



At Home Learning Resources

Grade 8 - Week 3

LOWELL PUBLIC SCHOOLS

Grab and Go Meals

Available for Lowell Public Schools Students on Weekdays While School is Closed

Bartlett (11-11:30am) 79 Wannalancit St.	Moody (12-12:30pm) 158 Rogers St.
Butler (12:45-1:30pm) 1140 Gorham St.	Murkland (12:45-1:15pm) 350 Adams St.
Greenhalge (10:30-11am) 149 Ennell St.	Pawtucketville (12-12:30pm) 425 West Meadow Rd.
Lincoln (1:30-2pm) 300 Chelmsford St.	Robinson (11:15-11:45am) 110 June St.
STEM Academy (Rogers)* 10:30am-1 pm 43 Highland St.	

*STEM meal service will be available at back door at the kitchen loading dock area off South St.

ELA Grades 5-8 At Home Learning Choices

Weeks 2 & 3

You can continue the reading, writing, and vocabulary work from Week 1 OR continue online learning using tools like iReady, Lexia, Scholastic Learn OR complete the “Choose Your Own Adventure” Learning

“Choose Your Own Adventure”

This is a two week English Language Arts and Literacy exploration. Students will choose between 4 different options to pursue. Each option still requires daily reading. The goal of the project is to honor student growth and increase their learning with a project of their choice. There are different levels of independence, as well as choices for how to share their learning. (This work is borrowed from educator Pernille Ripp). Enjoy!

So what are the choices?

Choice	To Do
Choice 1: The Independent Reading Adventure On this adventure, you will use a self-chosen fiction chapter book to show your reading analysis skills. Read and either write or record your answers to questions that show your deeper understanding of the text.	See instructions below for “The Independent Reading Adventure”
Choice 2: The Picture Book Read Aloud Adventure On this adventure, you will listen to a picture book being read aloud every day by lots of wonderful people. Then you will write or record a response to a specific question every day.	See instructions below for “The Picture Book Read Aloud Adventure”
Choice 3: The Inquiry Project Adventure Ever wanted a chance to pursue a major topic of interest for yourself? Now is the chance. Craft a learning plan, learn more about your topic, and then showcase your learning when you return to school or virtually.	See instructions below for “The Inquiry Project Adventure”
Choice 4: The Creative Writing Adventure Want a chance to explore creative writing? Decide how you want to grow as a writer, and then start writing. Write each day and be ready to share some of your great work when you return to school or virtually.	See instructions below for “The Creative Writing Adventure”

Choice 1: The Independent Reading Adventure

On this adventure, you will use a self-chosen fiction chapter book to show your reading analysis skills. Read and either write or record your answers to questions that show your deeper understanding of the text.

Connect Four boxes vertically, horizontally, or diagonally. The four boxes you choose must be included in your recorded or written response.

Choose Your Own Adventure - The Independent Reading Adventure

A one-pager is an analytical, creative, and written response to a novel that completely fills one side of a piece of paper. For your one-pager, you'll want to focus on the big ideas from the novel including theme, symbolism, and character change.

Book: Grab a chapter book to do this, if you do not have one at your house you can use Audible to listen to one or Epic Books or Libby/Overdrive.

Choice in completion:

You can either type this out in a document: Google Doc, Word, Etc. OR record this in a video or audio-only format.

Details for Written Response

- Write a healthy response for each section that requires a written answer, meaning a long paragraph - not only five sentences.
- Clearly label each element of your one-pager.
- Include the title, author, genre of your book on the paper.
- Choose 4 elements to complete from the grid that are connected - they can be connected vertically, diagonally, or horizontally.
- Do this by hand by printing it out or take a picture of it.

Required Details for Recorded Response

- Brainstorm what you want to say before you record.
- Make sure you name the book and the author in your recording.
- Start each section by saying the question you are answering.
- Make sure your response answers the questions fully.
- Choose 4 elements to complete from the grid that are connected - they can be connected vertically, diagonally, or horizontally.

Connect four boxes vertically, horizontally, or diagonally to select your other four required elements.

<p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p>	<p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p>	<p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p>	<p>Song: Find song lyrics that connect. Write the lyrics, including the song, artist, and a 2-3 sentence explanation of how the song related to the book.</p>
<p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p>	<p>Timeline: Create a timeline with 10 critical events in the book. The timeline must be linear or follow the plot diagram. Each event must be a complete sentence.</p>	<p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p>	<p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p>
<p>Lessons learned: Add images and/or words to show lessons your main character learns throughout the book. Write about what the lessons teach them. Does this teach you any lessons?</p>	<p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p>	<p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p>	<p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p>
<p>Character changes: How does your main character start out and how do they change throughout the story? Answer thoroughly using evidence to back up your thoughts. Add two images that symbolize your character.</p>	<p>Quotes: Copy down 3 meaningful quotes from the book and explain the significance of each quote. What does it infer, symbolize, suggest, relate to, etc.?</p>	<p>Theme: What is the theme statement of your book and how do you know? Answer thoroughly using evidence to back up your thoughts. Add an image that symbolizes the theme</p>	<p>Setting: Draw or describe a background that shows knowledge of the setting of one or more important scenes for the characters, add one symbol at least from the story - write what it symbolizes next to it.</p>

Choice 2: The Picture Book Read Aloud Adventure

On this adventure, you will listen to a picture book being read aloud every day by lots of wonderful people. Then you will write or record a response to a specific question every day.

Choose Your Own Adventure - Picture Book Read Alouds and Analysis

Love picture books being read aloud? Me too! Here is your chance to listen to a different picture book being read aloud every day and analyze the book using the question asked each day.

