Hello Students, Families and Caregivers,

This resource packet includes multiple projects that students can work on at home independently or with family members or other adults. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

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5th Grade Literacy Project: Digital Citizen Superhero

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>70-80 Min.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level Standard(s)</strong></td>
<td>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td></td>
<td>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
</tr>
<tr>
<td></td>
<td>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td><strong>Caregiver Support Option</strong></td>
<td>Please help students read and comprehend the article Please edit and revise student’s explanatory piece</td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
<td>Pencil and coloring materials</td>
</tr>
<tr>
<td><strong>Question to Explore</strong></td>
<td>What is a digital citizen?</td>
</tr>
<tr>
<td><strong>Student Directions</strong></td>
<td>Please read the following article about digital citizenship, determine the main idea, answer multiple choice questions, and then create your own digital citizen superhero!</td>
</tr>
</tbody>
</table>

**Activity 1: Determining the main idea**

**Determining Main Idea: What? And So What?**
A main idea is more than a topic. To state the main idea, it’s important to know what the text is about (the topic) and then to be able to say so what about it. The “so what” can be the angle, idea, or perspective that the author brings to the topic. (From Reading Strategies by Jennifer Serravallo)

A. **Directions:** As you read the following passage, ask yourself the following questions: What is the topic of the passage? What is each section mostly about? Now that identified the topic, What is the main idea of the passage? What is the author’s angle or slant? Or what do I think the author is trying to say about the topic?
Technology is everywhere, and because of that we live in a digital society. In this lesson, learn what digital citizenship means, how technology can connect you with other people, and ways that you can use technology responsibly.

What Is Digital Citizenship?

You probably have heard that it is important to be a good citizen. So what would it mean to be a good digital citizen? Let's look at these words more closely. The word digital refers to any type of technology that you use. Quick! Look around your room and count the digital items you have. It's probably quite a few, right?

If you are a citizen, this means you belong to a group of people. So you could be a citizen of your classroom or your neighborhood. Being a digital citizen means you are a part of the group of people that use technology to communicate. There are rules that you need to follow when you are a digital citizen, to protect yourself and to protect others. Let's find out how you can be a good digital citizen.

Access to the World

One of the very cool things about technology is that it can connect you with people all over the globe! You can be sitting in your living room and talking to someone in a completely different country. With tablets and laptops, you have a big world of people and information at your fingertips. While this is a great benefit of technology, it is important to follow rules of digital citizenship to stay safe.

One of the best ways you can be a good digital citizen is to talk to your family about what you are allowed to do with your technology and what is off limits. They can keep you protected by limiting where you go and who you talk to when you are online. Then once you know the rules, make sure you follow them!

Sharing Information

Are you a fan of social media? You know, the websites where you can be friends with others and share your pictures, ideas, and information? These sites are very popular, and they're a great way to stay connected to others when you can't hang out with them in person. If you use social media, check the settings of the website you're using and make sure that your information stays private, or only viewable by friends and family that you trust.
B. Now that you have read the passage, think about the main idea, jot your ideas down on this mind map. The topic is “Digital Citizenship,” but what is the main idea? Determine two potential main ideas and two pieces of text-evidence to support the main idea.

Main Idea Tree Map

Topic:

Main Idea 1:

Main Idea 2:

Supporting Details

Activity 2: Quoting Accurately From the Text

A. Directions: Strong readers are able to quote details from a text when making inferences. Using the passage “Digital Citizen,” answer the following questions. It will be helpful to look back at the text.

1. In section “Access to the World”, what does the author say about being a good digital citizen? Write your answer below.

2. Find a quote from the text that supports the conclusion that “technology is a good thing as long as it is used responsibly”. Write the evidence below.
3. Choose a sentence from the text that supports the inference that "digital citizens have a big responsibility to be role models".
   a. “One of the very cool things about technology is that it can connect you with people all over the globe!”
   b. “There are rules that you need to follow when you are a digital citizen, to protect yourself and to protect others.”
   c. “Being a digital citizen means you are a part of the group of people that use technology to communicate.”
   d. “The word digital refers to any type of technology that you use.”

B. **Main Idea and Details:** Now that you have practiced writing main ideas and quoting accurately from the text, transfer your two main ideas from activity 1 and locate two details from the text that support each one. Then, explain how the details support the main idea.

<table>
<thead>
<tr>
<th>Main Idea #1:</th>
<th>Supporting Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

How do these details support the main idea?

<table>
<thead>
<tr>
<th>Main Idea #2:</th>
<th>Supporting Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

How do these details support the main idea?
Activity 3: Create your Digital Citizen Superhero! (Adapted from Commonsense.org)

Directions: You have read about what it means to be a digital citizen. You can see how important your own role might be as a digital citizen too! Digital citizens can be role models on the internet, and they may be able to help keep themselves and others safe. Look at all the important evidence you found in Activity 2 on the responsibilities of digital citizens. Imagine creating a superhero to illustrate those qualities.

Follow each step below to create a digital citizen superhero. This superhero will be an upstander that stands up for safety and respect on the internet. They can be a super digital citizen just like you! Reflect on and answer the following questions before you draw your superhero.

A. Step 1: Special powers

What's your superhero's name? _______________________________________________________

What special abilities or qualities does your superhero have that helps them be a good digital role model on the internet?

____________________________________________________________________________________

____________________________________________________________________________________

How do these special abilities help your superhero?

____________________________________________________________________________________

____________________________________________________________________________________

B. Step 2: Background story

Every superhero has to have a background story. Where does your superhero come from? How did they become a superhero?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Why do they care most about being a role model?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
C. **Step 3: Draw your superhero in the frame below!** What does she or he look like? What does she or he believe are the most important qualities of a super digital citizen superhero?

