Achieve Summer Camp 2018

Dear Partners,

We want all of our kids to take part in summer programming to build new skills, prevent summer learning loss, and return to school ready to succeed. For too many kids, lack of free and low cost summer options means a summer without enrichment and entering the school year behind their peers. Since 2013, the Ed Fund, with support from the West Contra Costa Unified School District, has partnered with the City of Richmond to offer free high quality summer camp programs at Shields Reid, Nevin, Parchester, and Booker T. Anderson Community Centers.

West Contra Costa Public Education Fund
www.edfundwest.org

edFUND
WEST CONTRA COSTA PUBLIC EDUCATION FUND

GET YOUR SUMMER ON!

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

City of Richmond

Materials List
Camp Achieve Summer 2018

The following are General Supplies

- Post it Chart Paper - 3 per rotation - for KWL, and vocabulary charts
- Journals - 2 per camper
- Containers to hold journals
- Pencils
- Pencil sharpener
- Markers
- Sharpies
- Crayons
- Colored pencils
- Staplers
- Staples
- Scotch tape
- Masking tape
- Highlighters
- Scissors
- Construction Paper - especially lots of white
- Notecards

Theme Supplies

Healthy Living

Day 1:

- Piece of white construction paper cut to the size of the journal cover - you will need to cut this

Day 2:

- Candy bars - 1 per group
- Protein bars - 1 per group
- Yogurts - 1 per group
- Granola bars - 1 per group
- Small boxes of cereal - 1 per group
- Handout of recommended sugar - This will be in curriculum
- Bookmarks (Summer Fun) This will be in curriculum

Day 3 and Day 4:

- Sodas - 1 per rotation
- Fruit juice - 1 per rotation
- Chocolate milk - 1 per rotation
- Bottles of Water - 1 per rotation
- Vitamin water - 1 per rotation
- 1 Small container of corn oil
- 1 Box of sugar cubes
- Handout of Nutrition Tracker (Day 3) - in curriculum you copy one per student
- Handout of an example of a label (Day 3) - in curriculum - you copy one per student

Day 4:

- 6 transparent glasses for science experiment - 3 per rotation

Day 5:

- 6 planted flowers of identical species - 3 per rotation group (I can drop these off)

- Water to water plants
- I container table salt

Day 6:

- Butcher paper (1 roll for each site)

Day 7:

- Copies of stomach from (My Body Book) in curriculum up copy one per student

Day 8:

- Popcorn enough for each student to have a little
- Carrots enough for each student to have one
- Lettuce enough for each student to have a leaf
- Hershey Kisses enough for each student
- Copies of inside mouth - in curriculum - you copy one per student

History

Day 1:

- General Supplies only

Day 2:

- White construction paper - one per student

Day 3:

- Things that float (popsicle sticks - enough for each student to have at least 30)
- Hot glue guns
- Glue Sticks
- Paper
- A weight of somesort
- Basin
- Water

Day 4:

- Envelopes - one for each student
- Stamps

Day 5:

- Paper Cups - one for each student
- Yarn/string

Day 6:

- Aluminum foil - two rolls per rotation
- Beads, buttons
- Photos of Henry Sampson and Martin Cooper

Day 7:

- Personal Cell Phones

Gear/Gizmos/Gadgets

Day 1:

- Large index cards - one per student
- Feathers
- Buttons
- Pipe cleaners
- Scotch tape/Masking Tape
- Yarn
- Construction paper
- Beads
- Straws
- Modeling Clay

Day 2:

- Paper to make airplanes
- Choose 2 or 3 planes from Kids Paper AirPlane book
- Copies of the planes for each student

Day 3:

- Paper
- Paper straws
- Paper clips
- Scissors
- Masking Tape/Scotch Tape
- Cardboard to anchor tower (various cardboard boxes)

Day 5:

- Mouse traps - 20 per site
- Pliers
- Plastic spoons
- Tape - electrical tape is best
- Something to ‘launch’ - wad of paper, paper clip, etc.

Day 6 and Day 7:

- Paper to on which to design shapes
- Craft sticks

- Straws (milkshake)
- Masking tape
- Paper

Day 8:

- Leftover materials from the theme

Performing Arts

Days 1-8

- General supplies
- Butcher paper if students decide to make sets
- Acrylic paint for sets
- Paint brushes
- Copies of plays if you choose to go this route

Theme: Healthy Living

Date: Day 1

Materials: Pencils, markers, crayons, colored pencils, journals, cut white construction paper for cover of journal, stapler, chart paper for vocabulary, chart paper for KWL - keep these up throughout the theme then display with thematic artifacts following theme completion

Activity: Inclusion Activity - Partner Introduction - Tribes, have students find a partner they do not know. Follow the Tribes lesson but add the questions 'what do you want to do during summer camp? What are you most excited about?'

Activity: Introduce the Healthy Living Theme - What do you think of when you hear the word healthy? What is healthy living? Put up a KWL chart. Ask students what they Know - Want to Know and add what they Learn. Tell the campers we will study healthy living for the next two weeks. We will study the body and mind and how to make healthy choices. We will do experiments as well as projects. Put up the vocabulary chart. Introduce the vocabulary chart. Tell students we will add new vocabulary when it is presented and encourage them to use the vocabulary in their journal writing.

Introduce journals: Tell the campers they will write/draw for a dedicated 10 minutes per academic day. Let them know the teachers will be doing this as well. Pass out the journals and the construction paper and allow the campers time to design the covers of their journals. Staple or glue the construction paper onto the journal covers.

Note: Today they only write in the journals if time allows.

Extension Activity: Choose a writing prompt for your students. Have the students date the top of their page and have them write for 10 minutes - you too!

Partner Introduction

Grades: 2-adult
Time: 35-45 minutes
Grouping: community, pairs
Materials: none

Objectives

1. To give students an opportunity to introduce themselves
2. To give students an opportunity to work in pairs before sharing
3. To experience inclusion

Instructions

1. State that we are a unique group about to start an exciting journey together, and, like any people coming together, we need to learn about each other.
2. Have each student find a partner he or she does not know at all or very well. Have the partners decide who will be the interviewer and who will be the interviewed. For one minute the interviewer will tell his partner all the things that he does not know about him. The interviewee is only to listen and not respond. For example, an interviewer might say, "I don't know your name," "I don't know how many people are in your family," etc.
3. The partner being interviewed then responds for two minutes giving information that they would be willing to have shared with the whole community.
4. Have the partners switch roles and repeat the strategy.
5. Have the community form a circle and have each student introduce his or her partner to the community, and share one thing they learned about their partner.

Suggested Reflection Questions:

Content/Thinking

- What did you learn about your partner?
- What are the most common things you shared?

Social

- Why might interviewing be a good way to get to know somebody?
- Why is attentive listening so important for this strategy?

Personal

- How did you feel to interview your partner?
- How did you feel to have your partner share what you said?

Appreciation

Invite statements of appreciation (to partners):

- "One thing I liked was..."
- "Thank you for..."

Theme: Healthy Living

Date: Day 2

Materials: Journals, pencils, 8 of each (4 per rotation): candy bars, protein bars, yogurts, granola bars, small boxes of cereal, one page of bookmarks per student, coloring tools, and handout of recommended sugar for each age group

Journal: Choose a prompt - date top of page. Write/draw for 10 minutes

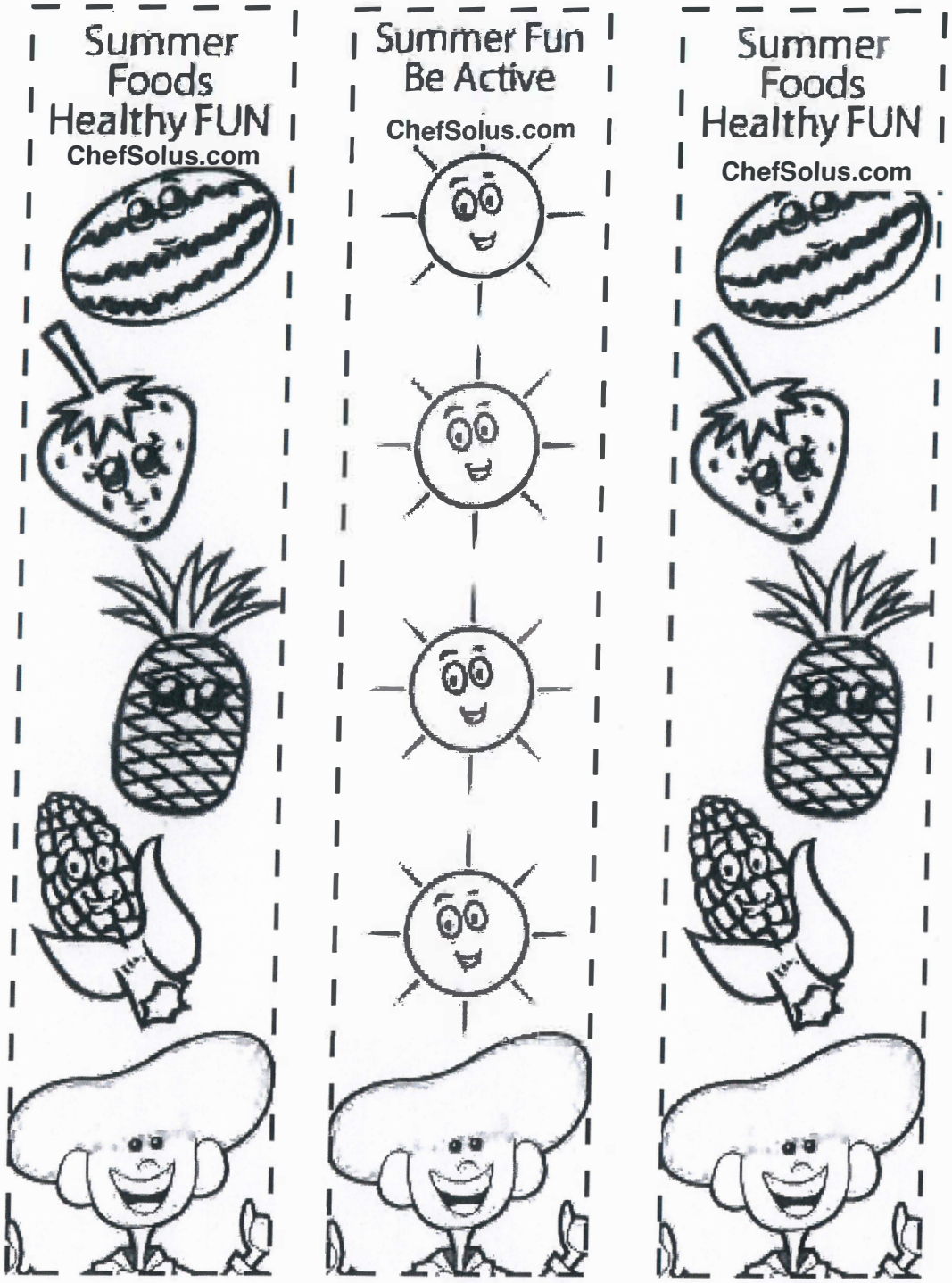
Activity: Student will find out how much sugar is in some foods and what other options there are rather than items with high sugar content.

