kicked the dress at her mother and watched it land in her hands. Mrs. Moreno studied it closely but couldn't see what was wrong. "What's the matter? It's just a bit wet."

- [35] "The dye came out, that's what." Mrs. Moreno looked at her hands and saw the grayish dye puddling in the shallow lines of her palms. Poor baby, she thought, her brow darkening as she made a sad face.

She wanted to tell her daughter how sorry she was, but she knew it wouldn't help. She walked back to the living room and cried.

The next morning, mother and daughter stayed away from each other. Yollie sat in her room turning the pages of an old *Seventeen*, while her mother watered her plants with a Pepsi bottle.

"Drink, my children," she said loud enough for Yollie to hear. She let the water slurp into pots of coleus¹⁵ and cacti. "Water is all you need. My daughter needs clothes, but I don't have no money."

Yollie tossed her *Seventeen* on her bed. She was embarrassed at last night's tirade.¹⁶ It wasn't her mother's fault that they were poor.

- [40] When they sat down together for lunch, they felt awkward about the night before. But Mrs. Moreno had made a fresh stack of tortillas and cooked up a pan of *chile verde*,¹⁷ and that broke the ice. She licked her thumb and smacked her lips.

14. Spanish for "my daughter"

15. a tropical plant with brightly colored leaves

16. **Tirade (noun):** a long, angry speech of criticism or accusation

17. Spanish for "green chili"

"You know, honey, we gotta figure a way to make money," Yollie's mother said. "You and me. We don't have to be poor. Remember the Garcias. They made this stupid little tool that fixes cars. They moved away because they're rich. That's why we don't see them no more."

"What can we make?" asked Yollie. She took another tortilla and tore it in half.

"Maybe a screwdriver that works on both ends? Something like that." The mother looked around the room for ideas, but then shrugged. "Let's forget it. It's better to get an education. If you get a good job and have spare time then maybe you can invent something." She rolled her tongue over her lips and cleared her throat. "The county fair hires people. We can get a job there. It will be here next week."

Yollie hated the idea. What would Ernie say if he saw her pitching hay at the cows? How could she go to school smelling like an armful of chickens? "No, they wouldn't hire us," she said.

- [45] The phone rang. Yollie lurched from her chair to answer it, thinking it would be Janice wanting to know why she had left. But it was Ernie wondering the same thing. When he found out she wasn't mad at him, he asked if she would like to go to a movie.

"I'll ask," Yollie said, smiling. She covered the phone with her hand and counted to ten. She uncovered the receiver and said, "My mom says it's OK. What are we going to see?"

After Yollie hung up, her mother climbed, grunting, onto a chair to reach the top shelf in the hall closet. She wondered why she hadn't done it earlier. She reached behind a stack of towels and pushed her chubby hand into the cigar box where she kept her secret stash of money.

"I've been saving a little money every month," said Mrs. Moreno. "For you, *m'ija*." Her mother held up five twenties, a blossom of green that smelled sweeter than flowers on that Saturday. They drove to Macy's and bought a blouse, shoes, and a skirt that would not bleed in rain or any other kind of weather.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: How does the plot develop the theme of the story? [RL.2]
 - A. Yollie's embarrassment at the dance makes her believe that money can provide happiness.
 - B. Despite the unfortunate events at the dance, Yollie realizes that her mother does her best to make her happy.
 - C. When Yollie is unable to buy the things she wants, she understands the importance of finding a good job.
 - D. After Yollie dances with Ernie, she realizes that he doesn't care how expensive her clothes are.

2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
 - A. "But there was nothing funny about Yollie needing a new outfit for the eighth-grade fall dance. They couldn't afford one." (Paragraph 15)
 - B. "Yollie could tell that he was in love, and with her, of course. The dance continued successfully, romantically, until it began to pour." (Paragraph 26)
 - C. "Yollie tossed her Seventeen on her bed. She was embarrassed at last night's tirade. It wasn't her mother's fault that they were poor." (Paragraph 39)
 - D. "'Let's forget it. It's better to get an education. If you get a good job and have spare time then maybe you can invent something.'" (Paragraph 43)

3. PART A: How does Mrs. Moreno's view of money change by the end of the story? [RL.3]
 - A. She is willing to spend money as long as it makes Yollie happy.
 - B. She plans to save her money better in the future.
 - C. She wants Yollie to work for her money.
 - D. She thinks her money should be used for Yollie's future.

4. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
 - A. "her mother, genuinely sad because they couldn't buy the outfit, even though there was a little money stashed away for college." (Paragraph 16)
 - B. "'Water is all you need. My daughter needs clothes, but I don't have no money.'" (Paragraph 38)
 - C. "'The county fair hires people. We can get a job there. It will be here next week.'" (Paragraph 43)
 - D. "'I've been saving a little money every month,' said Mrs. Moreno. 'For you, m'ija.'" (Paragraph 48)

Math 6 – Week of April 13th

Comparing Rates with Tables & Graphs

Rates are used in many situations to describe and compare information. For example, you might compare the gas mileage of different vehicles when you buy a car. (Gas mileage refers to how many miles each car can travel per gallon of gas.)

7-14 Wendy and Yoshi are both on the track team and trying to decide who is the fastest runner. Wendy's times are represented in the table below.

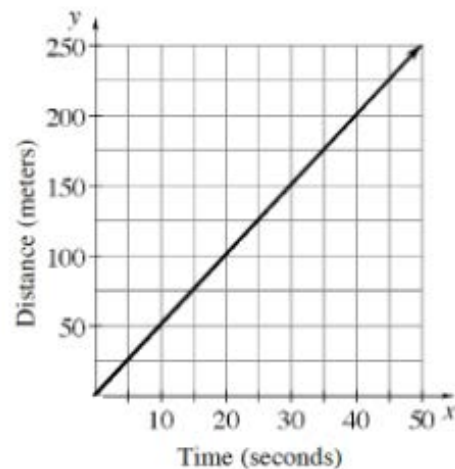
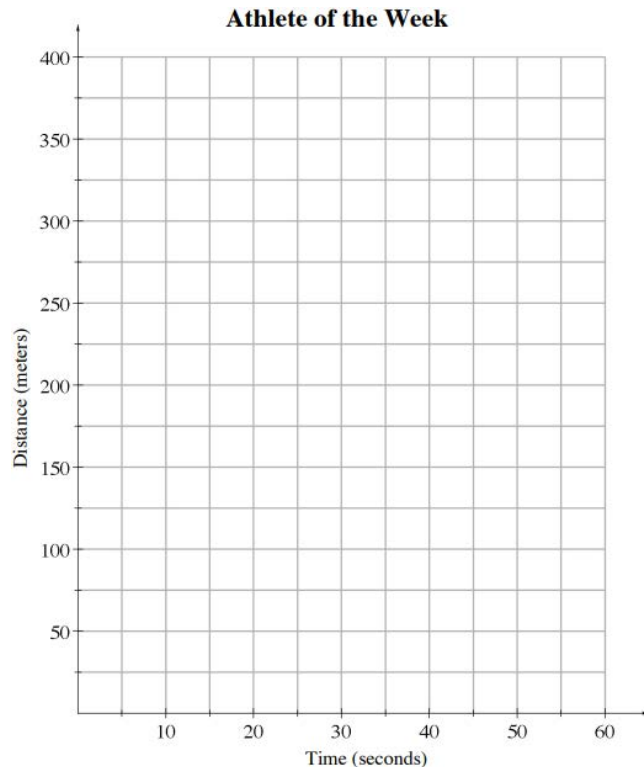
Wendy's Data

Time (seconds)	Distance (meters)
5	30
10	
15	90
25	
35	210
45	
55	330

- Complete the table. Use the table to find Wendy's running rate. How can you write it as a ratio?
- Yoshi can run 70 meters in 11 seconds, which can be expressed by the ratio 70 meters: 11 seconds. Who is running faster? Explain your reasoning.

