Hello Students,

This resource packet includes multiple projects that you can work on independently at home. Each project can be completed over multiple days, and the projects can be completed in any order.

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage you in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

Use the table of contents on this page to navigate through the project packet.

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## Seventh Grade Literacy Project: Sensory Imagery in Poetry

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 120-130 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level Standard(s)</strong></td>
<td>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td><strong>Caregiver Support Option</strong></td>
<td>Support students with preparation for Activity 1.</td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
<td>Paper, pen/pencil, a variety of foods or other items you have access to, bag.</td>
</tr>
<tr>
<td><strong>Question to Explore</strong></td>
<td>How do writers use sensory imagery to create meaning? In what ways can you use sensory details to share with a reader what you experience?</td>
</tr>
<tr>
<td><strong>Student Directions</strong></td>
<td>In this project, students explore how writers use sensory imagery as a literary device to make text more interesting. First, students will use their senses to explore known objects and write a poem about it. Second, students will analyze how this literary device works in Pat Mora’s poem “Echoes.” Finally, students will revise their original poem to incorporate what they’ve learned about sensory imagery. Ideally, each activity will be completed on a separate day.</td>
</tr>
</tbody>
</table>

### Activity 1: Exploring Sensory Imagery

A. Select two-three different foods or objects with different shapes, textures, and smells that you have available and place them in a bag. (If possible, have someone else do this so you do not know what the foods or items are).

B. Using your senses, describe the objects. Then, write your thoughts on a piece of paper. You can also ask someone to do this with you. Ask them to describe the object as you write down their description.
   - What does the object feel like?
   - What does the object look like?
   - What does the object sound like?
   - What does the object taste like? (Only taste things that should be tasted!).

C. Select one of the food items (or another object of your choice) and write a poem about it. Use at least three of the five senses. Use your senses to describe your object so well that your
audience can sense it too. Then, check your work using this checklist:
   ❑ I selected an object as the subject of my poem.
   ❑ I used at least three of the five senses to create sensory images in my poem.
   ❑ The sensory images I used worked to give the subject of my poem more meaning.

Activity 2: Analyzing Sensory Imagery
A. Read “Echoes” by Pat Mora silently to yourself. Underline examples of sensory imagery that you see. For example:

   In her white uniform, Magdelena set the table remembering such laughter

   “Echoes” by Pat Mora

   I sipped white wine
   with the women in cool dresses
   and sculptured nails shimmering
   in the May heat as our children
   whacked the pinata whirling
   in the desert wind, candy

   and colored paper carelessly tossed.

   in her white uniform, Magdelena set the table remembering such laughter
   at fiestas in Zacatecas, enjoying
   the afternoon’s songs and games,
   trying to snare English words floating
   in the air like the children’s
   carefree balloons.

   Her smile wavered when I spoke
to her in Spanish. Perhaps she wondered
shy I’d leave the other senoras,
join her when she served, why I’d

drift to the edge.

Again and again I hear:
   just drop the cups and the plates
   on the grass. My maid
   will pick them up.
Again and again I feel

my silence, the party whirring round me.

   I longed to hear this earth
   roar, to taste thunder,
   to see proper smiles twist
   as those black words echoed
in the wind again and again:
just drop...
my maid
just drop...
my maid
Perhaps my desert land waits
to hear me roar, waits to hear
me flash: NO. NO.
Again and again.

B. Read the poem again, out loud, and a third time (have someone else read it if possible). Underline any more examples of sensory imagery that you see.

C. Write a paragraph that summarizes the poem and explains how the writer uses sensory details in the poem. Give at least three examples directly from the text to support how the writer uses sensory details.

Activity 3: Using Sensory Imagery
A. Reread the poem you wrote in Activity 1. Just like you did with “Echoes”, underline all of the sensory imagery you can find in the poem.
B. In what ways is sensory imagery working in your poem? Where could you revise or enhance the use of sensory imagery in your poem?
C. Revise your poem so that the sensory image is strong - make sure your reader can feel, hear, see, taste, and touch what is in your poem!

Activity 4: Reflection
A. How does sensory imagery enhance poems? In what ways does sensory imagery enhance your poem?
B. Share your poem with friends or family and explain what you’ve learned!

Cross Content Connection:
A. Visual Arts: Create an image to complement your poem. Challenge yourself to use materials you have available to you at home.
B. Performance Arts: Practice and recite your poem out loud for friends or family members. How will you use your voice/body movements to highlight certain aspects of the poem?