Divide students into four groups and have them sort the various foods in what they think is the order from least to most sugary.
After ordering the foods, the students will discuss their reasoning as to why they ordered in this way. Was it because of how sweet something was or how big and heavy?
After ordering foods, have the students look at the labels and re-sort the food based on what the labels say. Were they surprised? Is there anything they would think differently about eating now?
Show the students handout of what their daily recommended of sugar should be. With this information, are students going to rethink their food choices?
Tell students tomorrow we will examine what we drink.

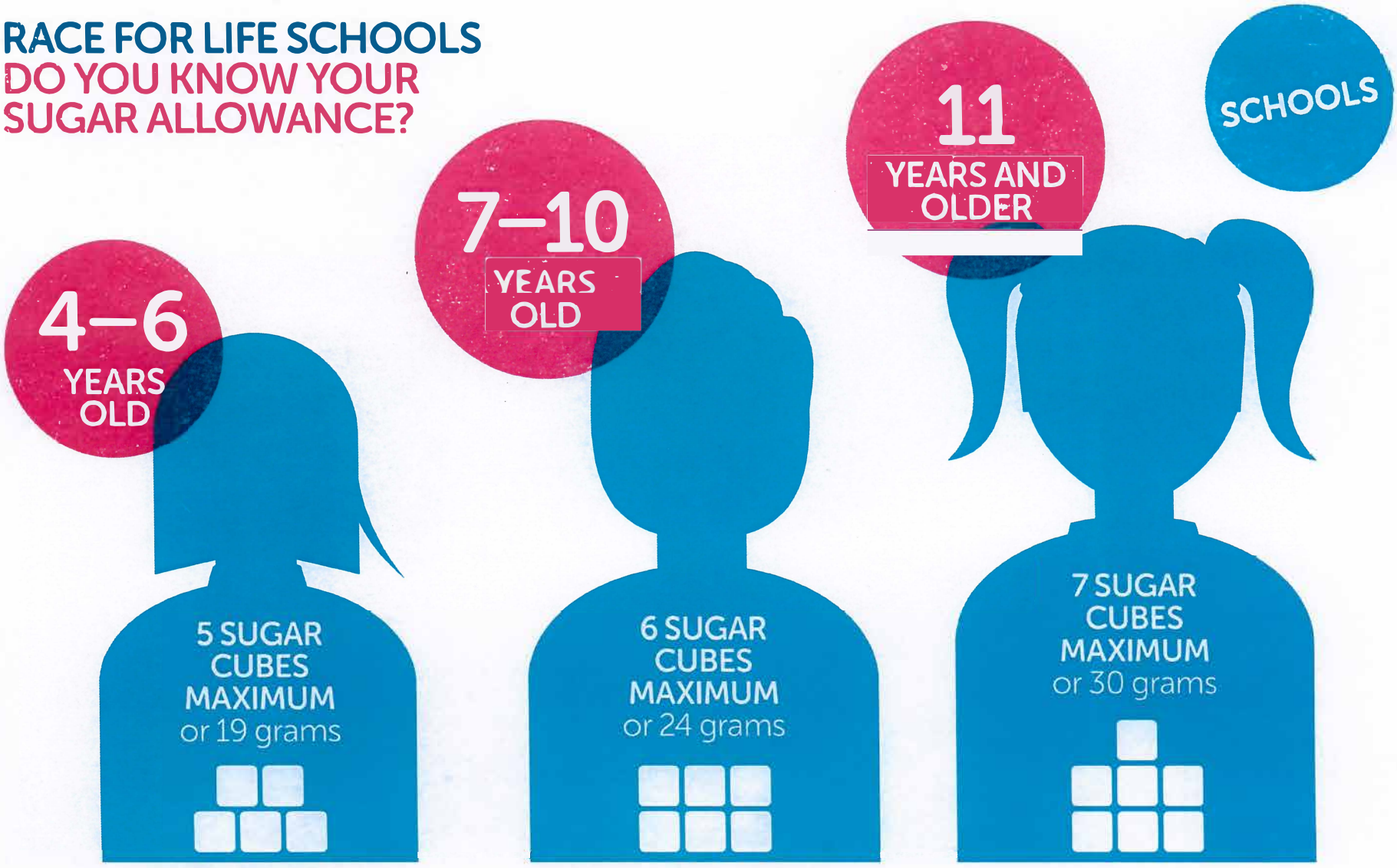
Activity: Make the bookmarks - when finished have the students put one of them in their journals, take the other two home.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Chef Solus' Summer Fun Bookmarks



RACE FOR LIFE SCHOOLS
DO YOU KNOW YOUR SUGAR ALLOWANCE?



Our Partner
TESCO

CANCER RESEARCH UK
RACE FOR LIFE

Theme: Healthy Living

Date: Day 3

Materials: Journals, pencils, 8 of each (4 per rotation): soda, fruit juice, chocolate milk, vitamin water, water. 1 per student: activity sheet, nutrition facts, nutrition tracker

Activity: Journal write, choose a prompt. Write for 10 minutes

Activity: Break into yesterday's four groups. Revisit the 'maximum sugar allowance' slide and pass out their activity sheet. Tell your students that one of the easiest ways to accidentally consume too much sugar is through what they drink.

Explain that a sugar cube contains 4 grams of sugar. Show them the nutritional label example that they can find the correct number of sugar cubes by dividing the amount of sugar per bottle by the 4 grams in the sugar cube.

Using what they have learned about reading labels, they should find out the sugar content of the products and then add their answers to the activity sheet.

Activity: Share out the findings. Explain to the students that fruit juice counts as one of their five grams of sugar a day. However, they should not have more than one serving per day because it is still high in sugar and low in fiber.

Ask the class, 'Would any of these drinks provide you with your entire daily sugar limit?' and, 'Which of these are better for you to drink than some of the others?'.

Activity: You can extend this by reminding them of their maximum daily sugar limit. Ask how many of them probably had at least that much sugar yesterday? What healthy options could they have instead? Pass out nutrition tracker. Encourage students to record what they have for lunch during the for the next couple of days - they can look at the labels on their lunch items.

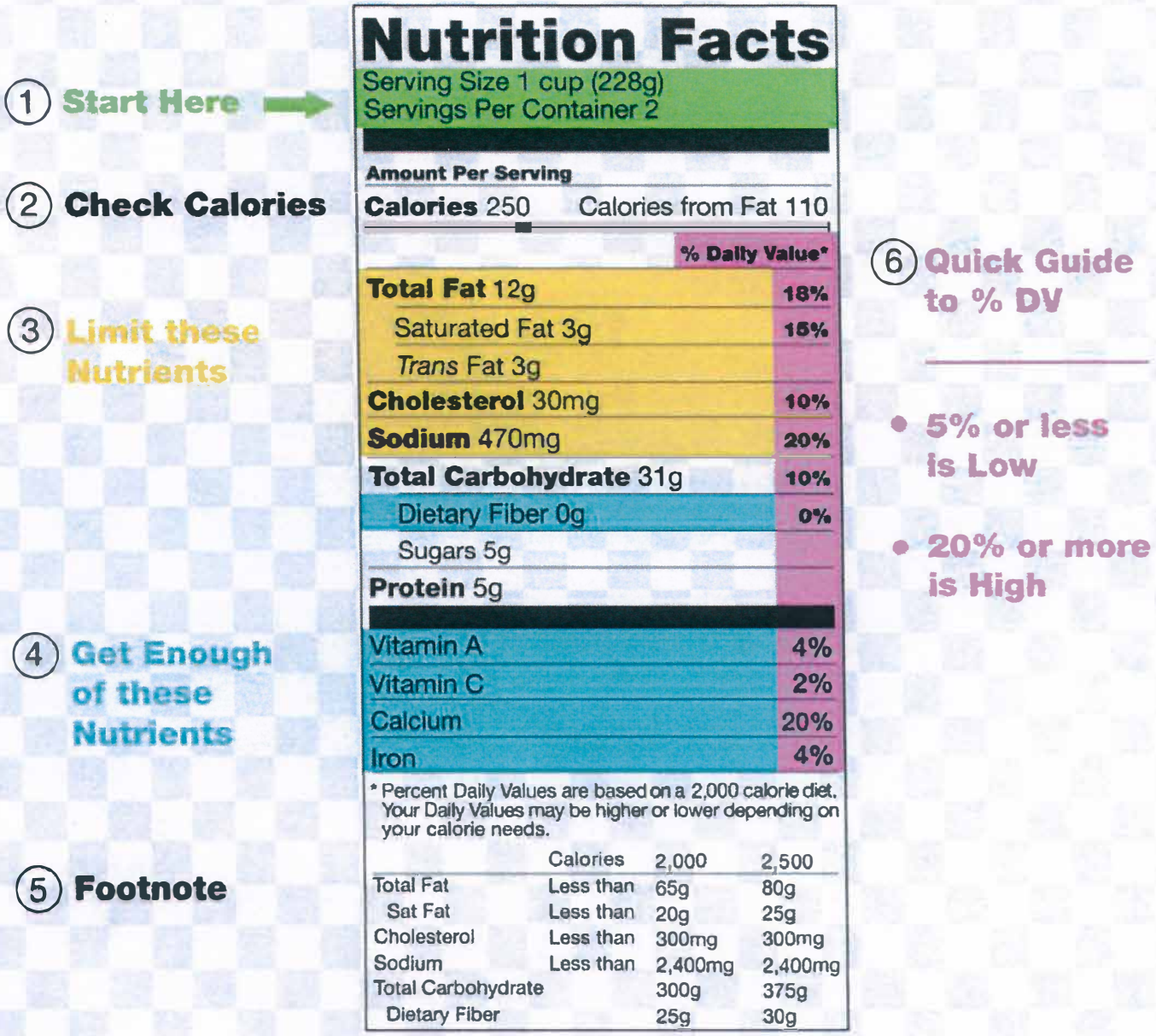
Activity: Add vocabulary to chart, add vocabulary to journals /KWL

How much sugar are you drinking?
Activity Sheet

Directions: On this activity sheet you will look at a variety of different beverages that we sometimes drink, and see how much sugar is in each of them. You be may be surprised at some of your answers!