Project requirement:

- Watch the video posted for each day in the table below.
- Respond either in writing or by posting a recording of your answer.

Choice in completion:

You can either type this out in a document: Google Doc, Word, etc. OR record this in a video or audio-only format

Details for Written Response

- Write a healthy response for each question meaning a long paragraph - not only five sentences.
- You should use evidence from the read aloud to support your analysis. You can use either a quote (stop the video to write it down) or refer to a specific section of the picture book.
- Include the title of your book on the paper.

Details for Recorded Response

- Brainstorm what you want to say before you record.
- Make sure you name the book and the author in your recording.
- Start each recording by saying the question you are answering.
- Make sure your response answers the questions fully.

Day	Title of Picture Book	Video link	Questions to discuss
Day 1	A Tale of Two Beasts	https://www.storylineonline.net/books/tale-of-two-beasts/	In the picture book, we see two very different versions of the same story. Why did the girl believe her version of the story was the right one? What does this remind you of in your own life?
Day 2	Each Kindness	https://www.youtube.com/watch?v=kj7Oc0ZoOjM	What is the theme of <u>Each Kindness</u> ? How do you know?

Day 3	The Heart and the Bottle	https://www.youtube.com/watch?v=8FSuy-J_Pzk	What does placing her heart in a bottle symbolize? How do you know?
Day 4	The Bad Seed	https://www.youtube.com/watch?v=ugsGoiz-ufg&list=PLiYzMwyBPG96EDjv7MAohaCnXoQnqiBmG&index=20&t=0s	In the book, the people who surround our main character see a certain way - how do you think the perception of others influences him and his actions? How do you connect to this story?
Day 5	We are Water Protectors	https://youtu.be/N-zPU4iSpc0 AND https://bioneers.org/the-native-american-prophecy-of-the-black-snake/	What is the black snake that is poisoning the water, plants, animals, and land? Discuss how and why the Black Snake is used as a symbol of destruction throughout the book.
Day 6	Pride: The Story of Harvey Milk and the Rainbow Flag	https://www.readbrightly.com/brightly-storytime-pride/	The Rainbow Flag has been used as a symbol of hope since 1978. Why are symbols such as flags often used in movements, how can symbols pull us together around a cause?
Day 7	Wolfie the Bunny	https://www.youtube.com/watch?v=BiU0Z9P2E4s	What did Dot use as evidence for her perception of Wolfie? How did her perception influence how she viewed Wolfie? How does this tie in with your own life?
Day 8	On the Day You Begin	https://www.readbrightly.com/brightly-storytime-the-day-you-begin/	How does our main character change throughout the story? How do you know? How does this story connect with your own life?
Day 9	The True Story of The Three Little Pigs	https://www.youtube.com/watch?v=1Q01X8JU3GU	How does hearing the perspective from the Wolf show us what we have missed? What happens to our understanding of the world when we only believe or see one side of the story?
Day 10	Your Choice	Visit the LPS Virtual Read Aloud Page and choose a book to listen to. https://www.youtube.com/channel/UCMIqoXopDU-6yfq5pJIPRtg	What did the author want you to learn? What language stood out to you? How does the main character change throughout the story? How do you know?

Choice 3: The Inquiry Project Adventure

Ever wanted a chance to pursue a major topic of interest for yourself? Now is the chance. Craft a learning plan, learn more about your topic, and then showcase your learning when you return to school or virtually.

Choose Your Own Adventure - Inquiry Project

Passionate or curious about something? Now is the chance. Craft a learning plan, learn more about your topic, and then showcase your learning when you return to school or virtually.

Project Requirements:

- Identify an inquiry question you want to pursue (something you want to learn more about) - remember inquiry questions are not straight “Googleable,” they will need learning from many sources or experiences to answer.
- Fill in the learning plan to show what you will be learning and how you will challenge yourself.
- Do the learning on your own or with your family.
- Create a product to showcase your learning - you have many choices of what to create.

Independence Expectations:

- This is a project that will require a lot of discipline and focus. You are not creating a day-to-day project, so you are expected to produce a larger final product to share your learning.
- The inquiry question you choose to pursue can be one that you already know something about or one that you know very little about.
- There should be NEW learning throughout, not just a summary of what you already know.

Details for End Product

- Your end product can take many forms: A podcast, a story, a presentation, a speech, a stop motion animation, a PSA, or something else you imagine.
- Your end product should showcase new learning for you, as well as be accessible to your intended audience - your peers.
- Your end product should have citations of any information you have used.
- Your end product should take at least 5 minutes for an average peer to either listen to or explore.

Day	What is your plan for learning for this day?
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	

What is your inquiry question?

How much do you already know about this topic?

_____ Very little

_____ Average amount - I know some stuff but not anything in-depth

_____ A lot - I have done inquiry into this

_____ Expert level (how will you challenge yourself then)

How will this project challenge you?

What types of resources do you plan on using?

How will you know you have successfully learned something?

What do you plan on creating to show off your newfound knowledge? What is your end project idea?

Choice 4: The Creative Writing Adventure

Want a chance to explore creative writing? Decide how you want to grow as a writer, and then start writing. Write each day and be ready to share some of your great work when you return to school or virtually.

Choose Your Own Adventure- Creative Writing

Have a story to tell? Here is your chance to use dedicated time to pursue your own writing craft and put some of those sweet writing moves you have been working on into action.