Example:

![Digital Citizen](image)

- I am respectful, responsible, and safe.
- I stand up for what is right and safe.
- I do not spread hate towards anyone.
- I do not talk to people I do not know.
- I do not give away private information.
Activity 4: Explanatory Writing

The primary purpose of explanatory writing is to increase the knowledge your reader has about a topic. When writing an explanatory piece, the writer answers questions of why or how.
**Directions:** Now that you are an expert on digital citizenship, you will write a piece that explains what a digital citizen is and what someone needs to do in order to become one.

Be sure to include evidence from activity 2; this will help you explain all about digital citizenship. Your piece should be 2-3 paragraphs. Use the space below to plan how your writing might go. Then, use a separate sheet of paper to write your draft, revise, edit, and re-write your final piece.

Optional: Ask someone in your home to help you during the writing process, and to revise and edit your piece in order to make sure it makes sense.

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**Cross Content Connection:**

**Math:** Estimate how many hours a day you spend on technology for school and how many hours you spend on social media. Now take that number and multiply that number and figure out how much time you spend on technology in 1 week, 1 month, and 2 months. Think about it; how can you be an even better digital citizen.

**Visual arts:** Grab a piece of paper and some coloring supplies and make a wanted poster for your superheros! Be creative and sketch out what this superhero’s squad might look like. Add reasons why these superheros are wanted.
5th Grade Math Project: SuperPower Shoe Depot

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>70-80 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>5.NBT.A: Understand the place value system. 5.NBT.B: Perform operations with multi-digit whole numbers and with decimals to hundredths.</td>
</tr>
<tr>
<td>Caregiver Support Option</td>
<td>Discussion about SuperHeros and Superhuman abilities, discussion whether strategies and solutions make sense, calculator</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Pencil, paper, crayons, markers, scissors, tape</td>
</tr>
<tr>
<td>Question to Explore</td>
<td>Does my strategy to solve the problem make sense? Is my solution reasonable?</td>
</tr>
<tr>
<td>Student Directions</td>
<td>SuperPower Shoe Depot designs and sells shoes for superheroes. These shoes give the person who wears the shoes super powers. The following activity asks you to help manage SuperPower Shoe Depot’s collection of super power shoes and its sales. Then, you will design your own pair of SuperPower Shoes!</td>
</tr>
</tbody>
</table>

**Activity 1: SuperPower Shoe Depot’s Sales**

A. SuperPower Shoe Depot sold 192 pairs of shoes during spring break. There were four different types of shoes that they sold. Three of the different types of shoes that were sold during spring break are listed in the table below. The fraction of the total sales that each shoe represents is listed in the third column.

Find the number of pairs of each type that were sold and write it in the fourth column.

<table>
<thead>
<tr>
<th>Shoe Name</th>
<th>Shoe’s Super Power</th>
<th>Fraction of total sales</th>
<th>Number of pairs of shoes sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wall Walkers</td>
<td>Scale any wall no matter the height</td>
<td>$\frac{1}{4}$</td>
<td></td>
</tr>
<tr>
<td>Communication Clogs</td>
<td>Communicate with any animal</td>
<td>$\frac{5}{18}$</td>
<td></td>
</tr>
<tr>
<td>Invisibility Sneakers</td>
<td>Become invisible and move silently</td>
<td>$\frac{3}{8}$</td>
<td></td>
</tr>
</tbody>
</table>
B. The fourth kind of shoe that was sold during spring break was called Flash Flats. Flash Flats allow a person to disappear in a flash!

What fraction of the total number of pairs of shoes that were sold during spring break were Flash Flats?

Explain how you figured this out using words and/or pictures.

C. How many pairs of Flash Flats were sold during spring break? Show how you figured this out.

D. Wall Walkers come in two different colors, red and purple. \( \frac{3}{4} \) of the Wall Walkers sold during spring break were purple.

How many pairs of purple Wall Walkers were sold during spring break?

E. Elizabeth said that to figure out how many pairs of purple Wall Walkers were sold during spring break, you can use multiplication. Below is Elizabeth’s work:

\[
\frac{1}{3} \times \frac{1}{4} = \frac{1}{12}
\]

\[
\frac{1}{12} \times 192 = \frac{192}{12} = 16
\]

16 pairs of purple Wall Walkers were sold.

Is Elizabeth’s strategy correct? Explain your reasoning.
Activity 2: Karate Kicks

A. Karate Kicks are the newest pair of super power shoes to be sold at the SuperPower Shoe Depot. Karate Kicks allow a person to become a karate master. Today at the SuperPower Shoe Depot, 21 pairs of Karate Kicks were sold. This was \( \frac{3}{7} \) of the total number of Karate Kicks that were sold yesterday.

Daniel said that to determine the total number of shoes that were sold yesterday, you need to multiply \( \frac{3}{7} \times 21 \) which gave him a product of 9. He believes that a total of nine pairs of shoes were sold yesterday.

Is Daniel’s strategy correct? Explain your reasoning.

B. How many total pairs of Karate Kicks were sold yesterday? Show how you figured this out.

C. SuperPower Shoe Depot is open every day of the week. Use your answer from B to predict how many total pairs of Karate Kicks SuperPower Shoe Depot will sell in one whole week. Does your answer make sense? Explain why.

D. There are 52 weeks in a year. Assuming that the average sales of Karate Kicks stays about the same for every week of the year, how many total pairs of Karate Kicks do you think SuperPower Shoe Depot would sell in one whole year?

Do you think that your answer makes sense? Explain in words why.
Activity 3: Lightning Lace-Ups
A. Lightning Lace-Ups are boots that give a person the ability to run at the speed of light. These boots require $1 \frac{2}{3}$ yards of shoelace for each boot. How much shoelace is needed for a pair of Lightning Lace-Up boots? Show how you figured this out.