Name of Drink	Type of Drink	Amount of sugars in grams per serving	Amount of equivalent sugar cubes (Per Serving)
	Soda	g	CUBES
	Fruit Juice	g	CUBES
	Chocolate Milk	g	CUBES
	Vitamin Water	g	CUBES
	Water	g	CUBES

Macaroni & Cheese



Name:

	Calories	Total Fat	Sodium	Carbohydrates	Sugar (g)	Protein	Minerals
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Total							

Record the foods and % Daily Values of each nutrient for the foods
What minerals are you getting from your food?
Use tally marks for minerals from multiple sources.

Theme: Healthy Living

Date: Day 4

Materials: Journals, pencils, 6 clear containers, 2 of each (one per rotation) Soda, Chocolate Milk, Vitamin Water, Fruit Juice, Water, Oil, sugar cubes

Journal: Choose a prompt - date top of page. Write/draw for 10 minutes

Activity: Tell students they will be doing an experiment and will use the scientific method. Introduce and/or review the scientific method (layman terms) Dissolution Experiment: Students will develop a hypothesis, make a prediction, and confirm/ reject a prediction. Students will describe observations using words and/or pictures and determine the effects of sugar in different liquids.

Which of these liquids will sugar dissolve the quickest in? Slowest? Make a hypothesis (vocabulary word)

Activity: Show the students the 6 containers, liquids and sugar cubes. Fill each container. Have them predict what will happen to the sugar cubes when placed in each liquid. Have students write their hypothesis in their journals. Place a cube in each liquid. After the first observation, students write what the results were. Students review their hypothesis and confirm, reject, or remain undetermined.

Extension Activities: Identify ingredients common to all liquids that dissolve each material. Analyze the effects of each liquid and talk about what they do to the human body and its systems.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Healthy Living

Date: Day 5

Materials: Journals, pencils, 6 planted flowers of identical species (3 for each rotation group), water, table salt. Display three plants and label them “water,” “no water,” and “salt water”

Activity: Journal write, choose a prompt. Write for 10 minutes

Note - this is an ongoing experiment and observations can be done throughout the camp duration - record findings in journals

Activity: What does salt do to our bodies? Sodium Experiment: Students will develop a hypothesis, make a prediction, and confirm/ reject a prediction, describe observations using words and/or pictures. They will determine the effect of sodium (salt) on plant growth.

Instruction: Students observe each plant and describe their observations in their journal using words and/or pictures. Each day, for the course of the experiment, water the plants with either water, salt water, or nothing, depending on their label.

After the first observation, students write a hypothesis predicting the effect of the water regimen on each plant. After each observation, students review their hypothesis and confirm, reject, or remain undetermined.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Healthy Living

Date: Day 6

Materials: Journals, pencils, markers, crayons, colored pencils, glue sticks. One piece of butcher paper cut long enough for the students and scissors

Journal: Choose a prompt - date top of page. Write/draw for 10 minutes

Activity: Tell the students they will learn about one system of their bodies - the stomach - by first making a cutout of their own body Have the students pair up and then tell them that they will trace each other onto the butcher paper and then cut the tracing out. If the students finish early they can begin individualizing their cutout - hair, face, etc.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Healthy Living

Date: Day 7

Materials: Journals, pencils, markers, crayons, colored pencils, glue sticks, highlighters. Copies of ‘my stomach’ and masking tape

Activity: Journal write, choose a prompt. Write for 10 minutes,

Activity: Tell the students what the stomach does:

The stomach mixes up food
The stomach is a muscle
The stomach is kind of like a "holding tank" for food
The tongue helps us swallow food
The food goes down the esophagus to the stomach after it has been swallowed
Your teeth grind up food into small pieces to be digested by the stomach
The stomach turns the particles into liquid
In the intestines some of the liquid is absorbed into the body to be used for fuel. The rest continues through the intestines as waste.

Activity: Copies of ‘my stomach’ to each student. Read the explanation sheet using choral reading again using “Completion Routine” - Highlight or underline key details and main idea of each paragraph. Draw a circle around the main idea. Color the diagram. Cut out the diagram and glue it onto the body.

If the students finish early they can continue individualizing their body cutouts.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Display ‘bodies’ on the walls of your center.

My Stomach

My stomach is like a stretchy bag that holds my food after I eat. My stomach also helps to break my food into smaller pieces so my body can use it.

About 10 seconds after I swallow my food, it reaches my stomach. My food reaches my stomach through a tube called my esophagus. Little glands in my stomach make special juices that are waiting for my food. Once my food enters my stomach, my muscles move the walls of my stomach. My stomach mashes my food the way a baker kneads dough for bread! My food gets mashed and stirred with the special juices. The juices and the mashing help to break my food into smaller pieces, or "digest" it.

My stomach has a door in it that closes to keep food inside. My stomach keeps food inside to work on for a few hours. My stomach can stretch out to hold almost two quarts of food!

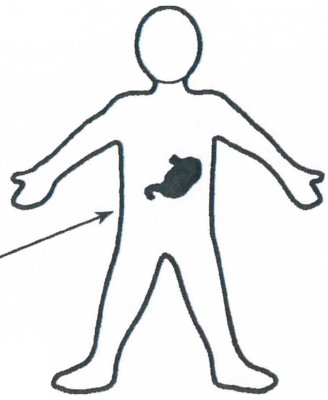
When my stomach has digested my food as much as it can, the door opens and my food travels into my small intestine.

When my stomach is empty, it shrinks like a balloon without air!

My stomach is a stretchy storage tank!

My Stomach *(cont.)*

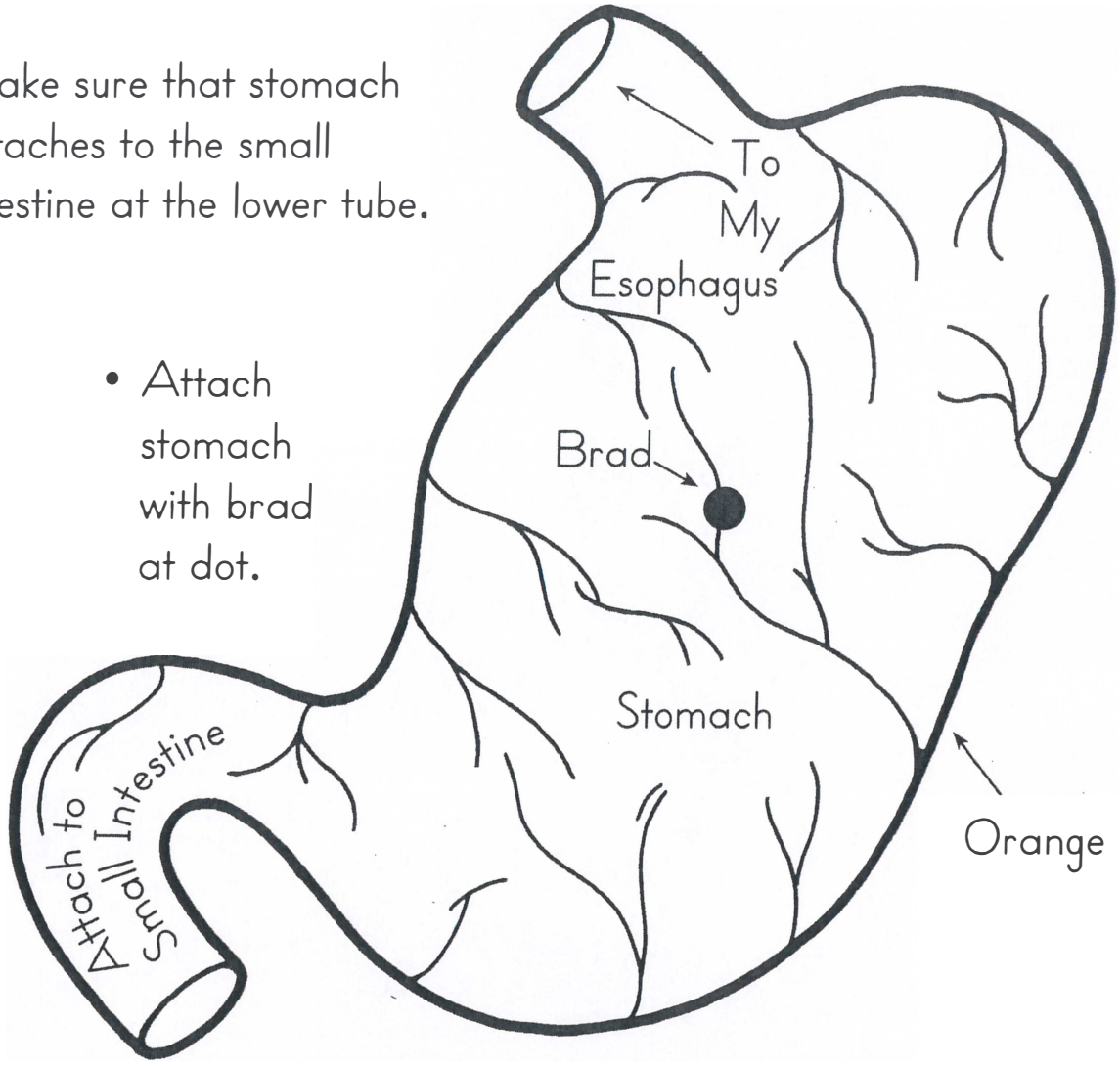
- Color stomach orange.
- Cut out.