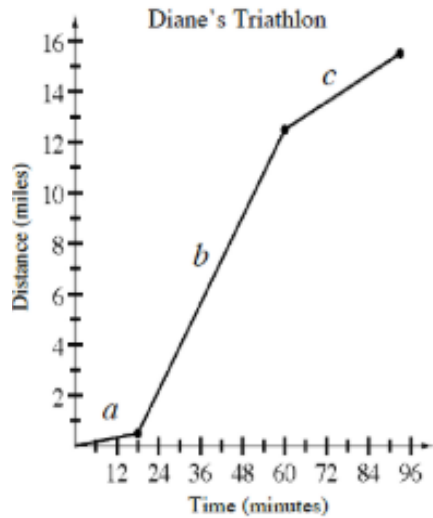
7-15 To compare the two runners, it might be helpful to make a graph of their rates.

- Create a table of values for Yoshie's running rate similar to the one for Wendy. Hint: It might be helpful to put both tables side-by-side.
- Plot pairs of values from each table on the graph below and create a line for Wendy and a line for Yoshie. Label Wendy's line with a "W" and Yoshie's line with a "Y"
- Based on the graph, who is running faster? Does this match your conclusion from 7-14b? Justify your answer.



- The graph above and to the right shows a third friend, Vanessa's rate? If she were to race Wendy and Yoshie who would win?

7-16 Diane uses the graph below to analyze one of her races.



- During which segment of the race (a, b, or c) did Diane go the fastest? Explain your reasoning.
- Use the graph to determine the distance traveled during each segment of the race.
- How much time did it take Diane to complete each segment of the race?
- Write a rate (in miles for minutes) for each segment of the race.

7-19 Beth and Amy are racing to see who can ride a tricycle the fastest.

- Graph the data about Beth's travel that is recorded in the table below.
- What is Beth's rate of travel?

Time (sec)	5	10	15	20
Distance (ft)	11	22	33	44

- If Amy travels at a rate of 75 feet per 30 seconds, would the line representing her distance and time be steeper or less steep than the graph of Beth's rate? Explain your reasoning.

1. A slug travels 3 centimeters in 3 seconds. A snail travels 6 centimeters in 6 seconds. Both travel at constant speeds. Mai says, "The snail was traveling faster because it went a greater distance." Do you agree with Mai? Explain or show your reasoning.
2. Tulip bulbs are on sale at store A, at 5 for \$11.00, and the regular price at store B is 6 for \$13. Is each store pricing tulip bulbs at the same rate? Explain how you know.
3. A plane travels at a constant speed. It takes 6 hours to travel 3,360 miles.
 - a. What is the plane's speed in miles per hour?
 - b. At this rate, how many miles can it travel in 10 hours?
4. A pound of ground beef costs \$5. At this rate, what is the cost of:
 - a. 3 pounds?
 - b. $\frac{1}{2}$ pound?
 - c. $\frac{1}{4}$ pound?
 - d. $\frac{3}{4}$ pound?
 - e. $3\frac{3}{4}$ pounds?
5. You can purchase five pounds of apples for \$2.75 or seven pounds of the same apples for \$3.99.
 - a. Which is a better deal? Use the unit rates to justify your answer. Be clear and complete.
 - b. If you were to graph the two situations above on the same set of axes, (dollars on the y axis and pounds of apples on the x axis) which would have the steeper graph? (five pounds for \$2.75 or seven pounds for \$3.99) Explain completely.

Math 6+ – Week of April 13th

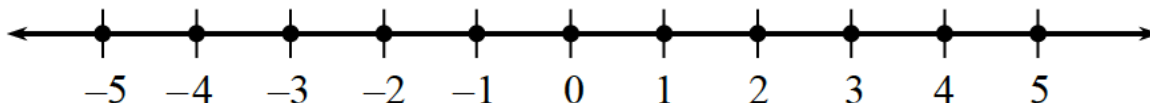
Adding Integers and Rational Numbers

2-43 For Cecil's new act, his tightrope is 5 feet long.