B. The shoelace that is needed for Lightning Lace-Ups comes on a very large spool. Each spool contains a total of 35 yards of shoelace.

How many complete pairs of Lightning Lace-Ups boots can be laced using one complete spool? Show how you figured this out.

C. Is there any leftover shoelace from the large spool once the pairs of Lightning Lace-Ups have been laced? If there is leftover shoelace on the spool, how much is left?

D. SuperPower Shoe Depot also sells Little Lightning Lace-Ups. These boots are made especially for kids. Little Lightning Lace-Ups need 18 inches of shoelace per pair of boots.

Is the leftover lace enough for one pair of Little Lightening Lace-Ups? Explain why or why not.
Activity 4: More Super Power Shoes!!
The table below shows next year’s complete 2021 Collection of SuperHero Shoes from SuperPower Shoe Depot. And, you get to select your super power shoes before anyone else gets to purchase them!

<table>
<thead>
<tr>
<th>Shoe Name</th>
<th>Shoe’s Super Power</th>
<th>Price Per Pair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highjump Heels</td>
<td>Jump over objects that are up to three times the person’s height</td>
<td>$45.99</td>
</tr>
<tr>
<td>Weather Warriors</td>
<td>Control the weather</td>
<td>$32.87</td>
</tr>
<tr>
<td>Mathematical Maniacs</td>
<td>Solve any math problem mentally (very cool shoes!)</td>
<td>$37</td>
</tr>
<tr>
<td>TimeOuts</td>
<td>Temporarily freeze time</td>
<td>$28.50</td>
</tr>
<tr>
<td>Strength Soles</td>
<td>Possess superhuman strength</td>
<td>$41.33</td>
</tr>
<tr>
<td>Velcro Viewers</td>
<td>Allows a person to fly</td>
<td>$20</td>
</tr>
<tr>
<td>Talking Trekkers</td>
<td>Understand and speak any language</td>
<td>$25.88</td>
</tr>
<tr>
<td>Musical Masters</td>
<td>Play any musical instrument perfectly without practice</td>
<td>$18.62</td>
</tr>
<tr>
<td>TimeTravels Reverse</td>
<td>Travel backward in time</td>
<td>$73.21</td>
</tr>
<tr>
<td>TimeTravels Forward</td>
<td>Travel forward in time</td>
<td>$52.40</td>
</tr>
</tbody>
</table>

A. You have $100 to spend and want to buy at least two pairs of shoes. Which pairs of shoes would you purchase? Explain why you would want these particular super hero shoes.

B. What is the total cost of the super hero shoes that you selected?
C. How much of the $100 will you have left over after you purchase the two pairs of superpower shoes? Write an equation that shows how you found your answer.

D. Ask someone who lives at home with you which superpower shoes they would choose. Who did you ask? Which pairs would they choose if they could spend $100 at the SuperPower Shoe Depot?

E. How much would their superpower shoes cost all together?

F. How much of their $100 would they have left over? Show how you found your answer.

Extension: Design Your Own Shoes!
Imagine that you were asked to design a pair of super power shoes for the SuperPower Shoe Depot. What superpower would they give a person? What would these shoes look like?

A. On a piece of paper, design the shoes. Include details like material, color, and decoration. You may even want to consider the design on the bottom of the soles.

B. Describe the shoes in words so that someone in your house could imagine what they look like before they see your picture.

C. Then, use the net below to design the shoe box for your shoes. Color the net and cut it out. Fold on the solid lines to make the shape a three-dimensional rectangular prism. Use tape or glue to hold your work together. Have Fun!!
5th Grade Science Project: How Can You Jump Over a Basketball Hoop?

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.</td>
</tr>
<tr>
<td>Caregiver Support Option</td>
<td>Engage in discussions with the student around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well).</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Pen or pencil, paper, sticky notes (or paper, scissors and tape) and ruler</td>
</tr>
</tbody>
</table>
| Question to Explore | ● How does gravity affect people and objects in different parts of the world and on different planets?  
● On which planet would you be able to jump the highest? |
| Student Directions | Each activity has directions for you to follow. |

Activity 1: My Initial Ideas (5 min)
Jasmine wondered what it would be like to play basketball on the Moon compared to the Earth. She drew a picture and showed it to her friends. She wanted to get their ideas about whether Tamika Catchings (one of the best WNBA players of all time!) would be able to jump the highest on the Earth or the Moon.
Here’s what Jasmine’s friends said:
● **Carlos:** “There would be no difference. I think Tamika Catchings would be able to jump equally high on the Earth and the Moon.”
● **Octavious:** “I think Tamika Catchings would be able to jump higher on the Earth.”
● **Kayla:** “I think Tamika Catchings would be able to jump higher on the Moon.”

On a separate piece of paper answer the following:
A. Which friend do you agree with most?
B. Explain why you agree with that friend the most (write below or on a sheet of paper).

Activity 2: Which Way Is Up? Which Way is Down? (25 min) [Adapted from Amplify Science: amplify.com/programs/amplify-science]
Part 1: Let’s Explore! (10 min)
Observe the photos in Source A on the next page. These photos show children dropping a rock in different locations around the world.
A. In photo #2, draw an arrow to show which direction the rock moves when dropped in each location.
<table>
<thead>
<tr>
<th>Location</th>
<th>Image 1</th>
<th>Image 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niagara Falls, Canada</td>
<td><img src="image1" alt="Niagara Falls" /></td>
<td><img src="image2" alt="Niagara Falls" /></td>
</tr>
<tr>
<td>Ecuador</td>
<td><img src="image1" alt="Ecuador" /></td>
<td><img src="image2" alt="Ecuador" /></td>
</tr>
<tr>
<td>Chile</td>
<td><img src="image1" alt="Chile" /></td>
<td><img src="image2" alt="Chile" /></td>
</tr>
<tr>
<td>New Zealand</td>
<td><img src="image1" alt="New Zealand" /></td>
<td><img src="image2" alt="New Zealand" /></td>
</tr>
<tr>
<td>Country</td>
<td>Image 1</td>
<td>Image 2</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Singapore</td>
<td><img src="image1" alt="Singapore" /></td>
<td><img src="image2" alt="Singapore" /></td>
</tr>
<tr>
<td>Lesotho</td>
<td><img src="image1" alt="Lesotho" /></td>
<td><img src="image2" alt="Lesotho" /></td>
</tr>
<tr>
<td>Turkey</td>
<td><img src="image1" alt="Turkey" /></td>
<td><img src="image2" alt="Turkey" /></td>
</tr>
</tbody>
</table>
Answer the following questions on a sheet of paper:

B. What pattern do you notice in the photos?
C. Are the children's rocks moving in the same direction or are the rocks moving in different directions? What evidence do you have to support your answer?
D. In different countries in the world, which way is down?

Part 2: Let’s Read! (15 min)

E. Have you ever heard the saying, “What goes up, must come down”? Do you agree with this statement? Why or why not? Explain your answer on a separate sheet of paper.
F. Read Source B below. Pause at the ⏪ Stopping Point to complete the task.

What Does “Up” Really Mean?
Of course you know which way is up—you can show which way up is by pointing up, and you know that up is the opposite of down. But have you ever thought about what makes “up” up and what makes “down” down?

No Escape - Up is up and down is down because of a force—a force that comes from an object that is always pulling on you. If you run outside, this object pulls on you, and if you hide inside, this object still pulls on you. This object pulls on you if you are flying in an airplane. This object is huge, and it is always near you. Even if you travel to the other side of the world, you can’t escape the force from this object.

Down to Earth - The huge object that is pulling on you is Earth. You feel Earth’s pull when you fall down, and you feel Earth’s pull when you stand up, sit still, or run around, even though you may not notice it! Earth pulls on you, and everything around you, with the force of gravity. Gravity causes a bicycle to roll down a hill and a skier to zoom down a slope. When you drop something, Earth pulls it toward the ground with the force of gravity. Earth pulls on birds, planes, and rockets, too, which means that when birds hover, planes fly, or rockets lift off, they must fight the pull of Earth to stay in the air.

Measuring Gravity - You can measure how strongly Earth pulls on you by measuring your weight on a scale. The stronger the pull, the higher the number will be on the scale. You weigh more than a pencil, and an elephant weighs more than you, because Earth’s pull is stronger on an elephant and weaker on a pencil.

Wondering About Gravity - Some people wonder if gravity still works when there is no air. Imagine that you are in a special room, and you can turn on a machine that can suck out all of the air. You would have to wear a spacesuit to survive, but would you float off the floor? No, you wouldn’t, because Earth would still pull you down. There can be gravity without air.
Some people wonder if there would be gravity if the world stopped spinning. That would be hard to test. You could never stop Earth from spinning, but if you did, would Earth lose its gravity? No, it wouldn’t. Earth would still be there, and it would still pull on you. Earth does not need to spin for there to be gravity.

**Which Way Is Down?** - Does “down” mean the same thing no matter where you are? Earth is a sphere—it’s round like a ball. Does “down” mean the same thing to people on other parts of Earth? Imagine that you drop a rock and someone on the other side of Earth also drops a rock. Do the two rocks fall in the same direction? If you drop a rock, it falls to the ground, but if someone on the other side of Earth drops a rock, does it fall into the sky? Do people on the other side have to hang on to stay on Earth? Which of the two pictures on these pages makes more sense?

**Stopping Point**

Circle the option you think makes more sense. On a separate piece of paper explain why this option makes more sense.

G. I think Option _____ makes more sense because

---

**Up and Down Are Different for Different People** - These people are both pointing at Earth. They are both pointing down, but they are not pointing in the same direction. Still, both people are pointing in the direction that Earth is pulling them: toward the center of Earth. These people are both pointing up. One of them is pointing toward the sun, and one of them is pointing away from the sun. Still, both people are pointing away from the direction that Earth is pulling them. Gravity gives people the feeling of which way is up.

**Up Moves When Earth Moves** - Standing in one place on the ground, what do you see when you look up at the sky? Does the sky always look the same? No, it doesn’t—the sky you see changes. Sometimes the sun is up in the sky and sometimes other stars...
are up in the sky, because the direction you look when you look “up” changes, too! We think of the
ground as being still—it doesn’t move unless there’s an earthquake—but the ground does move,
because Earth moves. Earth is always spinning and that means it’s never still. Still, up is always away
from Earth, up is always the opposite of down, and down is always the direction that Earth pulls us.
It is because of Earth’s gravity that you always know what’s up!

Answer the following questions on a sheet of paper:

H. How would you describe which way is up to someone on the other side of the world in Australia?
I. Now, what do you think the following saying means: “What goes up, must come down”?

Activity 3: Massive Planet Jump! (30-40 min)
[Adapted from Mystery Science Spaceship Earth Unit (Lesson 7: Gravity). Full unit accessible at
https://mysteryscience.com/astronomy/sun-moon-stars-planets]

Gravity Jump Part 1:

A. Label three sticky notes “start,” “jump 1,” “jump 2” (if you don’t have sticky notes, cut 3
pieces of paper the size of a sticky note and put a loop of tape on the back of each).
B. Stand in front of a wall at home that is clear of picture frames, art, posters, etc.
C. Reach your arm straight up above your head with your feet flat on the floor and place your
first sticky note labeled, “start,” on the wall.
D. Pick up your “jump 1” sticky note. Stand directly under the “start” sticky note already on the
wall. Jump up, placing your “jump 1” sticky note on the wall.
E. Repeat step “d” with your last sticky note labeled “jump 2.”
F. Get a ruler or tape measure. Measure the distance between the bottom of your “jump 1”
sticky note and the bottom of your “start” sticky note. Write the distance in Table 1: Gravity
Jump Data Part 1 below (round to the nearest whole number).
G. Measure the distance between the bottom of your “jump 2” sticky note and the bottom of your “start” sticky note. Write the distance in Table 1: Gravity
Jump Data Part 1 below (round to the nearest whole number).