Position stomach as in diagram. (Esophagus tube will be under heart. Stomach will be over left kidney and partly covering spleen and pancreas.)

- Make sure that stomach attaches to the small intestine at the lower tube.

- Attach stomach with brad at dot.



Theme: Healthy Living

Date: Day 8

Materials: Popcorn, carrots, and lettuce, Hershey kisses - enough for each student, picture of inside the mouth

Journal: Choose a prompt - date top of page. Write/draw for 10 minutes

Mindful Eating: Students will describe the feelings experienced while eating. Students will identify the teeth used for biting, tearing, and chewing. Students will describe how the shape of the tooth helps it perform its function.

Activity: Prepare for Exercise – Abdominal or Diaphragmatic Breathing: Use the following script as a guide to prepare for a mindful eating practice.

- Let your body rest comfortably in the chair. Notice your legs and feet. Relax them. Let any tension move out of them.
- Close your eyes
- Notice your shoulders, arms, and hands. Let the tension out of them. Relax your hands, your arms, let your shoulders sink into a relaxed state. Place a hand on your belly so you can feel the air come in and go out.
- Now focus on your breath. Slowly breathe air into your body.
    - First in through your nose or mouth
    - Let it fill up your chest.
    - Then fill up your belly (full diaphragm) and feel your belly rise as your lungs fill with air
    - When your belly is full, slowly exhale: first empty the air from you belly, feel the belly get smaller.
- Continue to slowly move the air out through your mouth.
- Repeat the full breathing process one more time. Then slowly open eyes and prepare to begin the mindful eating activity.

Mindful Eating Practice

"Look at the (food's name). What is its shape? What size is it? What color is the (food)? What smell do you notice? What sensation do you notice in your mouth as you look at the (food)? What's the feeling in your stomach? Pick up the food slowly. Hold the (food) in your fingers and look at it in your grasp. What does the (food) feel like in your hand: its texture, temperature? Introduce the three types of teeth that humans have: Incisors, Canines, and Molars. Have students touch their incisors, canines, and molars (model on self). State objective: "Today we are going to use our different teeth to chew different foods. As we are eating, I want you to bring the (food) slowly to your lips.

Before putting the food to your mouth, pause and be aware of what you are experiencing in your mouth. Slowly open and place the (food) on your tongue for a moment without biting into it. Feel what you mouth wants to do with this (food). Take a few moments before you bite into it. Feel its texture on your tongue and in your mouth. What do you taste?

Now bite into it noticing what you taste and what it feels like. Notice which teeth you are using, and how you feel before and after you eat the food. You will use more than one kind of tooth for the foods you eat, but which teeth are you using most? Are there any teeth that you don't use at all?"

As you continue to taste, try not to swallow the (food) right away. Does the taste and feeling change as you are chewing? Feel the food going down your esophagus as you swallow. Refocus on your mouth. Notice your stomach and what it may be feeling. Notice what you are feeling?

Go through this exercise with each food.

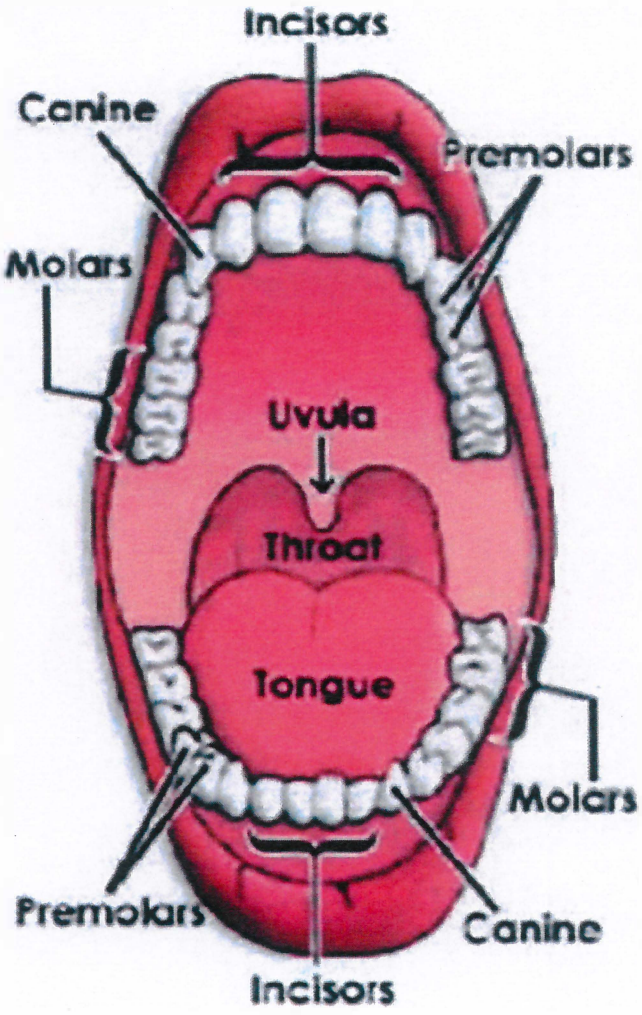
Adapted from: Willard, Christopher, 2010, A Child's Mind: Mindful Practice to Help Our Children Be More Focused, Calm, and Relaxed, Parallax Press, CA

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Extension Activity: Identify how the shapes of the teeth match their function. Compare a picture or drawing of the incisor with a picture or drawing of an axe. Do the same for molars and hammers.

Learning Activity

Name that Tooth!



Try and match each description with the correct name of the tooth.

These teeth are found at the front of your mouth and are used to cut your food, allowing you to take small bites.

These teeth also grind at your food and are found right at the back of your mouth.

These teeth are flat and large. They grind at your food making the food smaller and condensed.

These teeth are used to grip your food whilst you bite into your food.

Theme: Healthy Living
Writing Prompts

Physical Questions

1. If you made a list of things your body can do, what would go on that list?
2. If there was one (or more than one) thing your body can do that you would want to know more about, what would it be?
3. If you could say one (or more than one) thing about your body that you want to share with someone, what would it be?
4. If you could have a superpower, what would it be? Why?
5. If you made a list of your favorite foods, what would be on that list? What is it about those foods that you like the most?
6. If you made a list of your least favorite foods, what would be on that list? What is it about those foods that you dislike?
7. f you could plan a meal for your family, what would you cook? Why?
8. If you could only eat one food for the rest of your life, what would it be? Why? How do you think you would feel about that food after one day? After one week? After one year?
9. If there is one thing that you know about your body, what would it be?
10. If there is one thing that you have learned about your body, what would it be?
11. If there is one thing you wish your body could do, what would it be?
12. Do you think sugar is good or bad for you? Why?

Social/Emotional Questions

12. If you could describe how your body feels when you are happy, what would you say?
13. If you could describe how your body feels when you are upset, what would you say?
14. If there was one (or more than one) thing that really triggers you and makes you feel mad, what would it be? What is it about that thing that makes you feel mad?
15. If there was one (or more than one) person that you could go to when you were upset and would help you feel better, who would it be? What is it about that person that helps you feel better?

Keep an eye out for mental health problems, athletic trainers told

By Reuters, adapted by Newsela staff on 10.01.13
Word Count **450**
Level **680L**

Edwardsville softball coach Lori Blade speaks with her players after their 2 run loss to Normal Community High School in the Class AA Semifinals Saturday, June 9, 2007, in East Peoria, Ill. AP Photo/Belleville News-Democrat, Derik Holtmann

NEW YORK - A group of doctors and sports experts want people who train student-athletes to watch out for more. It is not a broken bone or muscle strain.

They want trainers to keep an eye out for mental health problems.

Mental health is about how a person feels. Are they happy? Sad? Worried?

Athletic trainers are in a special position, the group said. They are close to college athletes. So they are able to reach out to troubled students.

Anxiety Attacks

Athletic trainers are "usually right there with the student-athletes during some of their worst moments," said Timothy Neal, who heads the group. "You have their trust." Neal also works in sports medicine at Syracuse University.

Neal said he has seen all sorts of mental health problems among athletes. Some have problems with eating too little or too much. Some feel very anxious. Students come to him for help some of the time. But if something seems not quite right, he reaches out first.

Neal said he looks for somebody acting opposite of how he knows them. Somebody could be more angry than usual. Or somebody could be talking less than they normally do, he said.

Athletic trainers should talk to troubled students, the group said. They should offer to send them to a counselor. Sometimes trainers have to act right away. They have to call a counselor. Trainers should do this if athletes seem like they might hurt themselves or others. And they should call police if a person is acting dangerous.

Neal frequently talks to student-athletes about mental health. He wants to make them less ashamed of mental illness.

Feeling Lost When Injured

Dr. Thomas L. Schwenk pointed out a special problem. He said it can be very difficult to convince athletes that it's okay to have a mental illness.

Athletes try hard to be winners. That can make them ashamed of having a mental illness, said Schwenk. He has studied mental illness in athletes.

He said hard work is needed to help student-athletes understand that they get sick just like everybody else. They have mental health problems just like everybody else."

Athletes can have a really bad time when they are injured and have to take a break from their sport. They are more likely to develop a mental health problem then.

For many athletes, being an athlete makes them who they are, Neal said. So when they get hurt, they may feel lost. They may feel alone.

Schwenk suggested one good way to reach out to athletes: Tell them mental health care can improve their game.

An athlete might not listen, at first, Scwenk said. "Until you say, 'This is the way you can be better.'"

Quiz

1 What is the MAIN idea of the article?

(A) Sports experts and doctors want trainers to be aware of athletes who show signs of mental illness.

(B) The majority of athletic trainers have a special friendship with the athletes they work with.