- If he begins at point A, write two expressions that will make him end at point B. What do these expressions have in common?
- Explain why $5+2+(-2)$ is **equivalent** to (the same as) telling Cecil to move 5 feet to the right.
- Will $5+2+(-2)+2+(-2)$ get Cecil to point B? Will $5+2+(-2)+3+(-3)$? How would you describe his movements in these cases?

2-44 What if Cecil's tightrope was a number line like the one shown below?



- How can you represent $-2+3$ using the number line? Discuss your ideas with your team and use the number line to represent Cecil's movements and your answer.
- On the same number line, start at 3 and represent $3+2$ and $3+(-2)$. How are these two computations similar and how are they different?
- Describe how the two computations $8+(-5)$ and $8+5$ would be related if you represented them on a number line.

2-45 In parts (b) and (c) of problem 2-44, you may have discovered that for each of the pairs of computations, the distance that you moved on the number line from each starting value was the same. This was true even though in one case the number added was positive and in the other case it was negative. The *sign* of the number added told you in which *direction* to move, while the *size* of the number told you how *far* to move. The amount that you moved is one way to describe the absolute value of the number. In a previous course, you may have learned that absolute value is the value of

a number without regard to its sign, or the distance a number is from 0 on a number line (in either direction) and that the symbol $|x|$ is used to indicate the absolute value of any number x .

Evaluate each absolute value expression below.

a. $|-20 + (-5.3)|$

b. $|45 + 7.7|$

c. $-|8 + 81|$

d. $-|0 + (-3)|$

2-46 MAKING ZEROS - For Cecil's newest act, he starts at point A on the left end of his tightrope, walks on the tightrope, turns around, sometimes many times, and then ends up back at point A on the left end of his tightrope.

- Write at least three expressions that show how Cecil could move and still start and end at point A.
- Build three more expressions similar to the expressions you wrote in part (a). For your three expressions, do one with two numbers, one with three numbers, and one with eight numbers. What do all of your expressions have in common?

2-49 Consider Cecil's movements on the tightrope as you answer the questions below. What happens when Cecil goes forward 5 feet and then goes back 5 feet? Where does he end up?

- Chad decided to record Cecil's moves with the diagram below. Explain what you think his drawing means. Using the same strategy, Chad recorded a different set of instructions for Cecil with the diagram shown at right. What could this diagram represent? How long is the tightrope if these moves end at point B?

$\pm \pm \pm \pm \pm$

- Using the same strategy, Chad recorded a different set of instructions for Cecil with the diagram shown at right. What could this diagram represent? How long is the tightrope if these moves end at point B?

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2-52 Use the numbers 5, 6, and 7 and the operations of addition, subtraction, multiplication, and/or division to create three different number expressions with three different values. One of the expressions should have a value of 37.

Integer Practice Problems WS

MATCHING - Match the integer expression with the verbal expression.

- | | |
|-------------|--|
| 1. $- 12 $ | A. the opposite of negative twelve |
| 2. $ -12 $ | B. the absolute value of twelve |
| 3. $- -12 $ | C. the opposite of the absolute value of negative twelve |
| 4. $-(-12)$ | D. the absolute value of negative twelve |
| 5. $ 12 $ | E. the opposite of the absolute value of twelve |

True/False, then EXPLAIN your answer.

6. Is there a smallest positive integer?
7. Is there a greatest positive integer?
8. Is there a smallest negative integer?
9. Is there a largest negative integer?

Write Always, Sometimes, or Never....

10. The sum of two negative integers is negative.
11. The sum of a positive integer and a negative integer is positive.
12. The sum of 0 and a negative integer is positive.
13. The sum of a positive integer and a negative integer is negative.

- 14.** In two minutes, name as many sums of integers that yield a positive 4 as you can.
You may loop pairs of integers that are next to each other, either horizontally, vertically, or diagonally.