Project requirement:

- Identify your areas of strength as a writer - what do you already do well in writing?
- Identify areas of growth in writing for yourself - how will this project challenge you?
- Produce two or more pages each day in the writing form you choose - narrative, informational, opinion or argument, essay, poem, song, graphic novel

Independence expectations:

- This is a project that will require a lot of discipline and focus. You are not creating a day-to-day project, so you are expected to produce a larger final product to share your learning.
- The creative writing project you choose to pursue can be one that you already know something about or one that you know very little about.
- There should be NEW learning throughout, not just a summary of what you already know.

Day-by-Day Breakdown

Day	What is your plan for learning for this day?
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	

How solid of a writer are you already?

- On shaky ground, I have a lot of growth to do
- Fairly average
- Pretty good
- Expert level (how will you challenge yourself then?)

How will this project challenge you?

What types of specific writing lessons do you want to focus on:

- Finding ideas of what to write about
- Expanding and strengthening your original idea
- Fully developing a plot
- Adding descriptive details to help your reader visualize
- Creating worthwhile characters
- Manipulating time to move your story along
- Adding dialogue to add interest
- Making it have a turning point or some sort of climax
- Adding details
- Cutting out details
- Making it make sense
- Spelling
- Punctuation
- Other:
- Other:

How will you know you have successfully learned applicable writing skills?

Writing an Equation for a Linear Function from a Verbal Description

► Write an equation for each linear function described. Show your work.

- 1 The graph of the function passes through the point $(2, 1)$, and y increases by 4 when x increases by 1.
- 2 the function with a rate of change of $\frac{3}{2}$ whose graph passes through the point $(4, 10.5)$
- 3 the function with a rate of change of $\frac{4}{5}$ that has a value of 10 at $x = 10$
- 4 the function that has an x -intercept of -2 and a y -intercept of $-\frac{2}{3}$
- 5 Cameron stops to get gas soon after beginning a road trip. He checks his distance from home 2 hours after filling his gas tank and checks again 3 hours later. The first time he checked, he was 170 miles from home. The second time, he was 365 miles from home. What equation models Cameron's distance from home as a function of the time since getting gas?
- 6 A charity organization is holding a benefit event. It receives \$28,000 in donations and \$225 for each ticket sold for the event. What equation models the total amount earned from the event as a function of the number of tickets sold?

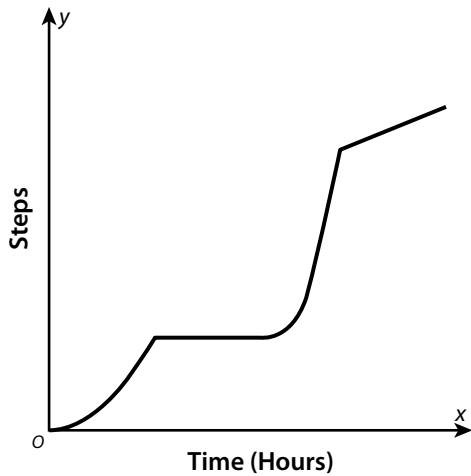
Writing an Equation for a Linear Function from a Verbal Description *continued*

- 7 The same charity organization from problem 6 has to pay \$4,700 for the banquet hall as well as \$110 per plate for each ticket sold.
- What equation models the total amount spent as a function of the number of tickets sold?
 - Using your answer from problem 6, write an equation for the charity's profit as a function of ticket sales. (profit = amount earned – amount spent)
- 8 A school pays \$1,825 for 150 shirts. This includes the \$25 flat-rate shipping cost.
- What equation models the total cost as a function of the number of T-shirts ordered?
 - What does each variable represent?
 - What are the initial value and rate of change of the function? What does each one represent?

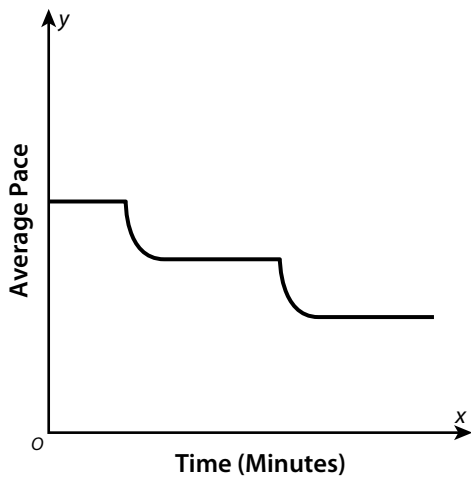
Using Graphs to Describe Functions Qualitatively

► Tell a story that could be represented by the graph shown.

1 The graph represents steps taken as a function of time.



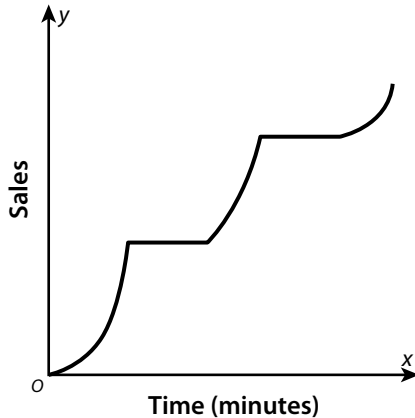
2 The graph represents average pace as a function of time.



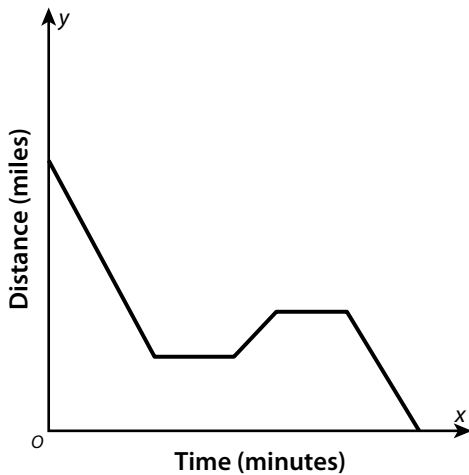
Using Graphs to Describe Functions

Qualitatively *continued*

- 3 The graph shows sales as a function of time.