(C) Athletes are more likely to develop serious mental problems than people in other professions.

(D) It is often hard for trainers to call the police on athletes they work with when the person starts acting dangerously.

2 What is another good title for this article?

(A) Trainers Calling Police on Violent Athletes

(B) Trainers are Observing Athlete's Behavior

(C) Mental Illness is Nothing to be Ashamed Of

(D) Mental Health Care can Improve the Game

3 Select the sentence from the first four paragraphs that is LEAST important to include in a summary.

4 Which sentence from the article is MOST important to include in a summary?

(A) Athletic trainers are in a special position, the group said. They are close to college athletes. So they are able to reach out to troubled students.

(B) Neal frequently talks to student-athletes about mental health. He wants to make them less ashamed of mental illness.

(C) Schwenk suggested one good way to reach out to athletes: Tell them mental health care can improve their game.

(D) An athlete might not listen, at first, Schwenk said. "Until you say, 'This is the way you can be better.'"

Answer Key

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Paragraph 2:
Mental health is about how a person feels. Are they happy? Sad? Worried?

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(D) An athlete might not listen, at first, Schwenk said. "Until you say, 'This is the way you can be better.'"

Matter and Energy: What foods to eat for a healthy body

By Encyclopaedia Britannica, adapted by Newsela staff on 05.03.17
Word Count **585**
Level **560L**

Fruit and vegetables at a farmers market in Dallas, Texas. These foods are a good source of nutrients such as vitamins and minerals. Photo by: Travis Isaacs

Plants do not need to eat. They make their own food with help from the sun. Animals, including people, are different. They need to eat so their bodies can live and grow.

Humans have many choices about what to eat. They can eat plants or other animals. Some choices are healthier than others.

Food gives the body energy. Say you are tired from running around and playing. You can eat something healthy for an energy boost. The amount of energy a food can give you is measured in calories. They are like invisible bits of energy.

It is important to eat the right number of calories. If you eat too many, the extra calories turn into fat. If you do not eat enough, you will lose too much weight. Every person needs a different number of calories. It depends on how active you are. It also depends on the size of your body.

You Can't See Nutrients, But You Can't Live Without Them!

Food provides nutrients. They help the body do its job. You cannot see nutrients, but you cannot live without them. There are six main kinds of nutrients. They are proteins, carbohydrates, fats, minerals, vitamins and water. Each nutrient helps the body in a different way.

Proteins help the body grow. They also help the body heal itself when you get hurt. People can get protein by eating animals like meat and fish. Or, they can get it from plants like beans and nuts.

Most of the energy you get from food comes from carbohydrates. Starches, like rice and wheat, are carbohydrates. So are the sugars found in fruits, milk and honey. These are natural sugars. Another kind of sugar is called refined sugar. This type is not healthy. It is found in soft drinks and fruit juice.

Minerals Have Lots Of Jobs

Minerals have several jobs. Calcium is one important mineral. It builds bones and teeth. This mineral is found in dairy products and green leafy vegetables. A few other important minerals are iron, sodium and zinc.

The body also needs vitamins. Vitamin C is one. It keeps your gums healthy. It is found in oranges and other foods. Vitamin D works with minerals to give you strong bones and teeth.

Lastly, water is very important to the body. Every cell in the body must be surrounded by water. It helps the body get rid of waste. It also helps the body stay at a safe temperature. Believe it or not, water makes up more than half of our bodies!

It is important to eat well. To eat healthily, you just need to follow a few simple rules. Scientists say you should eat lots of vegetables and fruits. Eat smaller amounts of grains, protein and dairy, and even smaller amounts of fat. Stay away from sweets and salty snacks. These foods are high in calories, but they do not have many nutrients.


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Quiz

1 Which sentence BEST states the MAIN idea of the entire article?

(A) Scientists have invented rules for how to eat healthily.

(B) Vitamin C and Vitamin D are the most important minerals to eat.

(C) Your body needs help from nutrients, minerals and water to be healthy.

(D) Humans can't produce food so they eat food to receive calories.

2 What is the MAIN idea of the introduction [paragraphs 1-4]?

(A) The foods humans choose to eat are important because they provide energy.

(B) Calories can be dangerous because if you eat too many, you will gain weight.

(C) Plants are different than humans because plants make their own food.

(D) Everyone must eat a different amount of calories depending on their size.

3 Read the section "You Can't See Nutrients, But You Can't Live Without Them!"

What's the MAIN reason why humans need protein?

(A) Proteins contain carbohydrates.

(B) Proteins are a type of nutrient.

(C) Proteins help develop the body.

(D) Proteins come from eating meat.

4 Which detail from the section "Minerals Have Lots Of Jobs" describes how water helps your body?

(A) It builds bones and teeth.

(B) It keeps your gums healthy.

(C) It helps the body get rid of waste.

(D) It is important to eat well.

Answer Key

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Americans eat too much food that is ultra-processed, scientists say

By Los Angeles Times, adapted by Newsela staff on 03.17.16
Word Count **325**

Naomi Woods (left) eats lunch with her classmates at Northeast Elementary Magnet School in Danville, Illinois, Sept. 20, 2011. The curriculum at the public school is focused on health and wellness. Americans are eating a lot of ultra-processed foods which are packed with sugar, a study says. AP/Seth Perlman

Scientists have released a new report. It looks at what Americans eat.

The report shows that one kind of food is a big problem. It is very bad for people.

Ultra-Processed Foods

The problem is ultra-processed foods, the scientists say.

Ultra-processed foods have a lot of added sugar. Too much sugar can make people fat. It is bad for their teeth too.

Cookies, cakes and sodas are all ultra-processed foods. They all have a lot of added sugar.

Too Much Sugar

The new report says Americans eat too much ultra-processed food. They are taking in too much sugar.

All that sugar is making many Americans fat. People can get sick when they are too fat. They do not feel well anymore.

The scientists wanted to find out what Americans are eating. More than 9,000 people were questioned.

Cakes, Cookies, Pies

Americans like cakes, cookies and pies. Most people know it is not good to eat too much of that kind of food. People know they have too much sugar.

The problem is that sugar is added to many kinds of ultra-processed food. It is added to bread. It is added to drinks like soda. People take in a lot of sugar without knowing it.

There are three kinds of food.

Unprocessed Food: Less Sugar

Unprocessed foods have no added sugars at all. Eggs, vegetables and fish are some of the unprocessed foods. There are many others.

Processed foods have some added sugar. Cheese and bacon are two types of processed foods.

Ultra-processed foods have much more sugar. They have 10 times as much as processed food.

Change Is Needed

The scientists found that many Americans eat ultra-processed foods every day. Eating that way is not good for them. They take in much more sugar than they should.

Americans should change the way they eat, the scientists said. People should cut down on sugar. To help do that, they should stop eating so much ultra-processed food.

Quiz

1 What do the scientists in the article say Americans eat too much of?

(A) salt

(B) eggs

(C) sugar

(D) bread

2 What often happens to people who eat too much ultra-processed food?

(A) They get fat.

(B) They feel hungry.

(C) They have more energy.

(D) They change what they eat.

3 Read the first paragraph of the article.

Scientists have released a new report. It looks at what Americans eat.

Which word or phrase below BEST fits the meaning of "released" as it is used above?

(A) took out

(B) freed

(C) read

(D) published

4 Read these sentences from the section "Change Is Needed."

Americans should change the way they eat, the scientists said. People should cut down on sugar.

What does "cut down on sugar" mean?

(A) stop eating any sugar

(B) eat less sugar than before

(C) break apart the sugar they eat

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Screening for mental health problems in schools sparks debate

By Associated Press, adapted by Newsela staff on 01.17.14
Word Count **575**

In this handout photo, Matthew Palma (left) plays with Stephanie Dana-Schmidt during a play therapy session at school in West Palm Beach, Fla. Matthew attended play sessions as part of Primary Project, which screens kindergarten kids and first-graders in Palm Beach County. AP Photo/Handout

MIAMI — When a 15-year-old Illinois teen found out his father had cancer, he spun out of control. He skipped school, yelled at teachers and punched holes in walls. Stunned by sadness, he sometimes hid in his room.

The teen was deeply depressed. That was causing him to act out. Eventually, he agreed to go to group therapy sessions at his school.

At the sessions, he's learning to identify what sets him off. He also is learning how to calm down before he acts out.

"I think it is a good idea because a lot of people think they don't need help but they actually do," said the teen.

Not Much Agreement

School violence seems to be increasing. Yet, experts say many teens are struggling with mental illness. This is not being treated — or even identified.

About 10 years ago, U.S. health officials recommended that schools look for the early signs of emotional or behavior problems in children. But it's not required. A review by the Associated Press found that schools handle this in different ways. Schools don't agree on what to look for or at what age to check. They don't agree if schools should screen kids for these problems at all. Screening means checking for the early signs of a problem.

Mike Dennis teaches health care workers how to help people with mental illness and drug use. Schools screen kids for all kinds of diseases, he said. But they don't try to find behavior problems early. This doesn't make sense, he said. When problems are found early, they are easier to treat.

Baltimore and Chicago have strong screening and treatment programs. A South Florida school district screens children in kindergarten. In Minnesota, students answer questions about drug use and their feelings. In Washington, about 21,000 students were screened for drug use and mental health in 2010.

Mental health problems usually start in the teenage years. If not treated, they can lead to drug and alcohol use. Also, kids may drop out of school. These problems can have a big effect on their lives.

Has Helped Sometimes

Linda Juszczak is the president of a school health group. She said that people need to think carefully about screening all children. The screening tests are not perfect. They will mistakenly find problems in students who don't have them. In other students, the screenings also will fail to find actual problems.

Also, people worry, schools could find problems. But they won't be able to help the kids. They may not have the money or staff to do it.

A Baltimore group has developed a screening tool to find at-risk children. Teams look for children with a parent in prison or addicted to drugs. They also look for kids with bad grades and who get in trouble.

In South Florida, a fourth-grader threatened to attack a teacher's face with a pencil. He was put in the hospital.

Dr. Seth Bernstein called it a missed opportunity. The child was never screened for emotional or behavior problems. A year earlier, a program that offered school support and family counseling ended at his school. He might have been helped through it.

