"Eleanor Roosevelt"

Close Read: "Eleanor Roosevelt"

Grade 7, Unit 7

INTRODUCTION: This is a biography. A biography is an account of one person's life told by another person. The person who writes a biography is called a biographer.

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) **Get a sense of the gist.** Read the whole text from beginning to end one time to get a sense of what it's about.

(2) **Read Section 1 closely**. Reread just pages 762 to 765.
Mark your starting and stopping points: Start at the beginning of the text. Stop after "... a life that would have made him proud of her."
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?
After you reread, write 1-2 sentences of what the section is mostly about. Write this in the space labeled "Section 1 Gist."
After you reread, answer the Section 1 Questions. Write your answers in the chart.

(3) **Read Section 2 closely**. Reread just pages 765 to 768.
Mark your starting and stopping points: Start at "Few things in life came easily for Eleanor ...." Stop after "She offered, and they accepted."
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?
After you reread, write 1-2 sentences of what the section is mostly about. Write this in the space labeled "Section 2 Gist."
After you reread, answer the Section 2 Questions. Write your answers in the chart.

(4) **Read Section 3 closely**. Reread just pages 768 to 773.
Mark your starting and stopping points: Start at "Before long, trouble developed in the relationship between Eleanor and Franklin." Read to the end of the text.
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?

"Eleanor Roosevelt"

After you reread, write 1-2 sentences of what the section is mostly about. Write this in the space labeled "Section 2 Gist."
After you reread, answer the Section 2 Questions. Write your answers in the chart.

(5) **Write about the text**. Read the question at the top of page 11.
Complete the graphic organizer.
Write your essay.
Use the rubric to assess your rubric and write an explanation of why you graded it the way you did.

"Eleanor Roosevelt"

Section 1: pp. 762 – 765

What is the GIST of this section? (1-2 sentences)

(1) What does the author mean by "But Eleanor was much more than just a president's wife, an echo of her husband's career" (page 762, lines 2-3)?	
(2) Why did Eleanor's mother call her "Granny" (page 762, lines 4-5)?	
(3) Why was Eleanor unhappy as a child?	
(4) How did Eleanor "turn her unhappiness and pain to strength" (page 762, lines 8-9)?	

"Eleanor Roosevelt"

(5) What does the author mean by "To the outside world it might have seemed like Eleanor had everything that any child could want (page 764, lines 21-22)?	
(6) Why did Eleanor feel unwanted as a child?	
(7) What happens as a result of Eleanor feeling unwanted?	
(8) What does the author want to show by repeating the word "afraid" in lines 37-38 (page 764)?	
(9) What is Eleanor's "one joy in the early years of life"?	
(10) Reread lines 52-58 on page 764. What words or phrases in the two paragraphs help you understand the order of events and the passage	

"Eleanor Roosevelt"

of time?	
(11) According to the author, how does Eleanor's father influence her life?	

"Eleanor Roosevelt"

Section 2: pp. 765-768

What is the GIST of this section? (1-2 sentences)

(12) Why did the first few years after her father's death "[prove] exceptionally hard for Eleanor" (page 765, line 67)?	
(13) Why do you think "Eleanor and Hall were expected to take cold baths for their health" (page 765, lines 69-70)?	
(14) Who is Uncle Ted, and how does Eleanor feel about him?	
(15) Explain what the author means by "It was at Allenswood that Eleanor … ugly duckling, first dared to believe that one day she might be able to become a swan" (page 766, lines	

"Eleanor Roosevelt"

100-103)?	
(16) Why was it significant that Eleanor "take her place in the social world with other wealthy young women" (page 767, line 130)?	
(17) Why does the author include Eleanor's questions on lines 153-154?	
(18) Explain what the author means by "Meanwhile Eleanor's life reached a turning point" (page 767, line 143)?	
(19) What do you think the author means by "Theodore Roosevelt had to be the bride at every wedding and the corpse at every funeral" (pages 767-768, lines 161-162)?	

"Eleanor Roosevelt"

Section 3: pp. 768-773

What is the GIST of this section? (1-2 sentences)

(20) Compare and contrast the early years of Eleanor's and Franklin's marriage with those described in lines 180-187?	
(21) What does the author mean by "Meanwhile Franklin's career in politics advanced rapidly" (page 768, line 188).	
(22) What does the author mean by "Eleanor threw herself into the war effort?" (page 768, lines 194-195).	
(23) What does the author mean by "... in the summer of 1921 when disaster struck the Roosevelt family" (page 769, lines 204-205)?	

"Eleanor Roosevelt"

(24) Explain what kind of person Eleanor was after Franklin's illness. Provide evidence from the text.	
(25) How did Eleanor change, as a person, from the beginning to the end of the biography?	
(26) What does the author mean by "she became his (Franklin's) eyes and ears" (page 771, line 253)?	
(27) What was Eleanor's stance on human rights? Provide evidence from the text.	
(28) What does the author mean by "Eleanor also was the president's conscience" (page 771, line 255)?	

"Eleanor Roosevelt"

Write About the Text

DIRECTIONS: Consider the quote about Eleanor Roosevelt in the essay prompt on page 12. Use this chart to track what it shows you about Roosevelt and her influence on others, including evidence from the text.

Idea About Eleanor	Evidence from the Text

"Eleanor Roosevelt"

Prompt: Write an essay in which you analyze the following statement from the biography of Eleanor Roosevelt: "She would rather light a candle than curse darkness" (line 350, p. 773). Explain what this quote shows about who Eleanor Roosevelt was as a person and how she influenced others. Use evidence from the text.

"Eleanor Roosevelt"

"Eleanor Roosevelt"

"Eleanor Roosevelt"

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 6-8 English Language Arts Essay Rubric

Idea Development	
• **QUALITY AND DEVELOPMENT OF CENTRAL IDEA *** • **SELECTION AND EXPLANATION OF EVIDENCE AND/OR DETAILS *** • **ORGANIZATION** • **EXPRESSION OF IDEAS** • **AWARENESS OF TASK AND MODE**	
5	• Central idea is insightful and fully developed • Skillful selection and explanation of evidence and/or details • Skillful and/or subtle organization • Rich expression of ideas • Full awareness of the task and mode
4	• Central idea is clear and well-developed • Effective selection and explanation of evidence and/or details • Effective organization • Clear expression of ideas • Full awareness of the task and mode
3	• 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 task and mode
2	• 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 task and mode
1	• Central idea is not developed • Insufficient evidence and/or details • Minimal organization • Poor expression of ideas • Minimal awareness of the task and mode
0	• The response shows evidence the student has read the text, but does not address the question or incorrectly responds to the question.

Standard English Conventions

"Eleanor Roosevelt"

• **SENTENCE STRUCTURE** • **GRAMMAR, USAGE, AND MECHANICS**	
3	• Consistent control of a variety of sentence structures relative to length of essay • Consistent control of grammar, usage and mechanics relative to complexity and/or length of essay
2	• Mostly consistent control of sentence structures relative to length of essay • Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
1	• Little control and/or no variety in sentence structure and/or • Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
0	• Sentences are formed incorrectly with no control of grammar, usage and mechanics and/or insufficient length.

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

"Eleanor Roosevelt"

Eleanor Roosevelt

WILLIAM JAY JACOBS

Eleanor Roosevelt was the wife of President Franklin Delano Roosevelt. But Eleanor was much more than just a president's wife, an echo of her husband's career.

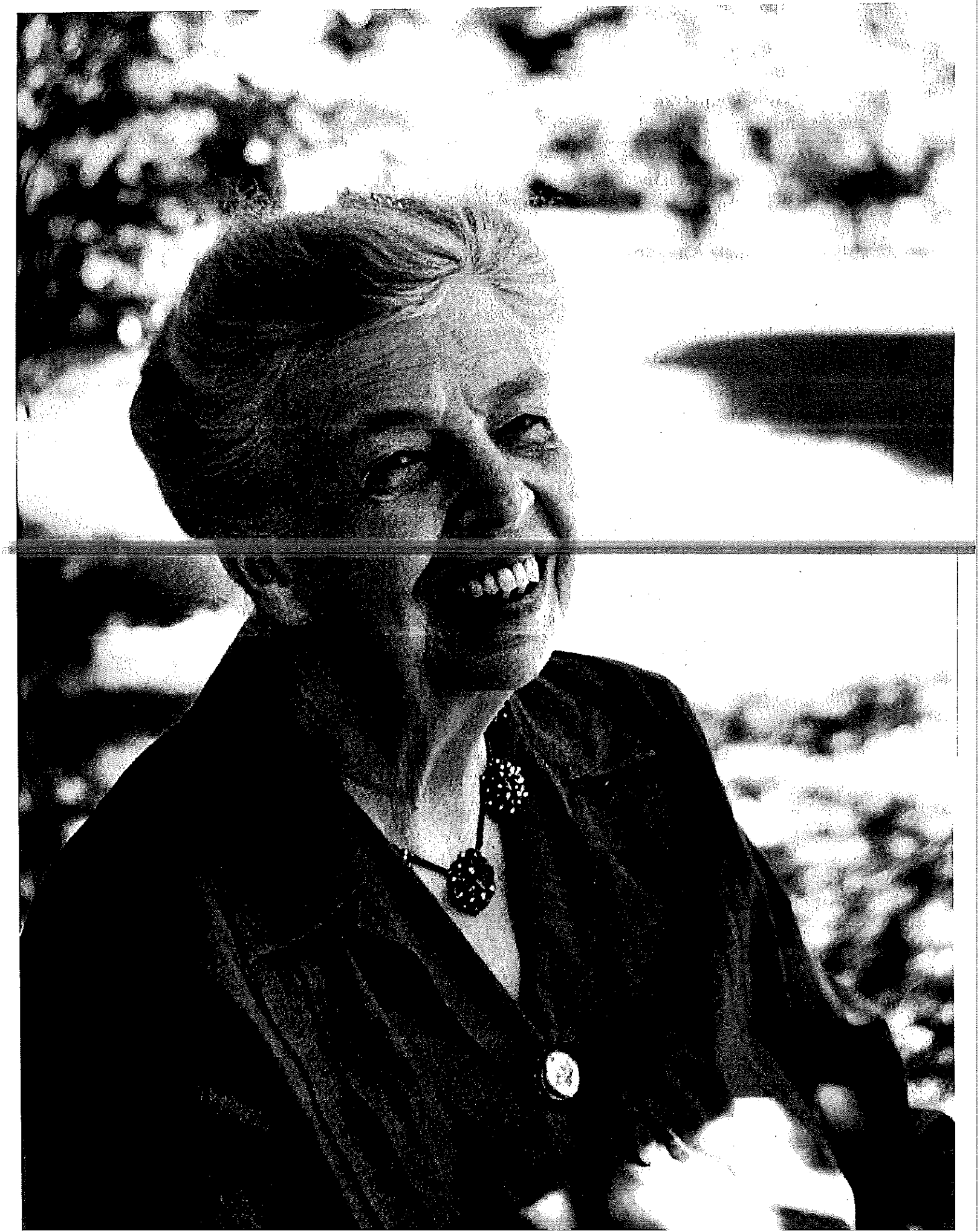
Sad and lonely as a child, Eleanor was called "Granny" by her mother because of her seriousness. People teased her about her looks and called her the "ugly duckling."...

Yet despite all of the disappointments, the bitterness, the misery she experienced, Eleanor Roosevelt refused to give up. Instead she turned her unhappiness and pain to strength. She devoted her life to helping others. Today she is remembered as one of America's greatest women. Ⓐ

Eleanor was born in a fine townhouse in Manhattan. Her family also owned an elegant mansion along the Hudson River, where they spent weekends and summers. As a child Eleanor went to fashionable parties. A servant took care of her and taught her to speak French. Her mother, the beautiful Anna Hall Roosevelt, wore magnificent jewels and fine clothing. Her father, Elliott Roosevelt, had his own hunting lodge and liked to sail and to play tennis and polo. Elliott, who loved Eleanor dearly, was the younger brother of Theodore Roosevelt, who in 1901 became president of the United States. The Roosevelt family, one of America's oldest, wealthiest families, was respected and admired.

ANALYZE VISUALS
What can you **infer** about Eleanor Roosevelt from this 1957 photograph taken at her home?

Ⓐ **BIOGRAPHY**
Why might Jacobs have chosen to begin with an overview of Mrs. Roosevelt's life?



To the outside world it might have seemed that Eleanor had everything that any child could want—everything that could make her happy. But she was not happy. Instead her childhood was very sad.

Almost from the day of her birth, October 11, 1884, people noticed that she was an unattractive child. As she grew older, she could not help but notice her mother's extraordinary beauty, as well as the beauty of her aunts and cousins. Eleanor was plain looking, ordinary, even, as some called her, homely. For a time she had to wear a bulky brace on her back to straighten her crooked spine. B

When Eleanor was born, her parents had wanted a boy. They were scarcely able to hide their disappointment. Later, with the arrival of two boys, Elliott and Hall, Eleanor watched her mother hold the boys on her lap and lovingly stroke their hair, while for Eleanor there seemed only coolness, distance.

Feeling unwanted, Eleanor became shy and withdrawn. She also developed many fears. She was afraid of the dark, afraid of animals, afraid of other children, afraid of being scolded, afraid of strangers, afraid that people would not like her. She was a frightened, lonely little girl.

The one joy in the early years of her life was her father, who always seemed to care for her, love her. He used to dance with her, to pick her up and throw her into the air while she laughed and laughed. He called her "little golden hair" or "darling little Nell."

Then, when she was six, her father left. An alcoholic, he went to live in a sanitarium[1] in Virginia in an attempt to deal with his drinking problem. Eleanor missed him greatly.

Next her mother became ill with painful headaches. Sometimes for hours at a time Eleanor would sit holding her mother's head in her lap and stroking her forehead. Nothing else seemed to relieve the pain. At those times Eleanor often remembered how her mother had teased her about her looks and called her "Granny." But even at the age of seven Eleanor was glad to be helping someone, glad to be needed—and noticed.

The next year, when Eleanor was eight, her mother, the beautiful Anna, died. Afterward her brother Elliott suddenly caught diphtheria[2] and he, too, died. Eleanor and her baby brother, Hall, were taken to live with their grandmother in Manhattan.

A few months later another tragedy struck. Elliott Roosevelt, Eleanor's father, also died. Within eighteen months Eleanor had lost her mother, a brother, and her dear father. C

B CHRONOLOGICAL ORDER
Jacobs begins his use of chronological order with Eleanor's birth date. Start adding events to your timeline.

C CHRONOLOGICAL ORDER
Reread lines 52–58. What words and phrases in these paragraphs help you understand the order of events and the passage of time?

1. **sanitarium** (săn'ĭ-târ'ē-əm): an institution for the care of people with a specific disease or with other health problems.
2. **diphtheria** (dĭf-thîr'ē-ə): a serious infectious disease.

Eleanor Roosevelt with her father, Elliott Roosevelt

For the rest of her life Eleanor carried with her the letters that her father had written to her from the sanitarium. In them he had told her to be brave, to become well educated, and to grow up into a woman he could be proud of, a woman who helped people who were suffering.

Only ten years old when her father died, Eleanor decided even then to live the kind of life he had described—a life that would have made him proud of her. ❶

❶ BIOGRAPHY
Reread lines 60–62. According to Jacobs, how did Eleanor's father influence her goals and values?

Few things in life came easily for Eleanor, but the first few years after her father's death proved exceptionally hard. Grandmother Hall's dark and gloomy townhouse had no place for children to play. The family ate meals in silence. Every morning Eleanor and Hall were expected to take cold baths for their health. Eleanor had to work at better posture by walking with her arms behind her back, clamped over a walking stick.

Instead of making new friends, Eleanor often sat alone in her room and read. For many months after her father's death she pretended that he was still alive. She made him the hero of stories she wrote for school. Sometimes, alone and unhappy, she just cried.

Some of her few moments of happiness came from visiting her uncle, Theodore Roosevelt, in Oyster Bay, Long Island. A visit with Uncle Ted meant playing games and romping outdoors with the many Roosevelt children.

Once Uncle Ted threw her into the water to teach her how to swim, but when she started to sink, he had to rescue her. Often he would read

to the children old Norse[3] tales and poetry. It was at Sagamore Hill, Uncle Ted's home, that Eleanor first learned how much fun it could be to read books aloud.

For most of the time Eleanor's life was grim. Although her parents had left plenty of money for her upbringing, she had only two dresses to wear to school. Once she spilled ink on one of them, and since the other was in the wash, she had to wear the dress with large ink stains on it to school the next day. It was not that Grandmother Hall was stingy. Rather, she was old and often confused. Nor did she show much warmth or love for Eleanor and her brother. Usually she just neglected them.

Just before Eleanor turned fifteen, Grandmother Hall decided to send her to boarding school in England. The school she chose was Allenswood, a private academy for girls located on the outskirts of London.

It was at Allenswood that Eleanor, still thinking of herself as an "ugly duckling," first dared to believe that one day she might be able to become a swan.

ANALYZE VISUALS What mood does this photograph of a teenage Eleanor Roosevelt convey?

At Allenswood she worked to toughen herself physically. Every day she did exercises in the morning and took a cold shower. Although she did not like competitive team sports, as a matter of self-discipline she tried out for field hockey. Not only did she make the team but, because she played so hard, also won the respect of her teammates.

They called her by her family nickname, "Totty," and showed their affection for her by putting books and flowers in her room, as was the custom at Allenswood. Never before had she experienced the pleasure of having schoolmates actually admire her rather than tease her.

At Allenswood, too, she began to look after her health. She finally broke the habit of chewing her fingernails. She learned to eat nutritious foods, to get plenty of sleep, and to take a brisk walk every morning, no matter how miserable the weather.

Under the guidance of the school's headmistress, Mademoiselle Souvestre (or "Sou"), she learned to ask searching questions and think for herself instead of just giving back on tests what teachers had said.

3. **Norse** (nôrs): coming from ancient Scandinavia, the area that is now Norway, Sweden, and Denmark.

She also learned to speak French fluently, a skill she polished by traveling in France, living for a time with a French family. Mademoiselle Souvestre arranged for her to have a new red dress. Wearing it, after all of the old, worn dresses Grandmother Hall had given her, made her feel very proud.

Eleanor was growing up, and the joy of young womanhood had begun to transform her personality.

In 1902, nearly eighteen years old, she left Allenswood, not returning for her fourth year there. Grandmother Hall insisted that, instead, she must be introduced to society as a debutante—to go to dances and parties and begin to take her place in the social world with other wealthy young women.

Away from Allenswood, Eleanor's old uncertainty about her looks came back again. She saw herself as too tall, too thin, too plain. She worried about her buckteeth, which she thought made her look horselike. The old teasing began again, especially on the part of Uncle Ted's daughter, "Princess" Alice Roosevelt, who seemed to take pleasure in making Eleanor feel uncomfortable.

Eleanor, as always, did as she was told. She went to all of the parties and dances. But she also began working with poor children at the Rivington Street Settlement House[4] on New York's Lower East Side. She taught the girls gymnastic exercises. She took children to museums and to musical performances. She tried to get the parents interested in politics in order to get better schools and cleaner, safer streets. E

Meanwhile Eleanor's life reached a turning point. She fell in love! The young man was her fifth cousin, Franklin Delano Roosevelt.

Eleanor and Franklin had known each other since childhood. Franklin recalled how once he had carried her piggyback in the nursery. When she was fourteen, he had danced with her at a party. Then, shortly after her return from Allenswood, they had met by chance on a train. They talked and almost at once realized how much they liked each other.

For a time they met secretly. Then they attended parties together. Franklin—tall, strong, handsome—saw her as a person he could trust. He knew that she would not try to **dominate** him. F

But did he really love her? Would he always? She wrote to him, quoting a poem she knew: "Unless you can swear, *'For life, for death!'* . . . Oh, never call it loving!"

Franklin promised that his love was indeed "for life," and Eleanor agreed to marry him. It was the autumn of 1903. He was twenty-one. She was nineteen.

On March 17, 1905, Eleanor and Franklin were married. "Uncle Ted," by then president of the United States, was there to "give the bride away."

E BIOGRAPHY
Reread lines 131–142. Note that Jacobs chooses details that reveal various aspects of Eleanor's personality. What are some of her strengths and weaknesses?

F CHRONOLOGICAL ORDER
Reread lines 143–152. What words and phrases help you understand the order in which Eleanor and Franklin's relationship progressed?

dominate (dŏm'ə-nāt') *v.* to have control over

4. **settlement house:** a place in a poor, neglected neighborhood where services are provided for residents.

It was sometimes said that the dynamic, energetic Theodore Roosevelt had to be "the bride at every wedding and the corpse at every funeral." And it was certainly true that day. Wherever the president went, the guests followed at his heels.

Before long Eleanor and Franklin found themselves standing all alone, deserted. Franklin seemed annoyed, but Eleanor didn't mind. She had found the ceremony deeply moving. And she stood next to her husband in a glow of idealism—very serious, very **grave**, very much in love.

grave (grāv) *adj.* solemn and dignified

In May 1906 the couple's first child was born. During the next nine years Eleanor gave birth to five more babies, one of whom died in infancy. Still timid, shy, afraid of making mistakes, she found herself so busy that there was little time to think of her own drawbacks.

Still, looking back later on the early years of her marriage, Eleanor knew that she should have been a stronger person, especially in the handling of Franklin's mother, or, as they both called her, "Mammá." Too often Mammá made the decisions about such things as where they would live, how their home would be furnished, how the children would be disciplined. Eleanor and Franklin let her pay for things they could not afford—extra servants, vacations, doctor bills, clothing. She offered, and they accepted.

Before long, trouble developed in the relationship between Eleanor and Franklin. Serious, shy, easily embarrassed, Eleanor could not share Franklin's interests in golf and tennis. He enjoyed light talk and flirting with women. She could not be lighthearted. So she stayed on the sidelines. Instead of losing her temper, she bottled up her anger and did not talk to him at all. As he used to say, she "clammed up." Her silence only made things worse, because it puzzled him. Faced with her coldness, her **brooding** silence, he only grew angrier and more distant.

brooding (brōō'dĭng) *adj.* full of worry; troubled **brood** *v.*

G CHRONOLOGICAL ORDER
The word *meanwhile* indicates that something else happened at the same time. In what ways are the early years of their marriage different for Eleanor and Franklin?

Meanwhile Franklin's career in politics advanced rapidly. In 1910 he was elected to the New York State Senate. In 1913 President Wilson appointed him Assistant Secretary of the Navy—a powerful position in the national government, which required the Roosevelts to move to Washington, D.C. G

In 1917 the United States entered World War I as an active combatant. Like many socially **prominent** women, Eleanor threw herself into the war effort. Sometimes she worked fifteen and sixteen hours a day. She made sandwiches for soldiers passing through the nation's capital. She knitted sweaters. She used Franklin's influence to get the Red Cross to build a recreation room for soldiers who had been shell-shocked[5] in combat. . . .

prominent (prŏm'ə-nənt) *adj.* well-known; widely recognized

In 1920 the Democratic Party chose Franklin as its candidate for vice-president of the United States. Even though the Republicans won

5. **shell-shocked:** affected with a nervous or mental disorder resulting from the strain of battle.

the election, Roosevelt became a well-known figure in national politics. All the time, Eleanor stood by his side, smiling, doing what was expected of her as a candidate's wife.

She did what was expected—and much more—in the summer of 1921 when disaster struck the Roosevelt family. While on vacation Franklin suddenly fell ill with infantile paralysis—polio—the horrible disease that each year used to kill or cripple thousands of children, and many adults as well. When Franklin became a victim of polio, nobody knew what caused the disease or how to cure it.

Franklin lived, but the lower part of his body remained paralyzed. For the rest of his life he never again had the use of his legs. He had to be lifted and carried from place to place. He had to wear heavy steel braces from his waist to the heels of his shoes.

His mother, as well as many of his advisers, urged him to give up politics, to live the life of a country gentleman on the Roosevelt estate at Hyde Park, New York. This time, Eleanor, calm and strong, stood up for her ideas. She argued that he should not be treated like a sick person, tucked away in the country, inactive, just waiting for death to come.

Franklin agreed. Slowly he recovered his health. His energy returned. In 1928 he was elected governor of New York. Then, just four years later, he was elected president of the United States. H

H BIOGRAPHY
Why was Franklin's illness a turning point for Eleanor?

President Franklin Delano Roosevelt and First Lady Eleanor Roosevelt, April 17, 1938

By visiting places such as this school for underprivileged boys, Eleanor Roosevelt raised public awareness of social problems.

Meanwhile Eleanor had changed. To keep Franklin in the public eye while he was recovering, she had gotten involved in politics herself. It was, she thought, her "duty." From childhood she had been taught "to do the thing that has to be done, the way it has to be done, when it has to be done."

With the help of Franklin's adviser Louis Howe, she made fund-raising speeches for the Democratic Party all around New York State. She helped in the work of the League of Women Voters, the Consumer's League, and the Foreign Policy Association. After becoming interested in the problems of working women, she gave time to the Women's Trade Union League (WTUL).[6]

It was through the WTUL that she met a group of remarkable women—women doing exciting work that made a difference in the world. They taught Eleanor about life in the slums. They awakened her hopes that something could be done to improve the condition of the poor. She dropped out of the "fashionable" society of her wealthy friends and joined the world of reform—social change.

For hours at a time Eleanor and her reformer friends talked with Franklin. They showed him the need for new laws: laws to get children out of the factories and into schools; laws to cut down the long hours that women worked; laws to get fair wages for all workers.

6. **Women's Trade Union League:** an organization founded in 1903 to promote laws to protect the rights of women working in factories and to help establish labor unions for women.

By the time that Franklin was sworn in as president, the nation was facing its deepest depression. One out of every four Americans was out of work, out of hope. At mealtimes people stood in lines in front of soup kitchens for something to eat. Mrs. Roosevelt herself knew of once-prosperous families who found themselves reduced to eating stale bread from thrift shops or traveling to parts of town where they were not known to beg for money from house to house.

Eleanor worked in the charity kitchens, ladling out soup. She visited slums. She crisscrossed the country learning about the suffering of coal miners, shipyard workers, **migrant** farm workers, students, housewives—Americans caught up in the paralysis of the Great Depression. Since Franklin himself remained crippled, she became his eyes and ears, informing him of what the American people were really thinking and feeling.

migrant (mī'grənt) *adj.* moving from place to place

Eleanor also was the president's conscience, personally urging on him some of the most **compassionate,** forward-looking laws of his presidency, including, for example, the National Youth Administration (NYA), which provided money to allow **impoverished** young people to stay in school.

compassionate (kəm-păsh'ə-nĭt) *adj.* wanting to help those who suffer

impoverished (ĭm-pŏv'ər-ĭsht) *adj.* very poor **impoverish** *v.*

She lectured widely, wrote a regularly syndicated[7] newspaper column, "My Day," and spoke frequently on the radio. She fought for equal pay for women in industry. Like no other First Lady up to that time, she became a link between the president and the American public.