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

PUZZLE INVESTIGATOR PROBLEM (PIP) 2 – CROSSED PATHS

Sandra left her home at 6 a.m. Saturday and hiked all day to a cottage at the top of the mountain. She arrived at 6 p.m. and spent the night in the cottage. The next morning, she left the cottage at 6 a.m. and hiked home by the same trail, arriving at 6 p.m.

Both days she was on the trail for 12 hours, but sometimes stopped to eat, swim, or gather flowers. This means that she was not traveling at the same speed the entire time.

Must it be true that there is at least one point along the trail that Sandra passed at exactly the same time on each of the two days? Or is it possible that she was never at any place on Sunday at the exact same time she had been there on Saturday?

Your Task: Decide if there must be at least one point on the trail that Sandra passed at exactly the same time both days. Then explain your reasoning in a way that will convince someone else that your decision is correct.

BIG NEWS ABOUT OLD ROCKS:



Grand Old Canyon -- Rocks reveal new clues to a complicated history.

Some small rocks from Arizona's Grand Canyon recently led scientists to a big discovery. The canyon is not just huge, it is also amazingly old. "The traditional view was that the canyon formed 6 million years ago," said Rebecca Flowers, a scientist at the University of Colorado. Her research, though, shows that the Grand Canyon could be 10 times older.

The canyon is called "grand" because it is so large. It is 277 miles long, up to 18 miles wide, and more than a mile deep. Since ancient times, the canyon has astonished millions of visitors—including plenty of **geologists**. Geologists are scientists who study Earth's history by examining rocks, soil, and other parts of the planet.

For decades, geologists thought they knew how and when the canyon formed. Many believed the canyon began to develop 6 million years ago when Earth's **crust**, or rocky outer layer, pushed upward. As the crust rose, the Colorado River dug the canyon deeper and deeper through the process of **erosion**. Erosion is the wearing away of Earth's surface by water, wind, or ice.

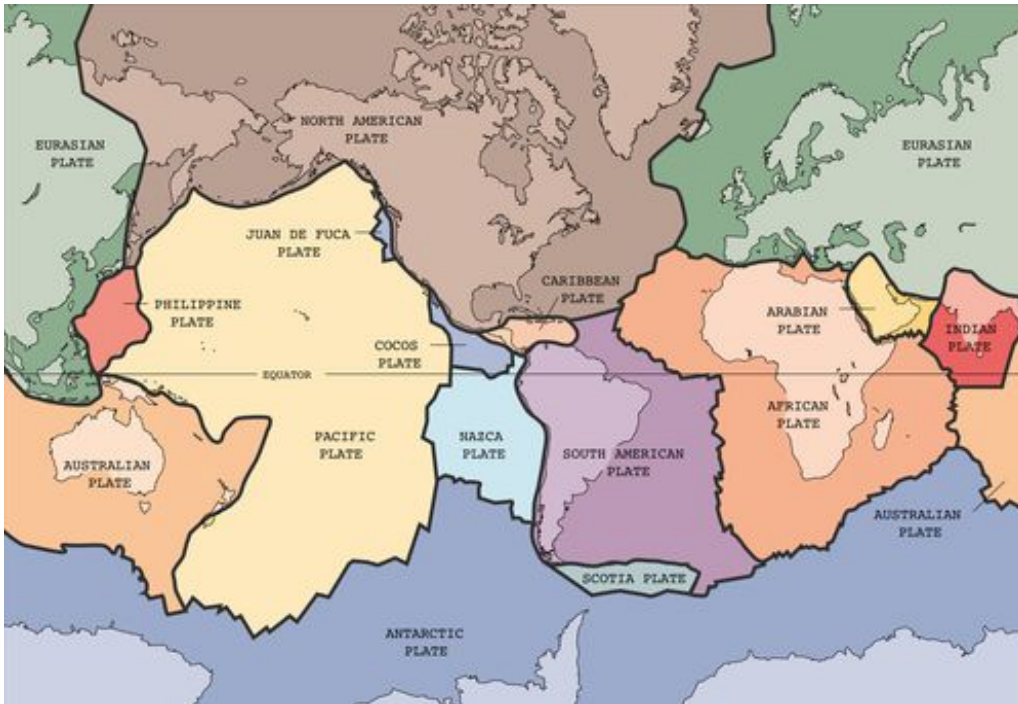
Deep History

Flowers and other scientists used new methods to examine the chemicals in the canyon's rocks to calculate the age of the rocks. According to their research, parts of the canyon formed at least 55 million years ago. They also found evidence that the Grand Canyon started out as several smaller, separate canyons.