H. Let’s find the average of your 2 jumps. Follow the steps in Table 1:
### Table 1: Gravity Jump Data Part 1 (Mystery Science)

<table>
<thead>
<tr>
<th>Location</th>
<th>Jump 1 Height</th>
<th>Jump 2 Height</th>
<th>Calculate the average of your two jumps:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(measure between the bottom of &quot;start&quot; and the bottom of &quot;jump 1&quot;)</td>
<td>(measure between the bottom of &quot;start&quot; and the bottom of &quot;jump 2&quot;)</td>
<td>Add your Jumps together</td>
</tr>
<tr>
<td>Earth</td>
<td>_______cm</td>
<td>_______cm</td>
<td>_______cm</td>
</tr>
</tbody>
</table>

Read Source C (Planet Comparison) below and then answer the questions.

**Source C: Planet Comparison (Mystery Science)**

#### Neptune

![Size of Neptune compared to Earth](image)

Welcome to Neptune! Neptune is the eighth planet from the Sun. Neptune is more massive than the Earth and it has more gravity. Neptune has 2 times more gravity than Earth.

#### Mars

![Size of Mars compared to Earth](image)

Welcome to Mars! Mars, the red planet, is the fourth planet from the Sun. Mars is less massive than the Earth and it has less gravity. Mars has 2 times less gravity than Earth.
<table>
<thead>
<tr>
<th><strong>Titan</strong></th>
<th><strong>Size of Titan compared to Earth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Titan" /></td>
<td>Welcome to Titan! Titan is a small moon that orbits around the planet Saturn. Titan is less massive than the Earth and it has less gravity. Titan has 7 times less gravity than Earth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Triton</strong></th>
<th><strong>Size of Triton compared to Earth</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Triton" /></td>
<td>Welcome to Triton! Triton is a small moon that orbits around the planet Neptune. Triton is much less massive than the Earth and it has less gravity. Triton has 12 times less gravity than Earth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Moon</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Moon" /></td>
<td>Welcome to Moon! Moon is a small moon that orbits around the planet Earth. Moon is much less massive than the Earth and it has less gravity. Triton has 6 times less gravity than Earth.</td>
</tr>
</tbody>
</table>
Welcome to Jupiter! Jupiter is the seventh planet from the Sun. Jupiter is more massive than the Earth and it has more gravity. Neptune has 2.5 times more gravity than Earth.

Answer the following questions on a separation piece of paper:

I. Compare the gravity and mass of the planets. On which planet do you predict you would jump the highest? Why? How does gravity affect how high you can jump?

J. Fill out Table 2 below using the data from Source C *(Planet Comparison)*.

Example: Moon -
- Column B - Circle “less gravity”
- Column C - write: “6 times less.” Because we know that the moon has 6 times LESS gravity,
- Column D - I can jump 6 times HIGHER.
- Column E - Circle “multiply”
- Finally, write your average Earth jump number from Table 1 into this box in the table below for each planet.

<table>
<thead>
<tr>
<th>Planet</th>
<th>Column B</th>
<th>Column C</th>
<th>Column D</th>
<th>Column E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moon</td>
<td>Less</td>
<td>6 times less</td>
<td>6 times higher</td>
<td>multiply</td>
</tr>
</tbody>
</table>

(26)
Table 2: **Gravity Jump Data Part 2** (Mystery Science)

<table>
<thead>
<tr>
<th>Location</th>
<th>B Compared to Earth, this place has...</th>
<th>C How many times more or less gravity does it have than Earth?</th>
<th>D In this place, my jump would be:</th>
<th>E To figure out my jump on this place, I need to:</th>
<th>Calculate how high you can jump on each planet or moon using the equation below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moon</td>
<td>more gravity less gravity</td>
<td>6 times less</td>
<td>higher</td>
<td>multiply divide</td>
<td>1 [A \times \frac{E}{b} = C]</td>
</tr>
<tr>
<td>Jupiter</td>
<td>more gravity less gravity</td>
<td></td>
<td>lower</td>
<td>multiply divide</td>
<td>2 [A \times \frac{E}{b} = C]</td>
</tr>
<tr>
<td>Triton</td>
<td>more gravity less gravity</td>
<td></td>
<td>higher</td>
<td>multiply divide</td>
<td>3 [A \times \frac{E}{b} = C]</td>
</tr>
<tr>
<td>Titan</td>
<td>more gravity less gravity</td>
<td></td>
<td>lower</td>
<td>multiply divide</td>
<td>4 [A \times \frac{E}{b} = C]</td>
</tr>
<tr>
<td>Mars</td>
<td>more gravity less gravity</td>
<td></td>
<td>higher</td>
<td>multiply divide</td>
<td>5 [A \times \frac{E}{b} = C]</td>
</tr>
<tr>
<td>Neptune</td>
<td>more gravity less gravity</td>
<td></td>
<td>lower</td>
<td>multiply divide</td>
<td>6 [A \times \frac{E}{b} = C]</td>
</tr>
</tbody>
</table>

**Using the Gravity Graph**

**K.** Graph your Earth Jump Average:
- On the x-axis of the **Gravity Graph**, put your finger on the word “Earth.”
- Slide your finger up the column lines until you get to your Earth Jump Average number (which you calculated in Table 1) on the y-axis.
- Shade in the “Earth” column from the x-axis up until you reach your Earth Jump Average number.