Above all she fought against racial and religious prejudice. When Eleanor learned that the DAR (Daughters of the American Revolution) would not allow the great black singer Marian Anderson to perform in their auditorium in Washington, D.C., she resigned from the organization. Then she arranged to have Miss Anderson sing in front of the Lincoln Memorial.

SOCIAL STUDIES CONNECTION

At the Lincoln Memorial, Marian Anderson performed in front of 75,000 people. Later, in 1943, Anderson performed at Constitution Hall, where she had been denied.

Similarly, when she entered a hall where, as often happened in those days, blacks and whites were seated in separate sections, she made it a point to sit with the blacks. Her example marked an important step in making the rights of blacks a matter of national priority.

On December 7, 1941, Japanese forces launched a surprise attack on the American naval base at Pearl Harbor, Hawaii, as well as on other American installations in the Pacific. The United States entered World War II, fighting not only against Japan but against the brutal dictators who then controlled Germany and Italy.

Eleanor helped the Red Cross raise money. She gave blood, sold war bonds. But she also did the unexpected. In 1943, for example, she visited barracks and hospitals on islands throughout the South Pacific. When she visited a hospital, she stopped at every bed. To each soldier she said something special, something that a mother might say. Often, after she left, even battle-hardened men had tears in their eyes. Admiral Nimitz,

7. **syndicated** (sĭn'dĭ-kāt'ĭd): sold to many newspapers for publication.

who originally thought such visits would be a nuisance, became one of her strongest admirers. Nobody else, he said, had done so much to help raise the spirits of the men. ❶

By spring 1945 the end of the war in Europe seemed near. Then, on April 12, a phone call brought Eleanor the news that Franklin Roosevelt, who had gone to Warm Springs, Georgia, for a rest, was dead.

As Eleanor later declared, "I think that sometimes I acted as his conscience. I urged him to take the harder path when he would have preferred the easier way. In that sense, I acted on occasion as a spur, even though the spurring was not always wanted or welcome.

"Of course," said Eleanor, "I loved him, and I miss him."

After Franklin's funeral, every day that Eleanor was home at Hyde Park, without fail, she placed flowers on his grave. Then she would stand very still beside him there.

With Franklin dead, Eleanor Roosevelt might have dropped out of the public eye, might have been remembered in the history books only as a footnote to the president's program of social reforms. Instead she found new strengths within herself, new ways to live a useful, interesting life—and to help others. Now, moreover, her successes were her own, not the result of being the president's wife. ❶

❶ **BIOGRAPHY**
What does Admiral Nimitz's change in attitude suggest about the quality of the First Lady's work?

❶ **BIOGRAPHY**
Reread lines 297–302. What words and phrases does Jacobs use that give important details about Eleanor?

In December 1945 President Harry S. Truman invited her to be one of the American delegates going to London to begin the work of the United Nations. Eleanor hesitated, but the president insisted. He said that the nation needed her; it was her duty. After that, Eleanor agreed.

In the beginning some of her fellow delegates from the United States considered her unqualified for the position, but after seeing her in action, they changed their minds.

It was Eleanor Roosevelt who, almost single-handedly, pushed through the United Nations General Assembly a resolution giving refugees from World War II the right *not* to return to their native lands if they did not wish to. The Russians angrily objected, but Eleanor's reasoning convinced **wavering** delegates. In a passionate speech defending the rights of the refugees she declared, "We [must] consider first the rights of man and what makes men more free—not governments, but man!"

wavering (wā'vər-ĭng) *adj.* hesitating between two choices **waver** *v.*

Next Mrs. Roosevelt helped draft the United Nations Declaration of Human Rights. The Soviets wanted the declaration to list the duties people owed to their countries. Again Eleanor insisted that the United Nations should stand for individual freedom—the rights of people to free speech, freedom of religion, and such human needs as health care and education. In December 1948, with the Soviet Union and its allies refusing to vote, the Declaration of Human Rights won approval of the UN General Assembly by a vote of forty-eight to zero.

As a delegate to the United Nations, Eleanor Roosevelt defended people's rights and freedoms.

Even after retiring from her post at the UN, Mrs. Roosevelt continued to travel. In places around the world she dined with presidents and kings. But she also visited tenement slums[8] in Bombay, India; factories in Yugoslavia; farms in Lebanon and Israel. K

Everywhere she met people who were eager to greet her. Although as a child she had been brought up to be formal and distant, she had grown to feel at ease with people. They wanted to touch her, to hug her, to kiss her.

Eleanor's doctor had been telling her to slow down, but that was hard for her. She continued to write her newspaper column, "My Day," and to appear on television. She still began working at seven-thirty in the morning and often continued until well past midnight. Not only did she write and speak, she taught retarded children and raised money for health care of the poor.

As author Clare Boothe Luce put it, "Mrs. Roosevelt has done more good deeds on a bigger scale for a longer time than any woman who ever appeared on our public scene. No woman has ever so comforted the distressed or so distressed the comfortable."

Gradually, however, she was forced to withdraw from some of her activities, to spend more time at home.

On November 7, 1962, at the age of seventy-eight, Eleanor died in her sleep. She was buried in the rose garden at Hyde Park, alongside her husband.

Adlai Stevenson, the American ambassador to the United Nations, remembered her as "the First Lady of the World," as the person—male or female—most effective in working for the cause of human rights. As Stevenson declared, "She would rather light a candle than curse the darkness." L

And perhaps, in sum, that is what the struggle for human rights is all about.

K CHRONOLOGICAL ORDER
Reread lines 303–328. Note the accomplishments that Mrs. Roosevelt achieved after her husband's death. What words and phrases help you figure out the order of the events?

L BIOGRAPHY
Reread lines 338–350. Why might Jacobs quote two famous people and their thoughts about Mrs. Roosevelt in these last paragraphs?

8. **tenement** (tĕn'ə-mənt) **slums:** parts of a city where poor people live in crowded, shabby buildings.

E-Learning Path - Step by Step
Performance Task Instructions

Brief Instructions for working through the task: Work through each step and submit/ communicate with your teacher after completion.

Introduction: Review Introduction to understand the problem/issue/challenge while working through the task.

Driving Question: Provided in Performance Task : The driving question provides the context for the task. It helps you understand the purpose of the challenge and the course topics you will be learning about. You will answer the question through research and creation of an authentic product(s).

---

1. Set the Stage

Review the *Career Video.*
Answer the **Guiding Questions.**
Complete the reflection.

Guiding Questions Reflection:

- Answer the **Guiding Questions** from the Career Video.
- What examples of course topics and skills are needed to be successful in this field?
- What questions would you want to ask the person or people featured in this video about their work and the problems they solve?

2. Explore the Background

____ Review the Big Ideas & Essential Questions

____ Read, View and Analyze the scenario.
- Review *Goal, Role, Audience, Situation*
- Discuss what is important and why; Take notes on your discussion identifying thoughts and ideas.

Individual/or SmallGroup Reflection:

Define the task challenge in your own words and why this task challenge is important

Gathering Background Knowledge

____ Complete *Constructed Response(s)/Literacy Task (Optional)*
Submit CR/LT Product to PPM. (Individual/Group Submission Possible)

Review the Product and Questioning (each one would be its own screen)

_____ Read product description
_____ Watch product video
_____ Consider research questions and/or view provided research questions

If creating your own research questions:

The prompt below is meant to develop research questions as part of deciding what you want to learn and need to know. Research questions should be created for EACH product and/or the task goal.

Your team will need to brainstorm questions that will drive your research related to your ROLE, the target AUDIENCE and the PRODUCT(s) that you will create. Following the brainstorm session, determine the best questions to drive your research. These questions may be adjusted as you conduct the research and learn more about what you want to do and accomplish. Be sure to build 2-3 questions for each of the following:

- *understanding the course topics needed*
- *the wants/needs of the audience*
- *creation of the projects/products*

3. Do the Research

(Inquiry) Developing questions for research for the task and/or for each product.

_____Review the research questions you created or review the ones provided in Defined Learning. These questions will be used to help guide your research to complete the products for your audience.

_____Determine the research to conduct. This may include *Learning Objects, Research Resources, Constructed Responses/Literacy Tasks* and/or *Career Videos* in Defined Learning or use research resources provided by your teacher.

Your teacher may want you to complete your own research on the topic.

_____Conduct research and create answers to your questions either individually or as part of a group.

Research Reflection: *You and/or your team will need to reflect on your research process. Consider the following:*

- *Describe your research process and how you accessed valuable information.*
- *How did you decide that the research resources you used were helpful and credible?*
- *Choose one resource you used. Discuss how the resource was helpful to you. Explain why you chose this example.*
- *How did your individual research help prepare the group to create the product?*

4. Design Process & Product Creation *(one of these for each product)*

Brainstorming, Analyzing & Planning

_____ Review the product description, product video & rubric for the product

_____ Brainstorming: Based on your group's analysis of the research, brainstorm potential solutions, designs, and recommendations

_____ Analyze/Decide: Based on your group's brainstorming - decide on the best ways to move forward and create a product that meets the needs of the target audience and addresses the goal of the task.

_____ Create the product(s) in which you provide solutions, make recommendations, predictions, inferences, or take any other appropriate actions that are required. Make sure that the product(s) meet the needs of the audience.

_____ Present and/or submit your product(s) to the audience. Be prepared to support your decisions and the products you have developed with evidence to justify and support your findings.

5. Submit Product to PPM.

_____ Reflect on products based upon self-evaluation, rubric review, audience and/or teacher feedback. Was the Goal of the task and any other requirements met?

____ Revise your products as needed.

Re-Submit Product to PPM if Needed.

6. Final Reflection

Final Reflection Questions (The teacher will select the most appropriate questions for reflection)

- What problems did you encounter while you were working on this task? How did you and your team solve them?
- How well did the group work together? How did you contribute to the group?
- What did you learn were your greatest strengths? Your biggest areas for improvement?
- What part of your work are you most proud of? What would you do differently next time? Why?
- What course topics did you use to create your products and solve the issue/challenge?
- What skills did you use (e.g.,. problem solving, creativity, critical thinking) to work through the task and finish the project?

Project Overview

ARCHITECT: TINY HOUSE DESIGNER

INTRODUCTION

Over the last decade, the Tiny House movement has been spreading. A tiny house is a residential structure under 400 square feet (400 square feet is similar to the size of a two car garage.) The Tiny house movement is becoming more popular because it is more affordable, more environmentally conscious, and just a simpler and easier way of living. Simpler living means less stress and more time to focus on what is important in life.

Create a tiny house that withstands a natural disaster such as hurricane, earthquake, etc. Create a tiny house made of specific materials. Create a tiny house that uses green energy sources.

BIG IDEA / ESSENTIAL QUESTIONS

BIG IDEA

Geometric relationships can be described, analyzed, and classified based on spatial reasoning and/or visualization.

Measurement attributes can be quantified, and estimated using customary and non-customary units of measure.

Energy can be transferred from one form to another.

Human decisions related to design, materials, and systems can impact the environment locally and globally.

ESSENTIAL QUESTIONS

How are spatial relationships, including shape and dimension, used to draw, construct, model, and represent real situations or solve problems?

In what ways are the mathematical attributes of objects or processes measured, calculated and/or interpreted?

How is energy transferred and conserved?

How do human decisions related to design, materials, and systems can impact the environment?

G.R.A.S.P.

GOAL

As a Tiny House Architect, you will be creating a Tiny House Community in your area. A Tiny house is a house whose square footage must be less than 400 sq ft.

ROLE

You are an independent contractor and an expert Tiny House architect. You will be informing the public about your new Tiny House Community as well as developing a model Tiny House.

AUDIENCE

Your audience is the local community and potential buyers.

SITUATION

Over the last decade, the tiny house movement has been spreading. A tiny house is a residential structure under 400 square feet. The most popular reasons a person chooses a tiny house include environmental concerns, financial concerns, and the desire for more time and freedom.

As a Tiny House Architect, you will be creating a Tiny House Community in your area.
You will be informing the public about your new Tiny House Community as well as developing a model Tiny House. Remember that a Tiny House is a house whose square footage must be less than 400 sq ft.

Below are a few links to help you with your research as well as links to articles and videos of students in various states who have built Tiny Houses:

Tiny House Building Checklist: https://thetinylife.com/ryans-tiny-house/tiny-house-building-checklist/

Virtual 3D tours of Tiny Houses: https://www.tumbleweedhouses.com/virtual-tours/

Tiny house living is a movement. People choose to live in a smaller space. A tiny house is between 100 and 400 square feet. Tiny homes come in all sizes and forms. Owning a tiny house is about simpler living, being energy efficient, and saving money. The cost of a tiny home is much lower than a common house. Tiny houses cost between $10,000 and $40,000. Bigger, traditional houses cost about $200,000. The low price means you can save up money and pay for it rather than get a bank loan. If you can't pay cash, the loan payments will be much smaller for a tiny house. Tiny houses can be very eco-friendly. The small house can be made out of recycled and repurposed materials. This will keep the cost of the house lower and help the environment. Many tiny homes use solar or wind resources to give the house power. Using a rainwater catch and filtration system and having a composting toilet are other ways to be environmentally friendly.

PRODUCTS (CHOOSE 2 OF THE FOLLOWING TO COMPLETE AND USE THE RUBRICS AS A GUIDE. THERE ARE 6 OPTIONS.)

1. BROCHURE OR INFOGRAPHIC

As part of your work, you need to create an infographic or brochure for the community to inform them about the Tiny House Community. You will need to do some research on Tiny House types, different floor plans, how they are heated/cooled, plumbing, utilities, appliances needed, etc. Include the advantages and disadvantages to living in a Tiny House and why they are becoming more popular.

What rooms do tiny houses have?

What are the basic functions that the interior space needs to provide?

How can we design spaces to be multifunctional and to efficiently use space?

How are tiny houses heated and cooled?

What type of plumbing is used in a tiny house?

RUBRIC ARCHITECT: TINY HOUSE - BROCHURE

Achievement Levels	**1**	**2**	**3**	**4**
Research(x1)	Product demonstrates a lack of research conducted around the topic.	Product demonstrates that some research was conducted around the topic.	Product demonstrates that research was conducted around the topic using few credible or appropriate sources.	Product demonstrates that thorough research was conducted around the topic using several credible and appropriate sources.
Design(x1)	The brochure or infographic design is unoriginal. Pictures used do not support the important information.	The brochure or infographic design is somewhat original. Few pictures are creatively used with the important information to get the reader interested.	The brochure or infographic design is mostly original. Pictures are creatively used with most important information to get the reader interested.	The brochure or infographic design is original. Pictures are creatively used with the important information to get the reader interested.
Layout(x1)	The brochure/infographic uses few fonts, graphics, attributes making it difficult to understand.	The brochure/ infographic makes use of some appropriate fonts, graphics and attributes making it easy to understand and providing some important information.	The infographic uses sufficient knowledge of fonts, graphics and attributes making it easy to understand providing adequate information.	The brochure/infographic employs a deep knowledge of fonts, graphics and attributes making it visually appealing and easy to understand providing critical information.
Conventions(x1)	Product contains a large number of	Product contains some	Product contains few	Product contains no errors of spelling,

	errors of spelling, grammar, capitalization, and punctuation.	errors of spelling, grammar, capitalization, and punctuation. Few sources are appropriately cited.	errors of spelling, grammar, capitalization, and punctuation. Some sources are appropriately cited.	grammar, capitalization, and punctuation. All sources are appropriately cited.

2. SCALE MODEL FLOOR PLAN

You are designing a model home for the new Tiny House Community. As part of this work, you will need to create a scale model (blueprint) for the model tiny house. This model can be done on graph paper or using technology.

Your first task is to decide the measurements of each room. The square footage of each room should be determined by the approximate amount of time spent in that room - the longer a person will be in the room, the bigger it should be. Remember that the square footage of your house must be smaller than 400 sq ft. Be sure that your floor plan is drawn to scale. Don't forget to include a key for the ratio of the measurements.

Along with the scale model, include a chart that shows the actual dimensions (length, width, height and square footage) of each area so the public can understand the specific room sizes of the tiny house. Be sure to provide all appropriate units and show all of your math calculations.

What is the square footage of your tiny home?

What rooms do you spend the most amount of time in?

How/where will you store items?

RUBRIC ARCHITECT: TINY HOUSE - FLOOR PLAN

Achievement Levels	**1**	**2**	**3**	**4**
Scale Drawing(x1)	Product is inaccurate as a scale drawing.	Product is a very basic scale drawing with the potential to represent some actual measurements.	Product is an adequate scale drawing that can be used to represent actual measurements.	Product is an excellent scale drawing that can be used to represent actual measurements.
Measurement & Area Calculations(x1)	Product demonstrates minimal understanding of area and linear measurements through inaccurate/incomplete calculations and units.	Product demonstrates some understanding of area and linear measurements through partially accurate calculations and units.	Product demonstrates satisfactory understanding of area and linear measurements through mostly accurate calculations and units.	Product demonstrates thorough understanding of area and linear measurements through accurate calculations and units.
Ratios & Unit Rates(x1)	Product shows a limited understanding of ratios by providing an incorrect unit rate for the scale drawing.	Product shows a basic understanding of ratios by providing a partially correct unit rate for the scale drawing with units.	Product shows a satisfactory understanding of ratios by providing a mostly correct unit rate for the scale drawing with units.	Product shows a complete understanding of ratios by providing a correct unit rate for the scale drawing with appropriate units.
Design	Product demonstrates	Product	Product	Product

Creativity(x1)	little use of creative and innovative thinking throughout the engineering and design process.	demonstrates partial use of creative and innovative thinking throughout the engineering and design process.	demonstrates sufficient use of creative and innovative thinking throughout the engineering and design process.	demonstrates expert use of creative and innovative thinking throughout the engineering and design process.

3. 3D MODEL

Your team will need to create a 3D model of your Tiny House so the public can see what it will look like before the model home is built. This 3D model can be designed using materials such as card stock, cardboard, scrap wood, etc or using technology such as Google SketchUp. Your model should be constructed to scale and be sure to include that ratio as a key. Be sure to include the openings for windows and doors, representations for appliances, utilities, and furniture, as well as areas for storage. If you have a loft or an upstairs, be sure that is part of the model as well. Will the Tiny House have a porch, deck or garden? If so, be sure to include those aspects in your model. Make sure everything in your model is to scale and that the ratio is included.

Will you have furniture that has more than one purpose?

Will your Tiny House have more than one floor or a loft?

How will the people get to the loft or 2nd floor?

RUBRIC ARCHITECT: TINY HOUSE - MODEL

Achievement Levels	1	2	3	4
Engineering Design(x1)	Product demonstrates minimal understanding of the criteria and constraints of the design problem with regard to size, materials, and function of the product.	Product demonstrates some understanding of the criteria and constraints of the design problem with regard to size, materials, and function of the product.	Product demonstrates adequate understanding of the criteria and constraints of the design problem with regard to size, materials, and function of the product.	Product demonstrates strong understanding of the criteria and constraints of the design problem with regard to size, materials, and function of the product.
Mathematics and Modeling(x1)	Images exhibit minimal attention to detail in construction and synthesis of geometric figures to create the products.	Images exhibit some attention to detail in construction and synthesis of geometric figures to create the products.	Images exhibit satisfactory attention to detail in construction and synthesis of geometric figures to create the products.	Images exhibit great attention to detail in construction and synthesis of geometric figures to create the products.
Measurement & Scale(x1)	Product demonstrates minimal understanding ratios and measurements by showing an inappropriate units and scale	Product demonstrates some understanding ratios and measurements by showing partially appropriate units and scale.	Product demonstrates satisfactory understanding ratios and measurements by showing mostly appropriate units and scale.	Product demonstrates thorough understanding ratios and measurements by showing appropriate units and an accurate scale.
Alternative Energy Solutions(x1)	Product shows few or none of the alternate energy	Product shows some of the appropriate	Product shows many of the appropriate	Product shows all of the appropriate alternate energy

	sources that will be used for the house.	alternate energy sources that will be used for the house.	alternate energy sources that will be used for the house.	sources that will be used for the house.
Creativity & Innovation(x1)	Product demonstrates little use of creative and innovative thinking throughout the engineering and design process.	Product demonstrates partial use of creative and innovative thinking throughout the engineering and design process.	Product demonstrates sufficient use of creative and innovative thinking throughout the engineering and design process.	Product demonstrates expert use of creative and innovative thinking throughout the engineering and design process.

4. SYSTEMS DIAGRAM

Construct a diagram that explains either a water or energy system to be used in the house that will minimize the impact of the humans in the house on the environment. This diagram will need to include all of the parts of the systems including inputs and outputs and the overall value of the system for the house, the people living in the house, and the environment.

- How can water and energy be supplied to the house?

  What type of systems would be most economical and why?

  What type of systems would be most beneficial for those living in the house and why?

  What type of systems would be best for the environment and why?

RUBRIC ARCHITECT: TINY HOUSE - SYSTEMS DIAGRAM

Achievement Levels	**1**	**2**	**3**	**4**
Minimizing Human Impact on Environment(x1)	The product minimally applies scientific principles to visually design a method for minimizing a human impact on the environment.	The product somewhat applies scientific principles to visually design a method for minimizing a human impact on the environment.	The product adequately applies scientific principles to design a method for minimizing a human impact on the environment.	The product thoroughly applies scientific principles to design a method for minimizing a human impact on the environment.
Systems Flow(x1)	The product does not visually describing the flow of energy into, out of, and through the system to explain the system's behavior.	The product somewhat visually describing the flow of energy into, out of, and through the system to explain the system's behavior.	The product does a sufficient job of visually describing the flow of energy into, out of, and through the system to explain the system's behavior.	The product does an excellent job of visually describing the flow of energy into, out of, and through the system to explain the system's behavior.
System Components(x1)	The visualization minimally demonstrates that the system is an organized group of related objects that can work together in a predictable manner.	The visualization somewhat demonstrates that the system is an organized group of related objects that can work together in a predictable manner.	The visualization sufficiently demonstrates that the system is an organized group of related objects that can work together in a predictable manner.	The visualization is a thorough demonstration that the system is an organized group of related objects that can work together in a predictable manner.
Diagram Details(x1)	The diagram is minimally supported by labels brief explanation, and symbols necessary to understand how the process flows through the	The diagram is somewhat supported by labels, brief explanations, and symbols necessary to understand how the process flows through the	The diagram is adequately supported by labels, brief explanations, and symbols necessary to understand how the process flows through the system.	The diagram is thoroughly supported by labels, brief explanations, and symbols necessary to understand how the process flows through the system.

	system.	system.		

5. CONSTRUCTION MATERIALS DATA TABLE

Create a data table that contains information related to synthetic and natural materials that can be used to construct the house. Research information related to materials that could be used for the outside of the house, to insulate the house, flooring, walls, and cabinets. Within this table include: origin of the material, how the material was developed, benefits and drawbacks of using the materials, impact of the material on the house and the environment, and any other information you believe would be beneficial to help the people building the house to make good decisions.

What are synthetic materials and how can they be used to construct the house; what are their benefits and concerns?

What are natural materials and how can they be used to construct the house; what are their benefits and concerns?

What types of materials would be best for constructing a home and why?

RUBRIC ARCHITECT: TINY HOUSE - MATERIALS TABLE

Achievement Levels	**1**	**2**	**3**	**4**
Origin of Synthetic Materials (x1)	The product provides a minimal description for how synthetic materials come from natural resources and impact the construction of the house.	The product provides a somewhat describes how synthetic materials come from natural resources and impact the construction of the house.	The product provides a sufficient description for how synthetic materials come from natural resources and impact the construction of the house.	The product provides a thorough description for how synthetic materials come from natural resources and impact the construction of the house.
Attributes of Synthetic Materials and Home Construction(x1)	The product provides little evidence based upon research as to the attributes of natural and synthetic materials and their value in home construction.	The product provides some evidence based upon research as to the attributes of natural and synthetic materials and their value in home construction.	The product provides sufficient evidence based upon research as to the attributes of natural and synthetic materials and their value in home construction.	The product provides strong evidence based upon research as to the attributes of natural and synthetic materials and their value in home construction.
Materials and Potential Impact on Humans and the Environment(x1)	The product is minimally effective in utilizing scientific principles and practical applications of the materials to determine the	The product is somewhat effective in utilizing scientific principles and practical applications of the materials to determine the	The product is mostly effective in utilizing scientific principles and practical applications of the materials to determine the	The product expertly utilizes scientific principles and practical applications of the materials to determine the potential impacts

	potential impacts on people and the natural environment that may limit possible solutions.	potential impacts on people and the natural environment that may limit possible solutions.	potential impacts on people and the natural environment that may limit possible solutions.	on people and the natural environment that may limit possible solutions.
Organization(x1)	Data table is unorganized and has few labels to help the reader understand the information.	Data table is somewhat organized and has some labels to help the reader understand the information.	Data table is organized and has labels to help the reader understand most of the information.	Data table is very organized and has appropriate labels to help the reader understand all of the information.

6. SYSTEMS FLOWCHART

Your task is to create a systems flowchart based upon the type of energy you believe should heat this tiny house. The drawing should inform the design and development of the prototype device. You will need to construct the prototype so that it can be tested and refined as needed to maximize the heat produced.

What is the best way to heat a house and why?

How does heating system produce heat to be used in the house to keep the people the living in the house warm?

How is heat created for a house through a device?

RUBRIC ARCHITECT: TINY HOUSE - SYSTEMS FLOWCHART

Achievement Levels	1	2	3	4
Materials and Potential Impact on Humans and the Environment(x1)	The product is minimally effective in utilizing scientific principles and practical applications to select a heating system that has minimal impact on people and the natural environment that may limit possible solutions.	The product is somewhat effective in utilizing scientific principles and practical applications to select a heating system that has minimal impact on people and the natural environment that may limit possible solutions.	The product is mostly effective in utilizing scientific principles and practical applications to select a heating system that has minimal impact on people and the natural environment that may limit possible solutions.	The product expertly utilizes scientific principles and practical applications to select a heating system that has minimal impact on people and the natural environment that may limit possible solutions.
Creating a Device Maximizing Thermal Energy Transfer(x1)	The products are the result of minimal application of scientific principles to design, construct, and test a device that maximizes thermal energy transfer.	The products are the result of some application of scientific principles to design, construct, and test a device that maximizes thermal energy transfer.	The products are the result of a sufficient application of scientific principles to design, construct, and test a device that maximizes thermal energy transfer.	The products are the result of a thorough application of scientific principles to design, construct, and test a device that maximizes thermal energy transfer.
Research and Development(x1)	The products provide minimal evidence of answers to questions developed to help solve the problem of heating the house in the best way possible.	The products provide some evidence of answers to questions developed to help solve the problem of heating the house in the best way possible.	The products provide adequate evidence of answers to questions developed to help solve the problem of heating the house in the best way possible.	The products provide strong evidence of answers to questions developed to help solve the problem of heating the house in the best way possible.
Visualization of	Visual	Visual	Visual	Visual

Information(x1)	representation is created in a way that minimally supports the components and the interactions within the system	representation is created in a way that somewhat supports the components and the interactions within the system	representation is created in a way that adequately supports the components and the interactions within the system.	representation is created in a way that strongly supports the components and interactions within the system.