- 4 The graph shows distance as a function of time.



- 5 For an interval on a graph that shows that a change is happening, explain how the shape of the graph on that interval tells you whether the change is happening gradually or quickly.

Finding the Slope of a Line

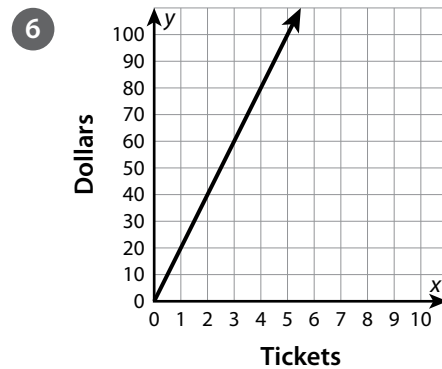
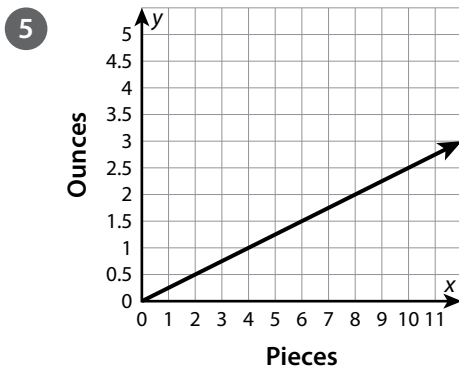
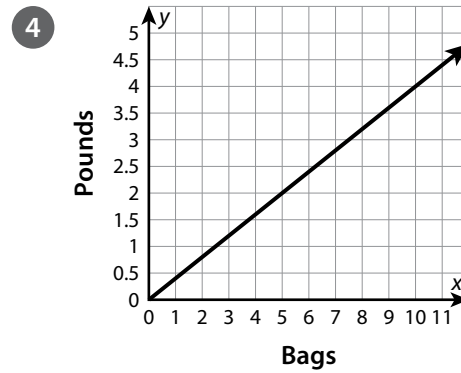
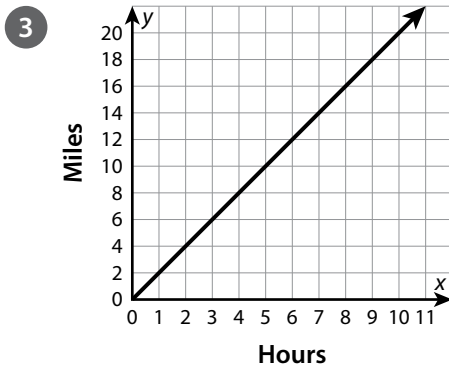
► Use the information provided to find the slope of each line. State what the slope represents.

1

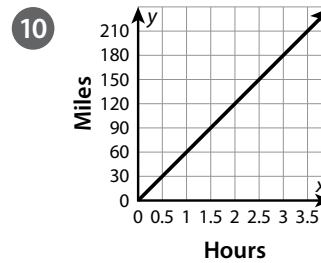
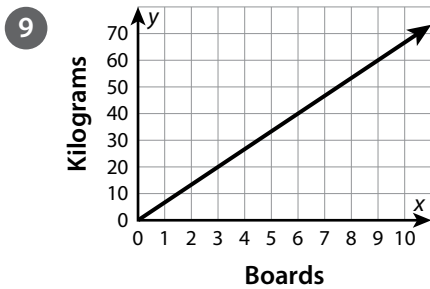
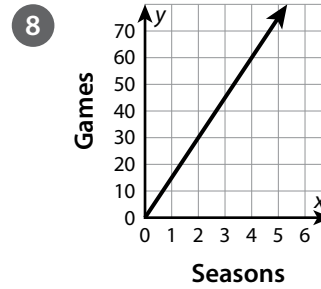
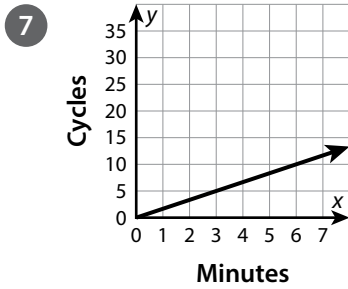
Seconds	0	5	10
Feet	0	30	60

2

Hours	0	2	5
Dollars	0	18	45



Finding the Slope of a Line *continued*

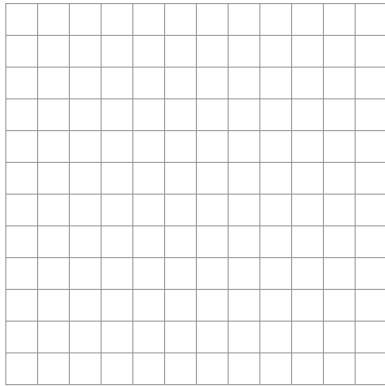


- 11 Compare finding the slope using a table and using a graph.

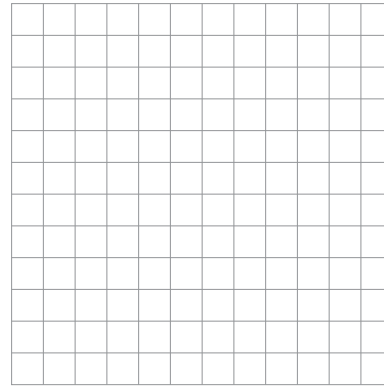
Graphing a Linear Equation Given in Any Form

► Graph each linear equation on the grid provided. Be sure to label the units on the x- and y-axes.