When Matthew Palma was in kindergarten, he was screened through a program at his school. He went to a play group to help him learn how to make friends.

Matthew's mother says he is much more confident now. He isn't afraid to talk to adults or raise his hand in class.

Quiz

1 According to the article, what is one reason to be careful with mental health screenings in schools?

(A) The tests are not supported by some parents.

(B) The tests are not perfect and may find problems that do not exist.

(C) Schools may encourage more students to act out to get attention.

(D) Schools may make at risk students feel uncomfortable by targeting them with tests.

2 According to the article, why is it important to screen kids for mental health early?

(A) Kids are likely to have mental health issues at a young age.

(B) When a problem is found, it is easier to take care of.

(C) Mental health screenings will reduce health insurance costs.

(D) Mental illness may lead to bad behavior, which effects the classroom.

3 What purpose does the introduction [paragraphs 1-4] serve in the article?

(A) It describes the types of behavior an out of control teen may have.

(B) It gives an example that proves mental health treatment in schools can help out of control teens.

(C) It explains the benefits of mental health treatment in schools for out of control teens.

(D) It compares of an out of control teen and a teen who attended group therapy to prove people can improve with help.

4 Read the following sentences from the article.

School violence seems to be increasing. Yet, experts say many teens are struggling with mental illness.

Why has the author included the above sentences in the article?

(A) to show that school violence is not connected to mental illness

(B) to imply that experts do not understand mental illness in teens

(C) to show that school violence is an important issue schools must address

(D) to imply that teens with mental illness cause the increase in school violence

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Want to feel warm and fuzzy at school?

By Miami Herald, adapted by Newsela staff on 03.30.16
Word Count **404**

Jennifer Minogue (left) and Jeevana Pakanati (center) pet and scratch Schooner, a golden retriever, along with other students at the Nova Southeastern University campus in Davie, Florida. Carl Juste/Miami Herald/TNS

MIAMI, Fla. — Josh Nackenson is 20 years old. He is a college student at Johnson & Wales University in Miami, Florida.

He was very sad during his first year there. In his first year of college, his girlfriend died. His schoolwork was piling up. Then he decided to get a pet. In 2013, Josh got a brown bunny. He named her Peanut.

"Everything has been better since," Nackenson said.

A New Pet Project

College students sometimes live in apartments near their school. These apartments are called dorms. Most dorms do not let the students have pets.

Then Nackenson's school opened a new dorm. This dorm does allow pets. Nackenson and Peanut moved in there.

Many college students feel worried or nervous. They are far from home. Many are having new experiences. Some students can even get sick from them. Dogs are thought to help people become more relaxed.

A study was done at the University of California, Los Angeles (UCLA) Medical Center in 2005. Its goal was to see how pets help people feel more calm. In the study, therapy dogs visited patients in a hospital. The dogs were trained to help people relax.

Dogs Lift Their Spirits

In the study, some patients were visited by a person and a dog. Others were only visited by a person. The dogs seemed to make the patients feel better.

Lately, more colleges have been allowing pets in dorms. Other schools have therapy dogs.

Jonathan Banks teaches at Nova Southeastern University in Florida. He is doing research to see if dogs can help students with their tests.

Not long ago, therapy dogs visited Johnson & Wales. About half of a group of students played with the dogs. The students who played with the dogs, Banks said, were less worried afterward.

Good Dog, Good Dog

Jennifer Minogue, age 19, is a student at Nova Southeastern University. She was studying hard for her tests. Then she took a break to pet a therapy dog. She said seeing dogs at school cheers her up.

Kathy Adamle is a teacher at Kent State University in Ohio. In 2004, she created a program for her school. This program lets college students play with therapy dogs.

Other colleges heard about Adamle's program. They wanted to have dog therapy, too. Now more than 250 schools have pet therapy programs, Adamle said.

Dogs don't judge students, she said. Sometimes that kind of love is what they need.

Quiz

1 What is the article MAINLY about?

(A) a college student named Josh Nackenson and his brown bunny

(B) how colleges are letting students be with animals to feel better

(C) how most college students live in dorms that do not allow pets

(D) a research study done at the University of California, Los Angeles

2 Read the paragraphs from the section "Dogs Lift Their Spirits."

> *Jonathan Banks teaches at Nova Southeastern University in Florida. He is doing research to see if dogs can help students with their tests.*
>
> *Not long ago, therapy dogs visited Johnson & Wales. About half of a group of students played with the dogs. The students who played with the dogs, Banks said, were less worried afterward.*

What is the MAIN point of these paragraphs?

(A) Half of the students played with the dogs.

(B) Some students did not get to play with dogs at all.

(C) Dogs made the students less worried about their tests.

(D) Jonathan Banks teaches and does research at Nova Southeastern University.

3 What happened BEFORE Josh Nackenson got a pet?

(A) He had a hard time at college and felt very sad.

(B) His school opened a new dorm that allowed pets.

(C) He graduated from Johnson & Wales University in Miami, Florida.

(D) He heard about a study done at UCLA that showed that pets can make people feel better.

4 Based on the section "Good Dog, Good Dog," why does Kathy Adamle think dogs help college students to feel better?

(A) Students probably miss their dogs from home.

(B) Dogs give love and do not judge the students.

(C) Dogs distract the students from their problems.

(D) When students play with the dogs they get healthy exercise.

Answer Key

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More kids getting stressed out, educators say

By San Jose Mercury News, adapted by Newsela staff on 02.19.14
Word Count **650**

School counselor Judy Prothro (right) makes a point during a meeting of the LETS Club, or Let's Erase The Stigma Club, at Los Altos High Sschool in Los Altos, Calif., Jan. 22, 2014. On left is student David Wu, 16. Patrick Tehan/Bay Area News Group/MCT

SAN JOSE, Calif. — Last year, a high school student received a text message from her parent at school. The parent wanted her to come home to talk about her grades. The girl was a star athlete and straight-A student. But, she had received a D in one class.

She walked out of class and collapsed.

The student at Los Altos High School in California was very depressed. She felt hopeless and like she was not good enough. She also was found to suffer from attention deficit hyperactivity disorder. People with ADHD are overactive and have trouble paying attention. It took her parents six months to accept that she had a mental illness.

She is not alone.

Schools Hiring Counselors

Educators are seeing more and more students who are depressed. Many feel anxious, or overly worried, and are scared of being social around other kids. Experts are seeing these mental illnesses in younger children.

The student said her parents raised her to make it seem like everything was perfect. She always did and said the right things. She hid her real feelings until one day "everything just shattered."

This anxiety does not only affect kids from rich and well-educated families. Schools are reporting it in all kids — poor as well as rich.

Overfelt High School in California is seeing a big rise in panic attacks. Panic attacks are intense fears of something bad happening. Nearby schools say there is a lot of anxiety, as well.

Judith Cameron is with the San Ramon Valley Unified School District. She said the students are coming to school with more emotional problems. And these are beginning at a younger age.

Not all schools have reported an increase in mental illness. But many school also do not watch out for it.

Yet that is changing. Schools are hiring counselors to help these kids. The San Mateo Union district has six classes to help kids deal with emotional and behavioral problems. They are all full.

Some Causes Of Stress

What's causing the increase in mental illness is not clear. Some think it is caused by poverty or absent and busy parents. Technology and social media like Facebook may play a part. Intense pressure on kids to do well in school also seems to be a problem.

Students "are not expected to be great. They're expected to be" amazing, said Cristy Dawson. She is assistant principal at Los Altos High.

Sometimes, anxiety turns into fears. "Kids are so depressed or anxious, they're not getting out of bed," said Helen Hsu. She is with the city of Fremont's Youth and Family Services.

Some parents worry that mental illness is shameful. So they do not seek help for their children.

"I've had parents refuse to sign permission for counseling for one boy," Hsu said. They were afraid colleges would learn about the counseling. Then they might not accept him.

Studies show that one out of four teens have felt very anxious at some point. But these studies are old. Experts say the real number is probably higher.

Students Pressuring Themselves

Students are under pressure to get into a good college.

"There's a constant feeling that you have to be the best," said Borna Barzan, 16. She is a junior at Los Altos High. Barzan runs a school club that helps kids understand mental illness.

Brenda Carrillo runs the student services program at Palo Alto Unified. She said that pressure to do well in school should not be blamed. Mental illness has many causes.

The Los Altos student feels much better now. Students face pressure from friends, she said. When they see on Facebook what college their friends got into they can get down. But students also put pressure on themselves, she said. They overload themselves with advanced classes and clubs. They think too much about future success.

She added, "But no one's looking at themselves and asking, 'Am I happy?'"

Quiz

1 Read the following paragraph.

> *This anxiety does not only affect kids from rich and well-educated families. Many of them put pressure on their children to do well. But, schools are reporting it in all kids — poor as well as rich.*

How does this paragraph help the reader understand how mental illness affects young people?

(A) It describes how families play a role in pressuring kids.

(B) It explains that only students from rich families are affected by mental illness.

(C) It gives details about why schools are seeing a rise in mental illnesses in kids

(D) It shows that anyone can be affected by mental illness if faced with enough pressure.

2 Select the paragraph from the section "Some Causes Of Stress" that shows one reason why parents may think a mental illness would be shameful.

3 What is the BEST definition for the word "down" as used in the following sentence?

> *When they see on Facebook what college their friends got into they can get down.*

(A) violent

(B) depressed

(C) bored

(D) exhausted

4 Read the section "Students Pressuring Themselves." Which of the following sentences uses the SAME meaning of "pressure" as it is used in this section?

(A) My backpack was so heavy that the pressure on my shoulders was becoming painful.

(B) The doctor used a metal tool to put pressure on Anna's teeth.

(C) You shouldn't put a lid on popcorn, because the heat will create too much pressure.

(D) When Steve was playing soccer, he felt pressure from his coach to score a goal.