Social Entrepreneurs: Taking On World Problems

High School Students Build Tiny Houses For Flood Victims

February 6, 2017 · 5:11 AM ET
Heard on Morning Edition

KARA LOFTON

FROM Public Broadcasting

3-Minute Listen

PLAYLIST Download
Transcript

A student stands in one of the tiny houses created for flood victims in West Virginia. The homes, built by high school students, are fewer than 500 square feet.

Kara Lofton/West Virginia Public Broadcasting

Stand in the center of this house and you'll find yourself in the living room and the dining room.

And the bedroom. Oh, and also the kitchen.

At 500 square feet and designed to hold as many as six people, the house makes for quite a tiny home. But for many, it's just enough for now.

Since flooding in West Virginia last June killed at least 23 people and destroyed more than 5,000 homes, residents have been struggling to find adequate housing.

These small homes, built by high school students in nearby vocational schools, may be the solution.

Dakota Carte, a student working on the building project at Carver Career Center in Charleston, stands inside one of the houses, gesturing to different areas in the house.

ARCHITECTURE

Do-It-Yourself Downsize: How To Build A Tiny House

There's a loft for sleeping up top. Then there's a hot water tank, a fridge and a stove, all in close proximity.

"This is a tiny house, so everything is a little compact," Carte says.

The entire structure is a little bigger than a generous walk-in closet.

Because so many West Virginia families are still struggling, the school board decided students would build tiny homes for flood victims rather than working on bookshelves or birdhouses.

"Folks in West Virginia were still suffering even though all the press had gone away," said Kathy D'Antoni, who oversees the state's vocational schools.

AROUND THE NATION

As A Guerrilla Movement, Tiny Homes May Emerge As Alternative To Shelters

For the project, the schools received $20,000 from the Board of Education, along with significant contributions from neighboring communities. So far, 15 homes have been built.

By participating, students can learn practical skills like carpentry, electrical work and plumbing.

Emily Glover, a student at Marion County Technical Center, worked on construction with classmates after school.

"You learn everything from laying it out to actually building it," she said.

One of these homes will belong to Brenda Rivers, who lost her house to the flood last June. For months, she lived in a camper on the back of her daughter's property.

CITIES PROJECT

Living Small In The City: With More Singles, Micro-Housing Gets Big

She had partial flood insurance and received assistance from the federal government to help pay off her mortgage. Even then, she couldn't afford the down payment for another home.

Her son offered her a mobile home, but she said she couldn't find anyone to move it.

"The weather was getting bad, and I said 'Just let me have my tiny house until spring or summer,'" she said.

Rivers said she can't imagine living in the tiny home long-term. (It is pretty tiny, after all.)

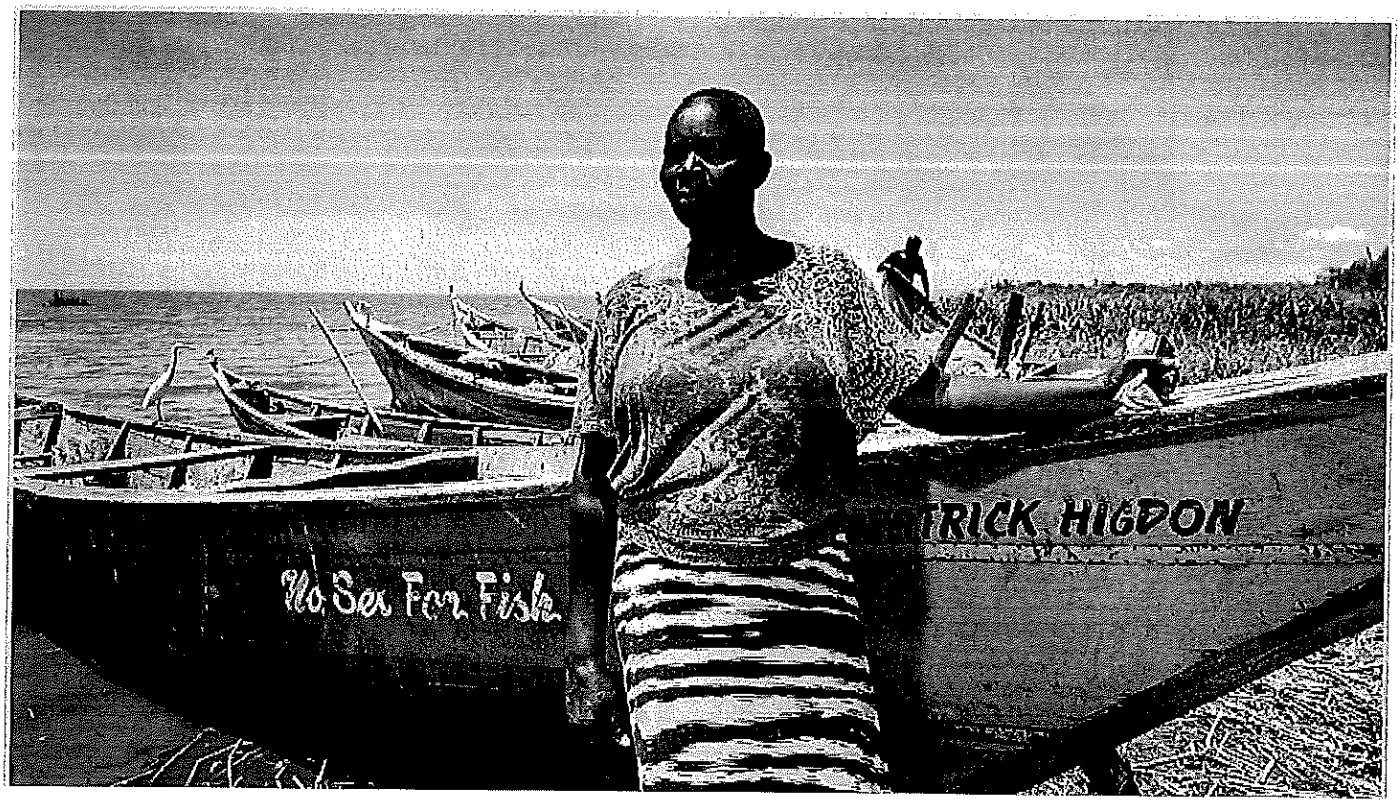
But for her and other families benefiting from the project, the houses are a tiny but altogether significant step in regaining a home.

tiny home west virginia

More Stories From NPR

NATIONAL

Meals On Wheels Serves Up Breakfast, Lunch And Community At Local Diner

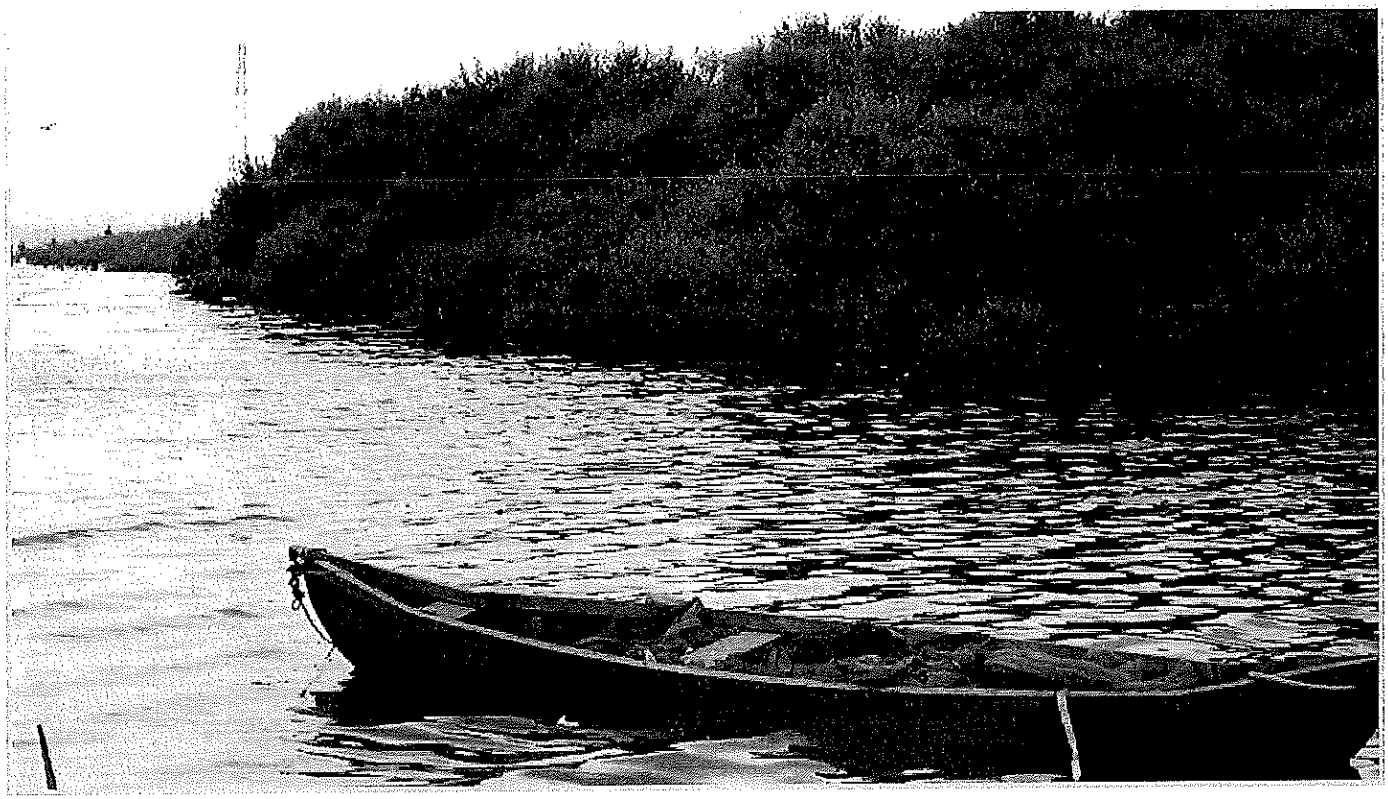


AFRICA

No Sex For Fish: How Women In A Fishing Village Are Fighting For Power

SOCIAL ENTREPRENEURS: TAKING ON WORLD PROBLEMS

In Alaska's Wilderness, A New Vision Of Higher Learning



WORLD

Mangroves Help Fight The Effects Of Climate Change. So Why Is Mumbai Destroying Them?

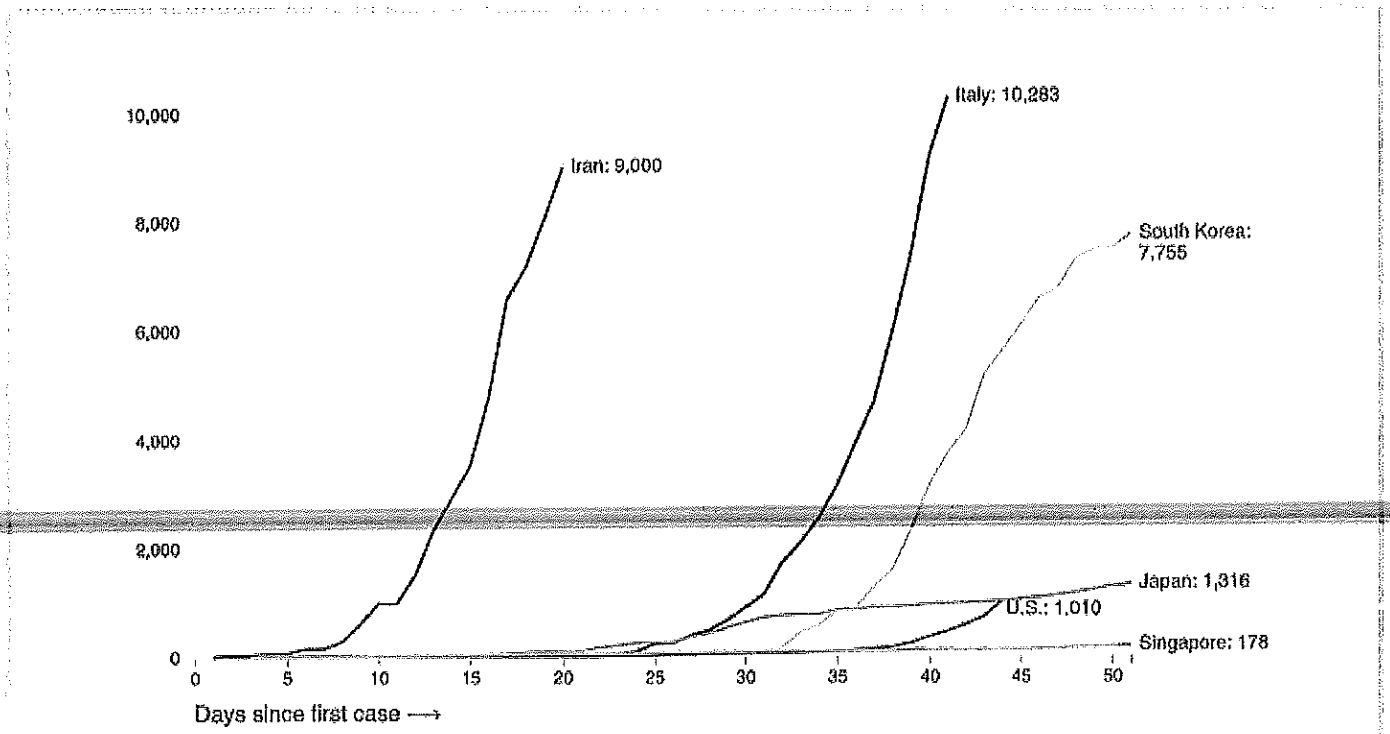
GLOBAL HEALTH

The Doctor Will Skype You Now: Virtual Checkups Reach Bangladesh's Isolated Islands

NATIONAL

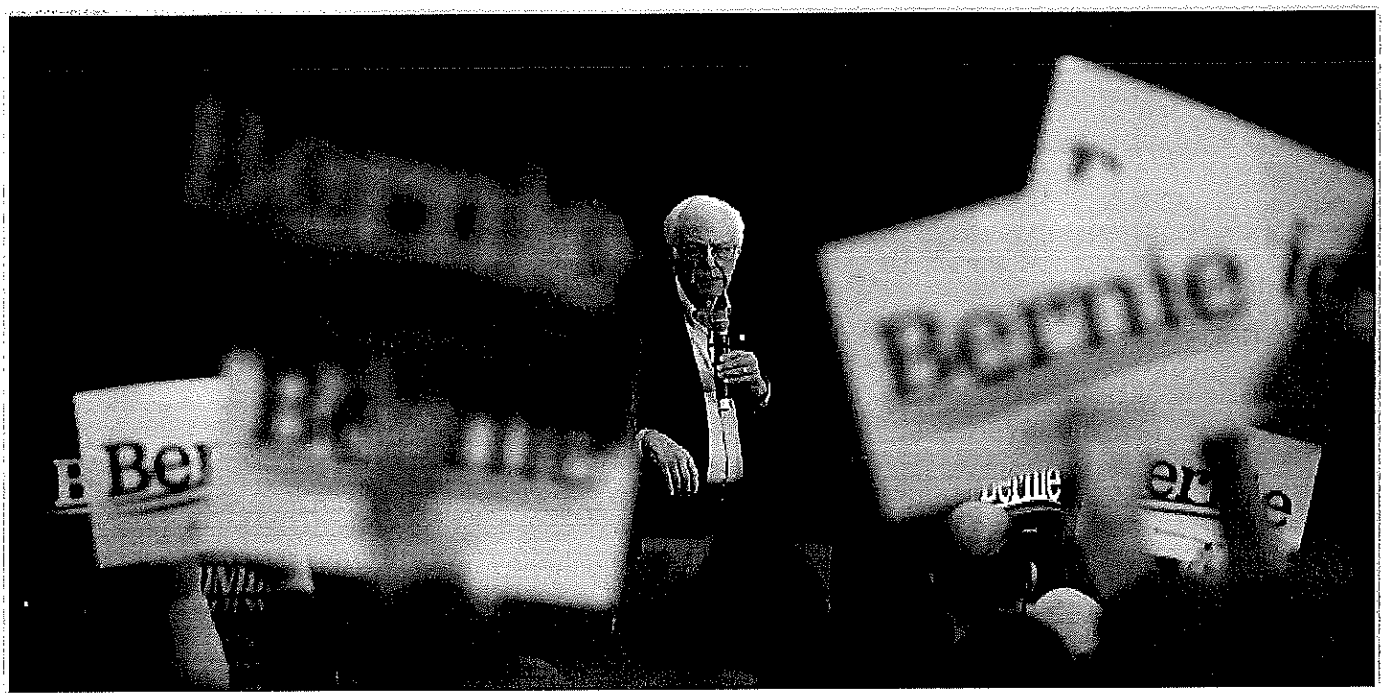
MacArthur Fellow Walter Hood Revitalizes Neglected Urban Spaces

Popular on NPR.org



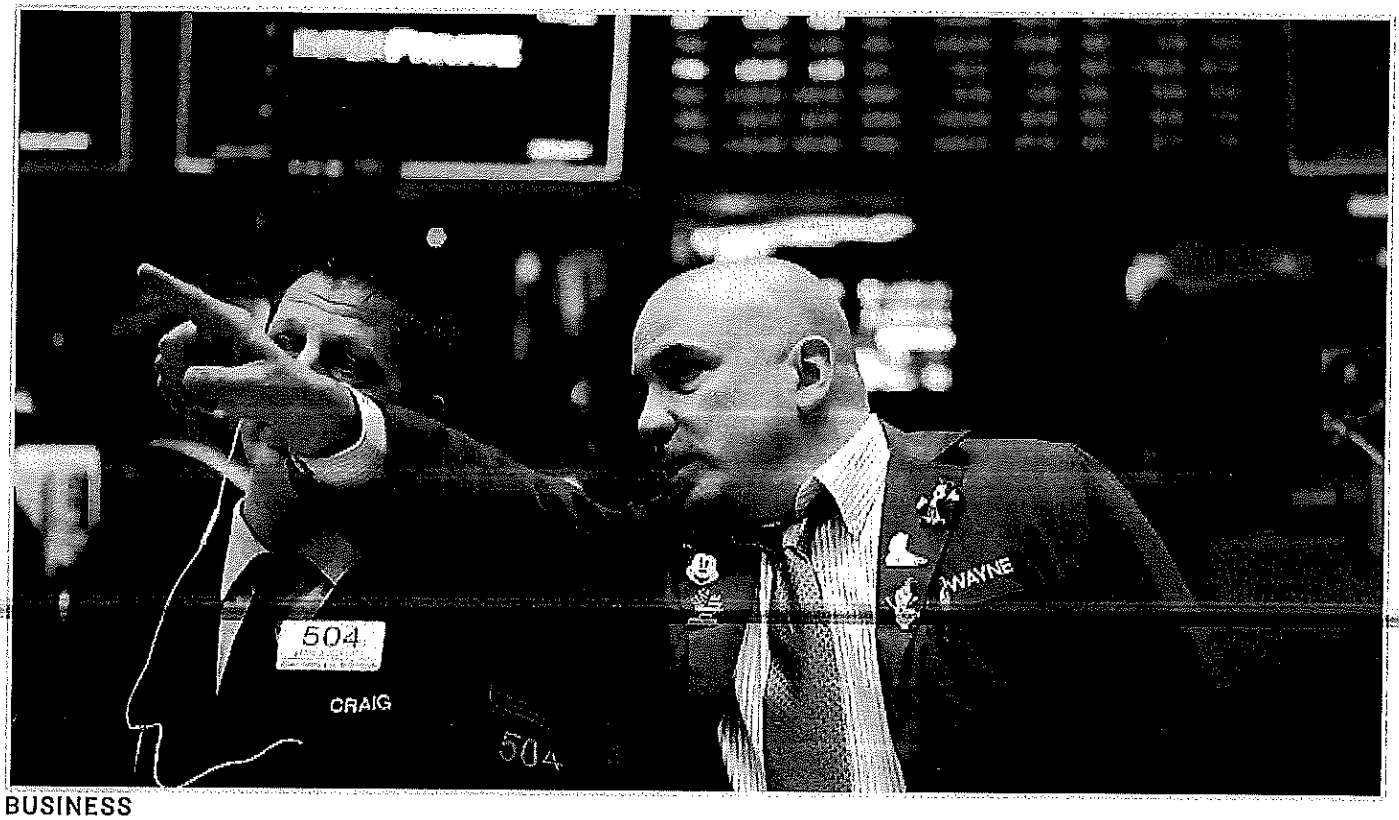
GLOBAL HEALTH

Singapore Wins Praise For Its COVID-19 Strategy. The U.S. Does Not



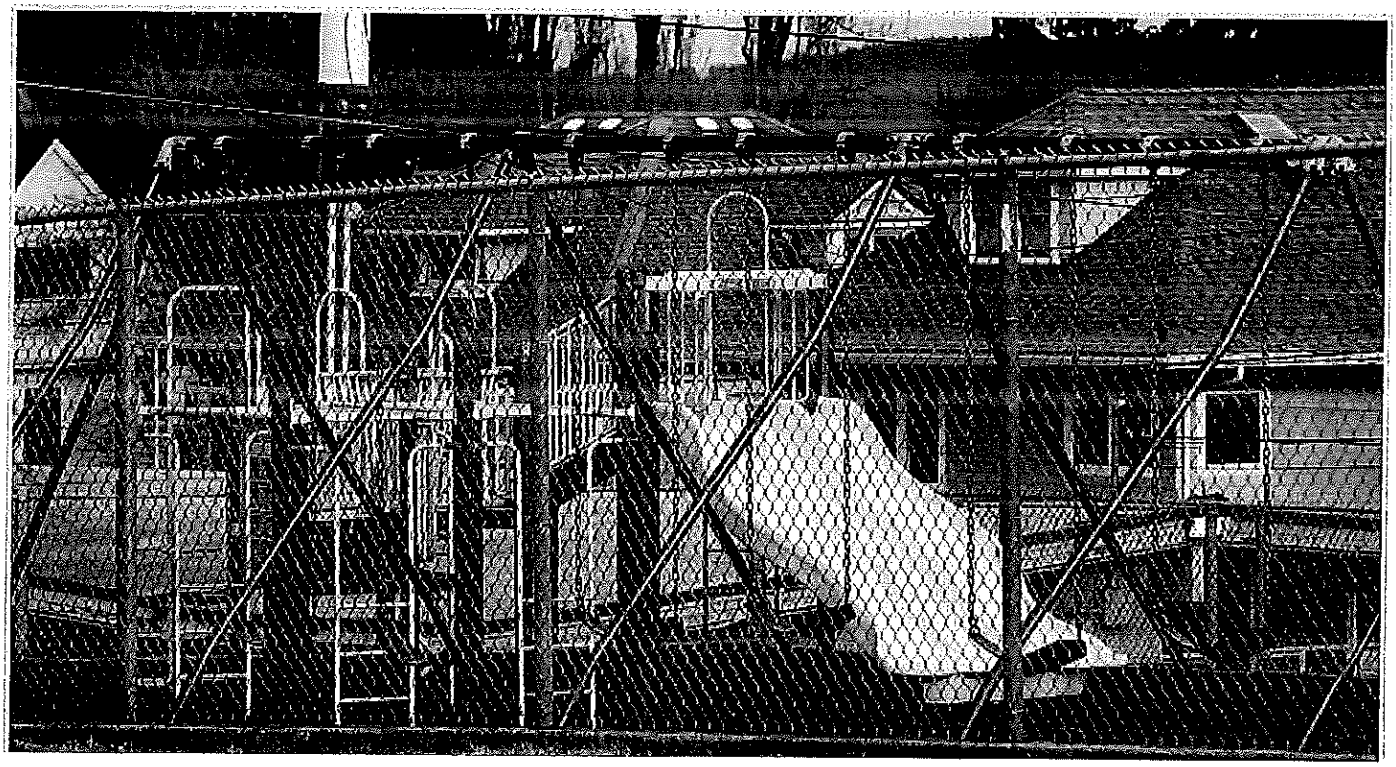
ANALYSIS

Sanders Offers Biden A Path To Win Over His Movement



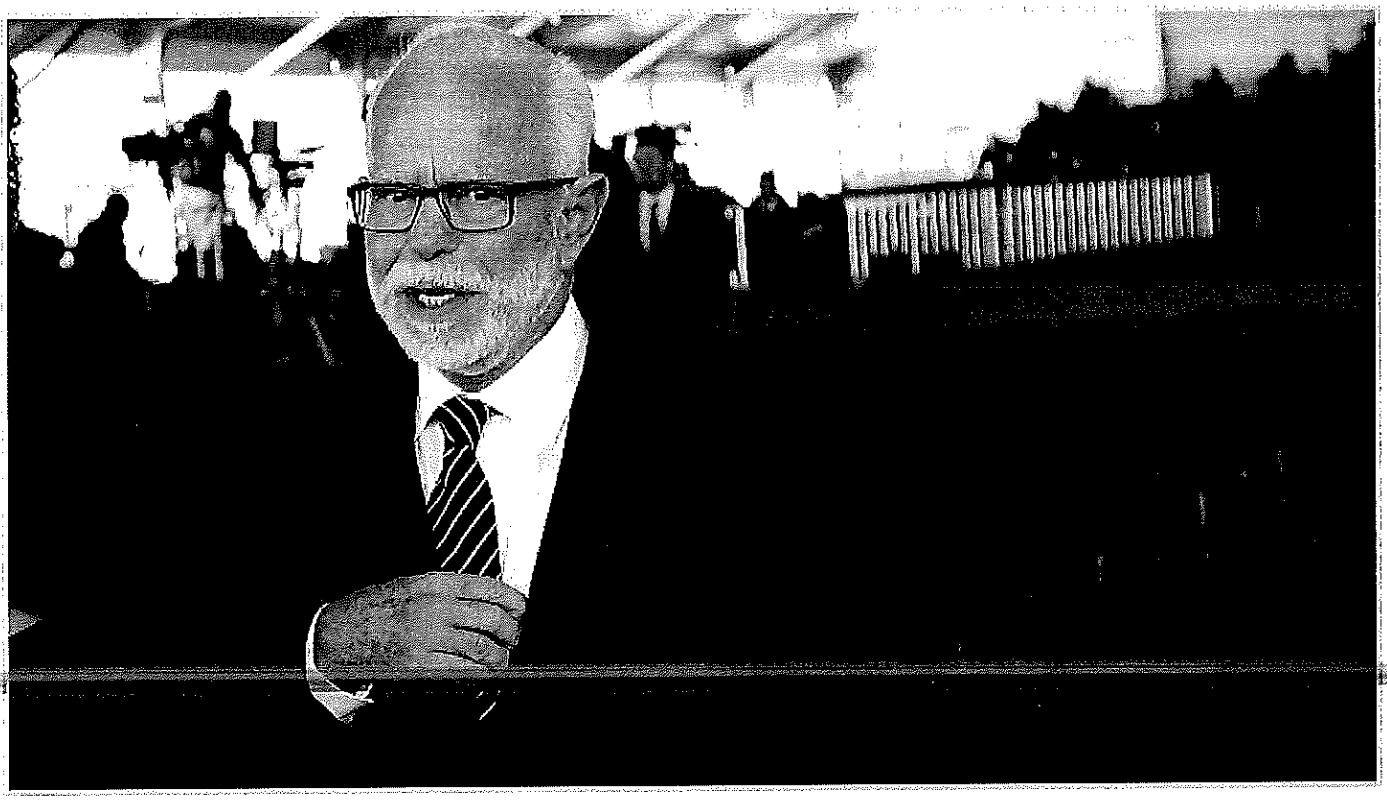
BUSINESS

Dow Plunges 2,300 Points: Stocks In Meltdown As Panic Selling Continues



EDUCATION

When Should Schools Close For Coronavirus?