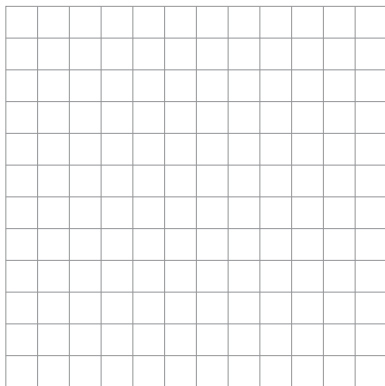
1 $5x + 2y = 10$



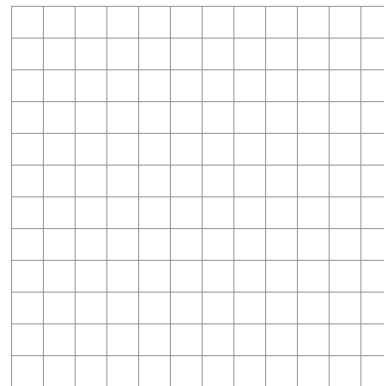
2 $200x - 300y = 600$



3 $-\frac{1}{2}x - 2y = 4$

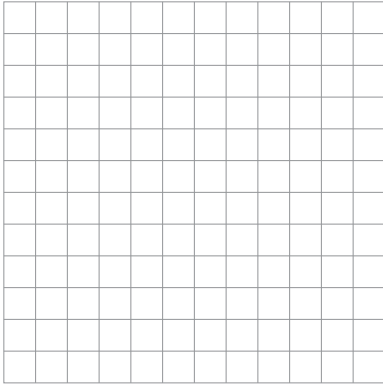


4 $6x - 12y + 24 = 0$

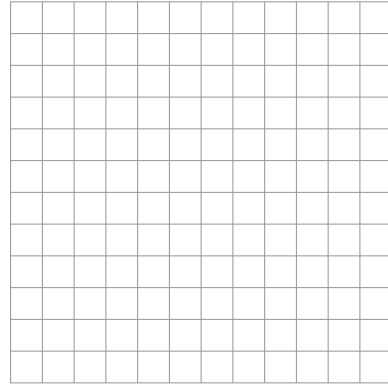


Graphing a Linear Equation Given in Any Form *continued*

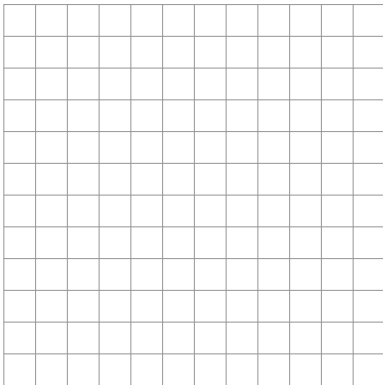
5 $-150x + 5y = 300$



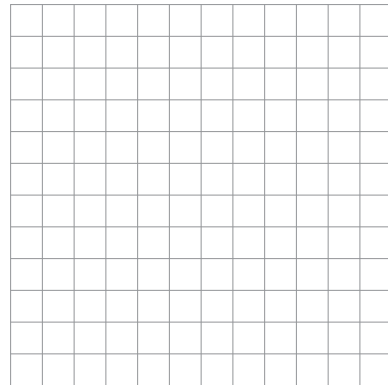
6 $-4x - 40y - 80 = 0$



7 $-6x + 7y = 42$



8 $10x + \frac{1}{3}y = 30$

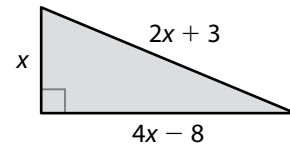


9 Which method do you prefer for graphing linear equations that are not in the form $y = mx + b$?

Representing and Solving Problems with One-Variable Equations

► Write and solve an equation to answer each question.

- 1 The perimeter of the triangle shown is 30 inches. What is the length of the longest side of the triangle?

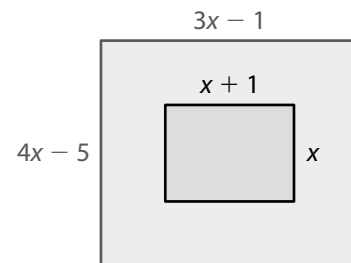


- 2 Two times the quantity of seven less than one-fourth of a number is equal to four more than one-third of the number. What is the number?
- 3 Amanda uses a rectangular canvas for a painting. The length is $6x - 3$ centimeters. The width is $2x + 6$ centimeters, and is $\frac{4}{5}$ of the length. What are the dimensions of the canvas?
- 4 Three friends fill bags with trash at a neighborhood cleanup. Randall's bag weighs $3x - 7$ pounds, Seth's bag weighs $2x - 10$ pounds, and Joanna's bag weighs $2x + 2$ pounds. Together, Randall's and Joanna's bags weigh 3 times as much as Seth's bag. How many pounds of trash does each friend pick up?

Representing and Solving Problems with One-Variable Equations *continued*

- 5 Eli and Angela are saving money to buy their grandparents an anniversary gift. Eli has saved \$8 more than $\frac{1}{3}$ of Angela's savings. If they each save \$10 more, Eli will have saved \$4 more than Angela's savings. How much has Eli saved?

- 6 The perimeter of the larger rectangle is 2 meters greater than twice the perimeter of the smaller rectangle. What is the perimeter of the larger rectangle?



WATERCRAFT



YOUR CHALLENGE

Design and build a boat out of straws and plastic wrap that can hold 25 pennies for at least ten seconds before sinking.

