

Close Read: "The Vote"*Grade 4, Unit 4*

INTRODUCTION: "The Vote" by Rebecca Hershey is an informational text.

You will *close read* this text and answer the questions on the following pages. Make sure to follow each of the directions below.

DIRECTIONS:

- (1) **Read for the gist.** Read the whole text one time to get the gist.
- (2) **Read the text closely.**
 - ☐ In 1878: Congress rejected Susan B. Anthony Amendment. Keep this in mind as you learn more about Susan B. Anthony's role in winning women's right to vote.
 - ☐ **While you reread**, circle any words that you don't know. Try to figure out what the words mean. Can you tell from context clues? Can you look it up? Can you ask someone? Keep a list of the words.
 - ☐ **After you reread**, write 1-2 sentences of what the text is mostly about. Write this in the space for the gist."
 - ☐ **After you reread**, answer the questions. Write your answers in the chart.
- (3) **Write your analysis of the text.** Use your answers to the Focus questions to help you write your paragraph on page 3. Write your response in the space provided. **MAKE SURE TO USE EVIDENCE FROM THE TEXT!**
- (4) **Assess yourself.** Use the rubric on page 4 to assess (grade) your paragraph. Then write an explanation for why you assessed yourself that way in the space provided.

Focus: The Vote

What is the GIST of the whole text? Why do you think so? (1-2 sentences)

Main Idea: The main idea is what the text, or section of a text, is mostly or mainly about.

<p>(1) Reread Paragraph 4 and record the main idea.</p> <p>Use specific details from the text to support the main idea.</p>	
<p>(2) Reread the Paragraphs 6 and 7 and record the main idea.</p> <p>Use specific details from the text to support the main idea.</p>	
<p>(3) Reread Paragraphs 8 and 11 and record the main idea.</p> <p>Use specific details from the text to support the main idea.</p>	

Write About the Text

Prompt: To summarize means to briefly restate the main idea of the text in your own words. Use the three main idea statements from the different sections of the text to summarize the text. Put the main ideas and details from each section together in one short paragraph. You may need to change some words or condense some ideas to make the summary make sense.

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"The Vote"

DIRECTIONS: Use the rubric below to assess (grade) your essay. Mark the grade you would give yourself in each row. Then, write an explanation for why you assessed yourself the way you did.

Grades 3-5 English Language Arts Essay Rubric

Idea Development	
	<ul style="list-style-type: none"> • QUALITY AND DEVELOPMENT OF CENTRAL IDEA * • SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS * • ORGANIZATION • EXPRESSION OF IDEAS • AWARENESS OF PURPOSE FOR WRITING
4	<ul style="list-style-type: none"> • Central idea is clear and fully developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the purpose for writing
3	<ul style="list-style-type: none"> • Central idea is general and moderately developed • Appropriate selection and explanation of evidence and/or details • Moderate organization • Adequate expression of ideas • Sufficient awareness of the purpose for writing
2	<ul style="list-style-type: none"> • Central idea may be present and is somewhat developed • Limited selection and explanation of evidence and/or details • Limited organization • Basic expression of ideas • Partial awareness of the purpose for writing
1	<ul style="list-style-type: none"> • Central idea is not present and/or not developed • Insufficient evidence and/or details • Minimal or no organization • Poor expression of ideas • Minimal awareness of the purpose for writing
0	<ul style="list-style-type: none"> • The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

Explain why you assessed (graded) yourself the way you did. Make sure to give examples from your essay to back up your assessment.

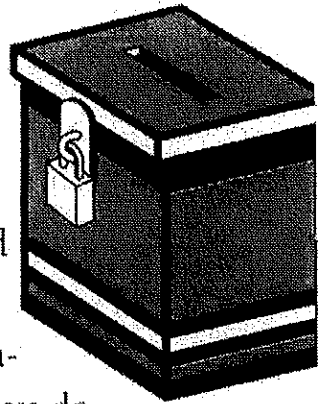
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"The Vote"

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

The ✓ **VOTE**

by
Rebecca Hershey



Imagine that when you grow up, you are not allowed to vote for the next President of the United States. You are not allowed to vote on certain laws that may affect you and your family. And your opinion does not matter. Why? You are a woman, and you do not have the right to vote. If you try to vote, you will be arrested.

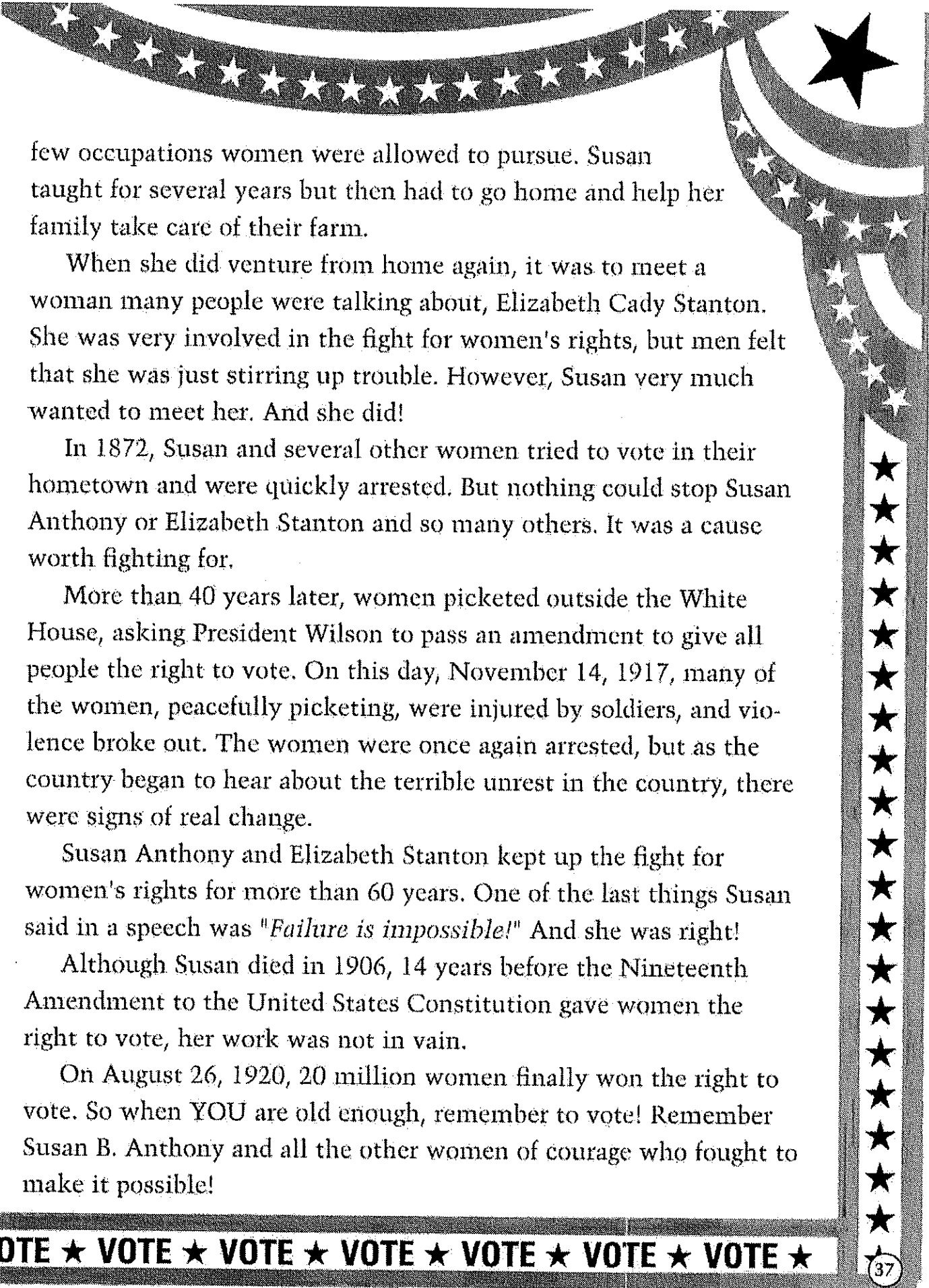
That was then, perhaps when your grandmother's mother was a little girl. Today, however, voting is one of the most important rights we all have, men and women.

But how did things change?

There were many women through the years who worked very hard, sometimes devoting their entire lives, giving speeches, forming women's groups, picketing, writing politicians, anything they could do to change the laws that kept women from voting.

But there was one little girl who grew up to be one of the most important women of all in the fight for the right to vote! In 1820, in the small town of Adams, Massachusetts, a little girl was born. She was one of eight children. Her mother and father named her Susan Brownell Anthony. When Susan was 11 years old, she rushed home from school very upset. She told her father that the teacher refused to teach her long division in her math class because she was a girl and there was no need for her to know such things. Her father was just as upset and decided from that moment on to homeschool all eight of his children.

When Susan grew up, she became a teacher. It was one of the



few occupations women were allowed to pursue. Susan taught for several years but then had to go home and help her family take care of their farm.

When she did venture from home again, it was to meet a woman many people were talking about, Elizabeth Cady Stanton. She was very involved in the fight for women's rights, but men felt that she was just stirring up trouble. However, Susan very much wanted to meet her. And she did!

In 1872, Susan and several other women tried to vote in their hometown and were quickly arrested. But nothing could stop Susan Anthony or Elizabeth Stanton and so many others. It was a cause worth fighting for.

More than 40 years later, women picketed outside the White House, asking President Wilson to pass an amendment to give all people the right to vote. On this day, November 14, 1917, many of the women, peacefully picketing, were injured by soldiers, and violence broke out. The women were once again arrested, but as the country began to hear about the terrible unrest in the country, there were signs of real change.

Susan Anthony and Elizabeth Stanton kept up the fight for women's rights for more than 60 years. One of the last things Susan said in a speech was "*Failure is impossible!*" And she was right!

Although Susan died in 1906, 14 years before the Nineteenth Amendment to the United States Constitution gave women the right to vote, her work was not in vain.

On August 26, 1920, 20 million women finally won the right to vote. So when YOU are old enough, remember to vote! Remember Susan B. Anthony and all the other women of courage who fought to make it possible!

OTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★ VOTE ★

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NAME _____

DATE _____

Comparing Fractions

Place a symbol ($<$, $>$, $=$) in the box to compare the fractions.