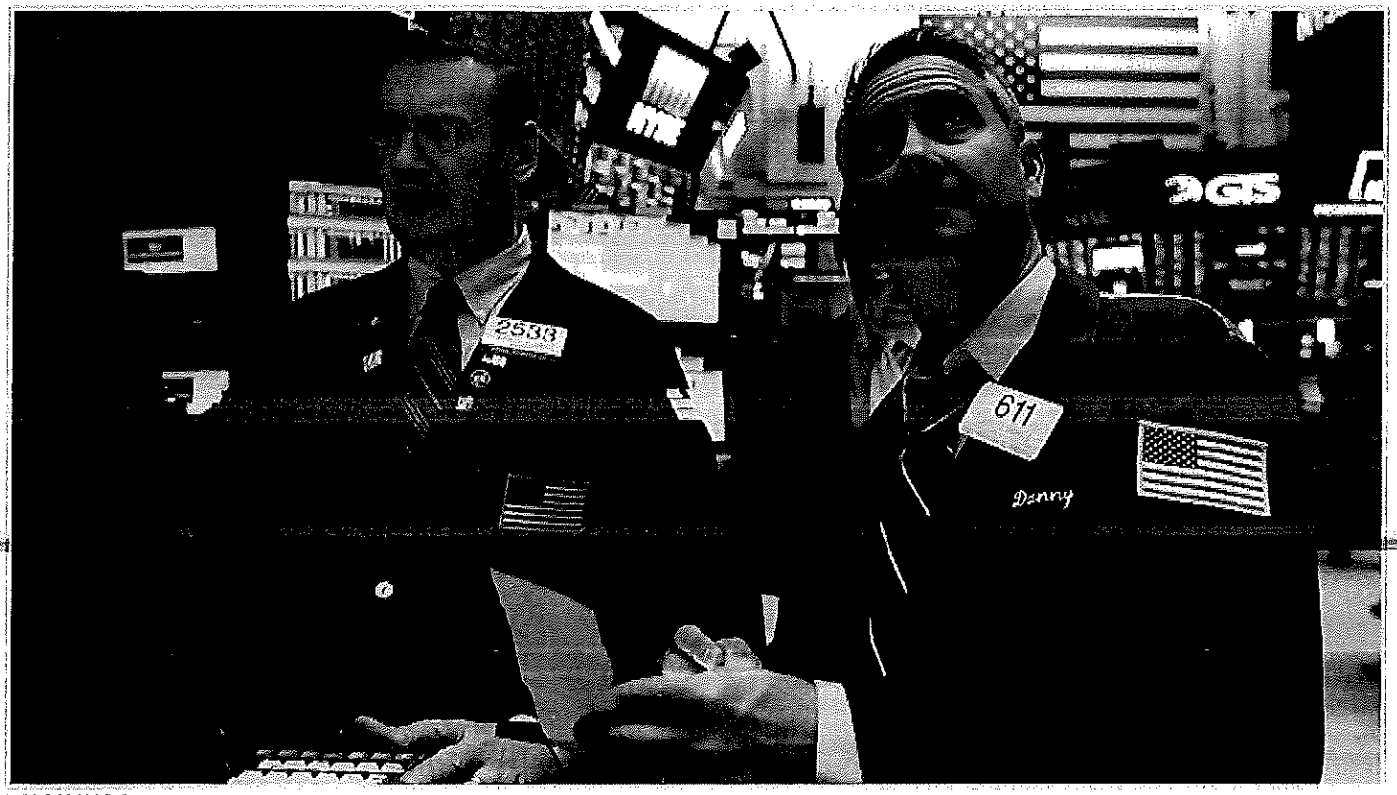
LAW

Missouri Sues Televangelist Jim Bakker For Selling Fake Coronavirus Cure

HEALTH

You Have A Fever And A Dry Cough. Now What?

NPR Editors' Picks



BUSINESS

Dow Opens Up More Than 1,200 Points

POLITICS

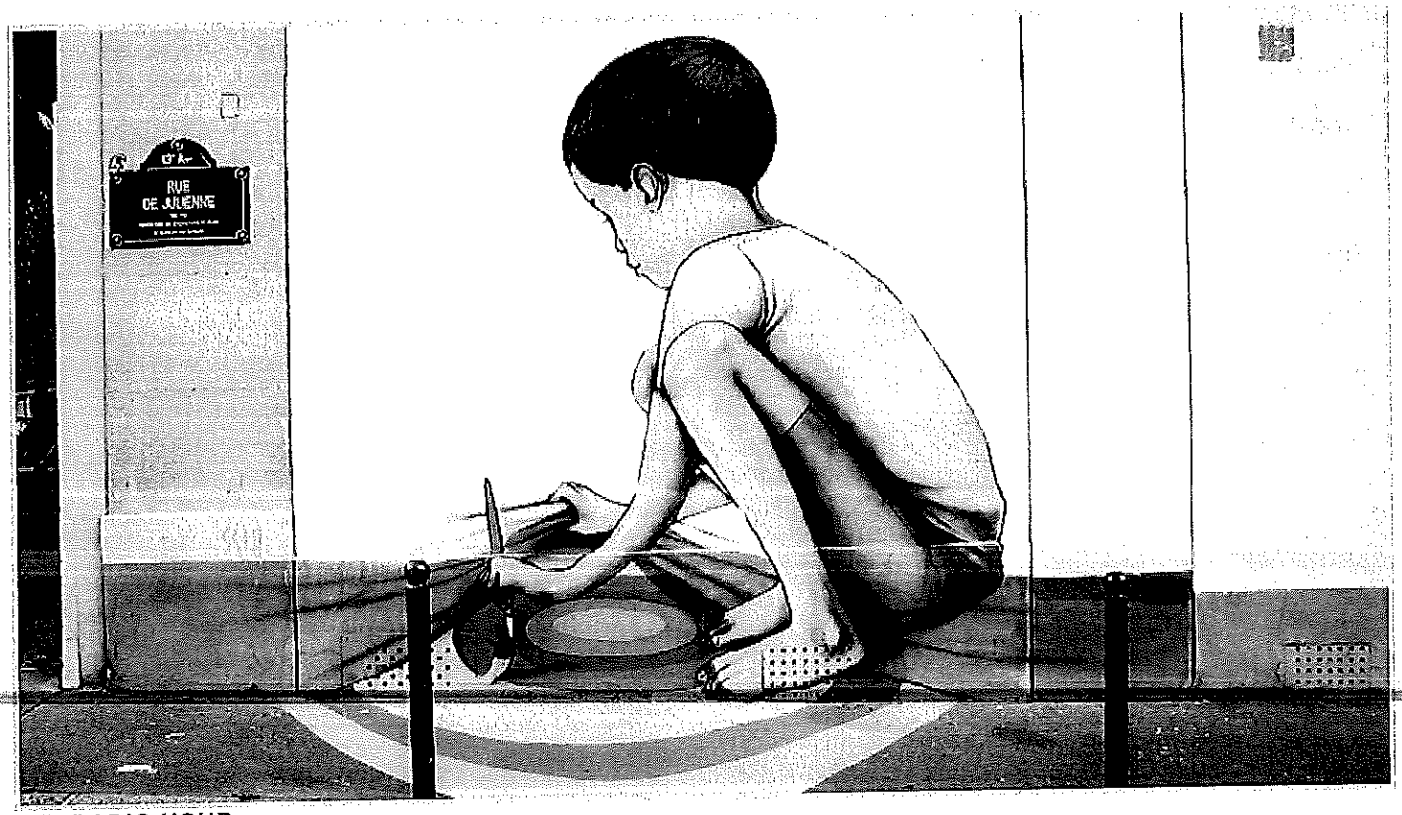
In Reversal, Trump Administration Now Urges Agencies To Allow Telework

WORLD

'I Thought It Would Be Safe': Uighurs In Turkey Now Fear China's Long Arm

HEALTH

Public Health Experts Question Trump's Ban On Most Travelers From Europe



TED RADIO HOUR

Reinvention

SPORTS

Head Of U.S. Soccer Resigns Amid Pay Dispute With Women's National Team

Social Entrepreneurs: Taking On World Problems

NEWS > COLORADO NEWS

DU students grab hard hats, hammers and drills to build tiny house for new homeless program

University of Denver students helped promote tiny houses for a homeless program called Colorado Village Collaborative

By **JOHN WENZEL** | jwenzel@denverpost.com | The Denver Post
May 5, 2017 at 7:18 p.m.

0

Chris Lansinger could not help but get teased after accidentally knocking a box of nails off the roof of a tiny house on the University of Denver campus Friday afternoon.

"Woah, there!" one student yelled with mock surprise as Lansinger grinned into the sun.

Lansinger, a 23-year-old graduate student in finance at DU, navigated the narrow roof while attaching sheathing to a row of wooden trusses. The two-dozen students and staffers around him — most in neon yellow T-shirts and shiny-black hard hats — came from DU's Franklin L. Burns School of Real Estate & Construction Management.

All were there to get hands-on learning and help promote tiny houses for a homeless program called Colorado Village Collaborative.

"The whole package, from the $3,000 trailer to the top of the roof, has been donated," said Eric Holt, an assistant professor at the Burns School, noting the finished house would be worth between $10,000 and $15,000. "At first, it's going to be a PR trailer to raise awareness for the Tiny Houses program, so they'll be taking it around to different places to show off. But we don't have a construction lab here, so it gets my students out of the classroom and hands-on with the crane, the tools and the materials."

The Colorado Village Collaborative — an organization that includes Denver Homeless Out Loud, Interfaith Alliance, Bayaud Enterprises and other groups — this year requested a zoning permit to build 11 8-foot-by-12-foot shelters, as well as communal kitchen, bathroom and shower facilities, on land leased from the Urban Land Conservancy at 38th and Walnut streets, in the River North neighborhood.

Residents will be people who face barriers to staying at shelters that have regulations they find difficult to comply with, such as a bar against couples staying together, or keeping pets, said Terese Howard, an organizer with Denver Homeless Out Loud.

Another tiny-home village is planned for land owned and occupied by St. Andrew's Episcopal Church, 2015 Glenarm Place.

This DU project allows students and homebuilding and construction companies to come together for a good cause while helping raise awareness for the tiny-house push.

"Today's goal is to get it close to where we need to be for the dedication," Holt said. "Normally, when you turn over a house, you've got a set of keys to give them. We don't even have a door yet, but we do have a key to the trailer-hitch lock, so I'm going to pass that off ceremonially."

Students from a variety of majors — construction management, real estate, marketing, accounting, hospitality — all got a chance to put a nail or screw into the walls during the day-long sprint to complete the house's shell Friday.

"Last year, I helped build a playhouse for a Wounded Warrior family, and it was an amazing experience seeing the little girl's face light up when her family got it," said Jordyn Osenbaugh, a 22-year-old who plans to graduate in 2018 with a degree in Real Estate and the Built Environment. "This year, I'm taking more of a management role on this project, because the turnout has been tremendous for this project."

This is the fourth year that Burns students have built projects on campus, according to DU officials. Previous years' projects include playhouses for Children's Hospital and Wounded Warrior families.

"This is more than theoretical," Holt said as he watched Lansinger gingerly step along the roof. "And at end the of the day, if Chris doesn't kill himself, we'll be taking it down the road on campus to continue finishing it over the next two months with beds, cabinets and electricity."

TAGS: **DENVER HOMELESS OUT LOUD, HOMELESSNESS, TINY HOUSES, UNIVERSITY OF DENVER**

John Wenzel
A&E reporter and critic-at-large John Wenzel has covered comedy, music, film, books, video games and other popular culture for The Denver Post for more than a decade.
Follow John Wenzel **@jhnwenzel** Follow John Wenzel **@johnwenzel**

0

https://lancasteronline.com/features/home_garden/more-than-high-school-students-build-tiny-house-to-be/article_0fe77684-300e-11e7-8081-fffeb0d894ae.html

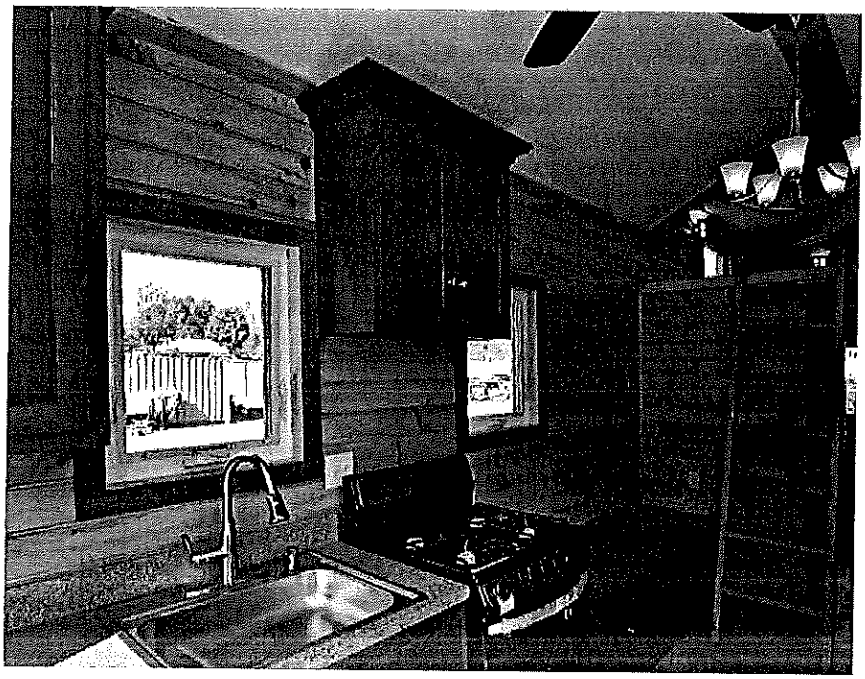
EDUCATION

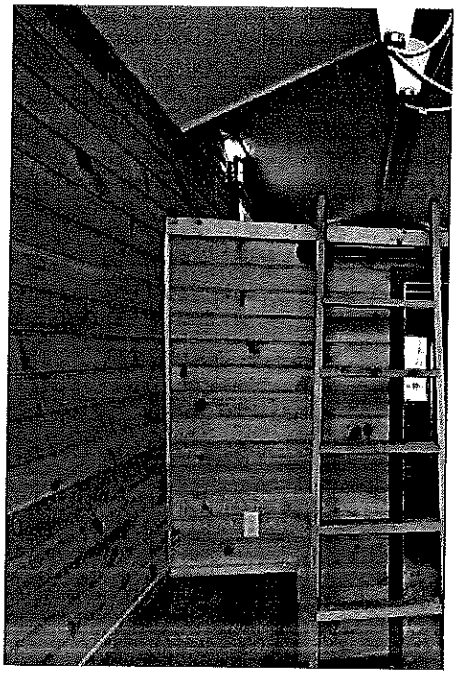
More than 200 high school students build tiny house to be sold for more than $64K

Construction project bridges the span between classroom learning and a post-graduation job

JENNIFER KOPF | Staff Writer

May 4, 2017





It's one thing to learn how to draft a building plan, install an HVAC system, pull electrical wire or hang cabinetry in the classroom setting.

It's something else entirely to use those skills to build something that will be sold.

And it's a final layer of skill to be part of a team working on all of the above, all at the same time, in 308 square feet.

Related: Vintage tiny homes: These 100-year-old Lancaster city houses are less than 10 feet wide

The end result: a tiny house built by more than 200 high school juniors and seniors from Lancaster County Career & Technology Center's Brownstown campus.

"Nearly everything in the tiny house is custom built," says Michael DelPriore, principal/director of the Brownstown campus. With two bedrooms — including a loft that easily fits a king-size mattress — a full-size bathroom and shower, a washer/dryer and a full kitchen, it's a tiny house that lives large .

And it's on the market, for $64,900.

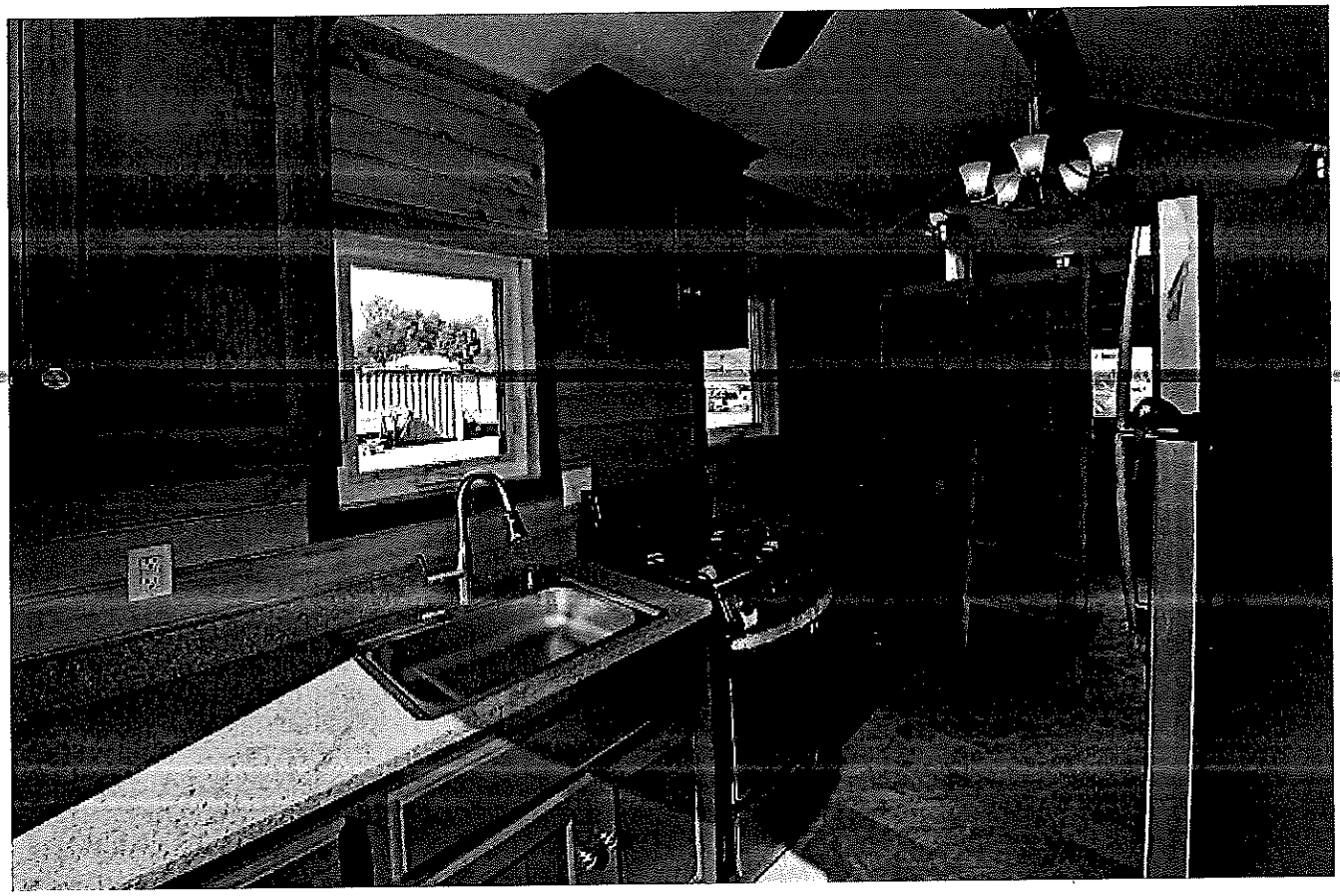
'It's a real job'

On a recent spring morning, DelPriore, instructor Jim Smith and three students who worked on the project paid a visit to where the tiny house was parked on the campus of the Willow Street CTC. Construction students from that campus and Mount Joy also are

designing and building their own tiny houses.

Brownstown's project has been making the rounds since it was completed in mid-March. Its first trip was to State College where Jim Smith, the Brownstown instructor who oversaw construction, was presenting at an educational conference.

Since them, it's gone on display at the Spring Home Show held by the Building Industry Association of Lancaster County, and it will be open for public tours during the upcoming Construction Olympics (see info box for details).



This is the kitchen area of the tiny house that was built by students fromt he Brownstown campus of the Lancaster County Career and Technology Center.

BLAINE SHAHAN | Staff Photographer

Working on the tiny house had some challenges, the three students said — not the least of which was figuring out how to time tasks and maneuver around everyone else.

"We had to cut in cabinets so (other students) could run (wires)," says Tyler Martin, a cabinetmaking student from Cocalico. "There was a lot of talking and communication, which is good to learn for a job site."

That experience, says Bryce Hock of Conestoga Valley, "provided a nice transition from classroom theory to a real job. Something's at stake."

"It's a real job," adds Carlos Brubaker of Columbia. "Someone's going to buy it."

Some overtures have been made not only to buy this inaugural tiny house but also to order more from the Brownstown crew.

Building a foundation

Vintage tiny homes: These 100-year-old Lancaster city houses are less than 10 feet wide

The CTC project had its beginnings several years ago when instructor Smith attended a conference sponsored by Tumbleweed Tiny Houses, a company that turned out its first micro-mansion in 1999.

That experience sparked some ideas in Smith, but he and his students created their own blueprint for Brownstown's design.

"It can be complicated," Smith says. "You're designing something that needs to be able to travel down the road ... and there really is no guidance in the form of universal codes."

During the latter part of the 2015-2016 school year students got most of the tiny house framed out. This year's project involved students from seven CTC programs — HVAC, cabinetmaking, painting, electrical, architectural computer aided design and plumbing, as well as the half-day Construction Cluster program for high school juniors. Senior students mentored the less-experienced students on the job site, and Smith supervised the full effort.

"He's the mastermind," DelPriore says of Smith. "Without his motivation and determination, it wouldn't be done."

For their first try at this kind of construction, Smith says, the program targeted tiny house first-timers: "People who aren't necessarily willing to give up every amenity. To make sure we sell it, we've got to make it appeal to a variety of people."

So there's nothing rough about the all-wood finishes inside, glowing with linseed oil, or the triple-coat finish on the exterior — not to mention the full-size refrigerator and the air conditioning.

A successful tiny house

The tiny house trend has caught the imagination of several demographic groups, from young people who want to own a home without being gutted by house or rent payments (according to thetinylife.com, 68 percent of tiny house people have no mortgage), to folks who have a plot of land and a vacation home dream.

For starters, they're a fraction of a typical American home's size: 100 to 400 square feet or so, compared to 2,000-plus square feet.

Second, they're usually mobile, built on trailers so they can move when the owner needs to relocate or use the structure for another purpose.

CTC tiny house by the numbers

- **7:** Number of CTC programs represented in the final product.
- **12:** School months devoted to the project.
- **200:** Students who worked on the house.
- **308:** Total interior square footage.
- **1,400:** Approximate hours of work.
- **$40,000:** Approximate materials cost.

But the real difference is thanks to some careful planning.

"Storage, storage and more storage," Smith says of what Brownstown's project emphasized.

"The benches, for example, have piping going underneath," student Tyler Martin explains, but still have plenty of room for two deep drawers each.