Answer Key

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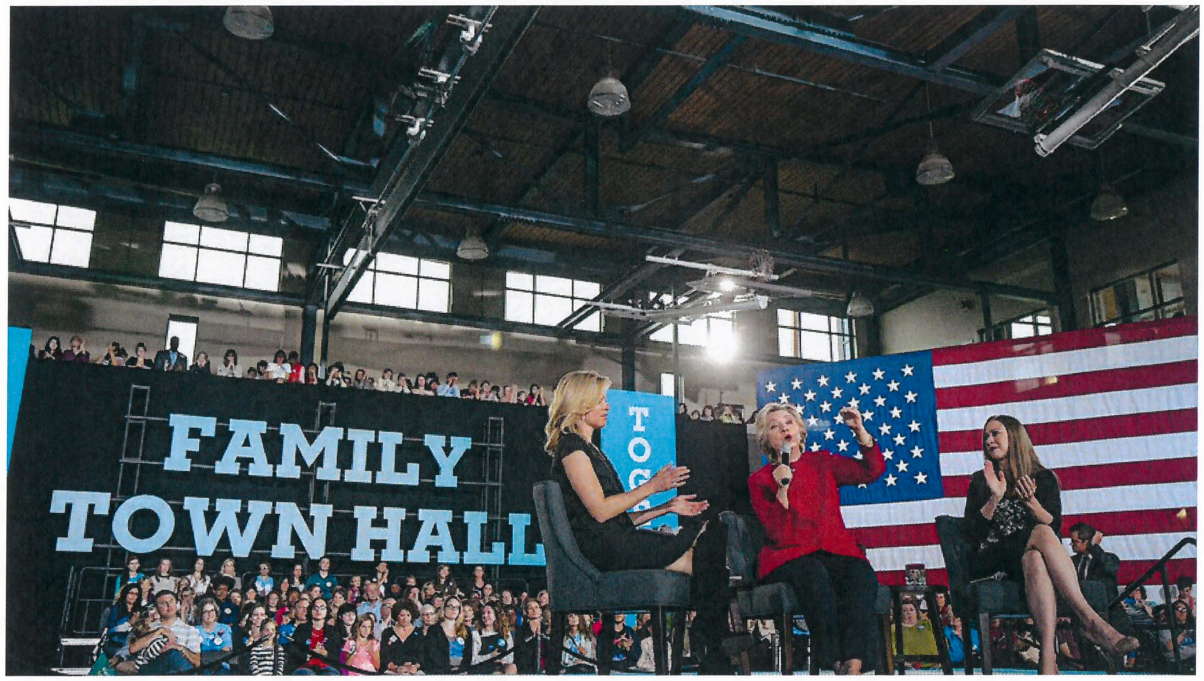
Do campaign insults about weight send kids bad message about body image?

By Associated Press, adapted by Newsela staff on 10.12.16
Word Count **421**



Democratic presidential candidate Hillary Clinton (center) accompanied by her daughter, Chelsea Clinton (right), and actress Elizabeth Banks, speaks at a town hall meeting at the Haverford Community Recreation and Environmental Center in Haverford, Pennsylvania, October 4, 2016. AP Photo/Andrew Harnik

WASHINGTON, D.C. — Donald Trump is running for president. He recently attacked a former beauty queen for her weight. Many people were hurt by his comments. One of these people was Brennan Leach. She is 15 years old. This week, she went to a meeting with Hillary Clinton. Clinton is also running for president. The teenager told Clinton that Trump's words make girls feel bad about their bodies.

Body Shaming Is Bullying

People of all sizes worry about their bodies. But young girls are more likely to have this problem. They are most at risk for worrying too much about their body image.

Trump's comments do not help, Dr. Jane Swedler said. They only make the problem worse.

Trump's words are an example of body shaming. This is a kind of bullying. Twenty years ago, Trump called a beauty queen "Miss Piggy." He made fun of her weight. Hillary Clinton said this was wrong. But Trump would not apologize. He made fun of her again.

"Stand Up" To Bullies

On Monday, Leach went to see Clinton speak. She told Clinton that many girls her age worry about their bodies. Trump's words make them feel worse, she said.

Clinton said people need to "stand up" to bullies.

The problem is bigger than Trump. TV and magazines show a lot of skinny models and actresses. This can make girls think they need to be skinny to be beautiful.

Parents can even make the problem worse. Sometimes they worry too much about their kids' weight. Swedler says parents should talk more about eating well and exercising. This is a better way to stay healthy, she says.

Talk About Body Issues

Last month, doctors shared new tips for being healthy. The tips are supposed to help fight obesity. Obesity means being too overweight. People who are obese could get sick.

Childhood and teen obesity is a serious problem. So is eating too little or too much. Most teens who don't eat right did not start out obese. Instead, they learned the wrong messages about healthy eating. They stopped eating foods they didn't need to.

Experts say parents need to talk more with their kids. They should discuss body image issues together.

Healthy Food And Exercise

Swedler said parents need to remind girls about their worth. What they look like is not who they are. Parents should talk to their daughters about "their brains," she said. "Not just about their pigtails."

Doctors say parents should avoid talking about weight. They should talk about eating well and exercising.

Quiz

1 Read the section "Body Shaming Is Bullying." What is the MAIN reason why Trump's words are hurtful to young girls?

(A) because girls are most likely to worry about their bodies

(B) because Trump called a beauty queen "Miss Piggy"

(C) because girls think it is wrong to bully people

(D) because Trump would not apologize for what he said

2 Based on the article, how can parents help girls be happy with their bodies?

(A) They can talk to girls about being overweight.

(B) They can tell girls to look at models and actresses.

(C) They can tell girls that they are beautiful.

(D) They can talk to girls about eating well and exercising.

3 Read the following sentence.

Clinton said people need to "stand up" to bullies.

Which answer choice BEST explains what she meant?

(A) People need to ask bullies what they mean.

(B) People need to defend the things bullies say.

(C) People need to stop sitting near bullies.

(D) People need to tell bullies they are wrong.

4 Read the sentence from the section "Healthy Food And Exercise."

Swedler said parents need to remind girls about their worth.

Which word could replace "worth" WITHOUT changing the meaning of the sentence?

(A) cost

(B) perfection

(C) importance

(D) riches

Answer Key

1 Read the section "Body Shaming Is Bullying." What is the MAIN reason why Trump's words are hurtful to young girls?

(A) because girls are most likely to worry about their bodies

(B) because Trump called a beauty queen "Miss Piggy"

(C) because girls think it is wrong to bully people

(D) because Trump would not apologize for what he said

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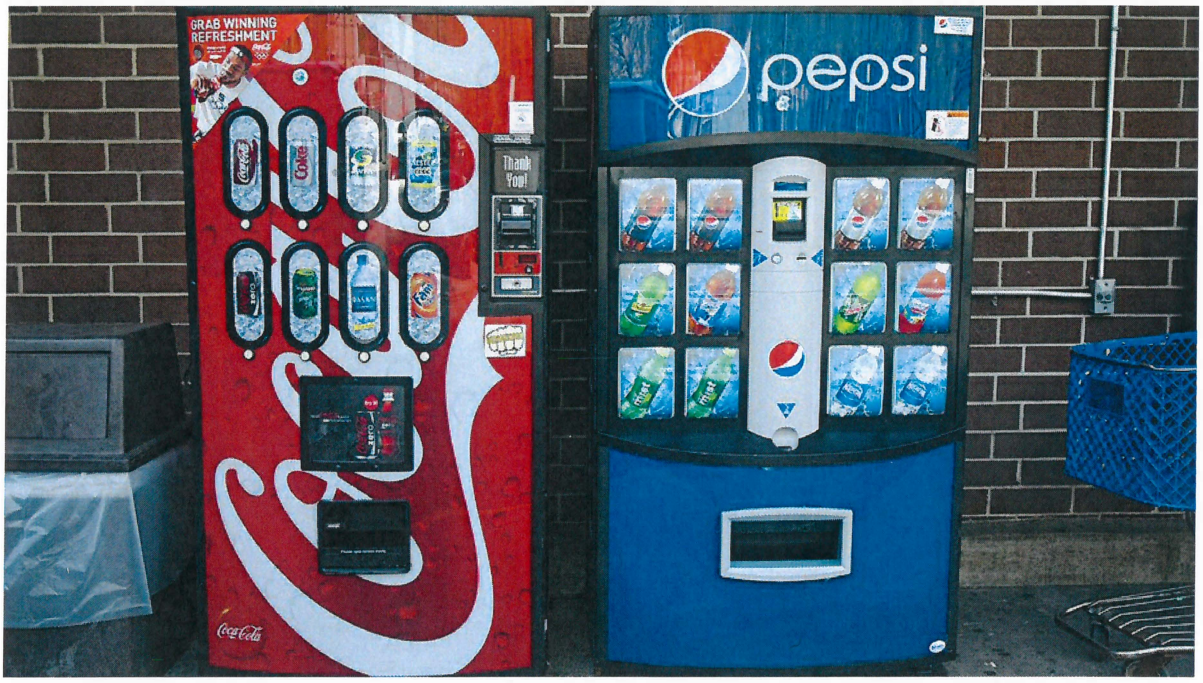
Do soda companies use science to hide the truth about sugary drinks?

By Los Angeles Times, adapted by Newsela staff on 11.03.16
Word Count **372**



Pepsi-Cola and Coca-Cola vending machines side by side in New York City in 2010. Richard B. Levine/Sipa USA/TNS

A new report says we may not know enough about sugary drinks. Soda could be making us sick. Some scientists are paid by soda companies. Their reports could favor those companies.

The report looked at 60 science studies.

Some studies say sugary drinks are not connected to worse metabolic health. Metabolic health is the ability to take food and make it into energy. Poor metabolic health causes serious problems. Diabetes is an example of one problem. It is a serious disease. Someone with diabetes cannot control their body's sugar levels.

Studies cost money. Many of these studies were paid for by soda companies. Some were done by scientists connected to soda companies.

These studies are good for the soda companies. These companies do not want people to think that soda is bad for them.

Some Studies Link Soda, Illnesses

Some studies say soda is bad. These studies found that soda is connected to diabetes. It can also lead to people becoming very overweight. Far fewer of these studies were paid for by soda companies.