1 $\frac{1}{3}$ $\frac{3}{5}$

2 $\frac{5}{6}$ $\frac{2}{3}$

3 $\frac{1}{2}$ $\frac{1}{8}$

4 $\frac{6}{10}$ $\frac{3}{5}$

5 $\frac{4}{5}$ $\frac{1}{2}$

6 $\frac{7}{10}$ $\frac{1}{4}$

7 $\frac{3}{8}$ $\frac{5}{8}$

8 $\frac{2}{3}$ $\frac{3}{4}$

9 $\frac{1}{4}$ $\frac{2}{8}$

10 $\frac{4}{8}$ $\frac{3}{5}$

11 $\frac{9}{10}$ $\frac{4}{5}$

12 $\frac{2}{8}$ $\frac{1}{3}$

Ongoing Review

- 13 Which shows the fractions in order from least to greatest?

(A) $\frac{1}{2}, \frac{3}{8}, \frac{1}{6}$

(C) $\frac{3}{8}, \frac{1}{2}, \frac{1}{6}$

(B) $\frac{1}{6}, \frac{3}{8}, \frac{1}{2}$

(D) $\frac{1}{6}, \frac{1}{2}, \frac{3}{8}$

NOTE

Students determine which is the greater fraction in each pair.

Example Fractional Parts



NAME _____

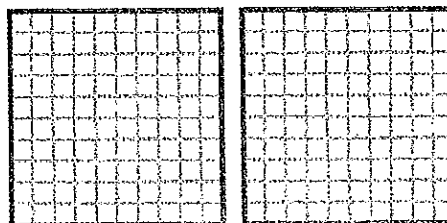
DATE _____

Adding Tenths and Hundredths

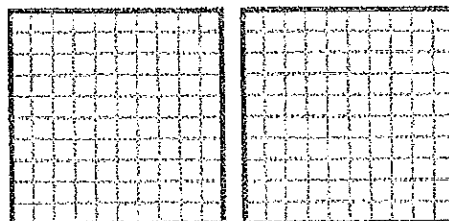
Solve each problem. Use the 10×10 squares to show your work.

1

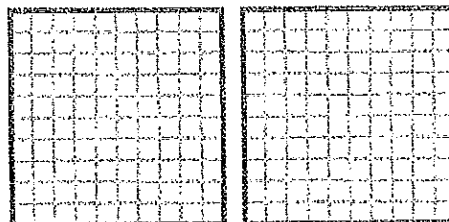
$$\frac{24}{100} + \frac{5}{10} = \underline{\hspace{2cm}}$$

**2**

$$\frac{52}{100} + \frac{65}{100} = \underline{\hspace{2cm}}$$

**3**

$$\frac{8}{10} + \frac{48}{100} = \underline{\hspace{2cm}}$$

**NOTE**

Students represent and add tenths and hundredths.

MW1 Adding Tenths and Hundredths

NAME _____

DATE _____

(PAGE 1 OF 2)

Multiplying Fractions by Whole Numbers

Use a representation to solve each problem. For each word problem, write a multiplication equation that represents the problem.

- 1 Jake bought three kinds of pizza for a party. Each pizza was the same size. By the end of the party $\frac{3}{4}$ of each pizza was eaten. How much pizza was eaten in all?

- 2 A class is counting by $\frac{2}{6}$ s. What number does the 7th person say?

- 3 Amelia ran $\frac{2}{3}$ of a mile each day for 5 days. How far did she run total?



NAME _____

DATE _____

(PAGE 2 OF 2)

Multiplying Fractions by Whole Numbers

4

$6 \times \frac{1}{3} = \underline{\hspace{2cm}}$

5

$3 \times \frac{3}{8} = \underline{\hspace{2cm}}$

6

Richard's recipe for chocolate chip cookies requires $\frac{1}{4}$ cup of sugar. He wants to make 6 batches of cookies. How much sugar does he need?

NAME _____

DATE _____

Chunks of Cheese

Morris Mouse's Cheese House sells chunks of cheese. Each chunk weighs $\frac{3}{4}$ of a pound. Find the total weight of each kind of cheese. Use a representation to solve each problem. Also, write a multiplication equation that represents the problem. Show your work.

1

5 chunks of cheddar cheese

Total weight _____

2

10 chunks of Swiss cheese

Total weight _____

3

4 chunks of American cheese

Total weight _____

4

8 chunks of Parmesan cheese

Total weight _____

NOTE

Students solve problems involving multiplication of a whole number and a fraction.

MWI Multiplying Fractions by Whole Numbers



NAME _____

DATE _____

Multiplying Fractions

Solve each problem and show your solution.

1

Mr. Stein bikes to work. The round trip distance he bikes each day is $\frac{7}{8}$ of a mile. What is the total distance he bikes in 5 days?

2

Each week, Sabrina's cat eats $\frac{4}{5}$ of a bag of cat food. How many bags of cat food does her cat eat in 7 weeks?

3

$$9 \times \frac{6}{8} = \underline{\hspace{2cm}}$$

4

$$5 \times \frac{8}{12} = \underline{\hspace{2cm}}$$

NOTE

Students solve problems involving multiplication of fractions and whole numbers.

MA.1 Multiplying Fractions by Whole Numbers

NAME _____

DATE _____

(PAGE 1 OF 2)

More Multiplying Fractions by Whole Numbers

Use a representation to solve each problem. For each word problem, write a multiplication equation that represents the problem.

- 1** Sabrina walks to school every morning. Her house is $\frac{3}{8}$ of a mile from school. How many miles would she walk to school in 5 days?

2 $6 \times \frac{2}{5} =$ _____

- 3** Damian has a recipe that calls for $\frac{2}{3}$ of a cup of flour. He wants to make 4 times the recipe. How much flour does he need?

NAME _____

DATE _____

(PAGE 2 OF 2)

More Multiplying Fractions by Whole Numbers

4

$3 \times \frac{3}{4} = \underline{\hspace{2cm}}$

5

In the store Damian found pretzels that came in $\frac{1}{3}$ -pound bags. He bought 5 bags of pretzels. How many pounds of pretzels did he buy?

6

$3 \times \frac{6}{8} = \underline{\hspace{2cm}}$

NAME _____

DATE _____

(PAGE 1 OF 2)

Fraction Word Problems

Solve each problem and show how you solved it.

- 1 Jill used stones that were each $\frac{3}{4}$ of a foot high to build a wall. She piled 6 stones on top of each other. How many feet high was her wall?

- 2 Anna worked for $\frac{5}{6}$ of an hour in the garden. She dug up her garden for $\frac{3}{6}$ of an hour, planted seeds for $\frac{1}{6}$ of an hour, and watered the garden for the rest of the time. For what fraction of an hour did Anna water the garden?

- 3 Yuki was making costumes for a play. She needed $\frac{7}{8}$ of a yard of orange fabric for one costume and $1\frac{3}{8}$ yards of orange fabric for the other costume. How much orange fabric did she need to make the two costumes?

NAME

DATE

(PAGE 2 OF 2)

Fraction Word Problems

4 Bill biked $\frac{6}{10}$ of a kilometer on Monday. He biked $\frac{75}{100}$ of a kilometer on Tuesday. How far did he bike altogether on Monday and Tuesday?

5 Luke had $\frac{8}{12}$ of a carton of eggs. He used $\frac{5}{12}$ of the carton of eggs to make a quiche. He used $\frac{2}{12}$ of the carton of eggs to make a cake. What fraction of the carton of eggs does he have left?

6 An office building has 14 offices, all the same size. Steve uses $\frac{3}{4}$ of a gallon of paint to paint one office ceiling. How much paint will Steve need to paint all of the office ceilings?

NAME _____

DATE _____

Multiplying with Fractions

Use a representation to solve each problem. For the word problem, write a multiplication equation that represents the problem.

1 $4 \times \frac{1}{5} = \underline{\hspace{2cm}}$

2 $12 \times \frac{1}{2} = \underline{\hspace{2cm}}$

- 3 Helena needs 8 pieces of wire. Each piece needs to be $\frac{3}{4}$ of a foot long. What is the total length of the wire Helena needs?

NOTE

Students solve problems involving multiplication of whole numbers and fractions.

MW1 Multiplying Fractions by Whole Numbers



NAME _____

DATE _____

More Operations with Fractions

Solve each problem and show how you solved it.

1

Ursula has a pet rabbit. Each day, the rabbit eats $\frac{3}{8}$ of a cup of carrots. How many cups of carrots does the rabbit eat over 7 days?

2

Terrell goes apple picking. He uses $\frac{3}{10}$ of his apples to make apple pie. He uses $\frac{5}{10}$ of his apples to make applesauce. What fraction of his apples does he have left?

3

Ramona has two buckets of water. One has $1\frac{3}{4}$ gallons of water in it. The other has $2\frac{3}{4}$ gallons of water in it. How much water does Ramona have in the two buckets?

NOTE

Students solve word problems involving fractions.

Now Adding and Subtracting Mixed Numbers

NAME _____

DATE _____

All Kinds of Nuts

Use a representation to solve each problem. Also, write an equation that represents the problem.

- 1** Emaan bought 6 bags of walnuts. Each bag contained $\frac{3}{4}$ of a pound of walnuts. What was the total weight of the walnuts?

- 2** Enrique's hamster eats $\frac{2}{3}$ of a cup of nuts every week. How much nuts does Enrique need to buy to feed his hamster nuts for 4 weeks?

- 3** Kimberly is making 3 loaves of nut bread. For each loaf, she needs $\frac{3}{4}$ of a cup of pecans. How many cups of pecans does she need? Circle the best answer below.

between 3 and 4 cups

between 2 and 3 cups

between 1 and 2 cups

NOTE

Students solve problems involving multiplication of whole numbers and fractions.

MW1 Multiplying Fractions by Whole Numbers



NAME _____

DATE _____

More Adding Tenths and Hundredths

Solve each problem and show how you solved it.

1

$$\frac{3}{10} + \frac{65}{100} = \underline{\hspace{2cm}}$$

2

$$\frac{45}{100} + \frac{68}{100} = \underline{\hspace{2cm}}$$

3

$$\frac{51}{100} + \frac{6}{10} = \underline{\hspace{2cm}}$$

4

$$\frac{32}{100} + \frac{5}{10} = \underline{\hspace{2cm}}$$

Ongoing Review

5

$$\frac{36}{100} + \frac{7}{10} = \underline{\hspace{2cm}}$$

(A) $1\frac{6}{100}$

(B) $\frac{43}{100}$

(C) $1\frac{16}{100}$

(D) $\frac{43}{110}$

NOTE

Students add tenths and hundredths.