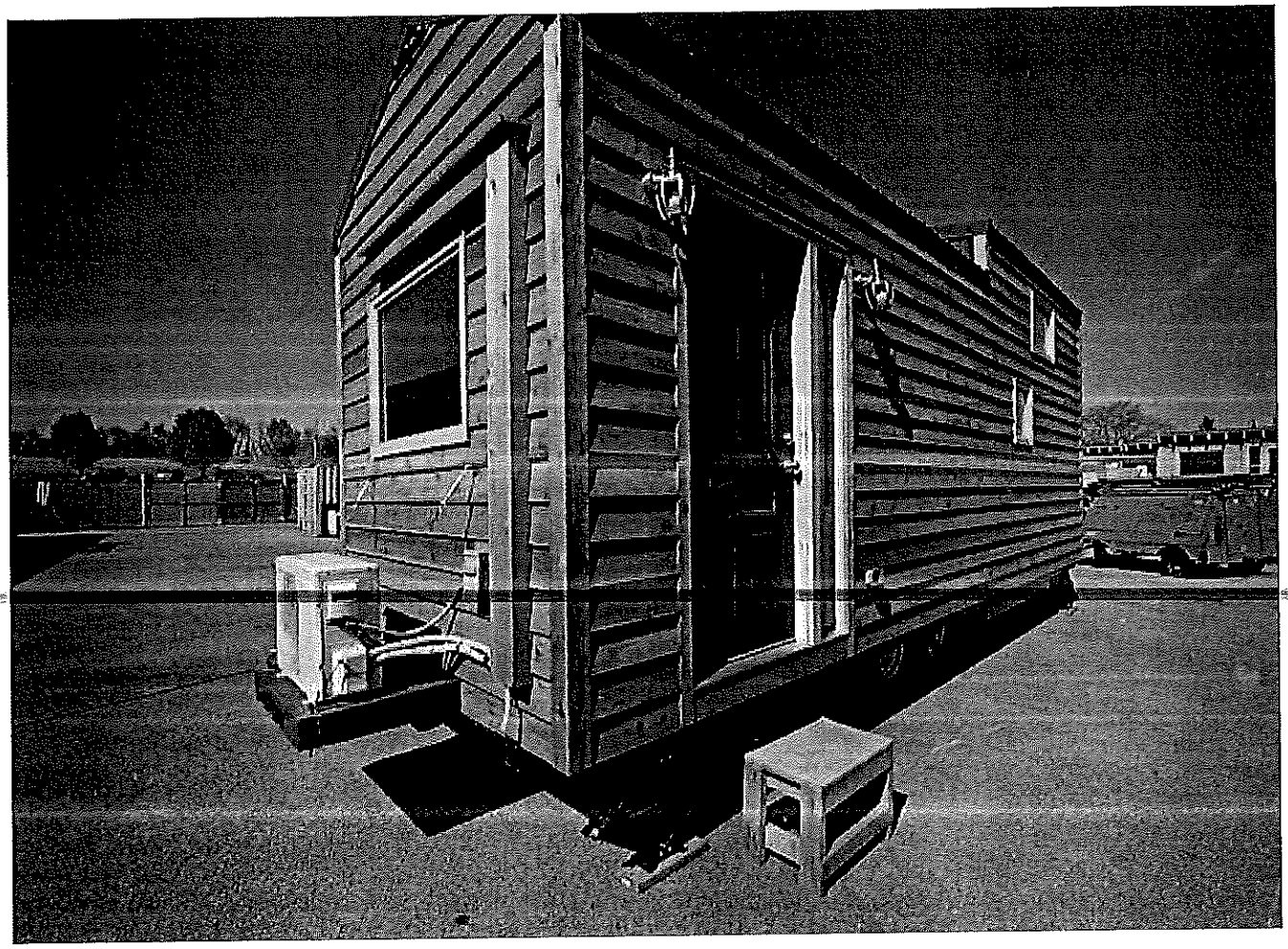
The downstairs bed platform lifts up to reveal space underneath, or folds out of the way in case the room is being used solely for storage. A full armoire-style cabinet sits next to the bathroom sink, and rods above the washer/dryer provide space for hangars.

Pocket doors between public and private spaces require no extra space, and the loft's ladder slots flush against the wall.

If there's a second tiny home — and that depends upon the sale of the first — Smith says he'd like to introduce some advanced technology, such as smartphone apps for lighting.

"The goal," DelPriore says, "is to recoup our costs and earn a small profit so we can reinvest that money into the construction of the next tiny house.

"The goal is to continue providing this project to students so that they have a great learning experience, and selling and reinvesting is the best way to ensure that this keeps happening."



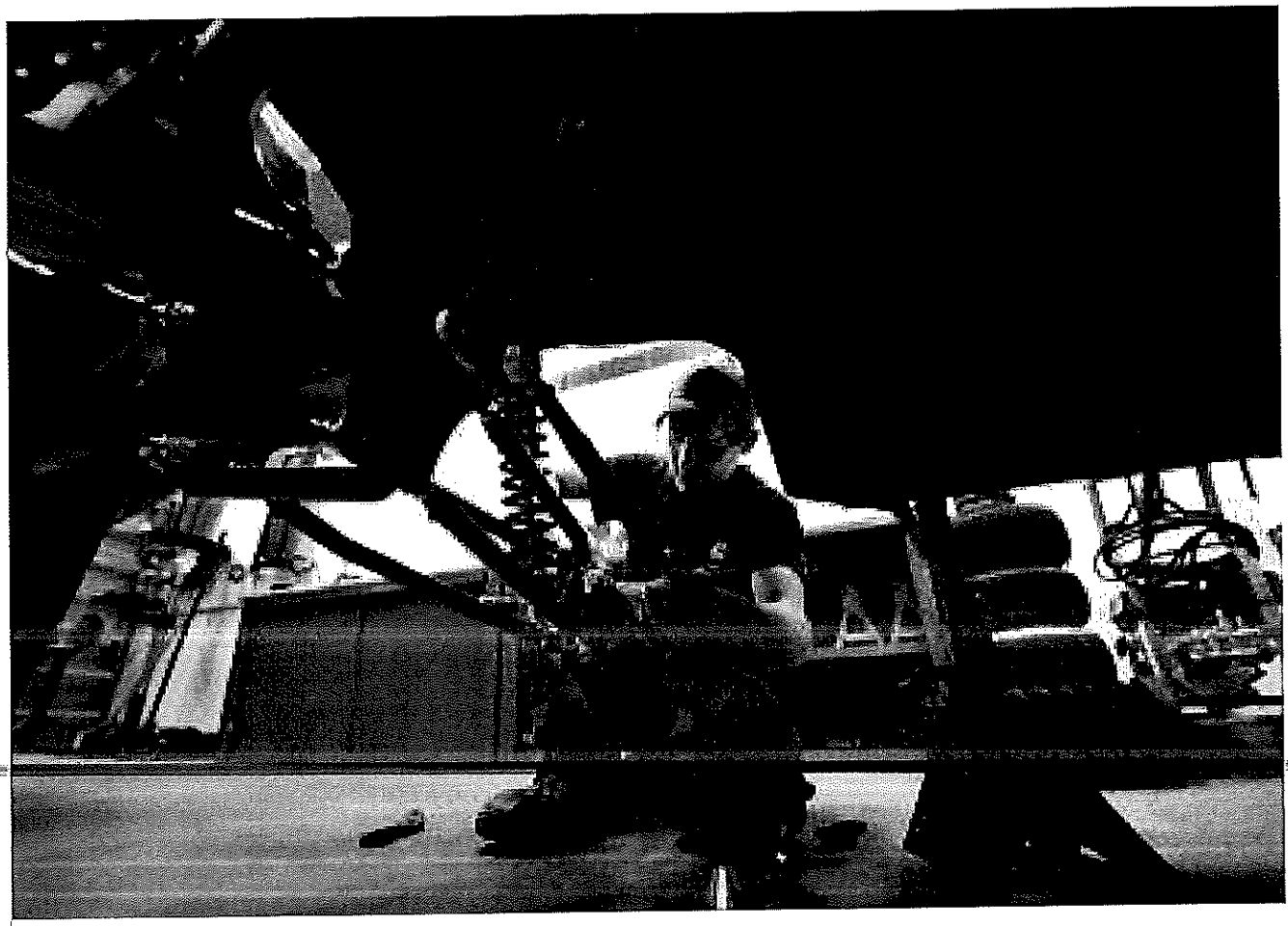
This 2017 file photo shows a tiny house that was built by students from Brownstown campus of the Lancaster County Career and Technology Center. The photo was taken on the Willow Street campus of the CTC.

BLAINE SHAHAN | Staff Photographer

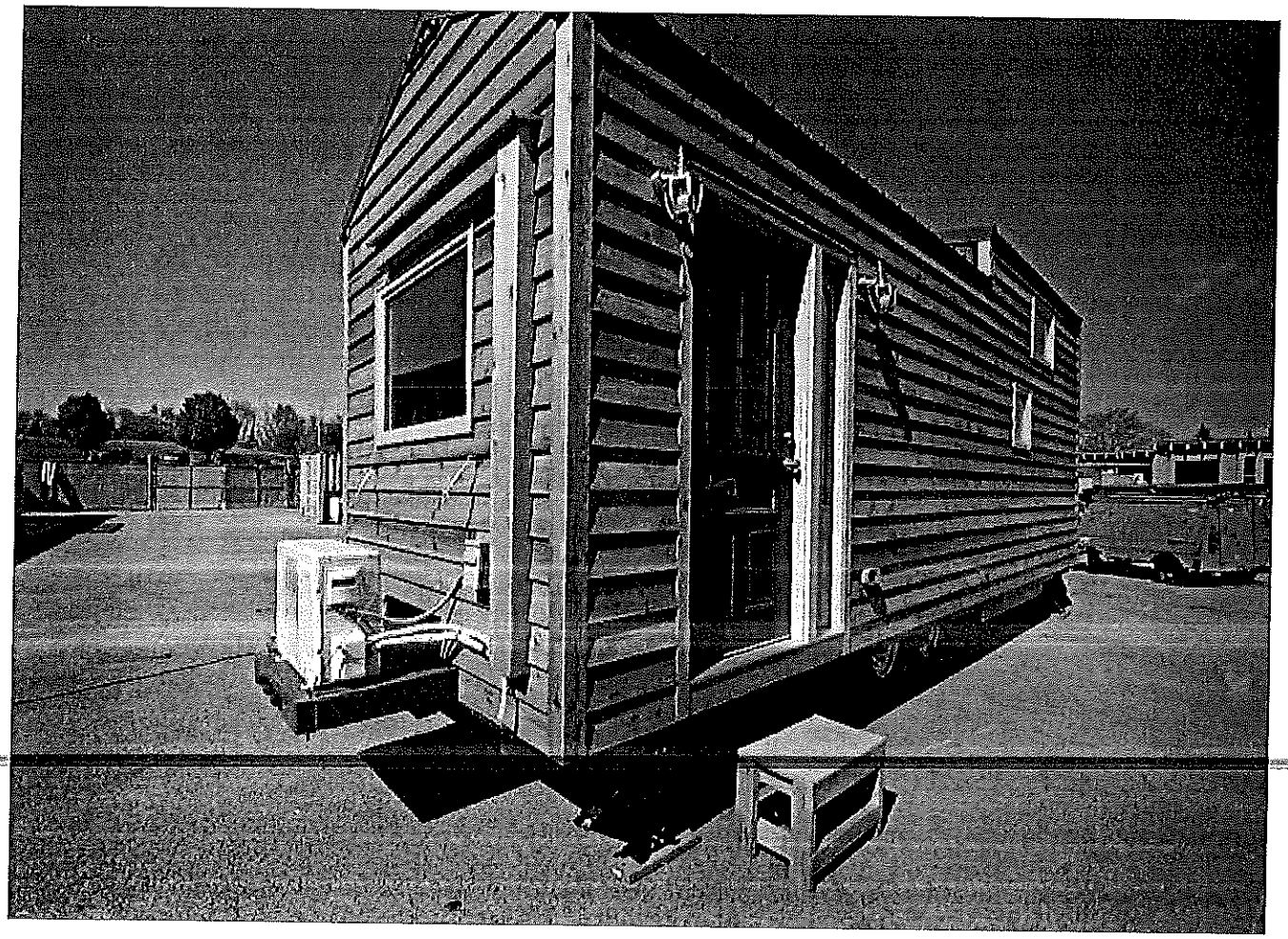
Want to visit?

You can check out Brownstown CTC's tiny house in person. It's going to be on display at Clipper Magazine Stadium, in downtown Lancaster, May 19-21.

Rotary clubs build 2 tiny homes to temporarily house homeless in Lancaster city



New Pennsylvania law eliminates Keystone Exam requirement for career and technical education students



Zoning tiny houses just became a little easier with help of new planning tool

E-Learning Path - Step by Step
Performance Task Instructions

Brief Instructions for working through the task: Work through each step and submit/ communicate with your teacher after completion.

Introduction: Review Introduction to understand the problem/issue/challenge while working through the task.

Driving Question: Provided in Performance Task : The driving question provides the context for the task. It helps you understand the purpose of the challenge and the course topics you will be learning about. You will answer the question through research and creation of an authentic product(s).

---

1. Set the Stage

Review the *Career Video.*
Answer the **Guiding Questions.**
Complete the reflection.

Guiding Questions Reflection:

- Answer the **Guiding Questions** from the Career Video.
- What examples of course topics and skills are needed to be successful in this field?
- What questions would you want to ask the person or people featured in this video about their work and the problems they solve?

2. Explore the Background

____ Review the Big Ideas & Essential Questions

____ Read, View and Analyze the scenario.

- Review *Goal, Role, Audience, Situation*
- Discuss what is important and why; Take notes on your discussion identifying thoughts and ideas.

Individual/or SmallGroup Reflection:

Define the task challenge in your own words and why this task challenge is important

Gathering Background Knowledge

____ Complete *Constructed Response(s)/Literacy Task (Optional)*
Submit CR/LT Product to PPM. (Individual/Group Submission Possible)

Review the Product and Questioning (each one would be its own screen)

_____ Read product description
_____ Watch product video
_____ Consider research questions and/or view provided research questions

If creating your own research questions:

The prompt below is meant to develop research questions as part of deciding what you want to learn and need to know. Research questions should be created for EACH product and/or the task goal.

Your team will need to brainstorm questions that will drive your research related to your ROLE, the target AUDIENCE and the PRODUCT(s) that you will create. Following the brainstorm session, determine the best questions to drive your research. These questions may be adjusted as you conduct the research and learn more about what you want to do and accomplish. Be sure to build 2-3 questions for each of the following:

- *understanding the course topics needed*
- *the wants/needs of the audience*
- *creation of the projects/products*

3. Do the Research

(Inquiry) Developing questions for research for the task and/or for each product.

_____Review the research questions you created or review the ones provided in Defined Learning. These questions will be used to help guide your research to complete the products for your audience.

_____Determine the research to conduct. This may include *Learning Objects, Research Resources, Constructed Responses/Literacy Tasks* and/or *Career Videos* in Defined Learning or use research resources provided by your teacher.

Your teacher may want you to complete your own research on the topic.

_____Conduct research and create answers to your questions either individually or as part of a group.

Research Reflection: *You and/or your team will need to reflect on your research process. Consider the following:*

- *Describe your research process and how you accessed valuable information.*
- *How did you decide that the research resources you used were helpful and credible?*
- *Choose one resource you used. Discuss how the resource was helpful to you. Explain why you chose this example.*
- *How did your individual research help prepare the group to create the product?*

4. Design Process & Product Creation *(one of these for each product)*

Brainstorming, Analyzing & Planning

_____ Review the product description, product video & rubric for the product

_____ Brainstorming: Based on your group's analysis of the research, brainstorm potential solutions, designs, and recommendations

_____ Analyze/Decide: Based on your group's brainstorming - decide on the best ways to move forward and create a product that meets the needs of the target audience and addresses the goal of the task.

_____ Create the product(s) in which you provide solutions, make recommendations, predictions, inferences, or take any other appropriate actions that are required. Make sure that the product(s) meet the needs of the audience.

_____ Present and/or submit your product(s) to the audience. Be prepared to support your decisions and the products you have developed with evidence to justify and support your findings.

5. Submit Product to PPM.

_____ Reflect on products based upon self-evaluation, rubric review, audience and/or teacher feedback. Was the Goal of the task and any other requirements met?

____ Revise your products as needed.

Re-Submit Product to PPM if Needed.

6. Final Reflection

Final Reflection Questions (The teacher will select the most appropriate questions for reflection)

- What problems did you encounter while you were working on this task? How did you and your team solve them?
- How well did the group work together? How did you contribute to the group?
- What did you learn were your greatest strengths? Your biggest areas for improvement?
- What part of your work are you most proud of? What would you do differently next time? Why?
- What course topics did you use to create your products and solve the issue/challenge?
- What skills did you use (e.g.,. problem solving, creativity, critical thinking) to work through the task and finish the project?

DefinedSTEM

Farm-To-Table Restaurant Entrepreneur

Performance Task

Introduction

Set The Stage Teacher Plan

Log in to begin.

Your region has many local farms that utilize organic farming techniques. As a member of a group of entrepreneurs who have spent a great deal of time working in the restaurant industry, you have been approached by many customers looking for a restaurant offering locally grown, sustainable whole foods. This concept has great potential, but also has great risk if you are unable to attract people to your restaurant. Many people consider healthier foods to not taste as good as foods they are more accustomed to eating in restaurants.

Big Idea / Essential Questions

Big Idea

- Economic decision-making by entities and individuals impact others locally, regionally, and globally.
- Humans depend upon the management and practices of agricultural systems.
- Mathematical relationships among numbers can be represented, compared, and communicated.

Essential Questions

- What factors determine prices in a market?
- How does the growth of food and fiber sustain civilization?
- How can expressions, equations, and inequalities be used to quantify, solve, model, and/or analyze mathematical situations?

G.R.A.S.P.

Goal

Your entrepreneurial group has decided to open a farm-to-table restaurant in your region. Your task is to help determine all aspects of the restaurant opening. Your restaurant will be serving dinners including organic foods, clean foods and grass fed beef. Your groups challenge will be to educate the public on the benefits of these foods in terms of health and economics. You will need to create an advertising campaign highlighting your menu and the tasty dinner choices. As you create your restaurant you will want to create a restaurant name, logo, and slogan that symbolizes the theme of your restaurant.

Role

You are part of a group of restaurant entrepreneurs looking to open a restaurant in your region. Your restaurant will be opening in about two months. During your preparations you will need to create excitement throughout the community related to your restaurant and the restaurant's concept. Educating the public about certified organic foods, grass fed beef, and whole foods will be important. You will also want to encourage local farmers to consider these farming practices to help provide locally grown foods in your restaurant.

Audience

Your audience will be the regional community who will decide whether to visit your restaurant. During the coming months you will need to create excitement, as well as educate everyone regarding the concepts you will be utilizing to create healthy food choices for health conscious people. Helping local farmers understand how they can be a part of the supply chain your restaurant utilizes will help provide locally grown foods at reasonable costs.

Situation

The United States Department of Agriculture labels food or other agricultural products as organic if they meet specific requirements through approved methods. More information related to this certification can be found through the USDA at the website below:

National Organic Program

The Farm-to-Table movement stresses buying food and agricultural products directly from farms. This movement promotes sustainability and buying locally. If your restaurant can utilize this method it will help the local economy and local farmers. It will also encourage people to eat at your restaurant to further support the community. The whole foods concept involves foods that are not refined or processed before consumption. This concept can compliment local sustainability and help provide excellent choices for health conscious consumers.

Products

1. Design

You and your entrepreneurial team will need to create a name, logo, and slogan for the restaurant. These should all symbolize the concept for the restaurant. These ideas and designs will be used to excite potential customers and help them begin to understand the concept and foods that will be served.

Include on your design how local food is not only better for your health, but also better for the environment. A study of popular fruits and vegetables showed the average was transferred nearly 1500 miles before being sold. The average 18-wheel semitruck travels on about 5 miles per gallon of gas (diesel fuel). Determine how much gas and money could be saved on just one shipment of produce coming from your local farm, which is only 30 miles away, and add this information on your design. To find the current price of diesel fuel in your area you can use Gas Buddy.

- What are the most important aspects of your new restaurant?
- What will the name of your restaurant be and what will the logo be?

Design - Farm-To-Table Restaurant Entrepreneur

Achievement Levels	1	2	3	4
Content and Theme (x1)	Product produced minimally conveys a restaurant concept through name, logo or slogan.	Product produced somewhat conveys a restaurant concept through name, logo and slogan.	Product produced conveys a clear restaurant concept through name, logo and slogan.	Product produced strongly conveys a clear restaurant concept through name, logo and slogan.
Originality/ Creativity (x1)	Product is unoriginal in design and lacks a graphics/images for the logo.	Product is somewhat original in design and attempts to use graphics/images for the logo.	Product is original in design and uses graphics/images for the logo.	Product is original in design and uses creative graphics/images for the logo.
Business Planning (x1)	Product demonstrates minimal understanding of the planning and work that needs to be done to excite potential customers before a business can launch a service or product.	Product demonstrates some understanding of the planning and work that needs to be done to excite potential customers before a business can launch a service or product.	Product demonstrates understanding of the planning and work that needs to be done to excite potential customers before a business can launch a service or product.	Product demonstrates deep understanding of the planning and work that needs to be done to excite potential customers before a business can launch a service or product.
Equations and Calculations (x1)	Product shows few correct equations and calculations to determine savings.	Product shows some correct equations and calculations to determine savings, and includes a limited explanation of variables and procedures.	Product shows most correct equations and calculations to determine savings, and includes an adequate explanation of variables and procedures.	Product shows all correct equations and calculations to determine savings, and includes a thorough explanation of variables and procedures.

2. Restaurant Unveiling

Create a sales pitch to explain why your restaurant is worth a visit. This sales pitch will be held at the annual restaurant expo that allows visitors to learn about many of the restaurants in the region. Some of the exhibits provide visitors with a sample of their food. You may want to include some of the products created and integrate them into your unveiling. This may be a great opportunity to introduce the restaurant's facebook page. This presentation should be between 3-5 minutes.

-
- Why is this restaurant special and why does local food matter?
- How do the farming practices benefit the customers?

Restaurant Unveiling - Farm-To-Table Restaurant Entrepreneur

Achievement Levels	1	2	3	4
Information and Organization (x1)	The product provides information in an illogical sequence. The audience cannot follow the presentation.	The product provides information in a partially logical sequence which the audience can somewhat follow.	The product provides information in a mostly logical, interesting sequence which the audience can follow.	The product provides information about the restaurant in a logical , interesting sequence which the audience can follow.
Health Benefits of Organic Growing Practices (x1)	Product provides few facts and details related to the health benefits of certified organic food and whole foods.	Product provides some facts and details related to the health benefits of certified organic food and whole foods.	Product provides sufficient facts and details related to the health benefits of certified organic food and whole foods.	Product provides many facts and details related to the health benefits of certified organic food and whole foods.
Voice, Eye Contact, and Body Language	Difficult to hear, mistakes in pronunciation, close to monotone. Lacking body	Difficult to hear and follow presentation. Minimal eye contact. Hand gestures	Clear voice and good voice tone. Strong eye contact. Hand gestures aid	Clear voice with helpful and varied voice inflection. Excellent eye contact. Body language enhances

Achievement Levels	1	2	3	4
(x1)	language.	partially aid understanding.	understanding.	presentation.
Persuasive Speaking (x1)	Audience is not persuaded due to incomplete sales pitch.	Audience may or may not be persuaded through sales pitch which partially touches upon important points supported by facts and details.	Audience is persuaded through adequate sales pitch which includes important points supported by facts and details.	Audience is persuaded through thorough sales pitch which emphasizes important points supported by facts and details.
Economic Benefits of Buying Locally (x1)	Student work reflects little understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Student work reflects some understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Student work reflects an adequate understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Student work reflects a strong understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.
Geography and Food (x1)	The product provides little evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.	The product provides some evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.	The product provides sufficient evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.	The product provides strong evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.

3. Proposed Menu

Your task is to create a menu for your restaurant. Your menu should include at least three appetizers, salads, and main courses. You should also work to develop descriptions of each menu item including how the item fits into your concept (ie. locally grown at organic farm, grass-fed beef, cage-free chicken, etc.) You will need to calculate your cost of the chosen dishes and choose a markup percentage for your profits. Then calculate a final price at which you will sell these dishes. Prices should be similar to those of other restaurants in your community. Typically, these types of meals are more expensive so you should consider portion size and other ideas to make the meals comparable in price. This may require you to research local restaurants and their menus online.

- How will your menu items and descriptions communicate the benefits of locally grown foods?
- How will you calculate restaurant costs to determine how much each item will cost?
- How can you determine whether your pricing is competitive?

Proposed Menu - Farm-To-Table Restaurant Entrepreneur

Achievement Levels	1	2	3	4
Menu Items (x1)	The menu items represent few aspects of the farm-to-table, whole foods, certified organic theme as well as featuring grass-fed beef.	The menu items represent some aspects of the farm-to-table, whole foods, certified organic theme, as well as featuring grass-fed beef.	The menu items represent the farm-to-table, whole foods, certified organic theme, as well as featuring grass-fed beef.	The menu items strongly represent the farm-to-table, whole foods, certified organic theme, as well as featuring grass-fed beef.
Originality (x1)	Design reflects a copy of existing menu. Lacking required elements.	Unoriginal design that reflects or mimics a familiar menu. Elements included lack creativity.	Original design but reflects or mimics a familiar menu. Elements included are creative.	Original design that does not reflect or mimic a familiar menu. Elements included are creative and reflect original designs.
Layout	Lack of balance in color and space. Information and graphics are not organized.	Attempt at balanced use of color and space. Information and graphics are not very well	Balanced use of color and space. Information and graphics are organized.	Balanced use of color and space. Information and graphics are very well-

(x1) Achievement Levels	Information is not conveyed to audience. 1	organized. Information is conveyed to audience. 2	Information is conveyed to audience. 3	organized and convey intended message to audience. 4
Economic Benefits of Buying Locally (x1)	Student work reflects little understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Student work reflects some understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Student work reflects an adequate understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Student work reflects a strong understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.
Proportional Reasoning (x1)	Product demonstrates a lack of understanding of unit rates, proportions, and equations that represent proportional relationships through errors in calculation of menu pricing.	Product demonstrates minimal understanding of unit rates, proportions, and equations that represent proportional relationships through somewhat accurate calculation of menu pricing.	Product demonstrates adequate understanding of unit rates, proportions, and equations that represent proportional relationships through mostly accurate calculation of menu pricing.	Product demonstrates strong understanding of unit rates, proportions, and equations that represent proportional relationships through accurate calculation of menu pricing.
Content and Theme (x1)	Menu descriptions minimally help the reader understand how the items connect to the concepts and theme of the restaurant.	Menu descriptions partially help the reader understand how the items connect to the concepts and theme of the restaurant.	Menu descriptions sufficiently help the reader understand how the items connect to the concepts and theme of the restaurant.	Menu descriptions strongly help the reader understand how the items connect to the concepts and theme of the restaurant.
Conventions (x1)	Many errors in grammar, spelling or sentence structure.	Some errors in grammar, spelling or sentence structure.	Some errors in grammar, spelling or sentence structure.	No errors in grammar, spelling or sentence structure.

4. Magazine Article

Your entrepreneurial team has been asked to create a magazine article for the local community. This free magazine is distributed to every home and business in the region. The magazine highlights restaurants, cultural events, and other happenings.

Your article should persuade the readers to visit your restaurant, as well as inform them about the concepts behind the restaurant. You will want to begin this article by explaining to the audience how matter and energy cycle among producers, consumers and decomposers through details given about organic farming practices used to grow the food that is consumed in your restaurant.

Two common concerns for consumers are the taste and cost of these types of foods. You will want the article to explain how you plan to address these concerns.

Writing a successful magazine article will require your team to use persuasive language. Create a title for the article that will captivate and gain the reader's interest. You may also want to include some visual graphics to help motivate the reader and peak interest.