Source: readwritethink.org
<table>
<thead>
<tr>
<th>Seventh Grade Math Project: How Crowded is a Neighborhood?</th>
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</thead>
<tbody>
<tr>
<td><strong>Estimated Time</strong></td>
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<tr>
<td><strong>Grade Level</strong></td>
</tr>
<tr>
<td><strong>Standard(s)</strong></td>
</tr>
<tr>
<td><strong>Expressions and Equations</strong></td>
</tr>
<tr>
<td><strong>Caregiver Support Option</strong></td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
</tr>
<tr>
<td><strong>Question to Explore</strong></td>
</tr>
<tr>
<td><strong>Student Directions</strong></td>
</tr>
</tbody>
</table>

**Activity 1: Open Middle**

Source: [https://www.openmiddle.com/](https://www.openmiddle.com/)

Activity 1: Equivalent Ratios

A. Equivalent Ratios 1: Fill in the boxes using the digits 1 through 9, at most one time each, to make a true equality statement.
B. Equivalent Ratios 2: Using each of the digits 0-6 only once, make two equivalent ratios (also known as proportions)

C. What strategies did you use in Exercise A? What strategies in Exercise B? How were they similar or different? If you were to explain to a friend how they would create and find equivalent ratios, how would you describe it?

Activity 2: Dot Density

Source: [https://im.kendallhunt.com/MS/teachers/2/9/5/index.html](https://im.kendallhunt.com/MS/teachers/2/9/5/index.html)

A. The figure shows 4 squares. Each square encloses an array of dots. Squares A and B have side lengths of 2 inches. Squares C and D have side lengths of 1 inch.

Complete the table with information about each square
Compare each square to the others. What is the same and what is different?

B. The figure shows two arrays, each enclosed by a square that is 2 inches wide.

Let $a$ be the area of the square and $d$ be the number of dots enclosed by the square. For each square, plot a point that represents its values of $a$ and $d$. 
Draw Lines from (0,0) to each point. For each line, write an equation that represents the proportional relationship.

What is the constant of proportionality for each relationship? What do the constants of proportionality tell us about the dots and squares? (Remember that the constant of proportionality is \(k=y/x\))

C. Compare these two images

This image depicts an area that is 0.3 kilometers long and 0.2 kilometers wide.
This Image depicts an area that is 0.4 kilometers long and 0.2 kilometers wide.

For each neighborhood, find the number of houses per square kilometer.
A. Use proportional reasoning to find out how long this song is. SHOW your strategy for finding out how long the song is.

B. Think about your favorite song and find out how long it is. Now from the album your favorite song came from, how long is the full album? How much time does your favorite song take up with regards to the full album?

C. If you listened to your favorite song 34 times in one week. How much time would you have spent in that week listening to your favorite song?

Activity 4: Reflection

We use proportional reasoning in our lives quite often. Can you think of times when you used a proportion to answer a question you may have had? What was the question and why was it efficient for you to think proportionally in order to answer it?
Activity 5: Extension
Examine the data

<table>
<thead>
<tr>
<th>place</th>
<th>description</th>
<th>population</th>
<th>area (km²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalco</td>
<td>a suburb of Omaha, Nebraska</td>
<td>10,994</td>
<td>7.5</td>
</tr>
<tr>
<td>Anoka County</td>
<td>a county in Minnesota, near Minneapolis/St. Paul</td>
<td>339,534</td>
<td>1,155</td>
</tr>
<tr>
<td>Guttenberg</td>
<td>a city in New Jersey</td>
<td>11,176</td>
<td>0.49</td>
</tr>
<tr>
<td>New York</td>
<td>a state</td>
<td>19,746,227</td>
<td>141,300</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>a state</td>
<td>1,055,173</td>
<td>3,140</td>
</tr>
<tr>
<td>Alaska</td>
<td>a state</td>
<td>736,732</td>
<td>1,717,856</td>
</tr>
<tr>
<td>Tok</td>
<td>a community in Alaska</td>
<td>1,258</td>
<td>342.7</td>
</tr>
</tbody>
</table>

Graph the data on a coordinate grid and draw a line from the origin to each point creating a line. Label each line A-G. Find the slope of each line. How does the slope compare the population density of each place? Is this enough information to accurately conclude which place gained the most during that time period? What other information would you need to add to the data in order to make your conclusion more accurate?
Seventh Grade Science Project: Geoscience Processes

<table>
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<th>Total Time 120-130 minutes</th>
</tr>
</thead>
</table>

**Grade Level Standard(s)**

**MS-ESS2-2.** Construct an explanation based on evidence for how geoscience processes have changed Earth’s surface at varying time and spatial scales.