MW Adding Tenths and Hundredths

NAME _____

DATE _____

Buying Fabric

Use a representation to solve each problem. For each word problem, write a multiplication equation that represents the problem.

- 1 Bill bought 6 pieces of yellow fabric. Each piece was $\frac{1}{3}$ of a yard long. How many yards of fabric did Bill buy in all?

- 2 Kimberly bought 2 pieces of blue fabric. Each piece was $\frac{7}{8}$ of a yard long. How many yards of fabric did Kimberly buy in all?

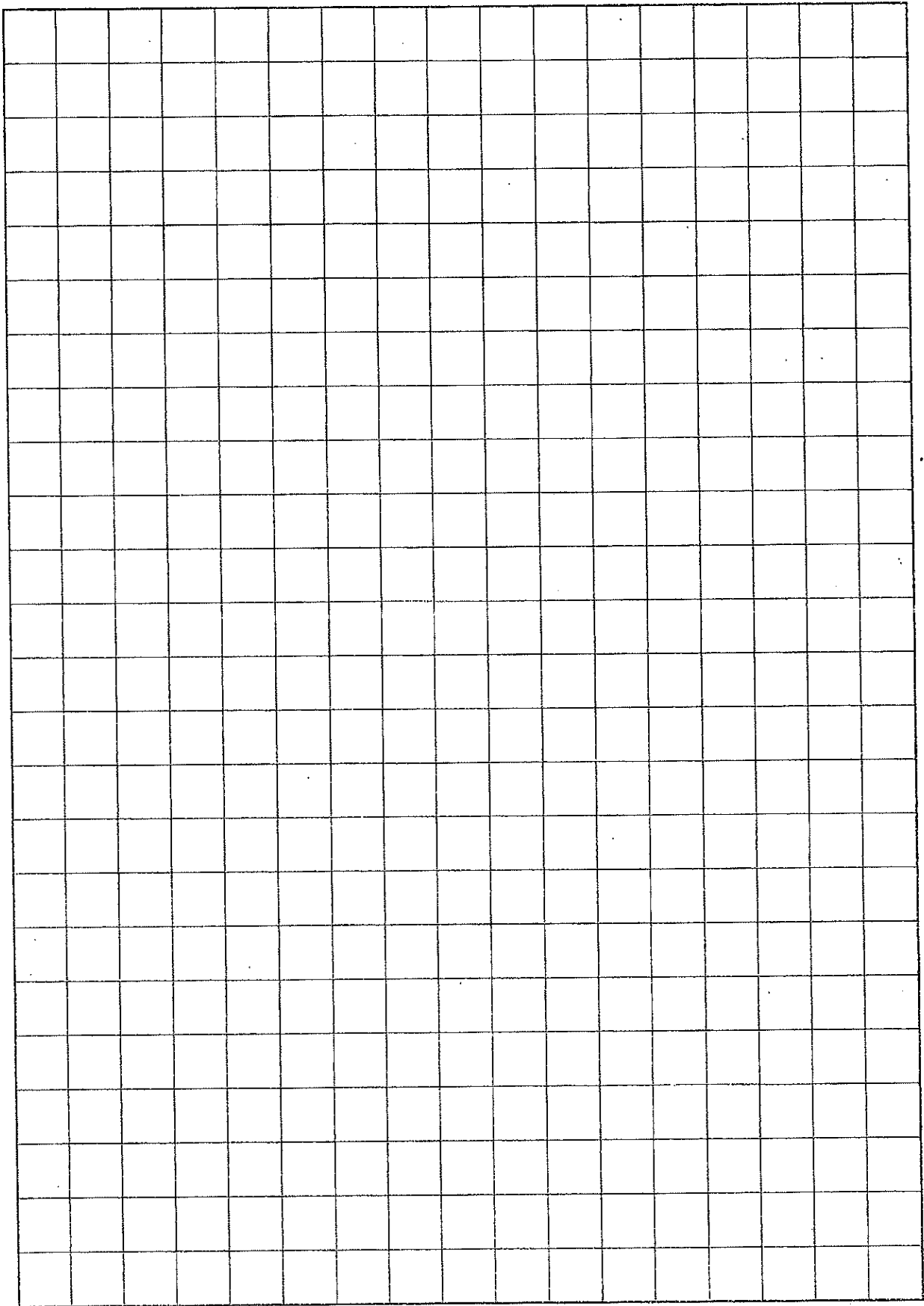
- 3 Alejandro bought 7 pieces of red fabric. Each piece was $\frac{3}{4}$ of a yard long. How many yards of fabric did Alejandro buy in all?

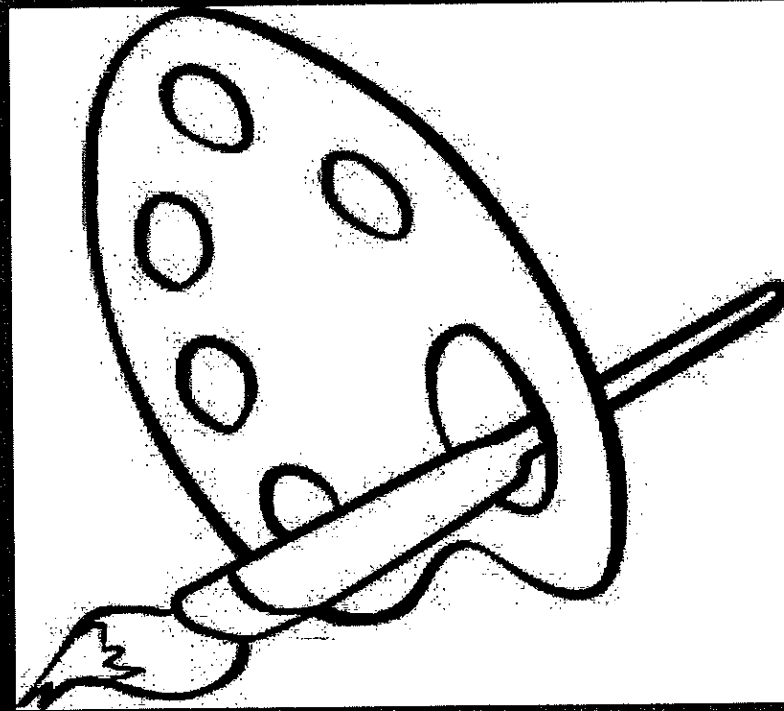
4 $2 \times \frac{3}{10} = \underline{\hspace{2cm}}$

5 $9 \times \frac{1}{6} = \underline{\hspace{2cm}}$

NOTE

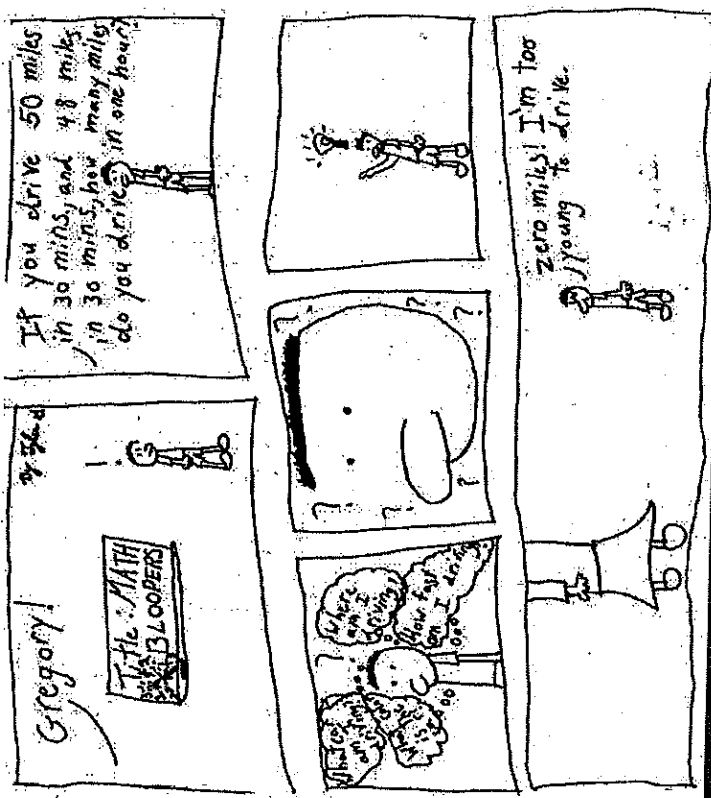
Students solve problems involving multiplication of a whole number by a fraction.
MW1 Multiplying Fractions by Whole Numbers





BPS Arts Take Home Art Pack Week 1

BPS Arts Bring JOY



Current Events Comic Strip Grades: K-12

Art is a way to communicate ideas. Choose a topic of interest and illustrate a comic strip about it. Use the checklist to guide you.

Materials: Comic Strip Template, checklist, pencil

Tips/Tricks: Does it make sense? Add speech bubbles and captions to help explain your pictures.

CREATE Generate and conceptualize artistic ideas and work

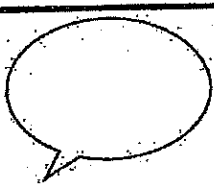


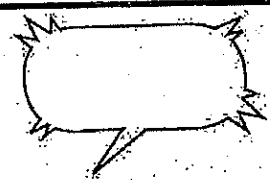
Students will be able to:

- Create from observation and imagination
- Practice using a specific material

COMIC STRIP CHECKLIST




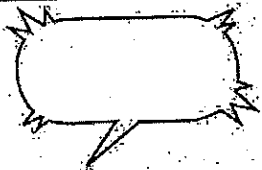
- Beginning: Who are the characters?
- Middle: What is the conflict/drama?
 - End: What is the resolution?
 - Does it make sense?
 - Have someone else read it.
 - At least 4 frames long

CREATE A COMIC STRIP! Design and draw your very own comic book by filling in the boxes and speech bubbles. Here's a tip: Print out multiple sheets to keep the story going!

by: _____			
			

by: _____			

CREATE A COMIC STRIP! Design and draw your very own comic book by filling in the boxes and speech bubbles. Here's a tip: Print out multiple sheets to keep the story going!

by: _____			
			

by: _____			

BPS Arts Bring JOY

Art Interview of a Family Member Grades: K-12

Have you ever asked your family members about the role that art has played in their lives? Pick someone in your family to interview. Did they have art when they were growing up? What was it like? What did they like about art? What didn't they like? What would they like to learn more about? Do they have a favorite artist, painting, color? Make up your own questions to ask and record answers.