**L.** Graph your Moon Jump:
- Put your finger on “Moon” at the bottom of the graph.
- Slide your finger up the column lines until you get to the number you calculated for the Moon in Table 2 (the number you wrote by the number “1”).
- Shade in the “Moon” column until you reach this number.
M. Repeat the steps for the remaining planets on your **Gravity Graph**.

**Gravity Graph** (Mystery Science)

How High Could I Jump?

<table>
<thead>
<tr>
<th>Centimeters</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Earth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jupiter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triton</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Titan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neptune</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N. Analyze your graph. What patterns do you notice? Write your answer on a sheet of paper.

O. Can you jump over a basketball hoop? If so, how? Explain your answer on a sheet of paper.

Activity 4: Discussion & Reflection (10 min.)

A. Discussion: If you drew arrows showing which way the apples would fall, would they all point in the same direction? Which way would each arrow point?
   a. Discuss with someone at home or write your response on a sheet of paper.
   b. Explain your ideas using evidence from readings, photos, and activities.
B. Reflection:
   - What do you know now that you didn’t know before?
   - How does gravity affect your life?
   - What are you still curious about?

Optional Extension Activities:
- Your weight on other planets: [https://www.exploratorium.edu/ronh/weight/](https://www.exploratorium.edu/ronh/weight/)
- Gravity on the Moon Experiment Video: [https://safeyoutube.net/w/l4Hf](https://safeyoutube.net/w/l4Hf)
# Grade 3-5 Social Science Project: Everyday Heroes

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes (average of 15-20 mins per activity)</th>
</tr>
</thead>
</table>

| Grade Level Standard(s) | SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.  
SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.  
SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions  
SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. |

| Caregiver Support Option | Notes on the structure:  
- Activities are designed to be done in order - each one builds on the other so you should not skip activities  
- Activities are an average of 15-20 mins each. More than one can be done in a day.  
Before giving the activities to students, caregivers might:  
- spend time reading and discussing the “student directions” together. Encourage them to ask any clarifying questions.  
- When reading the texts, students should circle or underline any unfamiliar words so you both can define them together  
In this particular lesson, it’s important to note that:  
- Students are learning about tall-tale characters used in history. Students are then creating trading cards for heroes from their own family, community, or larger world  
- Consider making your own trading cards for people you consider heroes from your life and sharing with your student |

| Materials Needed | Writing tool, paper, “Everyday Heroes” handout (optional) |

| Question to Explore | How can we celebrate our everyday heroes? |

| Student Directions | There are heroes all around us. In this week’s inquiry, students think of a person in their family, community, or larger world who is making a difference right now. They identify a heroic trait or talent, then use words, pictures, and a heavy dose of exaggeration to cast this person as a tall-tale character. Throughout the week, they’ll use their learning to create a “Tall-Tale Trading Card” that describes their hero in larger-than-life terms. |
Day 1 (Activity 1): Exploring Tall Tales (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How can we celebrate our everyday heroes?”</th>
<th>Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will:</td>
<td>You will need:</td>
</tr>
<tr>
<td>● Explore special traits of tall-tale characters</td>
<td>● Paper or notebook</td>
</tr>
<tr>
<td>● Recognize and create exaggerations</td>
<td>● Writing tool</td>
</tr>
<tr>
<td>● Pick a personal hero</td>
<td>● “Everyday Heroes” handout (optional)</td>
</tr>
</tbody>
</table>

Let’s Get Started!

A. THINK

Look at this postcard.

Ask yourself:
● What’s going on here?
● What seems real?
● What seems fake?

Tall-tale postcards like the one in the picture were made by putting together different photos to make unbelievable scenes, like a corn cob so big that it took a horse-drawn cart to move it! Like the postcards, stories called tall tales were popular in the United States in the 1800s and early 1900s. These tales were exaggerated, meaning that people and events were made to seem much larger or greater than they really were.
The statue is of a tall-tale character named Paul Bunyan, a mighty lumberjack. People began to tell many stories about the lumberjacks of North America in the late 1800s, when the Western United States was first being settled. At this time, lumberjacks did the work of cutting down trees so that towns and farms could be created.

Read these larger-than-life descriptions from *Paul Bunyan, American Hercules* (1937).

- “So great was his lung capacity that he called his men by blowing through a hollow tree. When he spoke limbs sometimes fell.”
- “For a big man, Paul was very quick on his feet. He could go to one end of his house, blow out the light and get into his bunk before it got dark.”
- “Lumberjacks say that he is the man who cleared all the trees out of North Dakota. He also scooped out the hole for Lake Superior.”

What do these exaggerations tell us about him? What do they tell us about what people might have valued during this time period?
OPTIONAL  Watch this short video (Paul Bunyan, American Hercules (1937) https://youtu.be/C-zKoHvXn0) which shares some tall tales about Paul Bunyan. See if it confirms or changes your thinking.

If you are unable to watch the video: This tall tale makes Paul Bunyan seem superhuman in strength, skill, and size. All of these traits were important for lumberjacks living and making homes in wild, forested areas.

New word:
Trait: a quality that makes one person different from another

C. DO

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special talents and traits of a real-life hero. Today, you’re going to choose your real-life hero!