**MS-ESS2-3.** Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

<table>
<thead>
<tr>
<th>Caregiver Support Option</th>
<th>Encourage students to continue researching topics of interest that arise from this project.</th>
</tr>
</thead>
</table>

**Materials Needed**

- Pencil
- Paper

**OPTIONAL:**
- Plate (paper plate or dinner plate)
- Sticky substance (i.e., frosting, peanut butter, marshmallow fluff)
- Graham Crackers
- Ruler
- Cardboard

**Question to Explore**

How have geoscience processes changed Earth’s surfaces?

**Student Directions**

Overtime, Earth’s landscape changes naturally. Some changes are due to slow processes (such as erosion and weathering) while others occur as fast processes (such as landslides, volcanic eruptions, Tsunamis and earthquakes). In this project, students will explore the slow processes of erosion and weathering, as well as learn how the gradual shift of plate tectonics can lead to fast process changes.

**Activity 1: How does Earth’s surface change?**

Read the text on the next page. As you read, annotate the text by using the active reading guidelines:

A. Think carefully about what you read.
B. Make a record of your thinking
   a. Highlight challenging words, add notes to record questions, and make any connections to your own experience.
C. Examine any visuals and images carefully. Think about how they go together with the text.
Slow Processes: What is Erosion?
Erosion is the weathering and carrying away of soil and rock particles by waves, wind, running water and glaciers. Rocks are worn down into sediments and soil, then transported away by natural forces (like wind or water). One famous example of the process of erosion is the Grand Canyon. It was created by erosion and wind and running water have helped to shape the canyon.

Slow Processes: What is Weathering?
Weathering often occurs with the process of erosion and it also helps shape the Earth’s surface. Weathering is the process that creates the particles that erosion carries away. Common agents of weathering include water, ice, acids, salts, plants, animals, and changes in temperature. Some common types of weathering include:

- **Physical Weathering**: (also known as mechanical weathering) often caused by water and/or temperature changes, causing rocks to crumble. It can occur when water seeps into the cracks of rocks, then freezes into ice forcing the rock to break.
- **Chemical Weathering**: changes the molecular structure of rocks and soil. An example is rust occurring in materials that contain iron in a process called oxidation. At times, it can even dissolve large portions of limestone or other rock on the surface of the Earth to form a new landscape (called karst).
- **Biological Weathering**: caused by organisms (like animals or other living organisms), breakdown rock or change the composition. An example includes an animal digging a burrow, causing an increase in pressure and nearby rock to break. Another example is tree roots that grow and cause a street to crack.

Moving on with Fast Processes
After seeing some examples for the slower processes that shape Earth’s landscape over time, it is important to remember that this can also happen at a much faster rate. Some fast processes include landslides, volcanoes, tsunamis, and earthquakes. They can change Earth’s landscape in a blink of an eye. While these may be quick changes, the mechanism that creates these events are slow moving and created gradually over time.
The Grand Canyon is a mile-deep and was carved by the Colorado River over millions of years. It is essentially a very big hole in the ground, spanning 277 miles (446 km) long, up to 18 miles (29 km) wide. It is the result of constant erosion by the Colorado River over millions of years. It is located in the northwest corner of Arizona, close to the borders of Utah and Nevada. The Colorado River, which flows through the canyon, touches seven states.

This natural phenomenon shows how consistent weathering and erosion over a long period of time can radically shape the earth. Even though the work of the Colorado River took millions of years, this is relatively rapid compared to the billions of years of deposition revealed by the Canyon. Scientists agree that the Colorado River played a key role in shaping the Grand Canyon, beginning 5 million to 6 million years ago.

Slow processes such as these occur over a very long period of time. Take a look at some depictions on the next page of the Grand Canyon over time:
Image 1:

500 million years ago

Geological forces broke apart and tilted the Grand Canyon Supergroup layers. Erosion then scoured a flat surface and allowed even more rock layers to be deposited.

Image 2:

60 million years ago

Colliding tectonic plates pushed the Colorado Plateau higher in elevation.

Today

The Colorado River carved down through the plateau, exposing ancient layers of rock.
After you read and look over the graphics, complete the following on your separate sheet of paper:

I. Make a table like this one (be sure to leave room for a drawing and explanation):
   a. 

<table>
<thead>
<tr>
<th>5 million years ago</th>
<th>Present Day</th>
<th>5 million years in the future (prediction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing &amp; Explanation</td>
<td>Drawing &amp; Explanation</td>
<td>Drawing &amp; Explanation</td>
</tr>
</tbody>
</table>

   b. Draw what you think the Grand Canyon looked like 5 million years ago compared to today, and what you predict the Grand Canyon will look like in 5 million years. Be sure to include an explanation for each drawing.

Compare your predictions to others.

J. Take a look at the image below:

![Image of the Grand Canyon with ages marked]

Respond to the following on your paper:

K. How do your drawings of 5 million years ago and 5 million years into the future compare to how scientists have depicted the change in the Grand Canyon?