Materials: Interview sheet, pencil, paper

Tips/Tricks: For younger students, a family member can record responses while the student draws a picture, but be sure to talk about the questions and the drawings out loud



CONNECT Synthesize and relate knowledge and personal experiences to make art

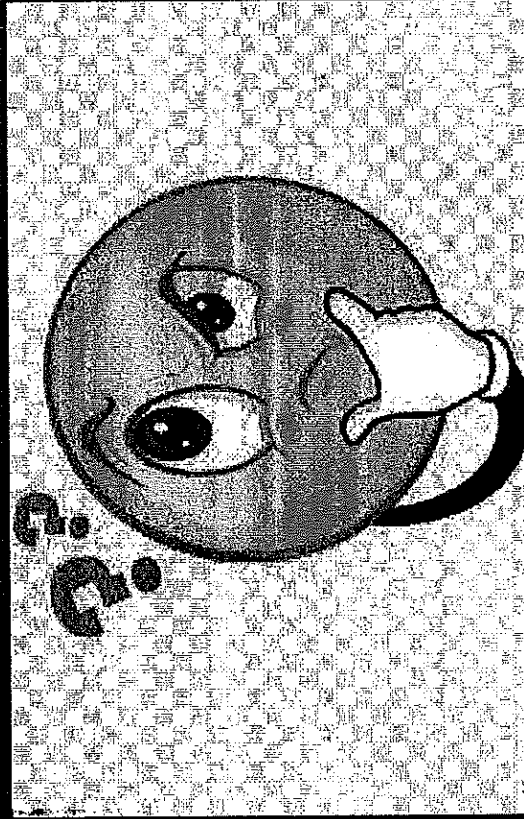
Students will be able to:

- demonstrate use of subject matter and symbols to communicate ideas in art
- discuss similarities and differences of individuals and cultures

Family Interview Questions

- What was art like when you were a kid _____
- What is your favorite kind of art _____
- Why do you think people care about art _____
- What would you want to learn more about in art _____

BPS Arts Bring JOY



What's Going on in Art Class Reflection Sheet

Grades: K-12

Amidst the busy hustle and bustle of CREATING in the art studio we don't always get a chance to pause and be reflective about what we've done. Take this opportunity to look back on a project that we've worked on.

Materials: Reflection sheet, pencil, paper

Tips/Tricks: For younger students, a family member can record responses while the student draws a picture, but be sure to talk about the questions and the drawings out loud

RESPOND

Perceive and analyze artistic work.

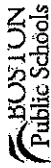
Students will be able to:

- Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.

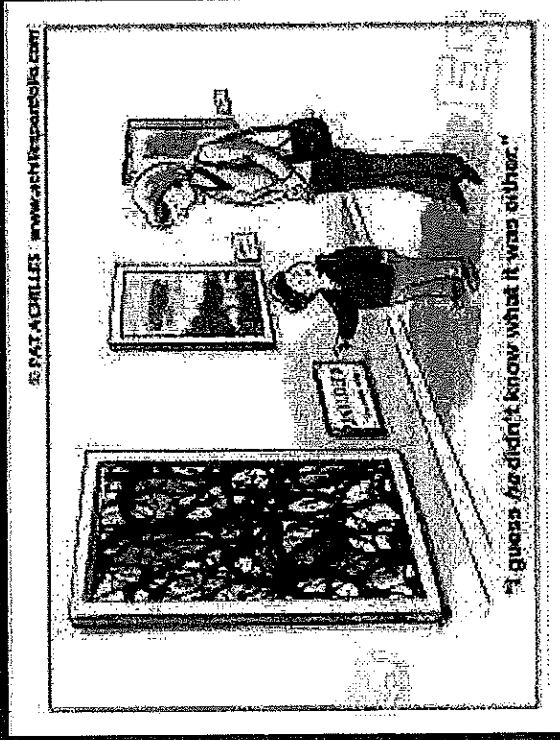
What's Going on in art class?

Pick a project to reflect on

- Right now we are learning about _____
- Which makes me wonder _____
- I really enjoyed _____
- I struggled a little with _____
- I'm most proud of _____
- Some things I didn't know before but I do now _____



BPS Arts Bring JOY



My First Solo Exhibit

Grades: K-12

You've been working hard in the art studio, now it's time to share your talents with the world! You don't need to worry about signing with a fancy gallery, because you can create your own right in your home. Gather 5-10 piece of work and start curating your own art show. Invite family members to look at your work, ask you questions about your work, and give feedback/critique. If you don't have a body of work to choose from, start creating!

Materials: Collection of Artwork

Tips/Tricks: When choosing work, think about why you like it. Maybe choose a collection of work that all have to do with a theme.

PRESENT

Select, analyze, and interpret artistic work for presentation

Students will be able to:

- Talk about artistic intent, process, and thought about their own work with others

Spring 2020

_____'s

Science Work Packet

Energy
Grade 4.

LETTER TO FAMILY

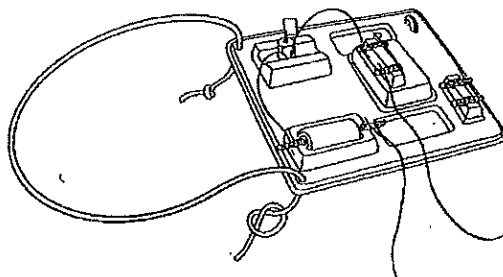
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Cut here and glue letter onto school letterhead before making copies.

Science News

Dear Family,

Our class is beginning a new science unit using the **FOSS Energy Module**. We will investigate energy, build electric circuits powered by D-cells (flashlight batteries), and explore electromagnetism, light, collisions, and waves. All our experiences will build an understanding that energy is evident when there is motion, electric current, sound, light, or heat, and that energy can travel from place to place.



You can increase your child's understanding and interest in energy and electromagnetism by asking him or her to talk about the investigations we are doing at school. Also, watch for Home/School Connection sheets that I will be sending home from time to time. These activities describe ways the whole family can look more closely at energy, energy conservation, and the uses of electricity and magnetism around your home. You may find energy at work running different appliances, magnets holding notes on the refrigerator or securing cabinets doors, and electromagnets in motors and speakers. It can be lots of fun to make inventories of magnets and electric appliances.

We will also be finding out about alternative sources of energy such as wind power and solar power. Find a building or park in your community that uses solar panels to generate electricity and take a field trip to the site with your child.

One thing we will stress in our study of energy is safety. You may want to review your home safety rules, such as never put any object other than a certified plug into wall sockets.

We are looking forward to many weeks of exciting investigations with energy and electromagnetism. If you have any questions or comments, or have expertise you would like to share with the class, please drop me a note. You can get more information on this module by going to www.FOSSweb.com.

Sincerely,

KNOW	WONDER	LEARN
<p>What do know about energy?</p>	<p>What you want to know about energy?</p>	<p>What did you learn about energy?</p>

Focus Question

What is needed to light a bulb?

Directions: Pretend you have wire, bulb, and battery.
Draw a model that shows how you would light the bulb.

HOME/SCHOOL CONNECTION

Investigation 1: Energy and Circuits

Lightbulbs are rated by the amount of energy they consume as they work. The unit of electric power is the watt. Just because a lightbulb uses more electric power does not mean it is brighter.

Incandescent bulbs	Compact fluorescent bulbs	LED lamps
Energy inefficient	Energy efficient	Very energy efficient
Ninety percent of energy consumed is converted into wasted heat.	Initial cost is higher, but long life span saves money; less heat waste.	Price is high. No heat waste.
Short-lived and expensive to maintain.	Contains mercury so must be disposed of properly.	Very long service life. No toxic materials.

With the help of a grown-up, record the watt rating for each bulb you can easily check in your home. You may be surprised by the low wattage of the newer compact fluorescent bulbs (CFLs). Add up the total watts used by the lights you are able to check.

Safety Note: Only check bulbs that are turned off and cold.

Lightbulb location	Kind of bulb	Watt rating
Total watts		

Focus Question
What materials stick to magnets?

Directions: Make a prediction about what kind of materials stick to magnets. Find a magnet on your refrigerator. Test the magnet on other objects around your house to see if it sticks.

Prediction:

Data Table:

Sticks	Does not stick

Focus Question

What do we observe that provides evidence that energy is present?

Directions: Visit each room in your house and look for objects that use energy. Make a data table.

HOME/SCHOOL CONNECTION

Investigation 2: The Force of Magnetism

Find out how magnets are used around the home. Some ways might be to hold kitchen cabinets closed, to keep a refrigerator door shut, or to stick things to the refrigerator door. Talk with your family about the magnets.

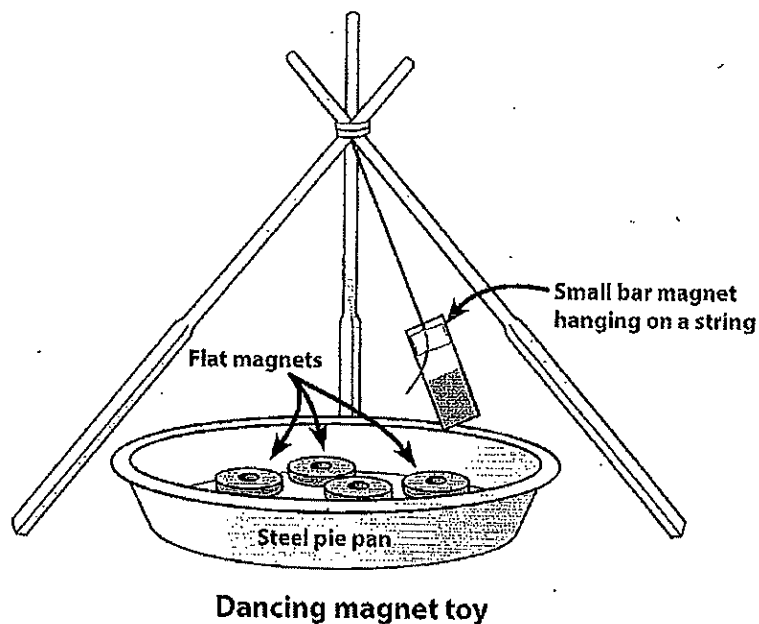
Can you think of another way to use magnets around the house?