- What is the main information you want to include in the article?
- How does the purchase of regionally grown foods help the economy?
- What will the atmosphere be inside your new restaurant?

Magazine Article - Farm to Table

Achievement Levels	1	2	3	4
			Generic use of a variety of words and sentence	Precise, illustrative use of a variety of words and sentence

Achievement Levels (x1)	1	2	3	4
Style	choice and minimal control of sentence structures.	control of sentence structures that inhibit voice and tone.	structures that may or may not create writerâ€™s voice and tone appropriate to audience.	structures to create consistent writerâ€™s voice and tone appropriate to audience.
Organization (x1)	Minimal control of content arrangement.	Confused or inconsistent arrangement of content with or without attempts at transition.	Functional arrangement of content that sustains a logical order with some evidence of transitions.	Strong and sustained arrangement of content with evident and/or subtle transitions.
Cycling of Matter and Energy in a System (x1)	Product demonstrates little understanding of how matter and energy cycle among producers, consumers and decomposers through details related to organic farming practices used to grow the food that is consumed in your restaurant.	Product demonstrates partial understanding of how matter and energy cycle among producers, consumers and decomposers through details related to organic farming practices used to grow the food that is consumed in your restaurant.	Product demonstrates adequate understanding of how matter and energy cycle among producers, consumers and decomposers through details related to organic farming practices used to grow the food that is consumed in your restaurant.	Product demonstrates strong understanding of how matter and energy cycle among producers, consumers and decomposers through details related to organic farming practices used to grow the food that is consumed in your restaurant.
Economic Benefits of Buying Locally (x1)	Product reflects little understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Product reflects some understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Product reflects sufficient understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Product reflects a strong understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.
Health Benefits of Organic Growing Practices (x1)	Product provides few facts and details related to the health benefits of certified organic and whole foods.	Product provides some facts and details related to the health benefits of certified organic and whole foods.	Product provides an adequate number of facts and details related to the health benefits of certified organic and whole foods.	Product provides many facts and details related to the health benefits of certified organic and whole foods.
Conventions (x1)	Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning.	Limited and/or inconsistent control of sentence formation. Some sentences may be awkward or fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and some of those errors may interfere with meaning.	Adequate control of sentence formation. Some errors may be present in grammar, usage, spelling and punctuation, but few, if any, of the errors that are present may interfere with meaning.	Thorough control of sentence formation. Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning.
Persuasive Writing (x1)	Audience is not persuaded due to incomplete explanation.	Audience may or may not be persuaded through partial explanation provided that touches upon important points.	Audience is persuaded through adequate explanation that includes important points supported by facts and details.	Audience is persuaded through thorough explanation which emphasizes important points supported by facts and details.
Geography and Food (x1)	The product provides little evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.	The product provides some evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.	The product provides sufficient evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.	The product provides strong evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.

5. Facebook Page

The Facebook page will be the online location that people can go to learn about the restaurant and keep updated on specials and happenings. This will be a great place to put the name, menu, and slogan. You should also help educate people on ideas such as farm-to-table, certified organic, clean eating and whole foods. Include the menu and perhaps a copy of the magazine article. Have fun with this page and create an innovative design that excites and persuades customers while providing them valuable information. The visual content you add will reinforce and enhance the verbal content

presented to a defined audience.

- What photos will you share on your Facebook page about your restaurant?
- What are some special deals you could possibly share on Facebook?
- How can you explain the farm-to-table concept?

Facebook page - Farm-to-Table Restaurant

Achievement Levels	1	2	3	4
Conventions (x1)	The Facebook page contains a large number of errors of spelling, grammar, punctuation, capitalization, and sentence structure. Some sources are appropriately cited.	The Facebook page contains a number of errors of spelling, grammar, punctuation, capitalization, and sentence structure. Most sources are appropriately cited.	The Facebook page contains few errors spelling, grammar, punctuation, capitalization, and sentence structure. All sources are appropriately cited.	The Facebook page contains no errors of spelling, grammar, punctuation, capitalization, and sentence structure. All sources are appropriately cited.
Facebook Page Layout (x1)	The Facebook page does not fonts and attributes which makes the webpage easier to read. The webpage incorporates some color and background as part of the layout.	The Facebook page uses fonts and attributes which can be sometimes difficult to read. The webpage incorporates some color and background to make the layout more appealing.	The Facebook page employs fonts and attributes which makes the webpage easy to read with a complimentary background, color, and layout to provide visual appeal.	The Facebook page page employs a deep knowledge of fonts and attributes making the webpage very reader friendly. The webpage is visually enhanced through the artful use of background, color, and layout.
Creativity (x1)	Product reflects minimal creative thinking through the choice of language, graphics and media selected to enhance viewer understanding of the restaurant menu and theme.	Product reflects some creative thinking through the choice of language, graphics and media selected to enhance viewer understanding of the restaurant menu and theme.	Product reflects an adequate degree of creative thinking through the choice of language, graphics and media selected to enhance viewer understanding of the restaurant menu and theme.	Product reflects a high degree of creative thinking through the choice of language, graphics and media selected to enhance viewer understanding of the restaurant menu and theme.
Economic Benefits of Buying Locally (x1)	Product reflects minimal understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Product reflects some understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Product reflects sufficient understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.	Product reflects a strong understanding that buying decisions made by groups and individuals can have a positive economic impact in their community and region.
Health Benefits of Organic Growing Practices (x1)	Product provides few facts and details related to the health benefits of certified organic and whole foods.	Product provides some facts and details related to the health benefits of certified organic and whole foods.	Product provides an adequate number of facts and details related to the health benefits of certified organic and whole foods.	Product provides many facts and details related to the health benefits of certified organic and whole foods.
Geography and Food (x1)	The product provides little evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.	The product provides some evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.	The product provides sufficient evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.	The product provides strong evidence of the relationship between the environmental characteristics of a region and the production of the foods used in the restaurant.

About AMS

- Overview
- Our Leadership
- News & Announcements
- Strategic Plan
- Policies & Administrative Issuances
- FACAs & Advisory Boards
- Contact Us
- Careers & Opportunities
- Employee Resources

Programs & Offices

- Cotton & Tobacco Program
- Commodity Procurement
- Dairy Program
- Fair Trade Practices
- Federal Grain Inspection Service
- Livestock and Poultry Program
- National Organic Program
- Science & Technology Program
- Specialty Crops Program
- Transportation & Marketing Program
- Information Technology
- Management & Analysis
- Civil Rights Office
- Legislative & Regulatory Review
- Outreach Office
- Public Affairs Office

USDA Farmers Market

Related Websites

USAjobs.gov

USDA Civil Rights

USDA Employee Benefits & Services

USDA Office of Advocacy & Outreach

USDA's Blog

National Organic Program

Established by Congress in 2001, this federal regulatory program develops and enforces uniform national standards for organically-produced agricultural products sold in the United States.

Operating as a public-private partnership, NOP accredits private companies and helps train their inspectors to certify that farms and businesses meet the national organic standards. USDA and accredited certifiers also work together to enforce the standards, ensuring a level playing field for producers and protecting consumer confidence in the integrity of the USDA Organic Seal.

Certifiers

- Become an Accredited Certifier
- USDA Organic Integrity Learning Center
- Organic Regulations and Handbook

Farmers, Ranchers & Businesses

- Become a Certified Producer or Business
- Find a USDA-accredited certifier
- Find Organic Commodity Price Reports
- Learn about allowed and prohibited substances
- Learn about international trade
- Find USDA technical, financial and research resources

Enforcement

- Check the status of certified operations and certifiers
- View Enforcement Actions
- View Fraudulent Certificates
- How to File a Complaint

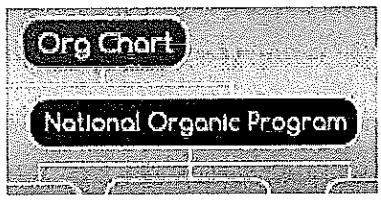
National Organic Standards Board (NOSB)

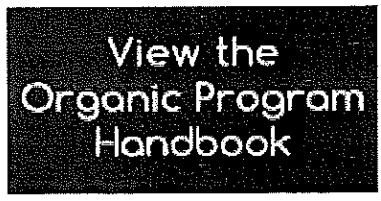
- Learn about this federal advisory board
- Participate in public comment opportunities
- Learn about serving on the Board

Resources

- Contact information (pdf)
- Program Updates: Access or subscribe to the Organic Insider

Deputy Administrator Jennifer Tucker, Ph.D.





News & Announcements

03/12 USDA Proposes Revising Grapefruit and Orange Standards

03/11 Pre-Solicitation Announcement for Trade Mitigation Purchase of Fresh Plums

03/10 USDA Dairy Purchase Program Announced

View all news & announcements >

Recent Blogs

- 08/28 Get Grilling with USDA Grade A Chicken
- 12/12 Stand Up Your Holiday Feast with a Tasty Rib Roast
- 11/09 Honoring Our Veterans Across Generations

View all blogs >

AVAILABLE SERVICES

Quality Grading

Organic Certification

Grain Standardization

Packers & Stockyards

Commodity Procurement

Grants & Opportunities

Plant Variety Protection

Auditing & Accreditation

Grain Inspection

Import/Export Certificates

Warehouse Services

Market Research & Analysis

Transportation Research

DefinedSTEM

The Farm-To-Table Concept

Constructed Response

Stimulus

Many restaurants are starting to grow their own food. Some restaurants even own their own farms and grow their own food. The farm-to- table idea started in the 1970s. Then, there were only a few places in the country doing this. Now these restaurants are very popular all over the United States. Almost every city in the United States has a restaurant that grows its own food.

Many people like the idea of eating at farm-to-table restaurants. The food is fresh. People also like the idea of eating food that is grown for the restaurant.

Growing produce locally is a new trend across the country. In the early 1900s most of the food that was eaten came from within 50 miles of where it was grown. Local farms started to disappear when people started moving to the cities.

Today, about 90 percent of all produce comes from outside of the United States. Now there's a push to get back to when farmers could make money selling their produce. This food is also healthier to eat.

Many people see the value of eating local and seasonal food. This food usually costs more. Many people will pay a little more for local fresh food. More and more people are growing and eating locally grown food. Business for many local farms is very good.

Money from buying produce is good for local farmers and businesses. When people spend $100 at a big grocery store, only about $25 goes into the local economy. When people spend $100 at a local farmers' market, $75 goes into the local economy. This is a big difference.

Many people like to know where their food comes from. They don't want to be exposed to chemicals. It is important to protect the environment from these same harmful chemicals that some big farmers use.

Farm-to-table restaurants are very popular in the United States. Growing and selling food as a community starts with the food on your plate.

Adapted from

Schoenfeld, B. (2011, September 21). "How the farm-to-table movement is helping

grow the economy." Entrepreneur. Retrieved On: 10/16/2011

Prompt

Explain the advantages of producing, using, and eating locally grown products in restaurants.

ScienceDaily®
Your source for the latest research news

Science News

from research organizations

Fast food menus with calorie information lead to lower calorie selections for young children

Date: January 27, 2010

Source: Seattle Children's

Summary: In a new study, the amount of calories selected by parents for their child's hypothetical meal at McDonald's restaurants were reduced by an average of 102 calories when the menus clearly showed the calories for each item. This is the first study to suggest that labeled menus may lead to significantly reduced calorie intake in fast food restaurant meals purchased for children.

FULL STORY

In a new study, the amount of calories selected by parents for their child's hypothetical meal at McDonald's restaurants were reduced by an average of 102 calories when the menus clearly showed the calories for each item.

This is the first study to suggest that labeled menus may lead to significantly reduced calorie intake in fast food restaurant meals purchased for children. Led by researcher Pooja S. Tandon, MD, from Seattle Children's Research Institute, these findings support nutritional menu labeling and show that when parents have access to this information they may make smarter meal choices for their children. "Nutrition Menu Labeling May Lead to Lower-Energy Restaurant Meal Choices for Children" published online January 25 in *Pediatrics*.

At a pediatric practice in Seattle, 99 parents of 3- to 6-year-olds who sometimes eat in fast food restaurants with their children were surveyed about their fast food dining habits. They were presented with sample McDonald's restaurant menus which included current prices and pictures of items, and asked what they would select for themselves and also for their children as a typical meal. Half of the parents were given menus that also clearly showed calorie information for each item. Choices included most of the items sold at McDonald's, including a variety of burgers, sandwiches, salads, dressings, side items, beverages, desserts and children's "Happy Meals." Parents who were given the calorie information chose 102 fewer calories on average for their children, compared

with the group who did not have access to calorie information on their menus. This reflects a calorie reduction of approximately 20%. Notably, there was no difference in calories between the two groups for items the parents would have chosen for themselves.

"Even modest calorie adjustments on a regular basis can avert weight gain and lead to better health over time," said Dr. Tandon, research fellow at Seattle Children's Research Institute and the University of Washington School of Medicine. "Just an extra 100 calories per day may equate to about ten pounds of weight gain per year. Our national childhood obesity epidemic has grown right alongside our fast food consumption. Anything we can do to help families make more positive choices could make a difference. Interestingly, by simply providing parents the caloric information they chose lower calorie items. This is encouraging, and suggests that parents do want to make wise food decisions for their children, but they need help. Now that some areas are requiring nutritional information in chain restaurants, we have opportunities to further study what happens when we put this knowledge in the hands of parents."

There was no correlation between the families' typical frequency of fast food dining and calories selected, for either parents or children.

A growing number of jurisdictions across the country have begun mandating that nutritional information be readily available at point-of-ordering in chain restaurants. Currently more than 30 localities or states are considering policies that would require calories and other nutrition information to be clearly visible -- four have already implemented policies. Federal menu labeling standards have also been discussed as part of health care reform legislation.

For information on menu labeling including current bills under consideration, fact sheets, related resources and a menu labeling map, visit the Center for Science in the Public Interest Web site: http://www.cspinet.org/menulabeling/.

For information on childhood nutrition, dietary guidelines, healthy meals and snacks, visit: http://www.seattlechildrens.org/safety-wellness/nutrition-fitness/.

VIDEO: Watch 2-minute video of Dr. Tandon discussing study findings for parents (includes menu ordering tips): http://www.seattlechildrens.org/Pooja-Tandon-interview

10 RESTAURANT TIPS for parents and caregivers when selecting menu items for young children:

1. Eat at restaurants less often: they are not for frequent dining.
2. Model healthy ordering: children learn from you. Read menus. Make informed choices together.
3. Sizes: choose smallest portions available.
4. Sides: choose salads, veggies, apple slices, mixed fruit, yogurt. (Avoid French fries, fried items, sugary items).
5. Beverages: choose water, low-fat milk or 100% fruit juice. (Avoid sodas, shakes or blended drinks).
6. Load up veggies: lettuce, tomato, onion, cucumber, pickles and salsa add flavor, crunch and fiber for few calories.
7. Avoid deep-fried, "crispy" or breaded items. (Choose "grilled" instead).
8. Avoid add-ons: extra cheeses, meats, bacon, butter, sauces and toppings add up fast.
9. Avoid: sauces, breads/buns/tortillas, desserts. Dip into sauces on the side; remove part of the bun.
10. Moderation is key. If your family eats out for a meal, eat extra healthy the rest of the day.

Tandon's study collaborators included Jeffrey Wright, MD; Chuan Zhou, PhD; Cara Beth Rogers; and Dimitri A. Christakis, MD, MPH.

Story Source:

Materials provided by **Seattle Children's**. *Note: Content may be edited for style and length.*

Journal Reference:

1. Pooja S. Tandon, Jeffrey Wright, Chuan Zhou, Cara Beth Rogers, and Dimitri A. Christakis. **Nutrition Menu Labeling May Lead to Lower-Energy Restaurant Meal Choices for Children.** *Pediatrics*, 2010 (in press)

Cite This Page: MLA APA Chicago

Seattle Children's. "Fast food menus with calorie information lead to lower calorie selections for young children." ScienceDaily. ScienceDaily, 27 January 2010. <www.sciencedaily.com/releases/2010/01/100125094513.htm>.

Seattle Children's Trial Aims to ID Immune Pathways in IBD, Graft Versus Host Disease
Monica Heger, 360Dx, 2017

Siemens Healthineers, Fast-Track Diagnostics Form Strategic MDx Alliance
360Dx, 2017

Ortho Clinical Diagnostics Expands Menu, Applies for FDA Clearance of Vitros XT 7600 System
Leo O'Connor, 360Dx, 2018

Allergy Testing Lab US BioTek to Add New Tests, Expand Internationally
Renee Caruthers, 360Dx, 2019

Ortho Clinical Expands Menu, Applies for FDA Clearance of Vitros XT 7600 System
Leo O'Connor, 360Dx, 2018

Free Subscriptions

Get the latest science news with ScienceDaily's free email newsletters, updated daily and weekly. Or view hourly updated newsfeeds in your RSS reader:

- Email Newsletters
- RSS Feeds

Follow Us

Keep up to date with the latest news from ScienceDaily via social networks:

- Facebook
- Twitter
- LinkedIn

Have Feedback?

Tell us what you think of ScienceDaily -- we welcome both positive and negative comments. Have any problems using the site? Questions?

- Leave Feedback
- Contact Us

History and Social Studies Department

Grade(s): 6-12 Module: 1

Topic: U.S. Census 2020		
Day #1	**Day #2**	**Day #3**
Essential Question: What is the census?	**Essential Question:** How have the U.S. Census questions changed over time?	**Essential Question:** Take Action: How can you communicate the importance of the 2020 Census to your family and community?
Student Task(s): Students will describe the census, its purpose, and how it impacts communities. *(source: icivics.org)*	**Student Task(s):** Students will compare the census questionnaires used in 1900 and 2010 and answer questions about how and why the questions have changed from one century to the next. *(source: census.gov)*	**Student Task(s):** Students will create a public service announcement (PSA) to communicate the importance of being counted during the 2020 U.S. Census.
Linked Resources: Teacher Resources Student Resources Infographic Video: What is the Census?	**Linked Resources:** Activity Overview Teacher Version Student Version Additional Census Forms: Census 2010 Form Census 2020 *(Sample Form)*	**Linked Resources:** Student Resource Video PSA: What is the Census? Infographic PSA: Infographic Census Quick Facts Database

Looking for more to explore?

Check out the BPS History Department Website

http://bit.ly/bps-history

Questions? Email BPShistory@bostonpublicschools.org

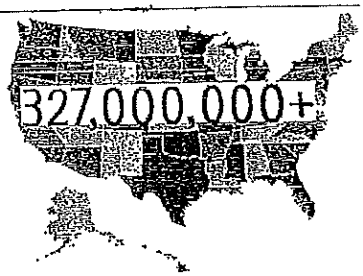
Digital Open-Source Material		
Site	**Description**	**Grade Span**
National Geographic Resource Library https://www.nationalgeographic.org/education/resource-library	Encyclopedia entries within NG's network. Many of these are adaptable to different grade levels and all can be filtered by subjects and grades.	PreK-12
Digital Public Library of America 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
TedEd Videos https://ed.ted.com/	TedEd videos are brief educational videos that feature comprehension and discussion questions about a variety of topics.	6-12
Smithsonian Learning Lab	Support deep, meaningful learning with an online universe of authentic resources and tools for making them your own.	6-12
Library of Congress 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 LOC Primary Source Analysis Tool can help students effectively analyze primary sources.	9-12
iCivics https://www.icivics.org/	Series of games, learning packets, and activities around United States government and history.	3-12
Newsela https://newsela.com/	Current events content on Newsela has stories on a variety of present-day topics.	3-12
Teaching Tolerance - Student Text Library 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

Get Counted!

Name: _____

What is the Census?

The **census** is a count of every person in our country. It's our government's way of keeping track of our population. Every ten years, the government does a major count of every family and person, in every community across the country. The results help the government figure out what communities need and who should get what.



There are currently over 327 million people living in the United States.

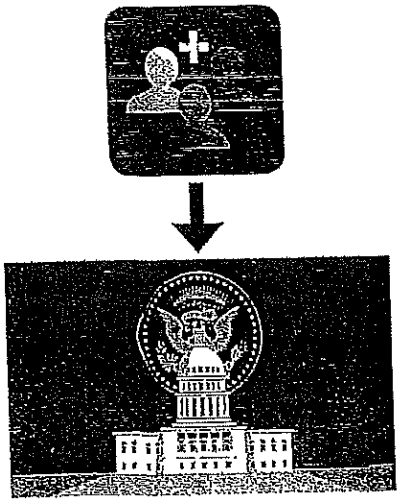
The Framers thought the Census was so important they put it at the very beginning of the Constitution!

How Did the Census Start?

Article I, Section 2 of the U.S. Constitution called for a count of each state's population within three years after the first meeting of the new Congress. (And every ten years after that.) The population count would help our newly founded government figure out how to distribute the number of "**seats**" (which reflects the number of members) each state would get in the U.S. House of Representatives. That count was the first U.S. census. It happened in 1790. U.S. Marshals from district courts visited every home in the country—which only had thirteen states, three districts, and one territory at the time—and took a count of the men, women and children.

How Does It Work?

Since the first census a lot has changed. For one, U.S. Marshals no longer do the counting. Instead, we have a **Census Bureau**, an organization with thousands of people who work daily to complete the huge task of counting each and every person living in the United States. Every ten years, the Census Bureau distributes census surveys across the country. By March, households receive letters with instructions for how to complete the survey online, over the phone, or by mailing in a paper form. The Census Bureau also sends census workers called "door knockers" to rural areas and to houses that don't respond to the survey by early April to collect answers in person, too.



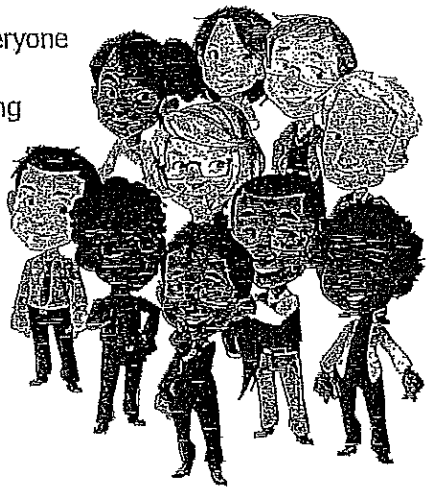
What Happens After Everyone Gets Counted?

Once everyone is counted, population data is shared with the President and U.S. Congress. States may lose or gain seats in the House of Representatives based on how their population has changed. The process of redistributing the House's 435 seats among the states is called **apportionment**, and it only happens after a census count. The seats are redistributed, or **reapportioned**, according to a **representation ratio** which helps ensure that each representative represents roughly the same number of people per state. Today, each representative in the House represents a little more than 747,000 people!

Get Counted!

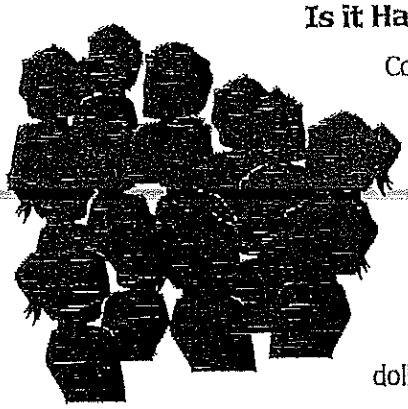
Name: _____

Who's Counted?



A lot has changed about how people are counted. For one, now everyone is included. The first census counted white males and females and categorized them by age and gender. All other free persons, meaning mostly free blacks, were counted, too, but reported in one single category. Enslaved blacks were grouped into another category—but only counted as 3/5th of a person. Native Americans weren't counted at all, not until 1870. Today, the Census Bureau counts everyone equally. Your race doesn't matter and neither does citizenship status. The census count is a resident count, not a citizen count. If you live in the United States (or its surrounding territories), you must be counted.

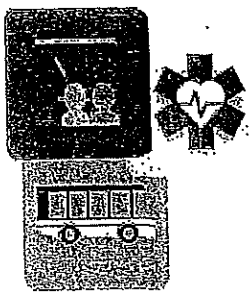
Is it Hard to Count Everyone?



Counting every single person in the U.S. is a colossal task. Special workers called **enumerators** are hired by the Census Bureau help ensure an accurate count. But our country has hundreds of millions of diverse people, and some groups are harder to reach than others. Children ages 0-5, people who don't speak or read English well, the homeless, and some racial minorities have historically been hard for the Census Bureau to count. It's important to try to reach **"hard to count"** communities, because when people aren't fully counted, their communities miss out on the hundreds of billions of dollars the federal government distributes based on census data.

What Will the Census Ask?

The census only takes about ten minutes to complete. Only one person in your household needs to fill out the form. The census will ask for the number of people who live or stay at your home, their ages, gender, relationship to one another, and race. The census will also ask if each person is of Latino, Hispanic, or Spanish descent and if your family owns or rents your home. Any personal information like your name or address is kept private. The Census Bureau can't share that information with anyone, not even the FBI!



How Will the Census Affect Me?

Data from the census can be used to decide which communities will get money for new schools, better public buses and trains, and even hospitals. Businesses and city planners use the data to decide where to build factories, roads, offices, and stores, which help to create new jobs and improve neighborhoods. And considering that you'll be old enough to vote before the next census comes along, the results will determine the number of representatives you'll elect for your state and national governments and the amount of electoral votes your state will have in the 2024 and 2028 presidential elections. Make sure you're counted!

Get Counted!

Name: _____

Foldable. Define each word from the lesson and write a sentence using the word. Then sketch an image that will help you to remember it's meaning in the space under each word. When you're done, fold and cut your foldable according to the directions and add it to your notebook or binder.

Census	Definition: Sentence:
Census Bureau	Definition: Sentence:
Apportionment	Definition: Sentence:
Representation Ratio	Definition: Sentence:
Enumerator	Definition: Sentence:

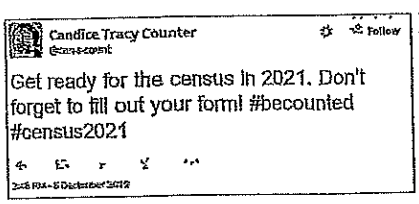
Fold Here

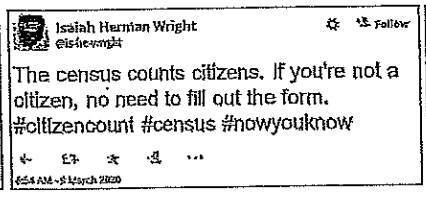
Foldable

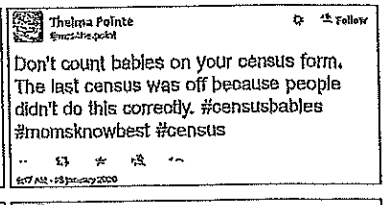
Get Counted!