L. How did you use evidence from the text and images to support your explanation?

**Activity 2: Compare in our town**

Have you ever been to a beach in Chicago? Have you noticed our beaches are getting smaller? Take a look at what erosion and weathering look like in our own community. Read the article from ABC News about our disappearing beaches.
Dramatic photos show Chicago's disappearing beaches.


CHICAGO (WLS) -- You’ve probably noticed smaller beaches as Lake Michigan waves remain at near record high levels. But satellite images from Google Earth really show how much Chicago’s beaches are shrinking. And high waves, like those during the recent winter storms, can add to ongoing erosion.

When Lake Michigan was at its all-time low in 2013, you can see how wide the beach was at North Avenue Beach, Oak Street Beach, and Ohio Street Beach. Compare those to 2018, and even more so this year, where recent photos show much of the beaches underwater. When lake levels are as high as they are now, lakeshore flooding becomes a major issue when we have strong northeast winds.

<table>
<thead>
<tr>
<th>North Avenue Beach</th>
<th>Oak Street Beach</th>
<th>Ohio Street Beach</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="North Avenue Beach 2013" /></td>
<td><img src="image2" alt="Oak Street Beach 2013" /></td>
<td><img src="image3" alt="Ohio Street Beach 2013" /></td>
</tr>
<tr>
<td><img src="image4" alt="North Avenue Beach 2018" /></td>
<td><img src="image5" alt="Oak Street Beach 2018" /></td>
<td><img src="image6" alt="Ohio Street Beach 2018" /></td>
</tr>
<tr>
<td><img src="image7" alt="North Avenue Beach 2019" /></td>
<td><img src="image8" alt="Oak Street Beach 2019" /></td>
<td><img src="image9" alt="Ohio Street Beach 2019" /></td>
</tr>
</tbody>
</table>

The last two high impact lakeshore flooding events happened back in 2014 and in 1987. This is an image from the 1987 lakeshore flooding that shut down Lake Shore Drive and flooded some buildings in the Streeterville and Gold Coast neighborhoods.

Currently, the Lake Michigan water level is at 581.5 feet, which is 16 inches higher than last November. That’s only 10 inches away from the all-time high set back in 1986 and 5 feet 6 inches higher than the all-time low set back in 2013. The forecast over the next month is for the lake to fall about 3 inches.
Some of the most dramatic changes to Chicago beaches were noted in the North Avenue and Ohio Street beaches. Respond to the following on your sheet of paper:

A. Explain how the beaches have changed overtime using evidence from the readings and images. In your explanation, be sure to identify the type of Earth processes that impacted the Chicago beachfront.

B. If these processes continue with no intervention, predict how will these two beaches look in 2 years? 4 years? 6 years?

C. Copy this table onto your paper, be sure to leave room for a drawing.

<table>
<thead>
<tr>
<th>Time in years</th>
<th>North Ave Beach</th>
<th>Ohio St. Beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 years</td>
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</tbody>
</table>

D. Draw your predictions in the table.

E. OPTIONAL: Reflect on a time you went to a beach. What beach was it? How was your experience? Ask a family member or friend about their experience with beaches. How does their experience compare to yours?

Activity 3: Plate Tectonics

We've explored and analyzed the fast and slow processes that change Earth's surface. Now, let’s move on to the gradual shift in the Earth's tectonic plates that cause fast processes (like earthquakes, tsunamis, landslides, and volcanos) to occur.

A. Read and annotate the following text about plate tectonics.

Above you will see the tectonic plates of the Earth. The Earth's outer shell is divided into nine major tectonic plates that glide over the mantle (which is the rocky inner layer above the core). Plate tectonics account for all of the features and movement of the Earth’s surface, including those of
the past and still occurring (like the Grand Canyon). Each of the nine tectonic plates are named after the landforms found on them (including North America, Pacific, Eurasian, African, Indo-Australian, Australian, Indian, South American, and Antarctic). The largest is the Pacific Plate, which moves at a speed of 2.75 inches per year (noting the slow pace of the plate movement). In addition to these nine major plates, there are several smaller ones throughout the world.

How do they work? Well, convection in the mantle is the driving force. As hot material near the Earth’s core rises, colder mantle rock will sink. This drives the plate tectonics by pushing and spreading apart at mid-ocean ridges (which we will explore in a later experiment). This causes pulling and sinking downward at the subduction zones, where two tectonic plates meet. One plate slides under the other back toward the mantle and pulls the crust behind it. These subduction zones are one of these three tectonic plate boundaries:

<table>
<thead>
<tr>
<th>Divergent Boundary</th>
<th>Convergent Boundary</th>
<th>Transformation Boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plates move apart</td>
<td>Plates move towards each other</td>
<td>Plates slide past each other</td>
</tr>
</tbody>
</table>

Graham Cracker Tectonics (OPTIONAL, see materials list section):

B. Take a paper plate and cover it in something sticky (like frosting, peanut butter, etc.), representing the mantle. Keep the graham crackers on the side for the time being, as they represent the Earth’s crust divided into plates.