Can you invent a magnet game?

Talk over some ideas with your family and try out some games, if you can.

Draw a picture of your invention to share with the class, and write a paragraph explaining what it does.

Here's one idea for a magnetic dancer.



Name _____

Date _____

MATH EXTENSION—PROBLEM OF THE WEEK**Investigation 2: The Force of Magnetism**

A teacher wanted to buy some science supplies for her class. She wanted to set up a center in her room where students could explore magnets during their free time. She looked in a catalog for science supplies and found these prices.

Kind of Magnet	Unit of Sale	Price per Unit
Large bar magnet	Set of 2	\$10.95
Small bar magnet	Each	\$2.75
Large horseshoe magnet	Each	\$7.95
Small horseshoe magnet	Each	\$4.50
Large disk magnet	Set of 4	\$4.50
Lodestone	Set of 10	\$7.95

She has \$50.00 to spend. What materials would you recommend she buy for the science center? Remember, you can spend only \$50.00, and you want to have a variety of things for students to explore. Write a short paragraph about why you chose the items you did. Show your work.

Focus Question

How does the starting position affect the speed of a ball rolling down a ramp?

Directions: Find a ball and a book or ruler to create a ramp. Roll the ball down the ramp starting at 3 different locations. Measure how far it goes each time.

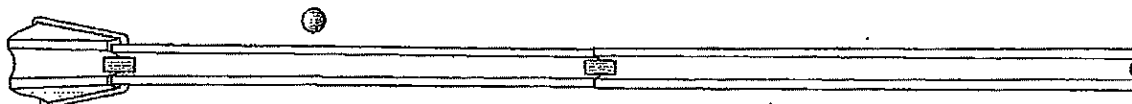
Name _____

Date _____

MATH EXTENSION—PROBLEM OF THE WEEK

Investigation 4: Energy Transfer

A student is using a ramp, two runways, and one ball to make a system. When the ball is released from Starting Position 1, the ball travels one third of the distance across one runway. When the student starts the ball from Position 2, the ball travels two thirds of the distance across one runway. The student finds the pattern continues.



At what position should the student start the ball so the ball stops at the end of the second runway?

Next, the student places a rubber stopper on the runway. When the ball is released and collides with the rubber stopper, the ball only goes half as far as it did before. What position should the student start the ball now so it stops at the end of the second runway?

HOME/SCHOOL CONNECTION

Investigation 4: Energy Transfer

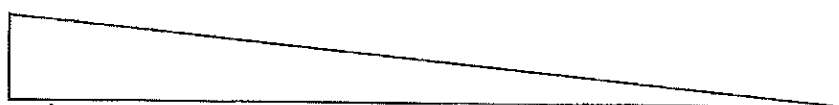
Wheelchair ramps provide a long, gradual slope that makes it easier for a person in a wheelchair to get into or out of a building.

Engineers have set recommendations for ramp construction, using the relationship between the height of the entrance and the length of the ramp. For every 1 unit of height, the ramp should be 20 units long. That relationship can be described as a ratio. The ratio is 1:20.

If the entrance is 1 meter (m) high, the ramp should be 20 m long.

The height is called the **rise**. The length is called the **run**.

Height or
rise is 1 m
(100 cm).



Length or run is 20 m (20,000 cm).

The steepest ramp allowed is one that has a ratio of 1:16.

Determine how long the ramps would need to be for the height of the entrances listed in the table. Calculate the length for both ratios.

Height of entrance to building	Ramp 1:20	Ramp 1:16
50 cm		
80 cm		
120 cm		
150 cm		
200 cm		

1. What if you had to make a ramp with a rise of 80 centimeters (cm), but it could not be longer than 15 m. Which ramp ratio would you use, 1:20 or 1:16?
2. If you had to create a ramp using a 1:20 ratio for an entrance that was 150 cm high, but you only had a space that was 10 meters long, how else could you construct the ramp so it fits in your space?

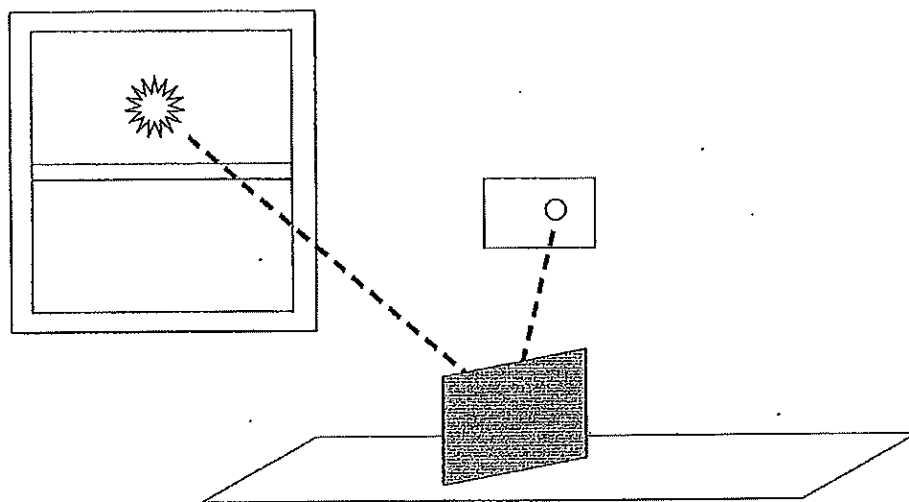
HOME/SCHOOL CONNECTION

Investigation 5: Waves

Safety Note: Never look directly at the Sun or reflect sunlight in a person's eyes. Both can damage eyes.

The Sun seems to move across the sky because Earth is turning on its axis. You can use a mirror to observe the movement. Here's how.

Find a window where light from the Sun shines in. Position a mirror to reflect sunlight onto a wall. Tape a piece of paper there. Mark the center of the reflection of the Sun. Wait 10 minutes and mark the center of the reflection again. Did the reflection move? Why?

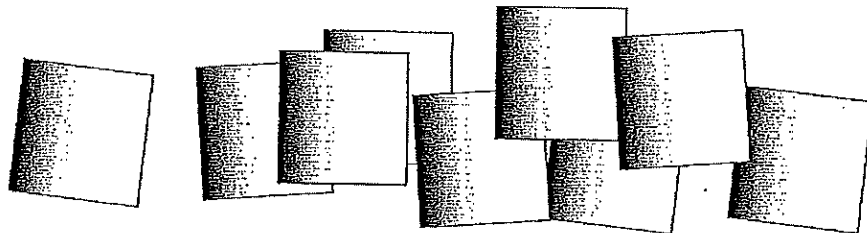


Name _____ Date _____

MATH EXTENSION—PROBLEM OF THE WEEK

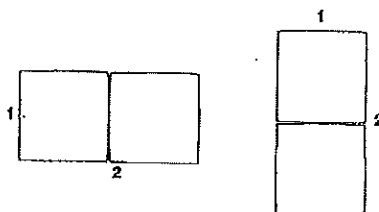
Investigation 5: Waves

A student has nine square mirrors.



How many different sizes of rectangles can she make using her mirrors? She can use any number of the nine mirrors to make a rectangle. (You can use square tiles to help you solve this problem.)

NOTE: These two rectangles have the same dimensions, so they count as one rectangle.



Record your rectangles and label the length and width.

Energy

3	Things I learned...
2	Questions I have...
1	Thing I am wondering about...



Grade(s): 3-5

Module: 2

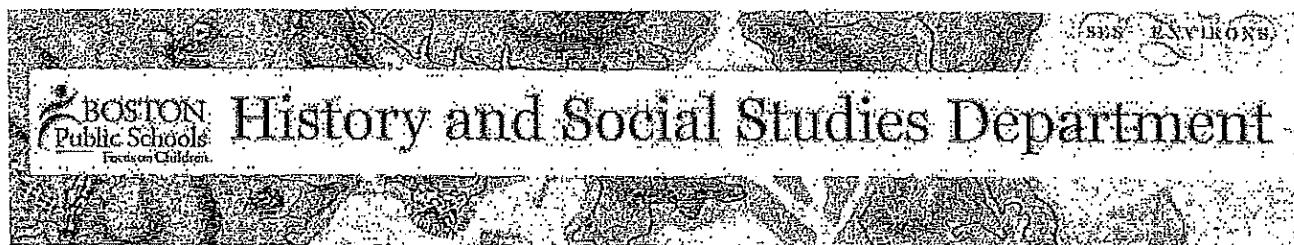
Topic: Women's History Month		
Day #1	Day #2	Day #3
Essential Question: What did women overcome in order to gain the right to vote?	Essential Question: What can I learn about accomplishments of people close to me?	Essential Question: How can stories of great women intrigue, surprise, and inspire me?
Student Task(s): Students should begin by reading the student version below on votes for women and then continue on the second document to make a suffrage sign.	Student Task(s): Interview an Important Woman! One great way for to learn about the accomplishments of women in your life is to conduct an interview. This template helps organize an interview with a grandma, aunt, or other important woman in your life and how they've made a difference.	Student Task(s): Students should select and watch three women's history videos and complete the worksheet which includes gathering additional information on one of the women. If students do not have access to video they should read the three included biographies and choose one to analyze.
Linked Resources: Student Version Document 1 Student Version Document 2	Linked Resources: Student Version Printable Student Version Google Doc	Linked Resources: Student Version Printable Student Version Google Doc Women's History Videos Bio 1 Print , Bio 2 Print , Bio 3 Print

Looking for more to explore?