BRAINSTORM & DESIGN

Look at your materials and think about the questions below. Then sketch your ideas on a piece of paper or in your design notebook.

1. How will you make a boat that floats well enough to support a heavy load without sinking?
2. Should your boat be a platform (e.g., a raft or barge) or an open boat (e.g., a rowboat or canoe)?
3. What's the best way to make your boat waterproof?
4. How big do you need to make your boat to hold 25 pennies?

BUILD, TEST, EVALUATE & REDESIGN

Use the materials to build your boat. Then test it by floating it in a container of water and adding pennies, one at a time. When you test, your design may not work as planned. When engineers solve a problem, they try different ideas, learn from mistakes, and try again. The steps they use to arrive at a solution is called the **design process**. Study the problems and then redesign. For example, if the boat:

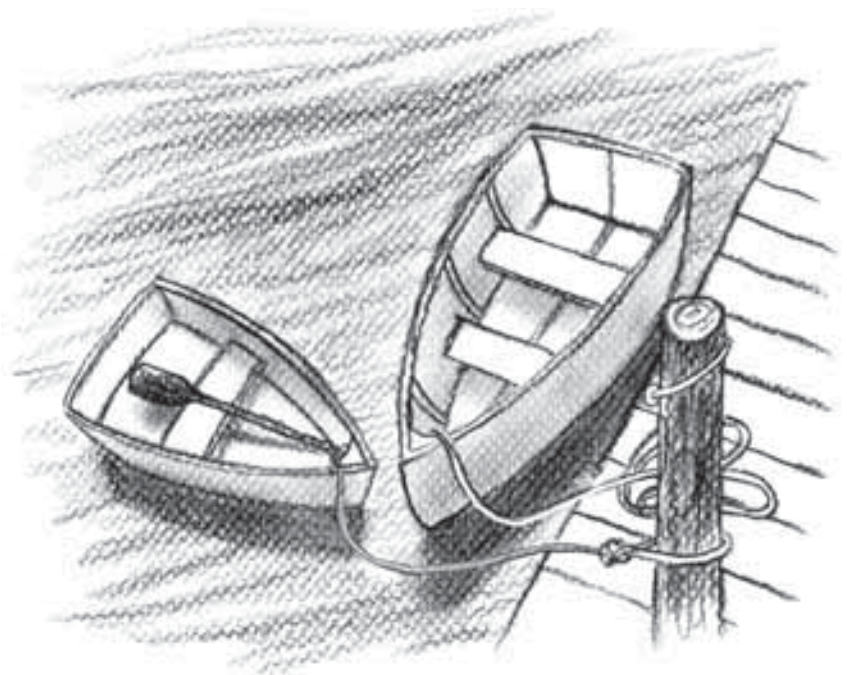
- sinks easily—*Increase its ability to float. When you set your boat in water, notice how it sinks down a bit, pushing aside some water. The water pushes right back, pressing on the boat's bottom and sides. The force from these pushes is called **buoyancy**. To change your boat's buoyancy, experiment with the boat's width and the height of its sides.*
- leaks a lot—*See if the straws are filling with water or if the plastic wrap is separating.*
- tips easily—*Check how near the weights are to each other. A boat can get tippy when one part is heavier than another.*

as built on TV™

pbs.org/designsquad

MATERIALS (per person)

- container filled with water (e.g., bucket, sink, plastic tub)
- duct tape
- paper cups (8-ounce or larger)
- 10-inch strip of plastic wrap
- 10 straws
- towels (paper or cloth)
- 25 pennies (or 15 standard, flat steel washers, at least 1 inch in diameter)



KEEP YOUR BOAT FOR
ANOTHER DESIGN
CHALLENGE NEXT WEEK!

TAKE IT TO THE NEXT LEVEL

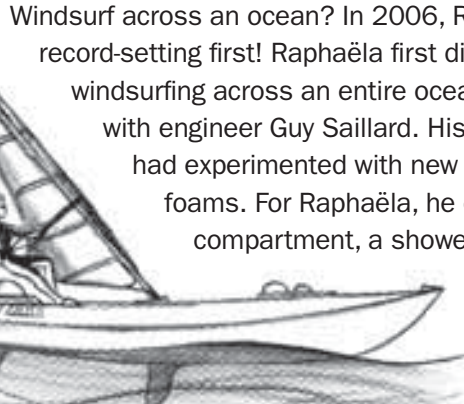
- Ready for some heavy lifting? Change your boat so it holds 50 pennies for at least ten seconds before sinking.
- Less is more! Build another boat that can hold 25 pennies, but use only half the amount of materials that you used for your first boat.

MAKE IT ONLINE

Underwater boat?

Build a self-propelled submarine out of 2 soda bottles, a rubber band, and 2 paper clips. See how on Make Magazine's project page at makezine.com/designsquad.

ENGINEERING IN ACTION



Windsurf across an ocean? In 2006, Raphaëla le Gouvello windsurfed 3,541 miles across the Indian Ocean—a record-setting first! Raphaëla first discovered windsurfing while on a family vacation. Soon, the idea of windsurfing across an entire ocean caught her imagination. To turn her dream into reality, she teamed up with engineer Guy Saillard. His challenge was to make her a sailboard she could live on. For years, Guy had experimented with new ways to use durable hi-tech materials such as epoxy resin, carbon fiber, and foams. For Raphaëla, he designed a strong, lightweight, 25-foot-long sailboard. It has a sleeping compartment, a shower, and its own satellite communication system—all the comforts of home. Or not! The cabin was only 8 feet long, 20 inches wide, and 31 inches high (slightly bigger than a coffin). If an engineer could build you the boat of your dreams, would you want to take a trip like Raphaëla's? Here's a snapshot:

- **Length of trip:** Two months.
- **Time sailed each day:** Seven hours.
- **Time spent sleeping:** Seven hours.
- **Weight of her first-aid kit:** 26 pounds.
- **Other things she did each day:** Send e-mail, check her course, get weather reports, talk to her support team by radio, relax, and make and eat meals.
- **Amount of water she used per shower:** A half gallon. The average shower in the US uses 18 gallons! Her boat only holds five gallons, but it has a solar-powered device that makes fresh water by taking the salt out of seawater.