C. Take two graham crackers and recreate the following plate movements.
   a. Put two crackers together and slide them back and forth, keeping them against one another. Listen to the sound and feeling that comes from the crackers, as this movement simulates what happens along fault lines. If enough pressures build up on these fault lines, then an earthquake may happen.
   b. Lightly press on the crackers, then slowly pull them apart. The space that was left by the crackers will start to fill in with frosting, which is simulating how the plate movement can create underwater lava flow, which can lead to the eventual buildup of lava, creating new islands.
   c. Put water on one edge of each cracker. Bring it back to the plate and carefully push the wet edges together. Notice how the soft edges start to push upward? This is simulating the forming of mountain ranges by the shifting in the Earth’s plates.

Respond to the following questions:

D. If you don’t have the suggested materials at home, what are some other items you can use to recreate the 3 different types of plate boundaries?

E. How does plate movement impact the fast processes that change Earth’s surface?
Activity 4: Reflecting on Earth’s changing surface around me

On your sheet of paper, respond to the following questions:

A. How does Earth’s surface change over time? Be sure to use evidence from the Activities in this project.
B. How do certain Earth processes impact Chicago?

Develop a plan to address the lakefront erosion affecting Chicago’s beaches. Be sure to include the following:

C. Identify the issue
   a. Explain the change overtime and its impact on Chicago

D. Who can get involved?
E. What are things we can do to address this issue?

Cross-content connections:

**Social Science**: How does local and state government impact this decision or plan?

Sources:

A. National Geographic, [https://www.nationalgeographic.org/encyclopedia/erosion/](https://www.nationalgeographic.org/encyclopedia/erosion/)
C. ABC 7 News Chicago, [https://abc7chicago.com/weather/dramatic-photos-show-chicagos-disappearing-beaches/5713591/](https://abc7chicago.com/weather/dramatic-photos-show-chicagos-disappearing-beaches/5713591/)
Seventh Grade Social Science Project: What does it mean to be a good member of the community?

<table>
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<tr>
<th>Estimated Time</th>
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<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</td>
</tr>
<tr>
<td></td>
<td>SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.</td>
</tr>
<tr>
<td></td>
<td>SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.</td>
</tr>
<tr>
<td></td>
<td>SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.</td>
</tr>
<tr>
<td>Caregiver Support Option</td>
<td>Interview members of your household</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Notebook or journal</td>
</tr>
<tr>
<td>Question to Explore</td>
<td>What does it mean to be a good member of the community?</td>
</tr>
<tr>
<td>Student Directions</td>
<td>This guide is designed to help explore the idea of being a good community member. You will understand, investigate, reflect, and act to answer the question, “what does it mean to be a good member of the community?”</td>
</tr>
</tbody>
</table>

Activity 1: Understanding the Idea of a Good Community Member

A. First, in your notebook, make a list of 5-10 qualities of a good community member. Then, think about the people you know. Answer in your notebook,
   - Who are 2-3 people who you consider to be good community members?
   - What makes them good community members and why?
   - Describe a time when you were a good member to someone else.

B. Interview 3-5 family members and/or friends. Write their answers to the following questions below.
   - What do you think it means to be a good member of the community?
   - Describe a time someone was a good community member to you.
   - Describe a time you were a good community member to someone else.
   - What can we do during the current health crisis of Covid-19, to show that we are good community members?

Now reflect on your answers from the interviews, and answer the following in your notebook.
   - Compare and contrast the answers. What did they have in common?
   - What answers stood out to you the most? Why?
C. Next, read and annotate the excerpt from Source A: “U.S. citizens' rights and responsibilities,” then answer the following question in your notebook.

1. Who wrote this source?
2. Why do you think it was written?
3. Understanding who wrote this source and why it may have been written, do you think it is a reliable source in determining what it means to be a good member of a community? Explain.
4. How do the rights and responsibilities explained in this source help people to be good community members?
5. Is there a right or responsibility listed that has caused controversy? Explain.
6. What rights and responsibilities do you think are missing and should be included? Why?
7. How do the rights and responsibilities from Source A compare to the list you compiled for Part A and the answers you gathered for Part B?