Check out the BPS History Department Website

<http://bit.ly/bps-history>

Questions? Email BPSHistory@bostonpublicschools.org



Digital Open-Source Material		
Site	Description	Grade Span
<u>National Geographic Resource Library</u> https://www.nationalgeographic.org/education/resource-library	Encyclopedia entries within NG's network. Many of these are adaptable to different grade levels and all can be filtered by subjects and grades.	PreK-12
<u>Digital Public Library of America</u> https://dp.la/	This on-line library contains searchable images, texts, videos, and sounds from across the world. It also has exhibitions and sets of primary sources to explore by topic.	6-12
<u>TedEd Videos</u> https://ed.ted.com/	TedEd videos are brief educational videos that feature comprehension and discussion questions about a variety of topics.	6-12
<u>Smithsonian Learning Lab</u>	Support deep, meaningful learning with an online universe of authentic resources and tools for making them your own.	6-12
<u>Library of Congress</u> https://www.loc.gov/	The Library of Congress collects, preserves & provides access to its universal collections. Students can access a litany of primary through this website. The <u>LOC Primary Source Analysis Tool</u> can help students effectively analyze primary sources.	9-12
<u>iCivics</u> https://www.icivics.org/	Series of games, learning packets, and activities around United States government and history.	3-12
<u>Newsela</u> https://newsela.com/	Current events content on Newsela has stories on a variety of present-day topics.	3-12
<u>Teaching Tolerance - Student Text Library</u> https://www.tolerance.org/classroom-resources/texts	This searchable library of short texts offers a diverse mix of stories and perspectives. This multigenre, multimedia collection (informational and literary nonfiction texts, literature, photographs, political cartoons, interviews, infographics and more).	6-12

Name: _____

Votes for Women: 19th Amendment to the U.S. Constitution

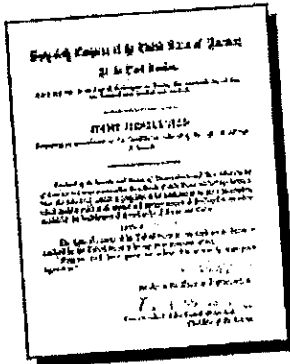
When written in 1789, the U.S. Constitution allowed the individual states to determine who could vote in elections. None of the states at that time allowed women to vote except New Jersey, and it revoked this right in 1807.

Women tried over the years to get the right to vote, but it was not until 1848 that a strong campaign for women's voting rights began. The movement has often been called the suffrage movement, based on the definition of suffrage, which means the right to vote in elections. Members of the women's suffrage movement became known as suffragettes.

The U.S. Civil War (1861-1865) slowed the suffrage movement. After the war, the U.S. ratified the Fourteenth Amendment to the Constitution. While the suffragettes had been hopeful that the amendment would be written to allow women to vote. However, that was not the case. Instead, in Section 2 the Fourteenth Amendment provides a penalty if a state denied any man the right to vote, but there was no penalty if women were denied the right. States continued to prohibit women from voting. Some territories, such as Wyoming and Utah, did allow women the vote, but the territories were not yet states.

The suffragettes brought several lawsuits in an attempt to gain their voting rights. The courts decided against them. In 1878 a constitutional amendment was introduced in Congress, but for decades it had little support and did not pass.

The suffragettes did not stop; they worked instead to change the laws in individual states. Beginning in 1910, state legislatures, especially those in western states, began granting women the right to vote. This gave the suffragettes the momentum they needed. While Congress rejected the constitutional amendment in 1914 and 1918, President Woodrow Wilson called a special session of Congress in late spring of 1919 to vote on the amendment. It passed.



The amendment was short:

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

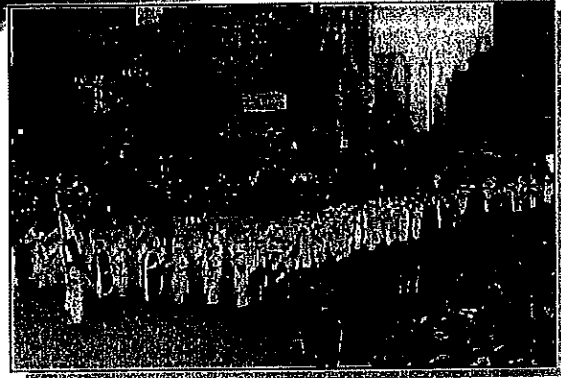
Congress shall have power to enforce this article by appropriate legislation.

After passing Congress on June 4, 1919, the Nineteenth Amendment then had to be approved, or ratified, by two-thirds of the state legislatures. At that time there were 48 states, so 36 states had to approve the amendment. Some legislatures were not meeting, so it took some time to get enough states to ratify. On August 18, 1920, Tennessee became the 36th state to ratify the Nineteenth Amendment, so it became a law. Finally women were guaranteed the right to vote.

Questions on the Nineteenth Amendments

1. What does ratify mean? _____
2. What state allowed women to vote in the 1700s? _____
3. How many states had to approve the amendment for it to become law? _____
4. What was a suffragette? _____
5. When did the Nineteenth Amendment become a law? _____

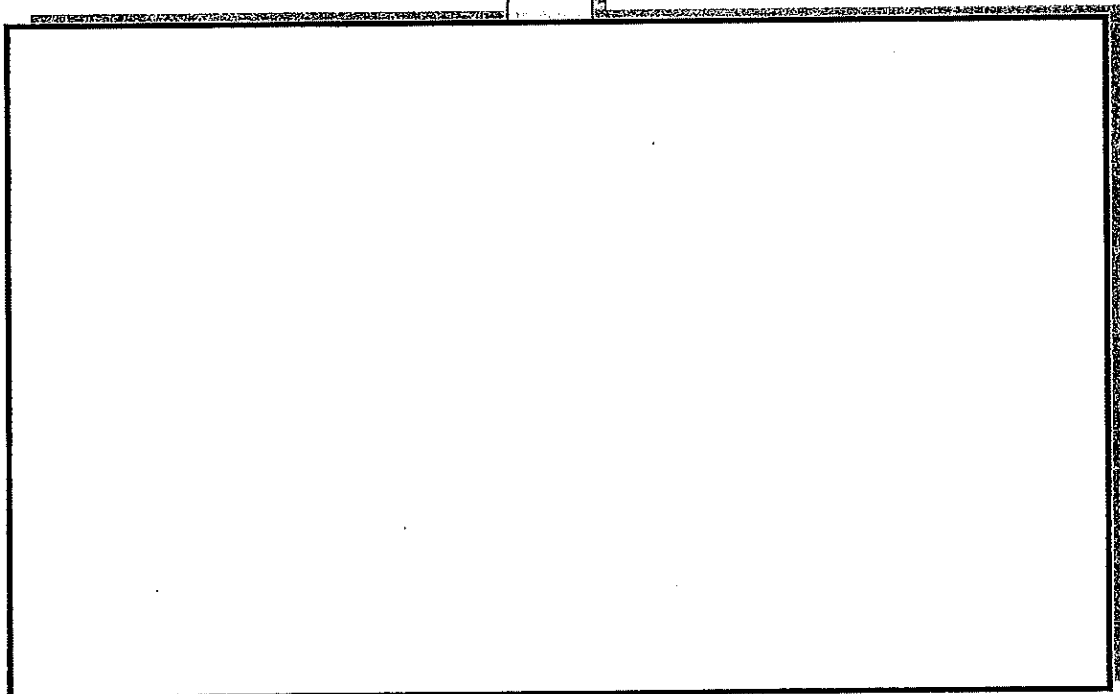
Name: _____



A suffrage parade

Before 1920 women could not vote in U.S. elections and could not vote in many states. Some people, both women and men, thought this was not right. They began to work to convince the government to change the laws so women could vote everywhere in the country. The work of these people for women's rights was called the suffrage movement. Suffrage means the right to vote.

The women and men of the suffrage movement gave speeches and walked in parades to get the attention of the public. Pretend you are going to take part in a suffrage parade. In the space below, design a sign that you would carry in the parade. Remember, you would be working to get women the right to vote in elections!

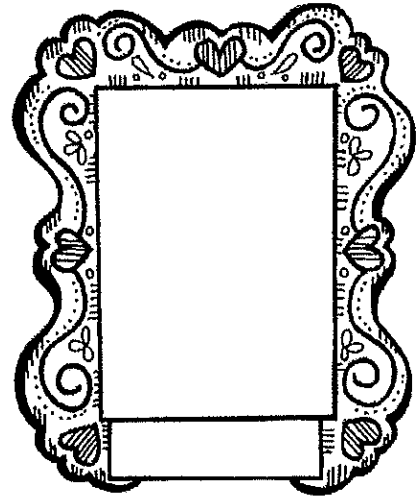


Meet _____

Place of Birth _____

Date of Birth _____

A Proud Accomplishment!



Her Greatest Challenge

Why is she an excellent role model?

What can we learn from her? What is her message?

This special woman was researched by _____ Class _____



Directions: After researching *at least* five women in history, answer the questions below.

The women I researched were:

Which woman intrigued you the most? Why? How?

Which woman surprised you? Explain.

Which woman inspired you to do more research? What did you initially learn about her?
What additional information did you learn about her?

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BIOGRAPHY

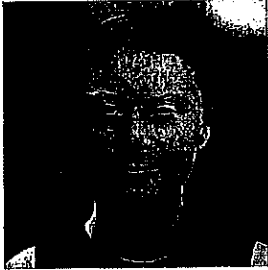


Photo: LIONEL
BONAVENTUREAFP via Getty
Images

Greta Thunberg Biography (2003–)

UPDATED: DEC 12, 2019 • ORIGINAL: NOV 4, 2019

Greta Thunberg is a Swedish climate youth activist who has received worldwide recognition for her efforts to fight climate change.

NAME
Greta Thunberg

BIRTH DATE
January 3, 2003
(age 17)

PLACE OF BIRTH
Stockholm,
Sweden

ZODIAC SIGN
Capricorn

Who Is Greta Thunberg?

Greta Thunberg is a Swedish climate youth activist who sparked an international movement to fight climate change beginning in 2018. With the simple message "School strike for climate" handwritten on poster board, Thunberg began skipping school on Fridays and protesting outside the Swedish Parliament. Thanks to social media, her actions have spread and influenced millions of young people all over the world to organize and protest.

Launching "Fridays For Future," Thunberg and other concerned youths throughout Europe have continued to pressure leaders and lawmakers to act on climate change through their regular walkouts. Thunberg has also traveled the world, meeting with global leaders and speaking at assemblies to demand

climate solutions and a recommitment to the Paris Agreement. Recently diagnosed with Asperger's, the activist has publicly shared her views on her disorder, referring to it as her "superpower."

Thunberg was nominated for the Nobel Peace Prize in March 2019, and a few months later she became the youngest individual ever to be honored as *Time's* Person of the Year.

Early Life

Thunberg was born on January 3, 2003, in Stockholm, Sweden. Thunberg began her climate activism at age 15. Thunberg was born and raised in an artistic family. Her mother, Malena Ernman, is an opera singer, and her father, Svante Thunberg, is an actor. She has a younger sister, Beata, who is a popular singer in Sweden. Like her sister, Beata has been open about her own challenges dealing with disorders like ADHD and OCD.