"Different [parts] of the canyon evolved at different times," Flowers told *ScienceSpin*. Flowers thinks that the Colorado River probably did cut through Earth's crust 6 million years ago, but other sections of the canyon formed long before that time. Then the river carved a path between the oldest parts. The smaller gorges joined to become one truly grand canyon.

The new findings fit with other recent research that hints the canyon is older than once thought. Many questions about the Grand Canyon's history still remain. Scientists are coming up with new ways to study the chemicals in rocks, though, and discovering new answers. Most scientists agree on one thing, says Flowers: "The Grand Canyon does have a complicated history."

PLATE TECTONICS:



As solid as the earth may seem, there are always parts of its crust that are moving at an incredibly slow rate. Since the 1940s and 1950s, steady advancement in technology has allowed geologists to better understand the movement of the earth's plates and how these plates work.

The surface of the earth is made up of several crustal plates. Think of a massive puzzle. Instead of little cardboard cutouts, the puzzle pieces are gigantic slabs of rock that cover the earth. This "puzzle" sits right on top of the mantle's fluid and extremely hot layer, which is made up of several elements, the most prevalent being oxygen, silicon, and magnesium. The crust is divided into two types: oceanic crust and continental crust. As you can guess, the oceanic crust is composed of the pieces that cover the ocean floor, and the continental crust forms our continents.

Oceanic Crust

You may think that the ocean floor is stationary, meaning it doesn't move. However, that's not the case at all. The ocean floor is always moving, though at a very slow rate. In the past, geologists have mapped the ocean floor. By doing so, they discovered a large mountain range that lies underwater in between continents. This mountain range is called the *mid-oceanic ridge*.

As we learned before, the mantle is found directly underneath crustal plates. Since the mantle is made of very hot material, we find "convection currents" within this layer of the earth. Hot material at the deepest part of the mantle rises, then cools once it reaches the surface, then sinks back into the mantle, only to be reheated and rise again, repeating the cycle. Convection currents in the mantle cause the oceanic ridges to rise and form mountains. This is where many scientists say new crust is being generated. The hot magma from the mantle rises up between tectonic plates and spreads outward. So, as this happens, the earth's crust moves very slowly, carrying the continents with it. How slowly? Scientists measure the "spreading rate" in units of millimeters per year, with the faster rates measuring about 80 to 120 millimeters per year.

Types of Boundaries

Convergent boundaries are points at which tectonic plates move into one another. This can result in the formation of mountain ranges (like the Himalayas) as continental plates push against one another. Or it can result in something called subduction, where one plate rises over another as they collide, and the other sinks underneath. This also can form a mountain range, just in a different process. The plate that slowly slips underneath the other plate then melts in the mantle.

Divergent boundaries, on the other hand, are boundaries at which plates are pushed away from one another. These occur both in the ocean and on land. In the ocean, hot magma from within the earth rises out from deep-sea trenches where the plates are pushed farther away from each other. On land, plates are pulled apart as part of a chain reaction beginning with the movements happening in the ocean. The Great Rift Valley in Africa is an example of this. If the plates continue to be pulled apart there, eastern Africa can split from the continent to form a new landmass. But that won't take place for millions of years since the process happens so slowly.

The last type is a transform boundary, one that involves plates sliding against each other. The San Andreas Fault in California is an example of this. The motion of tectonic plates sliding against one another can sometimes cause earthquakes, some quite large and devastating. Transform boundaries are also called strike-slip faults due to the motion they make. This type of relatively fast plate movement that causes earthquakes is the only one we can really feel. Since the other plate shifts are so slow and gradual, we don't feel them.