Source A: U.S. citizens' rights and responsibilities
Excerpt written by the U.S. Citizenship and Immigration Services, adapted by NewsELA

U.S. citizens' rights and responsibilities
By U.S. Citizenship and Immigration Services, adapted by Newsela staff. Published 05/31/2017

Members of the armed services recite the pledge of allegiance during a naturalization ceremony at the USS Midway Museum, in May 2009 in San Diego, California. (U.S. Navy photo by Legalman 1st Class Jennifer L. Bailey/Released)

For 200 years, the Declaration of Independence and the Constitution have outlined the freedoms and protections of all Americans. Every citizen has the same rights no matter their background, culture or religion. To protect our democracy, all citizens should know what rights they have and apply them.

New citizens in the U.S. take an Oath of Allegiance, where they promise to be loyal and to support the country. U.S. citizens have important rights and responsibilities, which include the right to vote in elections and the ability to serve on a jury. The ability to vote means that the power of government comes directly from the American people. Former Supreme Court Justice Louis Brandeis once said, "The only title in our democracy superior to that of President [is] the title of citizen."

Rights Of A Citizen

Freedom to express yourself. This includes freedom of speech, freedom to meet in a group peacefully, and the freedom to protest if you think the government has done something wrong. Americans can speak and act as they wish, as long as it does not hurt others or stop others from
speaking freely.

**Right to a prompt, fair trial by jury.** People accused of a crime have the right to a speedy and fair trial, where a jury of citizens decide the verdict. Anyone accused of a crime is considered innocent until they are proven guilty.

**Right to keep and bear arms.** The Constitution protects your right to have firearms. Citizens have the right to protect themselves, but can lose this right if they are a danger to others or criminals who break the law.

**Right to vote in elections.** You can vote in federal, state and city elections to choose your leaders. The right to vote stops politicians from becoming too powerful, by keeping power in the hands of citizens.

**Freedom to pursue "life, liberty, and the pursuit of happiness."** The Declaration of Independence says you have rights to "life, liberty and the pursuit of happiness." The United States lets you choose your own path in life, so that you can set your own goals. Americans can make their own decisions as long as it does not take rights from others.

**Responsibilities Of A Citizen**

**Stay informed.** U.S. citizens should learn about the candidates running for office and know about problems in their city, state and country.

**Participate in the democratic process.** Vote in city, state and federal elections, because it is the most important responsibility of any citizen. Voting is our voice that tells our leaders what needs to be done.

**Respect the rights, beliefs and opinions of others.** The United States is a nation made up of people with different backgrounds and cultures. We must have respect for the beliefs and opinions of others, so that liberty and freedom can continue for future generations.

**Participate in your town or city.** Contribute what you can to the well-being of the community. Go to town hall meetings, volunteer to help others, join a local parent-teacher group, or run for public office.

Image: Former President Barack Obama votes in the 2012 presidential election with other citizens in Chicago, Illinois. Photo from Wikimedia.

**Activity 2:** What does it mean to be a good member in your community during times of distress?

A. Right now, during this pandemic, we may feel like we are living in a time of distress. Answer in your notebook
   - Considering the current health crisis of Covid-19 (coronavirus), how are you being a good member of the community during this time of distress?
● What advice would you give others about being good community members while we deal with Covid-19 (coronavirus)?

B. “Every moment is an organizing opportunity, every person a potential activist, every minute a chance to change the world.” - Dolores Huerta is a civil rights activist known for her leadership in fighting for better working conditions for farmworkers in the 1960s and ‘70s. Answer the following questions in your notebook.

- What do you think Dolores Huerta meant by this quote?
- What advice do you think Dolores Huerta would give to people on how to be good members of the community in times of distress?

C. Read and annotate Sources B, C, D, and E. Answer the following questions in your notebook for each:

1. According to the source, what rights are being violated during this time of distress?
2. According to the source, what rights are being utilized by the members of the community? Why do you think people are utilizing those rights?
3. What are the responsibilities required of community members in order to work towards solving the issues causing distress? Use 2-3 pieces of evidence from the source to support your answer.

Source B: Photo and excerpt from How Martin Luther King Jr. Recruited John Lewis: The Georgia congressman on what it was like to know the iconic activist (from The Atlantic https://www.theatlantic.com/magazine/archive/2018/02/john-lewis-martin-luther-king-jr/552581/)

How Martin Luther King Jr. Recruited John Lewis, The Georgia congressman on what it was like to know the iconic activist, Story by Vann R. Newkirk II, The Atlantic, 2/2018

Image (from left): Ralph Abernathy, James Forman, Martin Luther King Jr., Jesse Douglas, and John Lewis. King leads the five-day, 54-mile march for voting rights in 1965, from Selma, Alabama, to Montgomery. Lewis was 25 years old at the time.