Climate Activism

Thunberg was only eight when she first learned about the climate crisis. Since then, she has made efforts to lower her carbon footprint by not flying and becoming vegan and has influenced her family to do the same.

As the face of the climate youth movement, Thunberg has been invited to speak at numerous rallies including ones in Stockholm, London and Brussels. In December 2018, her speech at the United Nations COP24 in Katowice, Poland, went viral.

"You are not mature enough to tell it like is," she said at the summit, addressing the Secretary-General. "Even that burden you leave to us children. But I don't care about being popular. I care about climate justice and the living planet."

Cross-Atlantic Trip to the United States

Invited to speak at the UN Climate Action Summit in New York City, which took place in September 2019, Thunberg traveled across the Atlantic on a zero-emissions yacht, accompanied by her father and a supporting crew. Taking a little over two weeks, the yacht arrived in New York City on August 28th, and from there, Thunberg visited with President Barack Obama and later spoke before the House Foreign Affairs Committee and the House Select Committee in Washington D.C. on September 18th.

Known for her blunt speaking style, Thunberg barely spoke before the committees and instead pushed forward the latest UN report. "I don't want you to listen to me," she said. "I want you to listen to the scientists."

Historical Climate-Change Protest in NYC

Two days later on September 20th, Thunberg walked with millions of protesters in New York City to demand climate action at the New York City Global Climate Strike. The demonstration became the largest climate protest in history with a total of 4 million people marching all over the world. The next day, she spoke at the UN Youth Climate Summit.

United Nations Climate Action Summit, 'How Dare You' Speech

Although the world's eyes were already on the teen activist, her speech on September 21, 2019, at the United Nations Climate Action Summit brought headline news. Speaking before leaders, lawmakers and U.N. Secretary-General Antonio Guterres, Thunberg lambasted them with one of her most indignant speeches.

"You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing," she said. "We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!"

She added: "For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight... You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you."

Days later, Thunberg joined 15 other young climate activists to file an official complaint that five countries — Argentina, France, Germany, Brazil and Turkey — have not honored their Paris Agreement pledges and have therefore violated the UN Convention on the Rights of the Child treaty.

President Trump's Response

Thunberg's "How Dare You" speech attracted so much attention that President Donald Trump, a vehement climate change denier, felt compelled to offer a mocking tweet: "She seems like a very happy young girl looking forward to a bright and wonderful future. So nice to see!" he wrote.

In response, Thunberg changed her Twitter bio temporarily, using Trump's language against him. Her profile read: "A very happy young girl looking forward to a bright and wonderful future."

COP25

In December 2019, Thunberg was among the speakers at the UN Climate Change Conference (COP25) in Madrid, Spain. She also attended another major climate demonstration in the city, telling her fellow protesters, "The hope is not within the walls of COP25; the hope is out here with you."

Nobel Peace Prize Nomination

In March 2019, Thunberg was nominated for the Nobel Peace Prize for her climate activism. However, she lost the award to Ethiopian Prime Minister Abiy Ahmed.

'Time' Person of the Year

On December 11, 2019, Thunberg was named *Time* magazine's Person of the Year; a month shy of her 17th birthday, she became the youngest individual to earn the honor.

"Thunberg has become the biggest voice on the biggest issue facing the planet," wrote the *Time* editor-in-chief. "This was the year the climate crisis went from behind the curtain to center stage, from ambient political noise to squarely on the world's agenda, and no one did more to make that happen than Thunberg."

Future Plans

Taking a year off of school to campaign for climate action, Thunberg plans to travel to Mexico, Canada and South America to meet with environmental activists and see firsthand the regions most affected by climate change.

Citation Information

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November 4, 2019

BIOGRAPHY



Photo: Andrew Burton/Getty Images

NAME

Malala Yousafzai

BIRTH DATE

July 12, 1997 (age 22)

DID YOU KNOW?

Malala Yousafzai was only 11 years old when she blogged for the BBC about living in Pakistan while the Taliban was threatening to close girls' schools.

DID YOU KNOW?

Malala Yousafzai became the youngest recipient of the Nobel Peace Prize, which she was awarded in 2014.

PLACE OF BIRTH

Mingora, Pakistan

FULL NAME

Malala Yousafzai

Malala Yousafzai Biography

(1997-)

UPDATED: FEB 19, 2020 • ORIGINAL: MAR 29, 2018

As a young girl, Malala Yousafzai defied the Taliban in Pakistan and demanded that girls be allowed to receive an education. She was shot in the head by a Taliban gunman in 2012 but survived. In 2014, she became the youngest person to receive the Nobel Peace Prize.

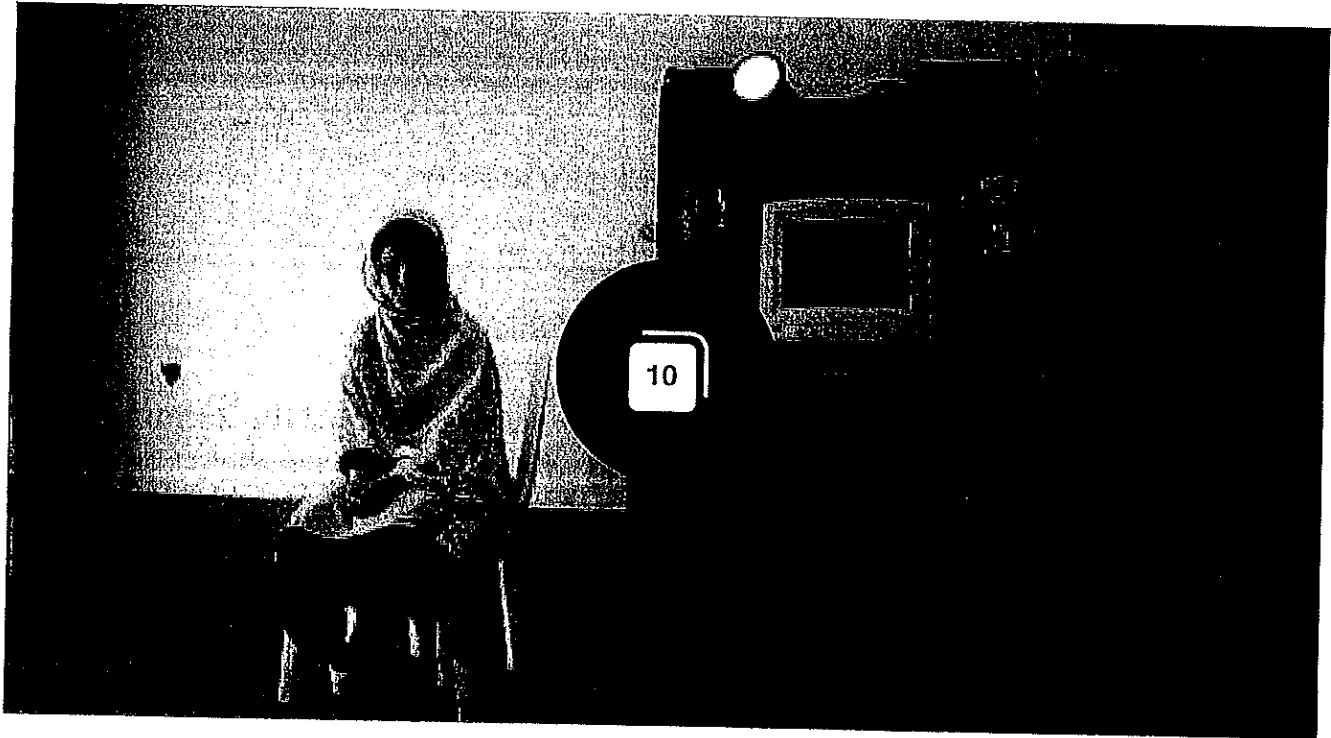
Who Is Malala Yousafzai?

Malala Yousafzai is a Pakistani education advocate who, at the age of 17 in 2014, became the youngest person to win the Nobel Peace Prize after surviving an assassination attempt by the Taliban. Yousafzai became an advocate for girls' education when she herself was still a child, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Yousafzai when she was traveling home from school. She survived and has continued to speak out on the importance of education. In 2013, she gave a speech to the United Nations and published her first book, *I Am Malala*.

10 Inspiring Quotes From Malala Yousafzai

ZODIAC SIGN

Cancer



GALLERY

10 IMAGES

Early Life

Yousafzai was born on July 12, 1997, in Mingora, Pakistan, located in the country's Swat Valley.

For the first few years of her life, Yousafzai's hometown remained a popular tourist spot that was known for its summer festivals. The area began to change as the Taliban tried to take control.

Education Activist

Yousafzai attended a school that her father, educator Ziauddin Yousafzai, had founded. After the Taliban began attacking girls' schools in Swat, Yousafzai gave a speech in Peshawar, Pakistan, in September 2008. The title of her talk was, "How dare the Taliban take away my basic right to education?"

In early 2009, when she was just 11 years old, Yousafzai began blogging for the BBC about living under the Taliban's threats to deny her an education. In order to hide her identity, she used the name Gul Makai. However, she was revealed to be the BBC blogger in December of that year.

With a growing public platform, Yousafzai continued to speak out about her right, and the right of all women, to an education. Her activism resulted in a nomination for the International Children's Peace Prize in 2011. That same year, she was awarded Pakistan's National Youth Peace Prize.

Yousafzai and her family learned that the Taliban had issued a death threat against her because of her activism. Though Yousafzai was frightened for the safety of her father — an anti-Taliban activist — she and her family initially felt that the fundamentalist group would not actually harm a child.

Shot by the Taliban

On October 9, 2012, when 15-year-old Yousafzai was riding a bus with friends on their way home from school, a masked gunman boarded the bus and demanded to know which girl was Yousafzai. When her friends looked toward Yousafzai, her location was given away. The gunman fired at her, hitting Malala in the left side of her head; the bullet then traveled down her neck. Two other girls were also injured in the attack.

The shooting left Yousafzai in critical condition, so she was flown to a military hospital in Peshawar. A portion of her skull was removed to treat her swelling brain. To receive further care, she was transferred to Birmingham, England.