A trading card – like this one of Paul Bunyan – usually contains a picture of a person with some important facts about them.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Paul Bunyan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trait/Talent:</td>
<td>Strength</td>
</tr>
<tr>
<td>Tool:</td>
<td>Axe</td>
</tr>
<tr>
<td>Setting:</td>
<td>Forest</td>
</tr>
<tr>
<td>Known for:</td>
<td>Paul Bunyan is so strong he can clear a whole forest with one swing of his axe, or sometimes, just with a sneeze!</td>
</tr>
</tbody>
</table>

People often collect or trade these cards with other people. The trading card you create will describe a real-life hero. This might be a person in your own family, your community, or anywhere in the world.
Think about:
- Who are the heroes in your life?
- What makes them special? What trait or talent do you admire about them?
  - Are they strong like Paul Bunyan?
  - Do they have a skill or talent?
  - Is there something else special about them, like kindness or courage?

You’re going to:
- Make a list of the heroes in your life (or use the "Everyday Heroes" handout if you like)

Write:
- Make a list of three people that you think are heroes in your life.
- Include an important trait or talent for each person.

Talk:
- Choose one of the heroes from your list.
- Practice talking about your hero in an exaggerated way.
- Need help? Look at the example below. Notice how each sentence about Paul Bunyan is a bigger exaggeration! Can you do the same with your hero?
  - 1st try: Paul Bunyan is so strong he can cut down a forest by himself.
  - 2nd try: Paul Bunyan is so strong he can clear a forest with one swing of his axe.
  - 3rd try: Paul Bunyan is so strong he can clear a whole forest with one swing of his axe, or sometimes with just a sneeze!
STEP 1: List the names of a person you admire in your family, local community, or the larger world. Write an important trait for each person.

<table>
<thead>
<tr>
<th>Person</th>
<th>Trait or Talent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STEP 2: Now choose 1 of the 3 people and tell their story out loud using this sentence frame. No need to write yet – this is a thinking exercise!

(Name) is so (describe trait or talent), they (exaggeration)!

- Now try that sentence frame, exaggerating the trait or talent to make it more unbelievable!
- Now try that sentence frame one more time, getting even wilder and harder to believe!

STEP 3: Write your final sentence here:

__________________________________________________________________________________________

(name) is so ____________________________________________________________________________

__________________________________________________________________________________________

(describe trait or talent)

they ______________________________________________________________________________________

__________________________________________________________________________________________

(exaggeration)
Day 2 (Activity 2): Imagining Your Hero (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can we celebrate our everyday heroes?&quot;</th>
<th>Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.</th>
</tr>
</thead>
</table>
| Today you will:  
  - Investigate what makes a story into a tall tale  
  - Explore the story of John Henry  
  - Create a “Trading Card Plan” | You will need:  
  - Paper or notebook  
  - Writing tool  
  - “Trading Card Plan” handout (optional) |

Let’s Get Started!

**A. THINK**

Some tall tales are about real people who did amazing things. Just not as amazing as the tall tales make them seem!

Read below to learn about real people who become tall-tale characters!

**B. EXPLORE**

| “Calamity Jane”  
Real name: Martha Jane Canary  
Lived 1852-1903  
**Fact:**  
Martha Jane Canary worked as a Pony Express rider, carrying mail by horseback over 50 miles of rough terrain and across rivers. She was known for being tough and fearless, as well as good at horse racing.  
**Exaggeration:**  
Calamity Jane was so good at roping cattle that she could knock a fly off a cow’s ear with a 16-foot whiplash. |

![Calamity Jane Image]
“Johnny Appleseed”
Name: John Chapman
Lived 1774 – 1845
Fact:
John Chapman was a religious man and a businessman who planted nurseries of apple trees on the western frontier. He was known for his wilderness skills and his love of sleeping outdoors.
Exaggeration:
Johnny Appleseed walked across the wilderness of the United States, wearing no shoes, a burlap sack, and a tin pot hat, scattering apple seeds in the wind.

“Davy Crockett”
Name: David Crockett
Lived 1786 – 1836
Fact:
David Crockett was a politician and soldier who died at the famous Battle of the Alamo in Texas. He was known as a very skilled frontiersman and hunter.
Exaggeration:
Davy Crockett killed a bear when he was three years old.

Let’s dig deeper into a tall tale based on a real person named John Henry. He helped to build the railroads in the mid-1800s.

To build the railroads, people needed to dig tunnels and create paths through mountains.

Look at this picture of people standing in front of a railroad tunnel they helped to dig.
- If they didn’t have big machines to help them, how do you think they could dig these tunnels?
- What kind of special traits or talents would help someone do this work?
This picture shows a statue of John Henry.

- How would you describe how John is represented in the statue?
- Why do you think someone like John would be a hero to railroad workers?

John Henry worked on the railroads as a steel driver. To dig tunnels, steel drivers like John would swing their hammers as hard as they could to pound a drill into rock. Then, those holes would be filled with dynamite and the rock would be blasted away.

The companies that built the railroads needed steel drivers to work hard and fast. These companies were racing each other to build railroad systems across the United States. Thousands of people worked on building the railroads. It was very hard and dangerous work, and workers did not get paid very much for doing it.

In 1870, railroad workers began to dig the Great Bend Tunnel in the area now known as West Virginia. While digging the tunnel, John Henry competed against the steam drill and won!

If you were making a “Tall Tale Trading Card” for John Henry, what would it look like? How would you fill in these blanks?

- Name:
- Trait or Talent:
- Tool:
- Setting:
- Known For:


If you are unable to watch the video: This tall tale makes John Henry seem superhuman in strength, skill, and size. All of these traits were important for steel drivers living and competing against the increasing use of machines to build railroad systems. Isn’t it amazing that people still tell John Henry’s story today?
C. DO
Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special talents and traits of a real-life hero. Today, you will choose one of your everyday heroes and make a “Trading Card Plan.”

Think back to the list you made of three people you think are heroes. Do you remember choosing one of those heroes and making up exaggerations about them?

The plan you create today will show that hero’s important trait or talent in an exaggerated way.