John Lewis, now a Georgia congressman, was the teenage son of Alabama sharecroppers when he first met Martin Luther King Jr., 60 years ago. One of the last surviving members of King’s inner circle, the 78-year-old Lewis is an icon of the movement. Here, he recalls what it was like to know
King and to hear the messages that shape the world today.

This interview has been edited and shortened for clarity. ...

Newkirk: Dr. King spoke of the three evils of racism, poverty, and militarism. Which of these do you think presents the biggest challenge today in America?

Lewis: I’d say all three. There are people in high places today that feel at home saying racist things and trying to sweep some of the problems and issues that we have to confront under the American rug or in some dark corner, and we cannot let that happen.

We have to continue to do what we can to rid the country of racism, and do what we can—and what we must—to end hunger and poverty. It doesn’t make sense to live in a country that is so wealthy, so rich, and their people still lack food and health care. And we have to stop spending hundreds, thousands, millions, and billions of dollars on militarism.

That’s why we have to get people to participate in the democratic process—to register to vote on every occasion when there is an election. I gave a little blood on that bridge in Selma [during the voting-rights march to Montgomery, in 1965]. I almost died on that bridge, and as long as I have breath in my body, I think I will be inspired by Martin Luther King Jr. Forever I’m indebted to him, and I will do what I can to see that all people have the opportunity to participate in the democratic process.


Alright
My rights, my wrongs, I write 'til I'm right with God
Wouldn't you know
We been hurt, been down before,
When our pride was low
But we gon' be alright
we gon' be alright
we gon' be alright
we gon' be alright
Do you hear me, do you feel me? We gon' be alright
we gon' be alright
Huh? We gon' be alright
we gon' be alright
Do you hear me, do you feel me? We gon' be alright
I keep my head up high
I cross my heart and hope to die
Lovin' me is complicated
Too afraid of a lot of changes
I'm alright and you're a favorite
Florida student Emma Gonzalez to lawmakers and gun advocates...
CNN, February 17, 2018

Emma Gonzalez, a senior at Marjory Stoneman Douglas High School, addressed a gun control rally on Saturday in Fort Lauderdale, Florida, days after a gunman entered her school in nearby Parkland and killed 17 people.

Below is a … transcript of her speech:

Every single person up here today, all these people should be home grieving. But instead we are up here standing together because if all our government and President can do is send thoughts and prayers, then it's time for victims to be the change that we need to see. Since the time of the Founding Fathers and since they added the Second Amendment to the Constitution, our guns have developed at a rate that leaves me dizzy. The guns have changed but our laws have not. …

I read something very powerful to me today. It was from the point of view of a teacher. And I quote: When adults tell me I have the right to own a gun, all I can hear is my right to own a gun outweighs your student’s right to live. All I hear is mine, mine, mine, mine. …

I watched an interview this morning and noticed that one of the questions was, do you think your children will have to go through other school shooter drills? And our response is that our neighbors will not have to go through other school shooter drills. When we've had our say with the government -- and maybe the adults have gotten used to saying 'it is what it is,' but if us students have learned anything, it's that if you don't study, you will fail. And in this case if you actively do nothing, people continually end up dead, so it's time to start doing something.

We are going to be the kids you read about in textbooks. Not because we're going to be another statistic about mass shooting in America, but because, just as David said, we are going to be the last mass shooting. Just like Tinker v. Des Moines, we are going to change the law. That's going to be Marjory Stoneman Douglas in that textbook and it's going to be due to the tireless effort of the school board, the faculty members, the family members and most of all the students. The students who are dead, the students still in the hospital, the student now suffering PTSD, the students who had panic attacks during the vigil because the helicopters would not leave us alone, hovering over the school for 24 hours a day. …

If the President wants to come up to me and tell me to my face that it was a terrible tragedy and how it should never have happened and maintain telling us how nothing is going to be done about it, I'm going to happily ask him how much money he received from the National Rifle Association.

You want to know something? It doesn't matter, because I already know. Thirty million dollars. And
divided by the number of gunshot victims in the United States in the one and one-half months in
2018 alone, that comes out to being $5,800. Is that how much these people are worth to you,
Trump? If you don’t do anything to prevent this from continuing to occur, that number of gunshot
victims will go up and the number that they are worth will go down. And we will be worthless to
you.

To every politician who is taking donations from the NRA, shame on you. ...

... [Encouraging the crowd] register to vote. Contact your local congresspeople. Give them a
piece of your mind.

(Crowd chants) Throw them out.