Once she was in the United Kingdom, Yousafzai was taken out of a medically induced coma. Though she would require multiple surgeries—including repair of a facial nerve to fix the paralyzed left side of her face — she had suffered no major brain damage. In March 2013, she was able to begin attending school in Birmingham.

The shooting resulted in a massive outpouring of support for Yousafzai, which continued during her recovery. Unfortunately, the Taliban still considers Yousafzai a target, although Yousafzai remains a staunch advocate for the power of education.

Speech at the U.N.

Nine months after being shot by the Taliban, Yousafzai gave a speech at the United Nations on her 16th birthday in 2013. Yousafzai highlighted her focus on education and women's rights, urging world leaders to change their policies.

Following the attack, Yousafzai said that “the terrorists thought that they would change our aims and stop our ambitions, but nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage were born.”

Yousafzai also urged action against illiteracy, poverty and terrorism:

“The extremists were, and they are, afraid of books and pens. The power of education frightens them. They are afraid of women... Let us pick up our books and pens. They are our most powerful weapons.”

Malala Day

At Yousafzai's 2013 speech at the United Nations, Secretary-General Ban Ki-moon pronounced July 12th – Yousafzai's birthday – 'Malala Day' in honor of the young leader's activism to ensure education for all children. At the announcement, Ban said:

“Malala chose to mark her 16th birthday with the world. No child should have to die for going to school. Nowhere should teachers fear to teach or children fear to learn. Together, we can change the picture.”

Awards

In October 2013, the European Parliament awarded Yousafzai the Sakharov Prize for Freedom of Thought in acknowledgment of her work. In October 2014, Yousafzai became the youngest person to receive the Nobel Peace Prize, at just 17 years old; she received the award along with Indian children's rights activist Kailash Satyarthi.

Yousafzai was first nominated for the Nobel in 2013 but did not win. She was renominated in March 2014. In congratulating Yousafzai, Pakistani Prime Minister Nawaz Sharif said: "She is (the) pride of Pakistan, she has made her countrymen proud. Her achievement is unparalleled and unequalled. Girls and boys of the world should take lead from her struggle and commitment." Former U.N. Secretary-General Ban Ki-moon described Yousafzai as "a brave and gentle advocate of peace who, through the simple act of going to school, became a global teacher."

In April 2017, United Nations Secretary-General Antonio Guterres appointed Yousafzai as a U.N. Messenger of Peace to promote girls education. The appointment is the highest honor given by the United Nations for an initial period of two years.

Yousafzai was also given honorary Canadian citizenship in April 2017. She is the sixth person and the youngest in the country's history to receive the honor.

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The Malala Fund

In 2013, Yousafzai and her father launched the Malala Fund, which works to ensure girls around the world have access to 12 years of free, safe, quality education. The fund prioritizes assistance to its Gulmakai Network — a reference to the pseudonym Yousafzai used when she wrote her BBC blog about life in Pakistan under Taliban rule. These countries, including Afghanistan, Brazil, India, Lebanon, Nigeria, Pakistan and Turkey, are where most girls miss out on secondary education.

For her 18th birthday, in July 2015, Yousafzai continued to take action on global education by opening a school for Syrian refugee girls in Lebanon. Its expenses covered by the Malala Fund, the school was designed to admit nearly 200 girls from the ages of 14 to 18. "Today on my first day as an adult, on behalf of the world's children, I demand of leaders we must invest in books instead of bullets," Yousafzai proclaimed in one of the school's classrooms.

That day, she wrote on [The Malala Fund website](#):

"The shocking truth is that world leaders have the money to fully fund primary AND secondary education around the world - but they are choosing to spend it on other things, like their military budgets. In fact, if the whole world stopped spending money on the military for just 8 days, we could have the \$39 billion still needed to provide 12 years of free, quality education to every child on the planet."

Return to Pakistan

On March 29, 2018, Yousafzai returned to Pakistan for the first time since her brutal 2012 attack. Not long after arriving, she met with Prime Minister Shahid Khaqan Abbasi, and delivered an emotional speech at his office.

"In the last five years, I have always dreamed of coming back to my country," she said, adding, "I never wanted to leave."

Yousafzai also visited her former home and a military-run cadet college in Mingora during her four-day trip.

Books

'I Am Malala'

I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban is an autobiography by Malala Yousafzai released in October 2013. It became an international bestseller. The book was abridged in 2018 for young chapter book readers as *Malala: My Story of Standing Up for Girls' Rights*.

'Malala's Magic Pencil'

Yousafzai published a children's picture book about her life in October 2017. *Malala's Magic Pencil* introduces her childhood in Pakistan through a well-known TV show where a young boy uses his magic pencil to help people. In the book, the magic pencil instructs readers how to make the world a better place. "My voice became so powerful that the dangerous men tried to silence me. But they failed," Yousafzai writes.

'We Are Displaced'

Published in 2018, *We Are Displaced: My Journey and Stories from Refugee Girls Around the World* explores Yousafzai's story as well as the stories of girls she met in her travels to refugee camps in Colombia, Guatemala, Syria and Yemen.

'He Named Me Malala' Documentary

In October 2015, a documentary about Yousafzai's life was released. *HE NAMED ME MALALA*, directed by Davis Guggenheim (*An Inconvenient Truth*, *Waiting for Superman*), gave viewers an intimate look into the life of Yousafzai, her family, and her commitment to supporting education for girls around the world.

College

Yousafzai began studying at Oxford University in 2017. She studies philosophy, politics and economics.

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BIOGRAPHY



NAME

Marjory
Stoneman
Douglas

OCCUPATION

Journalist,
Environmental
Activist,
Environmentalist

BIRTH DATE

April 7, 1890

DEATH DATE

May 14, 1998

PLACE OF BIRTH

Minneapolis,
Minnesota

PLACE OF DEATH

Miami, Florida

Marjory Stoneman Douglas Biography

Journalist, Environmental Activist, Environmentalist (1890–1998)

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Marjory Stoneman Douglas was a journalist and environmentalist who helped defend the Florida Everglades.

Who Was Marjory Stoneman Douglas?

Marjory Stoneman Douglas was a journalist and a pioneering environmentalist who helped defend the Florida Everglades. As a young woman, she was a writer and editor at the *Miami Herald*, which her father helped to establish in 1910. She became known for work in nature conservancy after her 1947 book *Everglades: River of Grass* was published, but it was many years later, in 1969 at age 79, when she founded the Friends of the Everglades. She was not only an advocate for the environment but also for women's right to vote and for racial equality. In 1993, she received the Presidential Medal of Freedom.

How Did Marjory Stoneman Douglas High School Get Its name?

Because Douglas was an influential leader in Florida, several buildings are named for her.

Stoneman Douglas High School Shooting

Marjory Stoneman Douglas High School, built in 1990, became nationally known on Feb. 14, 2018, when a 19-year-old gunman Nicholas Cruz opened fire in the school, killing 17. The school's surviving students became highly active in the fight for stricter gun-control laws, and the outrage marked a turning point on the issue: Several national retailers raised the age minimum for buying guns in response to the shooting and the students' advocacy. Additionally, two national protests took shape: On March 14th, students across the country have planned the National School Walkout, and the March for Our Lives rally in Washington D.C. is set for March 24th.

Also named for Douglas is an elementary school in Miami and a Florida Department of Environmental Protection building in Tallahassee. The Marjory Stoneman Douglas Biscayne Nature Center on Key Biscayne is an education project of the Miami-Dade County's schools and parks departments and a non-profit community group.

Saving the Florida Everglades, the 'River of Grass'

Douglas had been a reporter and editor for years when she was asked to write a book series on America's rivers. The publisher asked her to write about the Miami River, but she pointed out that wouldn't be a compelling read: "It's only about an inch long," she said, according to her account in her autobiography.

Instead, she proposed writing about the Everglades, the 1.5 million acres of wetlands that include the flow of freshwater from Lake Okeechobee to the Florida Bay and the Ten Thousand Islands. In her early research, she asked the state's hydrologist: "Do you think I could get away with calling it the river of grass?"

The phrase was coined, and about five years later it was used for the title of *The Everglades: River Of Grass*, published in 1947.

Protecting the Wilderness

Coincidentally, the Everglades National Park was also dedicated in 1947. That designation was about 25 years in the making, according to Douglas, who was on a committee to support it. And it was a hard-won fight, she wrote in her autobiography: "There was no organized environmental movement until the late 1960s, and little understanding of what ecology is about. Back in the 1920s, a few of us sensed that water was the key to the health of the Everglades, so perhaps we were untutored environmentalists even then."

One of the challenges to appreciating the area's water flow, as well as the plants and wildlife that depend on it, is that the area is not easy to access or accommodating to visitors.

"To be a friend of the everglades," Douglas wrote, "is not necessarily to spend time wandering around out there. It's too buggy, too wet, too generally inhospitable for camping or hiking or the other outdoors activities which naturalists in other places can routinely enjoy."

To eager developers, the area can appear to be empty marshlands, thus prime territory for draining and building on. Over the years, several building projects were attempted, on areas outside official parkland, and in the late 1960s a jetport was proposed. In 1969, Douglas, nearly 80 years old, was asked to lead an effort against it, and so she formed Friends of the Everglades. She began touring the area, giving speeches and signing up new members. After about a year, the group had 500 members, then 1,000 after two years, she wrote, "later 3,000 members from 38 states."

After the jetport project was stopped, the Friends of the Everglades continued on to protect the state of water in the area. It is still active today with a stated mission "to preserve, protect, and restore the only Everglades in the world."

Facts, Early Life and Accomplishments

Born in Minnesota on April 7, 1890, Douglas grew up in Massachusetts and lived with her mother after her parents' divorce. She graduated from Wellesley College, then married a con man who attempted to scheme her father out of money. That ploy brought her father back to her life, and after her divorce, she moved to Florida to live with her father and his wife.

Her father had founded a newspaper that was later bought and renamed the *Miami Herald*, where Marjory's first job was as society editor. She later had her own column called "The Galley," in which she included her own poetry. She later wrote articles for many publications, as well as fiction and plays.

During World War I, she joined the American Red Cross and served in Europe, writing reports of her team's work.

In her later life, she received numerous honorary degrees and awards, notably the Presidential Medal of Freedom. She was inducted into the Florida Women's Hall of Fame in 1986 and the National Wildlife Federation in 1999. Her home in Miami's Coconut Grove neighborhood was designated in 2015 as a National Historic Landmark.

Citation Information