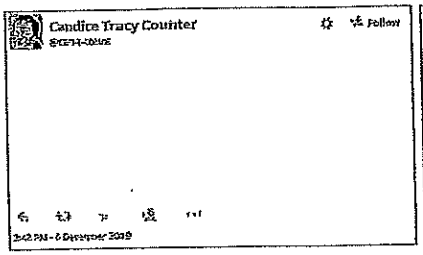
Name: _____

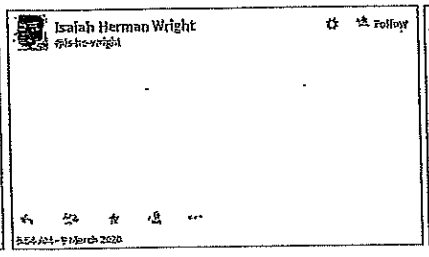
A. Misinformation Fake Out. It's important that people have correct information about the census. Don't be fooled by these deceptive social media posts. Read each post and fix it in the space below by sharing a corrected version.

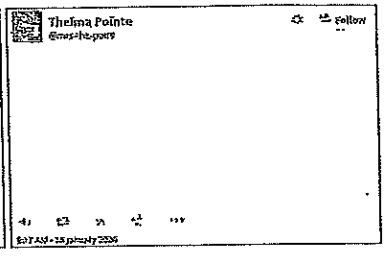












B. The Census & You. Complete the chart by thinking about how each group listed will use the census data and how that data will eventually impact you! Write your answers in the space provided.

The Census & Me

How the Census Affects You...

National Government	State and Local Government	City Planners	Businesses	You! (How will census data impact you?)
The national government will use census data to...	*State and local governments will use census data to...*	*City planners will use census data to...*	*Business will use census data to...*	*Here's how the census will impact me...*

Get Counted!

Name:

C. Hard to Count. Hard to count communities exist all over the United States and vary from location to location. What do you think would make a community hard to count? Read through some of the possible reasons, then for each group list the factors that could prevent an accurate count and think of possible solutions to overcome them.

- Access to information
- Location
- Access to resources in languages other than English
- Lack of permanent address
- Inability to complete the form
- Fear that information will not be kept private

Group	What do you think contributes to this group being undercounted?	What could the Census Bureau do to improve their count of this group?
Children ages 0-5		
Homeless		
New Residents		

Get Counted!

Name:

D. Primary Source. Read the excerpt and answer the questions. Some words have been defined for you. Others you'll have to figure out on your own. (Don't worry, we know you can do it!)

Article 1, Section 2 of the U.S. Constitution

[Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding (not counting) Indians not taxed, three fifths of all other Persons.][1] The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent (next) Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed (be greater than) one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled (able) to chuse (choose) three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

[1] The 14th Amendment, ratified in 1868, changed the rule that enslaved blacks be counted as 3/5th of a person.

1. How were representatives and direct taxes apportioned among the states?

2. When did the Constitution change to count enslaved blacks as whole persons?

3. In the reading you learned what an enumerator is. Now, use that knowledge and the context clues from the excerpt to write a definition for enumeration.

4. What was the representation ratio set by the U.S. Constitution?

5. How many representatives did each state have before the first census count?

Get Counted!

Name: _____

E. Practice Survey. Directions for completing the census will soon be making their way to your door. Practice by answering a few sample questions below. The questions here will cover the first 2 people in your home. The real census will have room for everyone living or staying in your home.

Start here OR go online to complete your 2020 Census questionnaire.

Use a blue or black pen.

Directions: Before you begin, use the guidelines here to help you get an accurate count of all the people in your home.

- Count everyone, including babies, living or sleeping in your home.
- Count anyone who doesn't have a permanent address who is staying with you on April 1st.
- Do not count anyone who lives away from your home on April 1st even if they will return to your home later (i.e. anyone away at college, in the Armed Forces, staying in a nursing home, jail, or prison.)

1. How many people live or stay in your home?

Number of people = ☐☐

2. Is your house, apartment, or mobile home owned or rented? (Check one)

- ☐ Owned?
- ☐ Rented?
- ☐ Neither?

3. Answer the following questions about each of the people who live in your home. Start by listing the person who pays rent or owns the home as Person 1. If that person does not live in the home, you may start with any person.

Person 1:

a. First and Last Name

b. Gender (Check one)

- ☐ Male
- ☐ Female

c. Age and Birthday (if the person is less than a year old, write 0 for the age)

d. Hispanic, Latino, or Spanish descent?

- ☐ Yes
- ☐ No

e. Race or Ethnicity

Person 2:

a. First and Last Name

b. Gender (Check one)

- ☐ Male
- ☐ Female

c. Age and Birthday (if the person is less than a year old, write 0 for the age)

d. Hispanic, Latino, or Spanish descent?

- ☐ Yes
- ☐ No

e. Race or Ethnicity

Thank you for completing the Sample Census Questionnaire!

Get Counted!

Name: _____

***Optional Activity.** Create a poster or PSA (public service announcement) to get the word out about the census and the importance of being counted. Be sure to include when the census will be happening, how people can complete it, and two other pieces of information about the census that you think will help your community ensure a complete and accurate count.

2020 CENSUS STUDENT ACTIVITY

Name _____

The Census Questionnaire: Then and Now

1. Record your answers to the two census forms you completed in the table below.

1900 Census	2010 Census

2. What differences did you notice in the forms you filled out? Why do you think those differences exist?

3. Using census questionnaires from 1900 and 2010, fill out the chart below. First, look at changes in questions about education over time. Write what you find in column 1. If a question on education was not asked, include that in your response.

   Now with your group, choose a topic of your own (e.g., employment, race, marriage). Write the topic you chose at the top of column 2. Then record in the table how the question(s) changed over time.

Year	Topic: Education What questions were asked?	Topic: _____ What questions were asked?
1900		
2010		

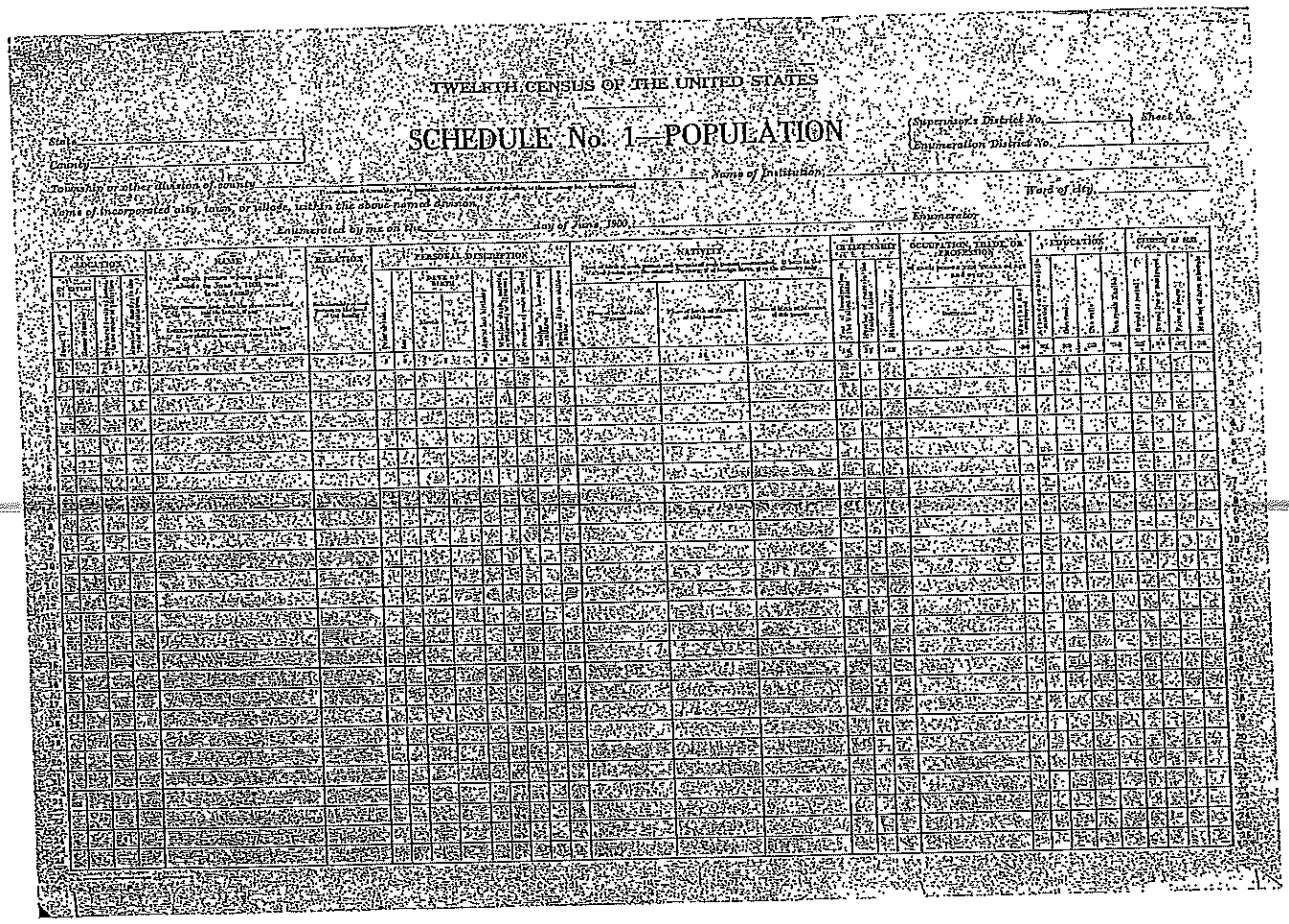
4. What changes did you notice in the question(s) for each topic? What events or trends might have led to these changes?

5. Write a paragraph about which questions you would ask if you were conducting a census. What is important to know about people in the United States?

Home Extension

Take your student worksheet home and share what you learned about the change in questions on the census over time with an adult in your home. Ask them if they participated in the 2010 Census. If not, ask them if they are aware of the 2020 Census coming up and if they have a plan for who will fill it out.

Activity Item: Census Forms Over Time



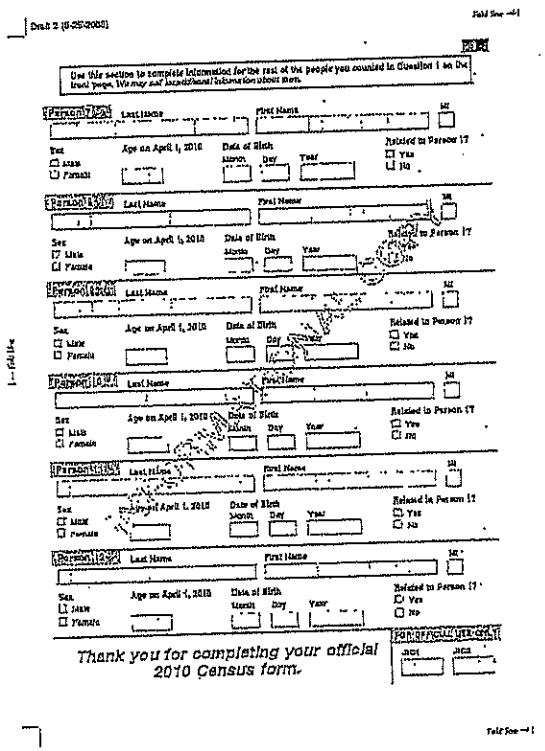
TWELFTH CENSUS OF THE UNITED STATES

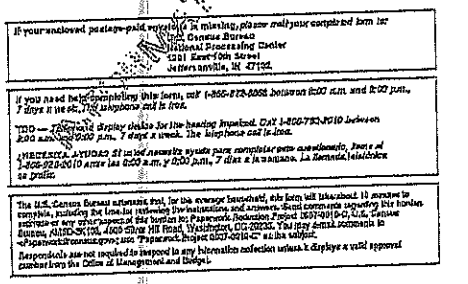
SCHEDULE No. 1.—POPULATION

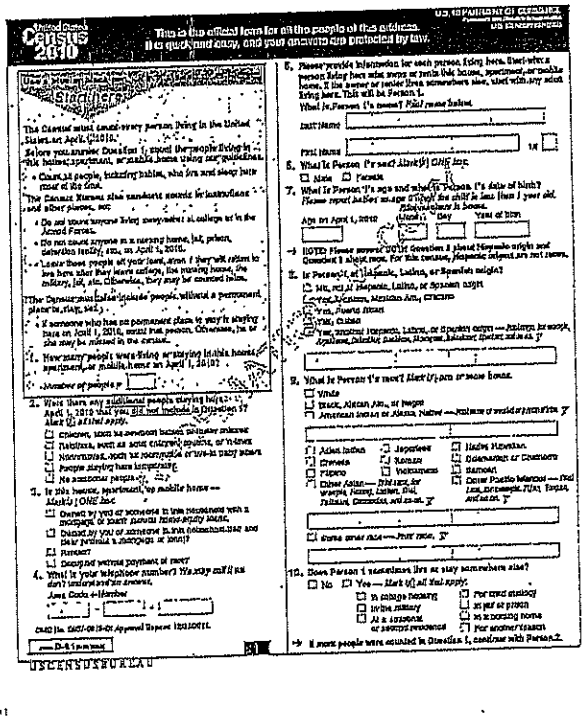
Source: U.S. Census Bureau, Historical Census Form, 1900

https://www.census.gov/history/www/through_the_decades/questionnaires/1900_2.html

Activity Item: Census Forms Over Time (Cont.)







Source: U.S. Census Bureau, Historical Census Form, 2010

https://www.census.gov/history/www/through_the_decades/questionnaires/2010_overview.html

Name: _____ Date: _____

Taking Action: Census 2020

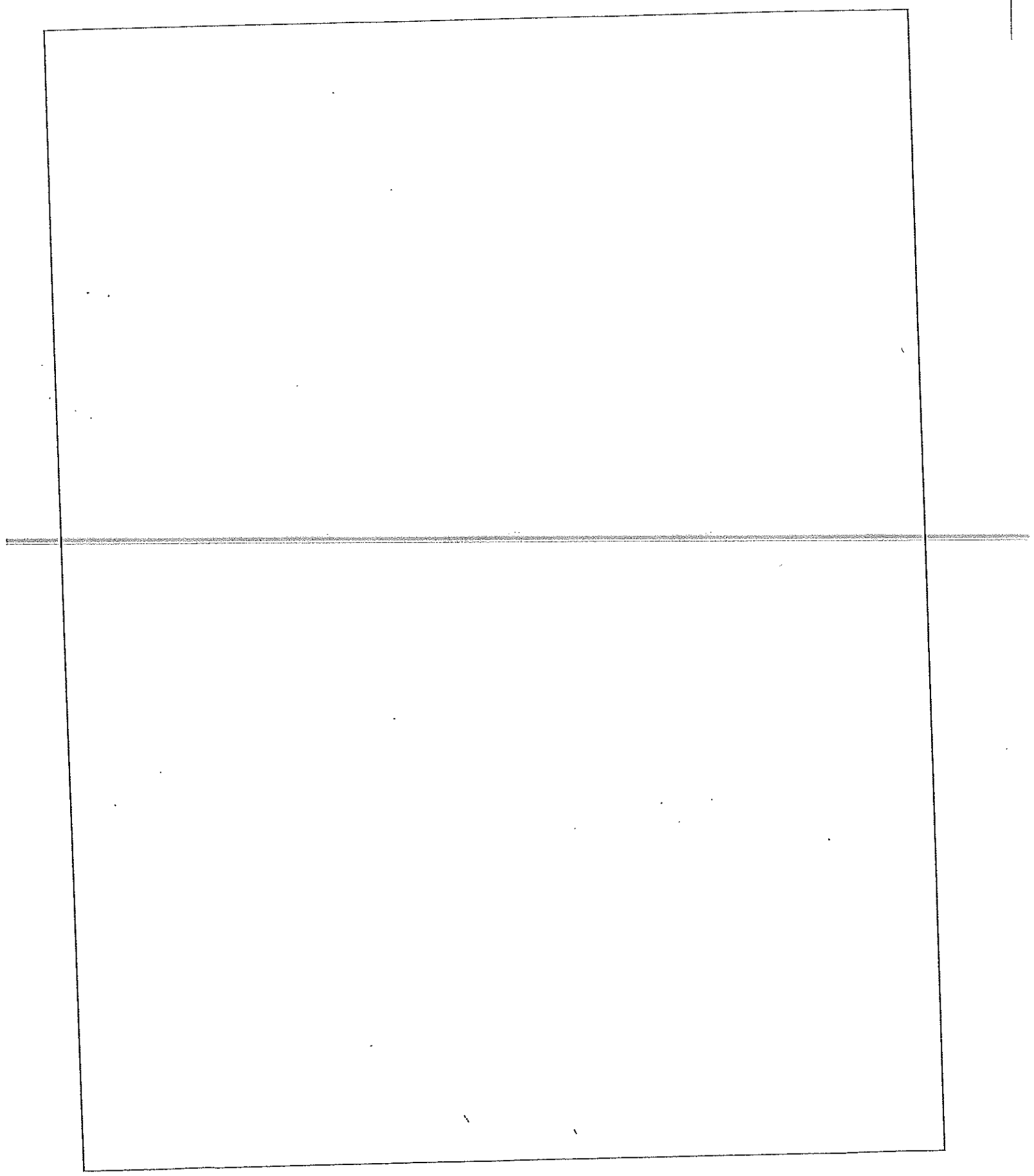
Create a public service announcement(PSA) to communicate the importance of being counted during the 2020 U.S. Census. Be sure to include when the census will be happening, how people can complete it, and two other pieces of information about the census that will grab the attention of your audience!

Guiding Question: Why is the 2020 Census important to my family and community?

Possible PSA formats: Poster, Infographic, Video, Audio, Digital PSA (video, audio, multimedia)

DRAFT

(If creating a print PSA, use the following page as a final copy.)

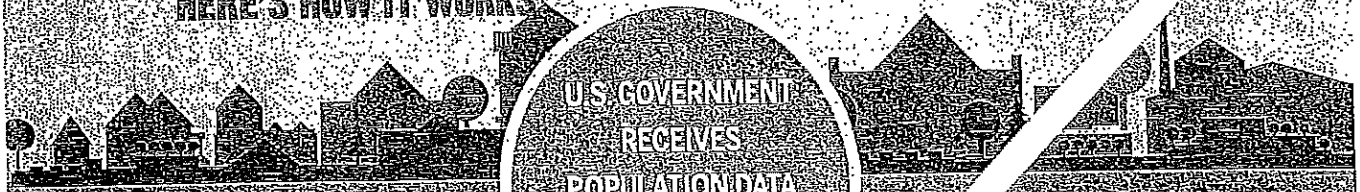


Plug into Power

WITH THE U.S. CENSUS

The number of members a state has in the House of Representatives and the amount of money a state gets from the federal government are based on that state's population. Completing the census survey can plug your community into valuable resources.

HERE'S HOW IT WORKS!



U.S. GOVERNMENT RECEIVES POPULATION DATA FROM THE CENSUS BUREAU

STATES ARE ASSIGNED SEATS IN THE HOUSE BASED ON POPULATION

YOUR COMMUNITY RECEIVES SERVICES FUNDED BY THE STATE

INDIVIDUAL COMPLETES THE U.S. CENSUS

STATES ARE ASSIGNED ELECTORAL VOTES

STATES GET A PORTION OF THE FEDERAL BUDGET TO FUND SERVICES

Medical Assistance - $311b
School Lunch Program - $18b
Assistance for Needy Families - $17b
Medicare - $70b
Federal Pell Grant - $29b

BILLIONS OF DOLLARS ARE DISTRIBUTED BASED ON CENSUS DATA EACH YEAR

Housing Vouchers - $15b
Special Education Grants - $11b
Schools - $14b
SNAP - $71b
Roads - $38b

Numbers taken from the Uses of Census Bureau Data in Federal

Visit [illegible].org to

BOSTON Public Schools

History and Social Studies Department

Grade(s): 3-5 Module: 1

Topic: U.S. Census 2020		
Day #1	**Day #2**	**Day #3**
Essential Question: What is the census?	**Essential Question:** How has the population changed over time?	**Essential Question:** Take Action: How can you communicate the importance of the 2020 Census to your family and community?
Student Task(s): Students will describe the census, its purpose, and how it impacts communities.	**Student Task(s):** Students will use data from the U.S. Census to compare how the population has changed over time. *(source: census.gov)*	**Student Task(s):** Students will create an image to communicate the importance of being counted during the 2020 U.S. Census.
Linked Resources: Teacher Resources Student Text Student Worksheet Infographic Video: What is the Census?	**Linked Resources:** Teacher Resources Student Resources	**Linked Resources:** Student Resource - Elementary Video PSA: What is the Census? Infographic PSA: Infographic Census Quick Facts Database

Looking for more to explore?

Check out the BPS History Department Website

http://bit.ly/bps-history

Questions? Email BPShistory@bostonpublicschools.org

BOSTON Public Schools

History and Social Studies Department

Digital Open-Source Material		
Site	**Description**	**Grade Span**
National Geographic Resource Library 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
Digital Public Library of America 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
TedEd Videos https://ed.ted.com/	TedEd videos are brief educational videos that feature comprehension and discussion questions about a variety of topics.	6-12
Smithsonian Learning Lab	Support deep, meaningful learning with an online universe of authentic resources and tools for making them your own.	6-12
Library of Congress 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 LOC Primary Source Analysis Tool can help students effectively analyze primary sources.	9-12
iCivics https://www.icivics.org/	Series of games, learning packets, and activities around United States government and history.	3-12
Newsela https://newsela.com/	Current events content on Newsela has stories on a variety of present-day topics.	3-12
Teaching Tolerance - Student Text Library 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: _____ Date: _____

The Census and U.S. Diversity

Read the passage on the Census and answer the questions below.

What year was the first census?	
How often does the United States complete the census?	
How can people complete the census?	
How is the data from the census used?	
How many people lived in the United States in 2010?	
What region were most of the people who immigrated to the United States in 1960 born?	
What region were most of the people who immigrated to the United States in 2010 born?	
What are the top three languages other than English spoken in the United States according to the 2010 Census?	

We, the People

More than 300 million people live in the United States. Only two countries in the world – China and India – have a larger population. How do we know how many people live here?

The Constitution says that we must take a census to count the number of people living in the United States. The first census was in 1790. Since then, we count the population every ten years. The latest census was in 2010. The U.S. Census Bureau is in charge of the census.

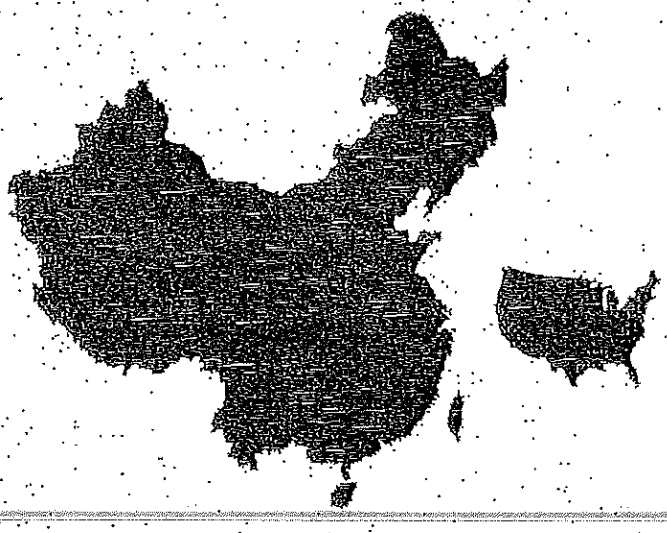
The census asks people questions about how many people live in their home. A form with questions, called a survey, is sent to each home in the mail. Americans answer the questions and mail back the survey. If a person is unable to mail the survey, someone will come to their home to ask the census questions. The U.S. Census Bureau also uses surveys to ask about the languages people speak or where people were born. It also keeps a record of the population of other countries. Everyone, young and old, gets counted in the census.

We use the answers to the census questions, the data, to run the government and learn about our country. Data from the census is used to make decisions about the number of representatives from each state in Congress. It is also used to make decisions about how the government spends its money to help all citizens. The data show us that the United States is a diverse nation. People who live here were born in different places and often speak different languages.

The charts below show census data. What can we learn about the United States from the census?

The U.S. and the World

Top 5 Most Populated Countries



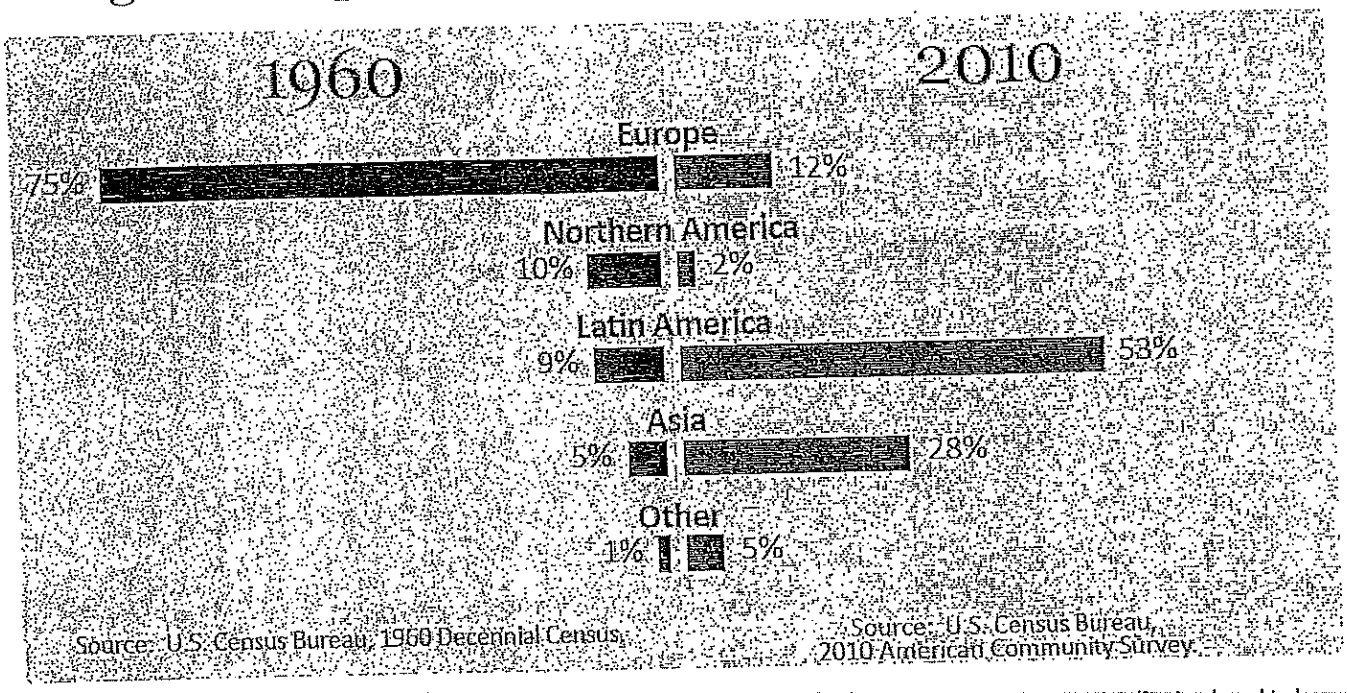
	Country	Population
1	China	1,349,585,838
2	India	1,220,800,359
3	United States	316,668,567
4	Indonesia	251,160,124
5	Brazil	201,009,622

Source: Primary Source, Inc. Created with data from the U.S. Census Bureau, International Data Base.