Source E: Students march to Loop for international Climate Strike rally; events held around globe,
throughout Chicago area (Excerpt from the Chicago Tribune
udnfti3ndkq5k6i-story.html)

Students march to Loop for international Climate Strike rally; events held around globe, throughout
Chicago area By Elaine Chen, Chicago Tribune, September 20, 2019

Participants in Friday’s Global Climate Strike rally during their
march from Grant Park to Federal Plaza on Sept. 20, 2019.
(Antonio Perez / Chicago Tribune)

A huge crowd of students
and activists gathered
Friday in Grant Park and
marched to Federal Plaza in
the Loop to call attention to
issues related to global
climate change, joining
marches and protests held
around the world.

Police estimated between 1,500 and 3,000 people marched through downtown Chicago streets,
down Columbus Drive, Ida B. Wells Drive and Van Buren Street.

“Donald Trump, hey you! We deserve a future too,” participants chanted.
By a little before 12:30 p.m., the crowds packed Federal Plaza, spilling out onto nearby streets. ...

Events for the Global Climate Strike movement, spearheaded by Swedish 16-year-old Greta
Thunberg, were planned in cities across the world, with local events also planned for Naperville, Des Plaines, Evanston, Waukegan, Portage and other communities.

The movement organized events in many countries in the spring, which Illinois students joined in March and in May, when each event drew about 500 people, said Isabella Johnson, the Illinois state lead organizer and a high school senior at Benet Academy, a Catholic school in Lisle. On Friday, “we got way more people than we were expecting,” she said. “We were meant to protest on the sidewalks, but it went out on the streets,” Johnson said.

In Grant Park before the march, Kate Puharich, a freshman at Deerfield High School, carried a hand-painted sign with a picture of TV cartoon character Lisa Simpson saying, “Can there be any doubt that the culprit is greenhouse gas?”

She had “always been told, ‘Just wait when you’re older to get into politics,’” Puharich said. "But when I saw the United Nations report that this will become irreversible by 2030, I thought, 'Wow, I can’t wait that long.'"

As marchers left Grant Park and approached Federal Plaza, their voices began echoing off the buildings lining the streets, and they chanted louder: “Oceans are rising, and so are we.” …

Johnson demanded swift action from politicians.

“It is clear that (students) are leading this movement, although I wish that we did not have to,” she said.

Throughout the march, students raised signs urging lawmakers to pass the federal Green New Deal and the Illinois Clean Energy Jobs Act. The Illinois bill aims to get the state on a path to 100% renewable energy by 2050.

Johnson also reminded students who are old enough to register to vote.

“To the leaders who laughed at our efforts,” she said, “will you be laughing when we vote you out?”

Many Chicago high school students showed up to Friday’s event. They had been warned by CPS that they would be excused for the rally but only if they returned after the event ended. …

Cindy Jurado, a junior at Bogan High School and a member of youth activism organization GoodKids, MadCity, said this was the first large movement she’s participated in.

Jurado said her passion for climate change issues stems from her love for planting, which she began doing with her mother when she was 7 years old.

When she was walking across the Ida B. Wells Bridge leaving Grant Park, she said, “I got chills seeing
everyone chant. I think it’s really cool to see people from all different parts of Chicago.”

China Smith, a senior at King College Prep and also a member of GoodKids, MadCity, said that after Friday’s strike, “we have to keep acting.”

“I felt that my presence (in the march) was at least a step.” Smith said. “With certain things sometimes we can feel helpless, but just having my presence there today shows a lot. It shows legislators that we’re here.”

Activity 3: Communicating Conclusions.
Choose only one of the following options to communicate your conclusions. Be sure to communicate your understanding by including relevant evidence from the sources above, your interviews, and your experiences to support your claim in response to the question: What does it mean to be a good member of the community?

A. Pretend you are the editor of a major newspaper. Write an editorial explaining the role and responsibilities of the students of Chicago and what they can do in their schools and communities to demonstrate what it means to be a good community member.
B. Pretend you are on Twitter. Using 140 characters, send (write) a tweet awarding members of your family, a celebrity, the government, your school community, your church, etc. for being a good member of the community. Be sure to explain why they deserve your prestigious award! You can create up to 5 tweets.
C. Create a mini children’s book explaining what being a good member of a community is and what actions kids can take to be good community members at home, at school and in their cities.
D. Create a poem, including figurative language, inspired by any of the sources. Your poem should capture what it means to be a good community member.

When you are done, share your final project with family members and/or a friend on a video call.

Activity 4: Reflection

● After completing your action steps, write in your journal about what you have learned about what it means to be a good community member. Explain how we all can become better community members to each other.
● What will you do differently to demonstrate being a good community member? If you will not do anything differently, explain why.

Cross Content Connection:

● Social Science & Literacy: While students are gathering evidence from various news articles, poems, speeches, and photos, they are considering the author’s perspective and purpose and citing relevant evidence to support a claim. If students choose the option to write poetry, they will also be practicing the skill of using figurative language.