Goals: Your “Trading Card Plan” should show:

- a real person who is a hero in your eye
- a special trait or talent that has been exaggerated
- words and pictures showing the person’s actions in an exaggerated way

Now it’s time to create your “Trading Card Plan.” Make sure to include:

- Hero Name:
- Trait or Talent:
- Tool:
- Setting:
  - Known For: (Hint: This is your exaggeration!)
- Sketch:

Write it out on a piece of paper or use the “Trading Card Plan” handout.

Remember to save your “Trading Card Plan” so you can use it when you make your “Tall-Tale Trading Card.”
Name: Paul Bunyan
Trait or Talent: Strength
Tool: Axe
Setting: Forest
Known for: (Hint: This is your exaggeration!)

Paul Bunyan is so strong he can clear a whole forest with one swing of his axe, or sometimes with just a sneeze!

Sketch:
Day 3 (Activity 3): Evaluating the Work (15-20 min)

This week we’re thinking about the question: "How can we celebrate our everyday heroes?"

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today you will:
- Reflect on your progress
- Make a plan to improve your work

You will need:
- Your work from previous activities
- Paper or notebook
- Writing tool

Let’s Get Started!

A. THINK

You’ve already created your “Trading Card Plan” describing your hero in words and pictures! When someone sees your plan, they should learn about:
- A real person who is a hero to you
- Your hero’s special trait or talent (exaggerated by you!)
- Details that reflect time and place

B. EXPLORE

Look at this student’s “Tall-Tale Trading Card.”
- Does this work seem to show a real person?
- Does this work seem to show a special trait or talent that has been exaggerated?
- Do words and pictures show the person’s actions in an exaggerated way?
- Are there details that reflect time and place?
Now imagine we have the chance to give another student feedback on their work to make it stronger and clearer.

What advice would you give the artist to make this work even stronger?
- The student could add...
- The student could try...
- The student could change...

C. DO
Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today, you will explore your “Trading Card Plan” to check if you are meeting your goal.

1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
   - What part shows who my hero is?
   - What parts show my hero’s trait or talent?
   - What parts show that I’ve exaggerated my hero’s trait or talent

3. Wait, still don’t touch your work! First, make a work plan! Complete one of these sentences:
   - I will add...
   - I will try...
   - I will adjust...

Be sure to save your "Trading Card Plan" so you can use it to create your “Tall-Tale Trading Card.”
Day 4 (Activity 4): Finalizing the Work (15-20 min)

This week we’re thinking about the question: "How can we celebrate our everyday heroes?"

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today you will:
- Finish creating your “Tall-Tale Trading Card”

You will need:
- Your work from previous activities
- Writing tool
- A sheet of paper or large index card.
- "Tall Tale Trading Card Template" handout, (optional)
- Coloring materials (optional)

Let’s Get Started!

A. THINK

It’s time to take steps to finalize your work based on your work plan. Remember your work plan? That’s when you said:
- I will add…
- I will try…
- I will adjust…

Decide or discuss: What will you do next to finalize your work?

B. EXPLORE

Check out a “Tall-Tale Trading Card” created by another student.
- What changes did this student make to their work?
- How do these changes help you understand more about their tall-tale character?

First Draft
C. DO

Today, you will work to finish your “Tall-Tale Trading Card.”

- Get out a new sheet of paper or large index card. You could also use the "Tall Tale Trading Card Template" handout.
- Get out your "Trading Card Plan" and any other materials from previous activities.
- Think about your work plan.
- Get to work making your final draft!
Day 5 (Activity 5): Reflecting and Sharing (15-20 min)

This week we’re thinking about the question: "How can we celebrate our everyday heroes?"

Your challenge this week: Create a “Tall-Tale Trading Card” that describes the special traits and talents of your personal hero.

Today you will:
- Think about how your “Tall-Tale Trading Card” turns a real-life person into a larger-than-life character
- Find a way to share your final work

You will need:
- Your finished “Tall Tale Trading Card"
- “Sharing” handout (optional)

Let's Get Started!

A. THINK

Ordinary people became heroes of tall tales in the past. Just imagine: your hero might inspire a tall tale in the future!

B. EXPLORE

Look at your finished “Tall-Tale Trading Card.”

Think about or discuss:
- How would you explain the choices you made in designing your trading card to someone else?
- Why is it important to celebrate our everyday heroes?
- What do you hope people will understand about your hero by looking at your trading card?

C. DO

Now that you’ve completed your “Tall-Tale Trading Card,” it’s time to share your work with others! Here are some ideas for connecting with others:

- Share with a family member and...
  - Help them to create their own.
  - Ask them if they have comments, questions, or a connection to your work (or use the "Sharing" handout to get a written response).
- Ask an adult to help you share your work online with the hashtag #inquiredtogether.
- Send your “Tall-Tale Trading Card” to the person you represented.
- Hang your “Tall-Tale Trading Card” in the window.
- Keep your “Tall-Tale Trading Card” somewhere safe as a historical record that you and others can look back on later.
DAY 5
Sharing Handout

Please take a look at my work and fill this out.

Thank you!

I have a... (circle one)

comment: ____________________________________________

question: ____________________________________________

connection: ____________________________________________
Cross Content Connection:

By examining tall tales and characters used in history, from Paul Bunyan to Johnny Appleseed, and by developing your own character, you are using many social science skills, but also so much more! There are so many connections to language arts, math and science that you can continue to explore. Here a few ways to extend your learning and make connections to other subjects.

**Math:** Create word problems for younger students to use that INCLUDE your heroes in everyday life! Help the younger students practice their math facts by designing a few questions that include the use of your heroes and others.

**Science:** Research the area of the world that your hero lives in (or lived in). Describe the climate and physical features of that area. How might those things impact your hero? What plants and animals live in that area? Create trading cards for plants and animals in that area, highlighting their unique traits.