Watch the **DESIGN SQUAD PVC Kayak** episode on PBS or online at pbs.org/designsquad.



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Civic Action and Change

Name: _____

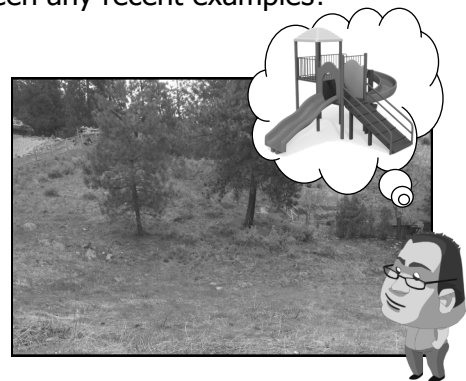
Recipe for Change



Civic action describes all the things people do to bring about social and political change. A democracy like ours is based on citizens engaging the government. When people take civic action, the government responds. Civic action can involve a million people marching in Washington, D.C. or a few people calling attention to a problem in their own hometown. The Civil Rights Movement of the 1950s and 1960s was a time when thousands of Americans were fighting for change, and their civic action was highly visible in the news media. Civic action still happens every day. Have you heard or seen any recent examples?

Civic Action Requires a Plan

Activism happens when people see a problem, gather together with a set of goals, and make a plan. Sometimes civic action plans take place at the local level. For example, people might set a goal to turn an abandoned lot into a playground. To achieve a bigger goal, such as getting a law changed, the group will need to take their plan to the state or national level and get lawmakers to listen.



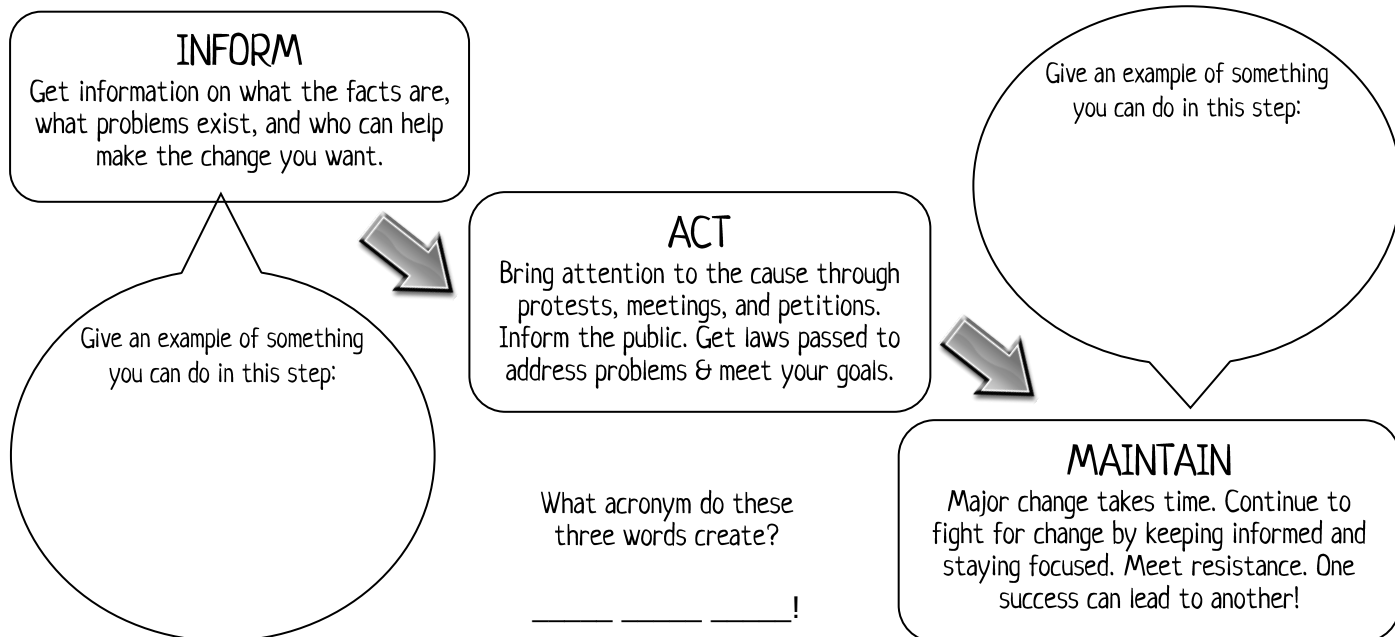
Civic Action is a Process



Civic action on the state or national level isn't like a school project that is over in a few weeks. It takes years or even decades to make changes in government and society. Think about all the work involved! First, a group that wants change must educate the public and lawmakers about the problems that exist. Sometimes this means changing peoples' attitudes and misconceptions. Then, the group must work to get laws passed, make sure the laws are carried out correctly, and maybe even defend the laws against challenges in the courts. It takes all three branches of the government to make change, as well as the "fourth branch"—citizens!