Pangaea

Scientists have discovered that our continents were not always the same shape or in the locations they are in now. Our continents have changed and drifted closer together or farther apart over the course of billions of years. The most recent time when all the continents were part of the same landmass happened about 300 million years ago. Scientists have named this huge landmass Pangaea, calling it a "super-continent." It existed when dinosaurs roamed our planet. Seventy million years later, Pangaea started to shift apart. When this happened, it broke into two pieces: Laurasia and Gondwana. Laurasia later broke up into Eurasia and North America, while Gondwana separated into Australia, South America, Africa, and Antarctica to make our earth look like it does today. And since our continents are still drifting, it is very possible that we will have another super-continent hundreds of millions of years from now.

What information supports all of this? If you look closely at a map of the earth, you can kind of see where the continents possibly used to fit together. South America looks like it could slide right into Africa and the two would fit together. So scientists began to speculate. But it wasn't enough to assume our continents were once a single landmass just because they look like they could fit together. Therefore, scientists began looking at fossils on different continents. They found similar fossils on Australia and southern Asia. They also found that there were very similar types of rock on the western coast of Africa and the eastern coast of South America. The support lay in the fossils of the animals and plants on the different continents. We can only wonder what the earth will look like in another hundred million years!

Federalism

Social Studies Home Learning Activities

Standard Benchmark	Civics 1b: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.
Grade Band	6-8
Vocabulary/Key Concepts	Functions, Federal Government, Structures of Government

ACTIVITY 1:

Directions:

Listen to (or read the Transcript, starting on page 2 in this document) Civics 101: What is Federalism podcast and complete the graphic organizer. Podcast - <https://www.civics101podcast.org/civics-101-episodes/federalism>



Civics 101: Starter Kit- Federalism

Directions: As you listen to (or read the transcript of) the podcast take notes in the appropriate box.

Name _____

Brown v Board of Edu

Little Rock Nine

Gov. Faubus' Response

President Eisenhower's Response

Three Principles of Federalism:

- 1.
- 2.
- 3.

---POWER STRUGGLE---

Federation

10th Amendment

Hamilton v Jefferson & Madison

Civil War

Progressive Movement

"States rule most of our lives"

Money, Money, Money

ACTIVITY 2:

After completing the Graphic Organizer on Federalism, on a separate sheet of paper, answer the following questions:

1. Is federalism good or bad for American Democracy? Explain why or why not.
2. Predict what would happen if the supremacy clause was not included in the Constitution. What would be different? What would be the same? Would the United States be able to stay united?
3. Research a current event that is related to federalism. Provide a brief summary of the current event and explain how this event is an example of federalism at work.

Transcript from *Federalism from Civics 101: a Podcast* - <https://www.civics101podcast.org/civics-101-episodes/federalism>

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

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

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

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

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

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

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

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

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

Archival: [00:01:04] Units of the National Guard have been and are now being mobilized.

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

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

Hannah McCarthy: [00:01:23] A mob of screaming white protesters lined the path as the nine students approached Central High School. [00:01:28] They never did make it inside. The Arkansas National Guard, under orders from the governor, barred their entry.

Archival: [00:01:38] Then you see it as a state-federal conflict of authority. [00:01:43] Oh, I don't think there's a question about that.

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

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

Lisa Mannheim: [00:02:11] In response, the president, who at the time was President Eisenhower, sent in federal troops to escort these students into the state run school. So that would be an example of state government refusing to comply with federal law. And in response, the federal government here, both the court which concluded that the Arkansas was incorrect to think it had the power to do this, as well as the executive branch, the president here pushing back against the state in the sense forcing the state to comply with federal law.

Hannah McCarthy: [00:02:42] Eisenhower deputized as the National Guard to take it out of the governor's hands. And for the rest of the year, there is a military presence at the school enforcing the federal integration law.