Where We Come From

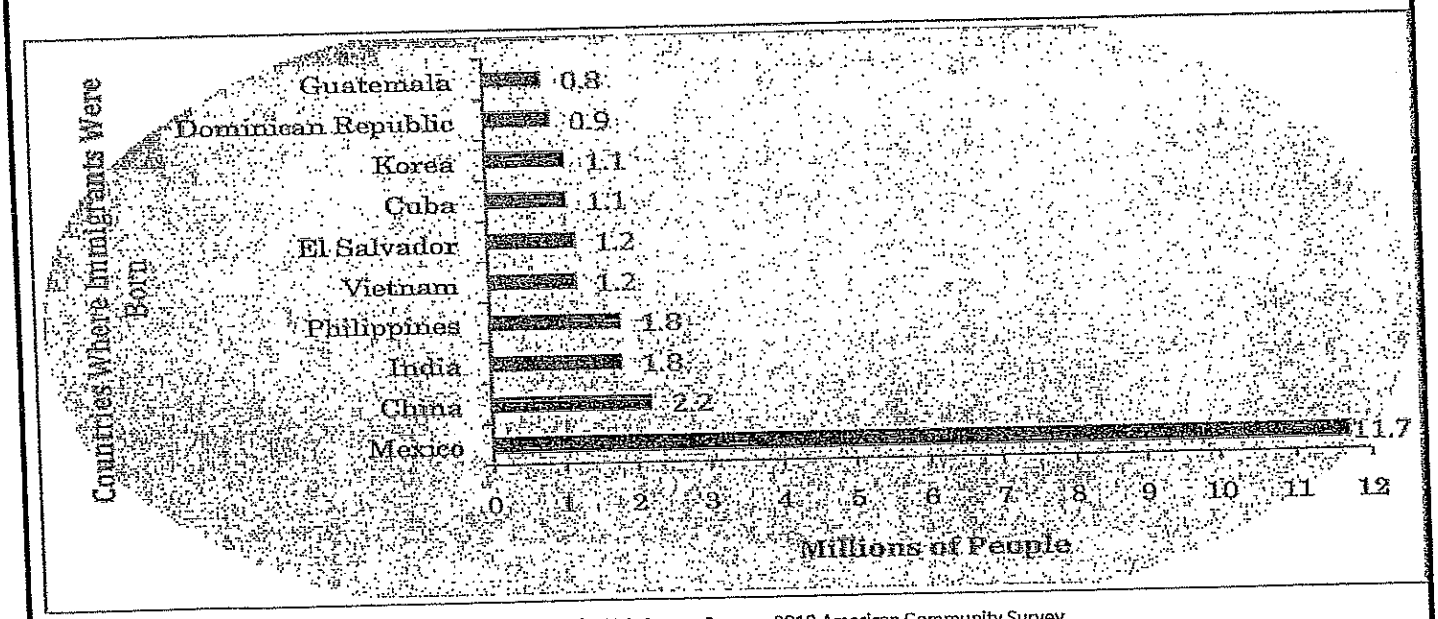
Many Americans came to the United States as immigrants. That means they were born in other parts of the world or have families from other countries. The Census Bureau asks questions about where people were born. Look at data from the 1960 census and the 2010 survey. What continent did most immigrants come from in 1960? How did that change in 2010?

Immigrant Population by Region of Birth



Source: U.S. Census Bureau, "How Do We Know?: America's Foreign Born in the Last 50 Years." http://www.census.gov/how/infographics/foreign_born.html

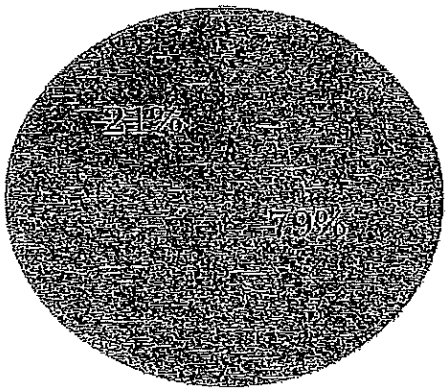
Top 10 Countries Where Immigrants Were Born



Source: Primary Source, Inc. Created with data from the U.S. Census Bureau, 2010 American Community Survey.

Languages We Speak

Many languages are spoken in the United States. Census data tell us how many people speak English at home and how many people also speak another language. The chart below shows some of the languages spoken here.



Source: Primary Source, Inc. Created with data from the U.S. Census Bureau, 2010 American Community Survey.

Language	Number of People who Speak the Language	Language	Number of People who Speak the Language
English	230,947,071	French Creole	753,990
Spanish	37,579,787	Italian	723,632
Chinese	2,882,497	Portuguese	673,566
Tagalog	1,594,413	Hindi	648,983
Vietnamese	1,419,539	Polish	607,551
French	1,301,443	Japanese	436,110
Korean	1,141,277	Persian	407,586
German	1,083,637	Urdu	373,851
Arabic	951,699	Native American Languages	364,776
Russian	905,843	Greek	304,928
African Languages	884,660	Hebrew	216,343

Source: Primary Source, Inc. Created with data from the U.S. Census Bureau, 2010 American Community Survey.

Key Vocabulary

Tier 2	chart	*(n.) a graph, table, or diagram*
	diverse	*(adj.) made up of different people or things*
	immigrant	*(n.) someone who moves to a new country*
	infographic	*(n.) a picture, chart, or graph used to show information or data*
	populate	*(v.) to live in*
	population	*(n.) the number of people living in a place*

Tier 3	census	*(n.) a count of the number of people living in a place*
	census taker	*(n.) someone who collects census data*
	Congress	*(n.) branch of the United States government that makes the laws*
	Constitution	*(n.) the plan of government for the United States, written in 1787*
	data	*(n.) facts or information*
	French Creole	*(n.) language based on French spoken by people living in former French colonies such as Haiti*
	Hebrew	*(n.) a language spoken by many people living in Israel*
	Hindi	*(n.) a language spoken by many people living in India*
	Persian	*(n.) a language spoken by many people living in Iran*
	Philippines	*(n.) a country made up of a group of islands in the Pacific Ocean*
	representative	*(n.) a person elected to the government to represent, or stand in for, someone else*
	survey	*(n.) a set of questions*
	Tagalog	*(n.) a language spoken by some people who come from the Philippines*
	Urdu	*(n.) a language spoken by many people living in India, Pakistan, Bangladesh and Nepal*

2020 CENSUS STUDENT ACTIVITY

Name _____

Featured Activity: Population Change Over Time

1. Record the data for your state and another state, using **Activity Item 2: State Population Data Table.**

Data Category	In 1890 ...	In 1950 ...	In 2010 ...
My state's population			
_____ (state's) population			

2. Graph your census data!

3. Did your state grow a lot (double or more) or just a little since 1890? What about the other state? Why do you think that is?

4. Do you think the population of your state will increase or decrease in the 2020 Census?

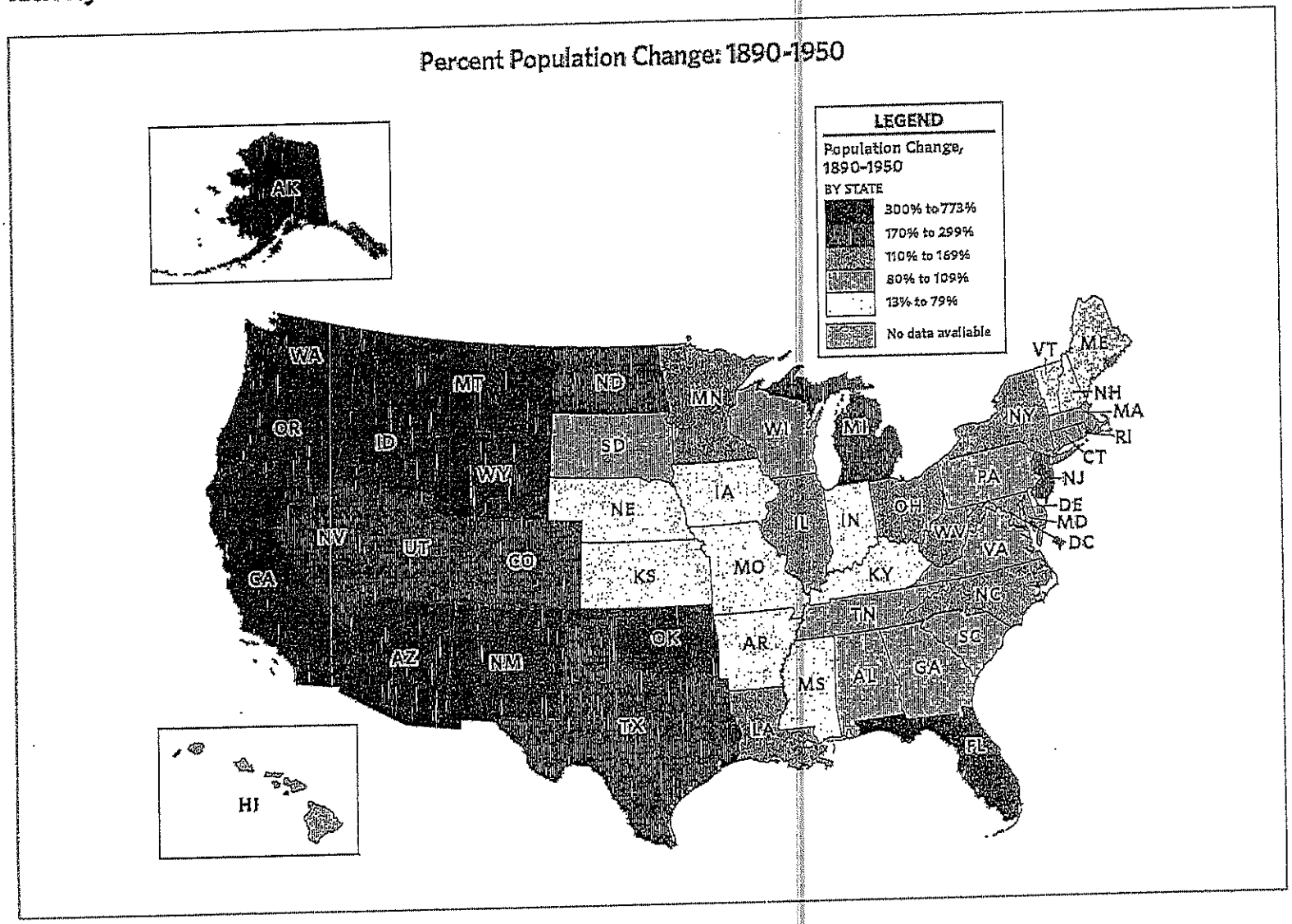
5. Using your prediction from Question #4, how will this likely change the resources your state receives?

6. Based on what you learned today, what would happen if people didn't answer census questions or didn't count everyone in their home accurately?

Home Extension

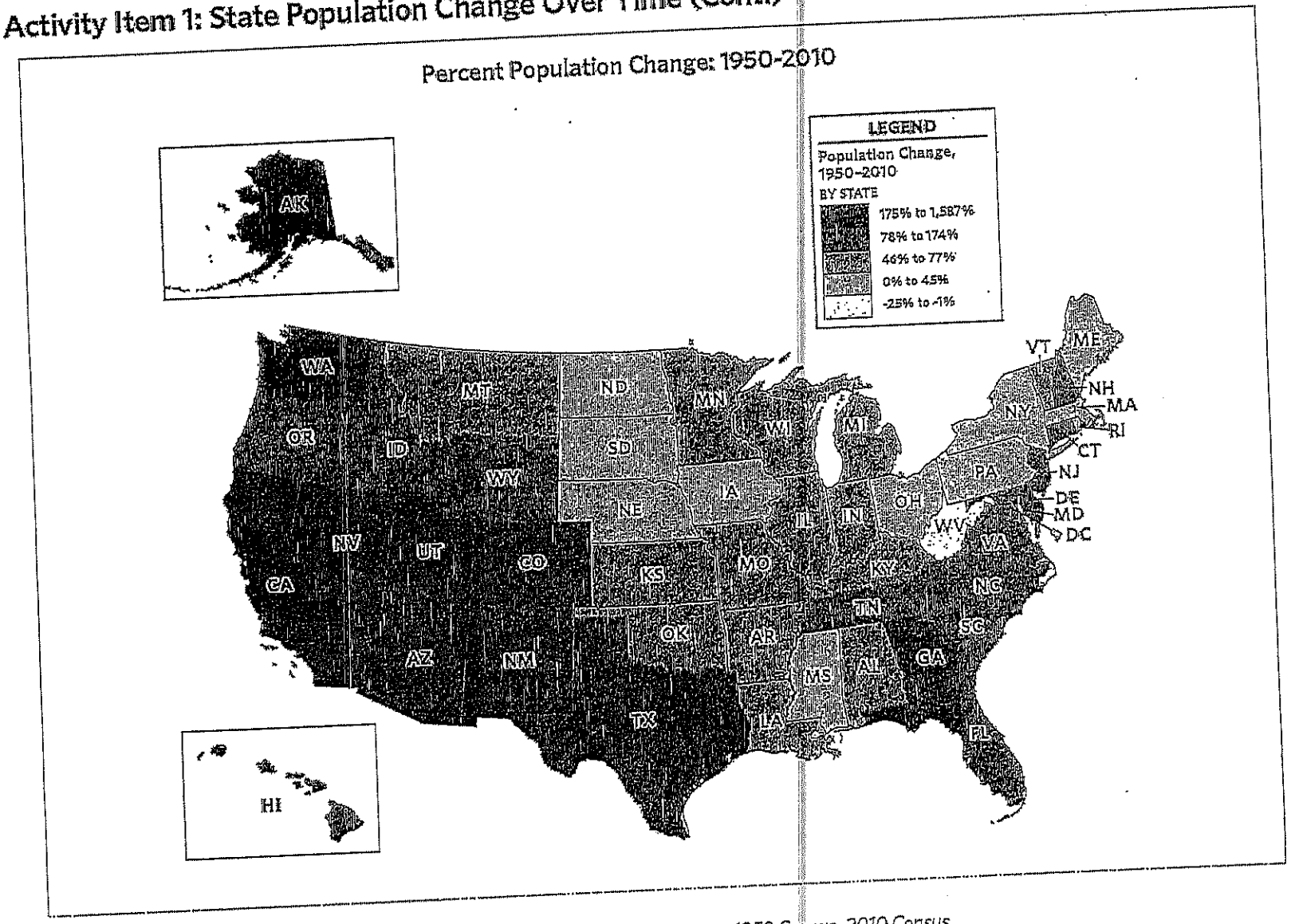
Take your student worksheet home and share it with an adult in your home. Share with them why you think your state's population will increase or decrease based on the data you reviewed in class. Then tell them how that change in population might affect government funding that benefits your community.

Activity Item 1: State Population Change Over Time



Activity Item 1: State Population Change Over Time (Cont.)

Percent Population Change: 1950-2010



Source: U.S. Census Bureau, 1890 Census, 1950 Census, 2010 Census

https://www.census.gov/dataviz/visualizations/021/508.php

Activity Item 2: State Population Data Table

State Name	1890 Population	1950 Population	2010 Population
Alabama	1,513,401	3,061,743	4,779,736
Alaska	32,052	128,643	710,231
Arizona	88,243	749,587	6,392,017
Arkansas	1,128,211	1,909,511	2,915,918
California	1,213,398	10,586,223	37,253,956
Colorado	413,249	1,325,089	5,029,196
Connecticut	746,258	2,007,280	3,574,097
Delaware	168,493	318,085	897,934
District of Columbia	230,392	802,178	601,723
Florida	391,422	2,771,305	18,801,310
Georgia	1,837,353	3,444,578	9,687,653
Hawaii	N/A	499,794	1,360,301
Idaho	88,548	588,637	1,567,582
Illinois	3,826,352	8,712,176	12,830,632
Indiana	2,192,404	3,934,224	6,483,802
Iowa	1,912,297	2,621,073	3,046,355
Kansas	1,428,108	1,905,299	2,853,118
Kentucky	1,858,635	2,944,806	4,339,367
Louisiana	1,118,588	2,683,516	4,533,372
Maine	661,086	913,774	1,328,361
Maryland	1,042,390	2,343,001	5,773,552
Massachusetts	2,238,947	4,690,514	6,547,629
Michigan	2,093,890	6,371,766	9,883,640
Minnesota	1,310,283	2,982,483	5,303,925
Mississippi	1,289,600	2,178,914	2,967,297
Missouri	2,679,185	3,954,653	5,988,927
Montana	142,924	591,024	989,415
Nebraska	1,062,656	1,325,510	1,826,341
Nevada	47,355	160,083	2,700,551
New Hampshire	376,530	533,242	1,316,470
New Jersey	1,444,933	4,835,329	8,791,894
New Mexico	160,282	681,187	2,059,179

Activity Item 2: State Population Data Table (Cont.)

State Name	1890 Population	1950 Population	2010 Population
New York	6,003,174	14,830,192	19,378,102
North Carolina	1,617,949	4,061,929	9,535,483
North Dakota	190,983	619,636	672,591
Ohio	3,672,329	7,946,627	11,536,504
Oklahoma	258,657	2,233,351	3,751,351
Oregon	317,704	1,521,341	3,831,074
Pennsylvania	5,258,113	10,498,012	12,702,379
Rhode Island	345,506	791,896	1,052,567
South Carolina	1,151,149	2,117,027	4,625,364
South Dakota	348,600	652,740	814,180
Tennessee	1,767,518	3,291,718	6,346,105
Texas	2,235,527	7,711,194	25,145,561
Utah	210,779	688,862	2,763,885
Vermont	332,422	377,747	625,741
Virginia	1,655,980	3,318,680	8,001,024
Washington	357,232	2,378,963	6,724,540
West Virginia	762,794	2,005,552	1,852,994
Wisconsin	1,693,330	3,434,575	5,686,986
Wyoming	62,555	290,529	563,626

Source: U.S. Census Bureau, 1890 Census, 1950 Census, 2010 Census

https://www.census.gov/dataviz/visualizations/021/508.php

Name: _____ Date: _____

Taking Action: Census 2020

Create an image to explain the importance of being counted during the 2020 U.S. Census. Be sure to include:

- When the census will be happening
- How people can complete the census
- two other pieces of information about the census that will grab the attention of your audience!

Guiding Question: Why is the 2020 Census important to my family and community?

3.4 Solving Linear Equations

To maintain the equality of two expressions, you can add, subtract, multiply, or divide each side of the equality by the same number. These are called the **properties of equality**. In the last Problem, you applied properties of equality and numbers to find a solution to an equation.

So far in this Investigation, all of the situations have involved positive whole numbers.

- Does it make sense to think about negative numbers in a coin situation?
- Does it make sense to think about fractions in a coin situation?

What strategies do you have for solving an equation like $-2x + 10 = 15$?

You have used the properties of equality to solve equations involving pouches and coins. These properties are also useful in solving all linear equations.

Problem 3.4

A For parts 1–3:

- Record each step you take to find your solution.
- Then, check your answer.

1. **a.** $5x + 10 = 20$ **b.** $5x - 10 = 20$ **c.** $5x + 10 = -20$

d. $5x - 10 = -20$ **e.** $10 - 5x = 20$ **f.** $10 - 5x = -20$

2. **a.** $\frac{1}{4}x + 6 = 12$ **b.** $1\frac{1}{2} + 2x = 6\frac{1}{2}$ **c.** $\frac{3}{5} = -x + 1$

d. $3.5x = 130 + 10x$ **e.** $15 - 4x = 10x + 45$

3. **a.** $3(x + 1) = 21$ **b.** $2 + 3(x + 1) = 6x$ **c.** $-2(2x - 3) = -2$

Problem 3.4 continued

B Below are examples of students' solutions the equations from Question A, part (3) above. Is each solution correct? If not, explain what the error is.

$$3(x + 1) = 21$$

Corry's Solution

3 times something in the parentheses must be 21.
So 3( ) = 21.
The something is 7.
So x + 1 = 7, and
x = 6.

$$2 + 3(x + 1) = 6x$$

Hadden's Solution

2 + 3(x + 1) is equivalent to 5(x + 1).
So I can rewrite the original equation as 5(x + 1) = 6x.
Using the Distributive Property, this is the same as
5x + 5 = 6x.
Subtracting 5x from each side, I get 5 = 1x.
So x = 5.

$$-2(2x - 3) = -2$$

Jackie's Solution

By using the Distributive Property on the left-hand side of the equality, I get −4x − 6 = −2.
By adding 6 to each side, I get −4x = 4.
By dividing both sides by −4, I get x = −1.

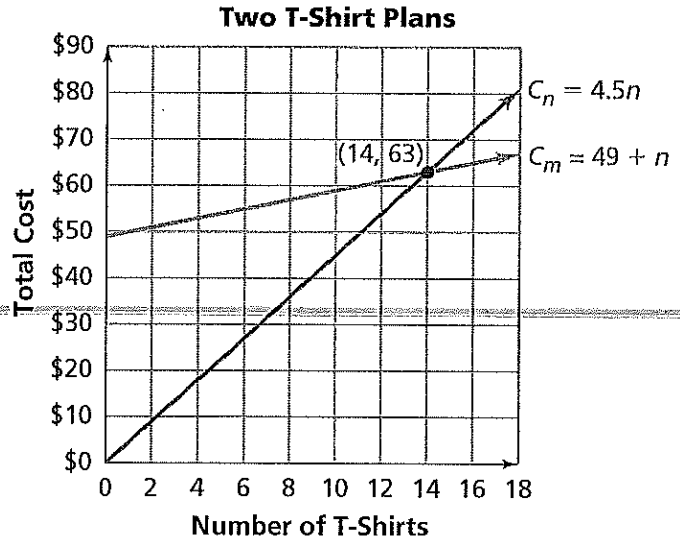
C Describe the strategies you have used for solving linear equations. When might you use one over another?

ACE Homework starts on page 69.

3.5 Finding the Point of Intersection

Equations and Inequalities

In Problem 2.3, you used graphs and tables to find when the costs of two different plans for buying T-shirts were equal. The graphs of the two cost plans are shown below. C_n represents the costs of the No-Shrink Tee. C_m represents the costs of the Mighty Tee. The **point of intersection** of the two lines tells us when the costs for the two T-shirt plans are equal.



- What information do the coordinates of the point of intersection of the two lines give you about this situation?
- Show how you could use the two equations to find the coordinates of the point of intersection of the two lines. That is, for what number of T-shirts n is $C_m = C_n$?
- For what number(s) of T-shirts is plan C_m less than plan C_n? That is, when is $C_m < C_n$?

Statements like $C_m = C_n$ are called equality statements or equations. You learned how to solve these equations symbolically in this Investigation.

Statements like $C_m < C_n$, $x < 5$, and $x > -5$ are called **inequality statements** or inequalities.

In this Problem, you will answer questions about points of intersection and about when the cost of one plan is less than or greater than that of another plan.

Problem 3.5

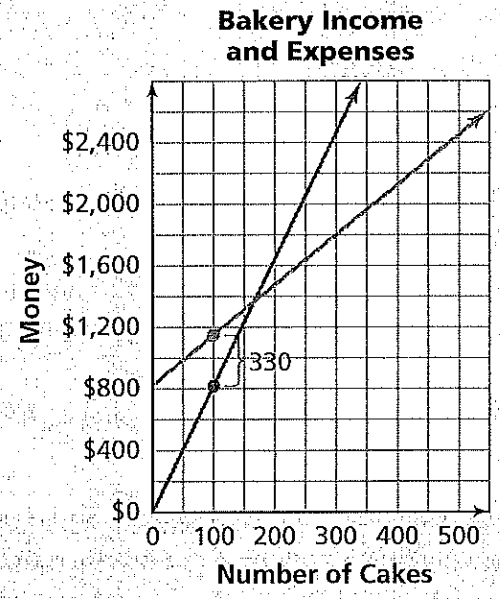
At Fabulous Fabian's Bakery, the expenses E to make n cakes per month is given by the equation $E = 825 + 3.25n$. The income I for selling n cakes is given by the equation $I = 8.20n$.

A

1. In the equations for I and E, what information do the y-intercepts give you?
2. What do the coefficients of n represent?

B Fabian sells 100 cakes in January.

1. What are his expenses and his income?
2. What is his profit? Describe how you found your answer.
3. Kevin drew the graph below. Explain how he could use his graph to determine Fabian's profit.



C

1. Write an equation that represents the profit, P, for selling n cakes. Describe how you can use this equation to find the profit.
2. Fabian uses the equation $P = 4.95n - 825$ to predict the profit. Does this equation make sense? Explain.

continued on the next page >

Problem 3.5 continued

D The *break-even* point is when expenses equal income ($E = I$). Fabian thinks that this information is useful.

1. Write an equation to find the number of cakes n needed to break even. How many cakes does Fabian need to make in order to break even?
2. Describe how you could use a table or graph to find the break-even point.

E

1. How many cakes can Fabian make if he wants his expenses to be less than \$2,400 a month?
2. How many cakes can he make if he wants to his income to be greater than \$2,400 a month?
3. Fabian's sister Mariah wrote the following inequality statements to answer parts (1) and (2) above.

$$825 + 3.25n < 2{,}400 \quad \text{and} \quad 8.20n > 2{,}400$$

Do these statements make sense? Why?

4. For each of the following inequalities
   - find the number of cakes Fabian needs to make in a month.
   - record the solution on a graph.
   - explain how you found your answers.

   a. $E < 1{,}475$

   b. $I > 1{,}640$

   c. $P > 800$

ACE Homework starts on page 69.