Three Steps of Civic Action

Every group or person may have a different goal for change, but the process they will go through to make change is always the same. Civic action has three main steps:



Women

Today it is hard to imagine that not so long ago, women in the United States had no political or social rights. For example, they were not allowed to vote, own property, attend college, or even be doctors or lawyers. In 1848, the first women's convention met to discuss the need for change. These meetings grew into what became the **Women's Rights Movement**. Thanks to that hard work, women got the right to vote when the **19th Amendment** was passed in 1920.

In the 1960s, women's rights activists focused on a woman's right to privacy and on equal opportunities for women at school and at work. For example, the **Equal Pay Act of 1963** promised equal pay for equal work. Employers were prohibited from discriminating based on gender. They also could not discriminate against women who were pregnant or had young children. Modern women continue to face equality issues, and many national groups are fighting for women's equality.



Farm Workers



In the late 1960s, migrant farm workers began to bring awareness to the poor working and living conditions of minorities who worked for large producers. They created the **United Farm Workers Union** so the workers would be able to organize. This group made demands for improved conditions. The UFW organized the most successful boycott in history when they convinced people to stop buying grapes. After five years, vineyard owners were forced to sign labor contracts protecting workers' rights. The Migrant and Seasonal Agricultural Worker Protection Act of 1983 put some key laws in place to protect farm workers from employer abuse, but many problems continue. The movement to protect farm workers' rights is still very active today.

People with Disabilities

Over 50 million people in the United States have at least one physical, mental, or learning disability. These disabilities have been the basis for **discrimination** in public places, schools, and jobs. Disabled people also had limited access to **public services** like transportation.

The **Civil Rights Act of 1964** made it illegal to discriminate against people because of their race, religion, or gender—but not because of disability. People with disabilities fought for their rights by talking to their elected representatives, writing letters and articles, and trying to meet with lawmakers. When companies and individuals refused to meet with them, disability rights activists used more extreme actions to have their concerns heard. You will learn about the two major laws that came out of this movement later in the lesson.



The protest sign refers to discrimination faced by African-Americans, who before 1964 were forced to sit at the back of public buses in many places.

American Indians

In the 1960s and 1970s, Native Americans living on reservations were faced with extreme unemployment, lack of health care and education services, and very poor living conditions. The Native history and lifestyle were constantly challenged by new laws and threats to the land on which the people lived. Activists fought for equal treatment and protection of traditional ways by bringing attention to these **injustices**. As a result of their work, Congress passed laws protecting Indian land. Successful court challenges led to protection for Native American hunting and fishing areas.



People with Disabilities

Problems

Facts

Actions

Laws

What happened next...

INFORM

ACT

MAINTAIN

Women

Problems

Facts

Actions

Laws

What happened next...

Civic Action and Change

Name: _____

Directions: Cut out the 10 boxes and glue to the IAM worksheet in the correct order. Read each box carefully to see how these movements met specific goals.



Passing ADA didn't fix everything. People needed to understand how to be sensitive to the needs of disabled people. Some businesses didn't want to pay to install accommodations so disabled people could be included. This kind of education became a new goal for the movement.

There were other problems that had not been solved. Years later, a law called IDEA (Individuals with Disabilities Education Act) helped children get access to public schooling despite their disabilities. IDEA requires public schools to provide a "free appropriate public education" that meets a disabled student's needs.

People with disabilities wrote "Discrimination Diaries" that talked about daily experiences with barriers and discrimination and sent them to lawmakers. Activists also blocked Greyhound buses demanding wheelchair lifts.

Facts

- 19% of the population in the U.S. has at least one disability.
- 8% of kids under 15 are disabled.
- Disabled people make up the largest minority group in the U.S.

Facts

- In 1971, girls made up only 7% of high school sports participants.
- That same year, 42% of college students were women.

Problems

- People with disabilities were not able to *access* public places and use public transportation.
- Laws banning discrimination did not protect the disabled.

Problems

- Girls lacked sports teams and after school activities at school because schools focused their money on boys' activities.
- Women were discriminated against when they applied for college & jobs.

Groups used court cases, petitions, protests, and Congressional hearings to pressure the government to create a law that gives women and girls equal access to educational and extracurricular activities.

The Americans with Disabilities Act

(ADA) was signed into law by President Bush in 1990. It banned discrimination based on disability in employment, public services, transportation, and communication. It also helped define a disability as an impairment that limits one or more major life activities.

Getting Title IX passed was a huge victory, but was met with resistance by many. The athletic part of the law required that there be equal funding and opportunity for male and female athletic teams. Coaches and supporters of male teams stated that funding for male sports teams suffered and that there was now discrimination against the guys!







These arguments against Title IX have been dismissed by the court system, but the subject is still controversial.

Supporters of the law continue to watch and make sure that women get equal opportunities in school and in athletics.

Title IX(9) was signed into law by President Nixon in 1972. It banned gender discrimination in all education programs and extracurricular activities in schools funded by the government. Now 40% of high school sports players and 57% of college students are female!

Hobbies!!

My name is _____

<p>1.</p>  <p>Mary 13</p>	<p>2.</p>  <p>Tom 15</p>	<p>3.</p>  <p>Liz 9</p>
<p>4.</p>  <p>Yoshi 10</p>	<p>5.</p>  <p>Paola 12</p>	<p>6.</p>  <p>Nick 11</p>

1. Her name is Mary. She is 13 years old.
Her hobby is playing piano.



2. His name is _____. He is _____ years old.
His hobby is _____.

3. Her _____. She _____.
Her hobby _____.

4. _____.

5. _____.

6. _____.

His		Her
He		She

skiing riding his bike playing baseball
playing piano swimming playing soccer