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

Hannah McCarthy: [00:02:58] Actually, the events at Central High School were just the beginning before desegregation was going to happen in Arkansas. [00:03:05] There was going to be a dance.

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

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

Nick Capodice: [00:03:28] And I'm the Nick Capodice. [00:03:29] And this is the Civics 101 starter kit on the delicate balance that keeps -- or tries to keep -- American democracy in order.

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

Hannah McCarthy: [00:04:11] Back in Arkansas in the 50s, Eisenhower sends the troops in and says, "waltz."

[00:04:18] But Governor Faubus is like, no way. You can't make me. Tango.

[00:04:27] Arkansas requests a delay on desegregation from the federal court system and they get it. But then the NAACP petitions the Supreme Court for an emergency overturn, Arkansas's case goes back to the federal courts. Governor Faubus won't budge. He calls an emergency session of the Arkansas General Assembly to consider 16 bills to forestall desegregation. The Supreme Court meets and orders immediate integration of Central High. Arkansas passes the segregation bills and closes the Little Rock High School system. For the next year, there is no integration in Little Rock high schools because there are no Little Rock high schools.

Nick Capodice: [00:05:32] Hannah, correct me if I'm wrong, but this is totally illegal, isn't it?

Hannah McCarthy: [00:05:36] Oh, yeah, it's totally illegal.

Nick Capodice: [00:05:38] But it happened.

Hannah McCarthy: [00:05:39] But it happened.

Nick Capodice: [00:05:40] How is it possible that it happened?

Lisa Mannheim: [00:05:42] If you think about a government as having its own independence, as working on its own.

[00:05:49] But at the same time, having to share a space, in a sense with a separate government, you are.

[00:05:58] Trying to work out a system whereby two sovereigns are somehow coexisting.

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

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

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

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

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

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

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

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

[00:08:14] Principle number three.

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

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

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

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

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

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

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

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

Hannah McCarthy: [00:11:30] Dave points out to his Russian visitors that the 50 disparate chunks of our country are called states like independent, self-governing mini countries inside of a bigger country. And the framers had just come through the Revolutionary War where they broke off from Britain, this big, powerful government. Just try and tell some of these scrappy little states that you're going to impose a big, strong federal government on them. Some states were going to benefit. Others, though, would get short shrift it. Alexander Hamilton, for example, wanted a strong federal government because it would benefit his state, New York.

Dave Robertson: [00:12:03] He wanted lots of tools for the federal government to control trade and to help nurture economic development and to do other kinds of things that would build manufacturing in the United States. Madison and Jefferson represented Virginia, which was a state that made a lot of money by growing crops and shipping them overseas. Trade restrictions, tariffs. The development of a manufacturing economy would tend to benefit states like New York. Hamilton states. And it would disadvantage a state like Virginia and other southern states that grow crops for export to Europe and to elsewhere. Those economic differences, along with philosophical differences about which level of government exercise, which powers really help drive a wedge between Madison and Hamilton and help spur the creation of national political parties.

Nick Capodice: [00:13:09] Ok, so there's that north versus the south from the get go. [00:13:13] And we all know what happened next.

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

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

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

Nick Capodice: [00:15:09] Wait, almost any federal program starts at the state level? [00:15:13] What about something like Social Security?

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

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

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

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

Hannah McCarthy: [00:16:27] And Dave says, even in cases of federal law, the bulk of the implementation of those laws tends to fall to the states.

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

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

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

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

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

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

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

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

Nick Capodice: [00:18:36] But that is so long.

[00:18:39] That's what 15 years to implement a federal law and one of the most significant federal laws our country has ever witnessed. Separate but equal is not equal. [00:18:50] I feel I feel Hannah to an extent.

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

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

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

[00:20:56] It is ambiguous and frustrating, and imperfect. But it helps keep this bird up in the air.

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

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

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

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

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

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

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

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

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

[00:22:42] They say of California now wants to allow same sex marriage. They can repeal that constitutional amendment.

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

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

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

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

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

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

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

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