A scientist who is paid by a soda company might want to help them. He might write his study in a way that helps the company. This could change the results of a study unfairly.

Around the world, people have been gaining weight. There are more cases of diabetes, too. At the same time, people all over the world are drinking more soda.

The American Beverage Association, or the ABA, represents soda companies. The group spoke about the study on Monday. It said, "we too want a strong, healthy America." The group said it had the right to do health studies, too.

Food Guidelines Might Be Biased

The researchers who did the report also spoke. They gave a warning. Americans might be getting the wrong advice, they said.

The U.S. Department of Agriculture is a government group. It writes guidelines for what Americans should eat. The group uses scientific research to write those guidelines. It does not look at who paid for the research, though. The research might favor the companies.

The ABA says the researchers who did the report are against the soda companies. One of them is helping in a court case against a beverage company.

Quiz

1 What is the MAIN idea of the article?

(A) Studies about sugary drinks cost money.

(B) People all over the world are drinking more soda.

(C) Studies about sugary drinks may not be telling the truth.

(D) People with diabetes cannot control sugar levels in their bodies.

2 What is the MAIN idea of the section "Food Guidelines Might Be Biased"?

(A) There is a group that writes guidelines for what Americans should eat.

(B) The guidelines for what Americans should eat might be wrong.

(C) A government group uses scientific research to write guidelines.

(D) A researcher is helping a court case against a beverage company.

3 Read the sentences below from the section "Some Studies Link Soda, Illnesses."

He might write his study in a way that helps the company. This could change the results of a study unfairly.

Which word could replace "results" WITHOUT changing the meaning of the second sentence?

(A) findings

(B) payments

(C) problems

(D) illnesses

4 Read the sentence from the section "Food Guidelines Might Be Biased."

> *The U.S. Department of Agriculture is a government group. It writes guidelines for what Americans should eat. The group uses scientific research to write those guidelines. It does not look at who paid for the research, though. The research might favor the companies.*

Based on this paragraph, what is a "guideline"?

(A) suggestions to follow

(B) lines that tell you where to go

(C) research that shows what is healthy

(D) a scientific report

Answer Key

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Exercise at recess can make your brain work better back in class

By Chicago Tribune, adapted by Newsela staff on 10.01.15
Word Count **477**

Harlem Globetrotters Cheese Chisholm (left) and Too Tall Hall exercise with students before tipping-off the "Summer of Physical Fitness" on May 29, 2013 in Washington, D.C. Kevin Wolf / AP Images for The Harlem Globetrotters

There are lots of things that are good for your brain. Reading, for example, helps your brain to grow and work better. Solving puzzles can help, too.

Scientists now know of another way of keeping your brain healthy: exercising.

Scientists have shown that exercise helps the brain to grow. It also helps the brain stay healthy as people get older.

Babies need exercise for their brains to fully grow. Meanwhile, exercise improves children's attention and helps them do better at school. In the elderly, exercise can help to keep their minds sharp.

The Brain's Link To Exercise

Scientists have known of the link between exercise and the brain for many years. In the mid-1990s, Carl Cotman showed that exercise helps the brain grow.

Cotman wanted to understand if exercise helped the brain. He studied the brains of mice. He gave wheels to some mice so that they could exercise. Later, he looked at their brains. It seemed that exercise helped the brains to grow.

Over the past 20 years, scientists have kept studying exercise. Lise Eliot studies the brain. She says that exercise is just as important for the brain as it is for the body.

Charles Hillman agrees. He studies the human body, exercise and health. He said that exercise can help the brain in many ways.

For example, exercise can help your brain talk to itself. The brain needs neurotransmitters to send messages from one part of the brain to another.

Exercise also improves blood flow to the brain. The brain needs oxygen from blood. Without oxygen, the brain would stop working.

The Baby Brain Workout

Babies do not have to try to exercise. They are almost always moving. They get a lot of exercise. Their brains also get a workout. Mastering new skills like sitting, standing, walking, running and jumping forces their brains to grow.

As children get older, exercise is still important for the brain. Hillman did an experiment. He found groups of children between 7 and 9 years old. One group exercised for an hour after school. The other group did not. Hillman then gave both groups a number of brain tests. The kids who had exercised were able to learn more quickly than those who did not exercise.

Finally, exercise helps adults think quickly. Parts of the brain get smaller as people get older. This can make it harder for old people to remember things.

Scientists have found that exercise can keep the brain from changing too much in old age. For example, grown-ups who said they exercised for 30 minutes, five times a week did better on brain tests than grown-ups who did not exercise as much.

Studies also suggested that exercise can help fight Alzheimer's disease. Alzeimer's disease attacks the brain. It causes people to lose their memories.

At all ages, people who exercised did better on brain tests.

Quiz

1 What would be another good title for the section "The Baby Brain Workout"?

(A) "Brain Needs To Be Kept Healthy"

(B) "Exercise Cures Alzheimer's Disease"

(C) "Exercise Versus Brain Tests"

(D) "An Hour Of Exercise Daily"

2 What is the main idea of the article?

(A) Not exercising causes memory loss.

(B) Exercise helps the brain stay healthy.

(C) The brain gets weaker as a person grows old.

(D) The brain needs oxygen to function properly.

3 Which paragraph from the section "The Brain's Link To Exercise" describes how exercise keeps the brain active?

(A) paragraph 1

(B) paragraph 2

(C) paragraph 5

(D) paragraph 6

4 Read the section "The Baby Brain Workout." Which sentence does the author use to show how exercising nurtures baby brains?

(A) They get a lot of exercise. Their brains also get a workout.

(B) Mastering new skills like sitting, standing, walking, running and jumping forces their brains to grow.

(C) He found groups of children between 7 and 9 years old.

(D) The kids who had exercised were able to learn more quickly than those who did not exercise.

Answer Key

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Big Questions: Why does sugar taste so good?

By Cricket Media, adapted by Newsela staff on 02.13.18
Word Count **470**
Level **540L**

Why do sugary cupcakes with frosting and sugar sprinkles taste so good? The answer has to do with how we fuel our bodies. Photo from: Pixabay

Humans love sugar, from chocolate cookies to juicy apples. That is only natural. All plants and animals need sugar to live. It is what powers our bodies. It is not surprising that we are born to want the sweet stuff.

"Sugar" is the name for many different molecules. All of these molecules taste sweet. Molecules are groups of atoms joined together.

Atoms are in everything. They are the tiny building blocks that make up all matter. Sugar molecules are made up of three kinds of atoms. They are carbon, hydrogen and oxygen atoms.

Three Building Blocks

There are three sugar building blocks. These are called fructose, glucose and galactose. Together, they are known as the "simple sugars." All of them can be found in plants.

Combining these simple sugars makes other kinds of sugar. The most common one is sucrose. It is also known as table sugar. Sucrose is what your family keeps in the kitchen.

Sugar is fuel for all the plants and animals on Earth. It is what gives them energy, or power. Energy allows living things to move and grow. Plants make their own sugar using sunlight. Animals get sugar from eating food.

After a meal, your body breaks down the food you ate. It uses some sugar for energy right away. The rest gets stored to use later.

Burst Of Energy

It is not true that sugar makes you hyper. But a sugary snack can give you a burst of energy. That is because sweet foods are easy to break down. You can turn them into fuel right away.

If you have a sweet tooth, you are not alone. Even babies love sweet foods. Humans probably love sugar because it is such a good energy source.

Today it is easy to find sweet snacks. Even foods that seem healthy can be packed with sugar. Food makers add sugar for a reason. They know that humans love it.

Health Problems

All that sneaky sugar adds up. Eating too much is not good for us. When we eat too much sugar, we give the body more fuel than it needs. The body stores that fuel. It stores extra sugar as fat. Too much body fat can cause health problems later in life.

Eating lots of sugar causes other problems, too. Your dentist may have told you it can harm your teeth.

Fruits and vegetables can be sugary, too. But these foods are also full of good stuff, like vitamins. Experts are not worried about naturally sweet foods. The real problem is added sugar. So go ahead and enjoy a bowl of berries!

Even cake is great once in awhile. A sweet treat is fine as long as you do not eat too much. After all, no one wants life to be boring. And your body needs its energy!

Quiz

1 Read the introduction [paragraphs 1-3].

Select the sentence from the section that explains WHY people need to eat sugar.

(A) Humans love sugar, from chocolate cookies to juicy apples.

(B) It is what powers our bodies.

(C) It is not surprising that we are born to want the sweet stuff.

(D) All of these molecules taste sweet.

2 Read the paragraph from the section "Health Problems."

> *All that sneaky sugar adds up. Eating too much is not good for us. When we eat too much sugar, we give the body more fuel than it needs. The body stores that fuel. It stores extra sugar as fat. Too much body fat can cause health problems later in life.*

Which question is answered in this paragraph?

(A) How much sugar should you eat each day?

(B) Why is eating too much sugar a bad thing?

(C) How much extra sugar can the body store?

(D) What health problems does eating too much sugar cause?

3 Which section from the article gives information about the type of sugar people keep in their homes?

(A) Introduction [paragraphs 1-3]

(B) "Three Building Blocks"

(C) "Burst Of Energy"

(D) "Health Problems"

4 What information will the reader find in the section "Burst of Energy"?

(A) why sugar is bad for your teeth

(B) why sugar is bad for babies to eat

(C) why food makers put sugar in food

(D) why sugar is found in healthy foods

Answer Key

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Theme: History

Date: Day 1 - Family History Project

Materials: Journals, pencils, markers, crayons, colored pencils, journals, chart paper for vocabulary, chart paper for KWL - keep these up throughout the theme then display with thematic artifacts following theme completion

Activity: Introduce the History Theme. Tell the campers for the next two weeks we will focus on various histories - camper family history in relation to Richmond, Richmond's shipyards and the history of communication. We will conduct interviews, integrate art, learn about the history of communication and explore social media and culminate with letter writing. Put up a KWL chart. Ask students what they Know - Want to Know and add what they Learn. Introduce the vocabulary chart. Tell students we will add new vocabulary when it is presented.

Activity: Journal writing- Choose a writing prompt for your students. Have the students date the top of their page and have them write for 10 minutes - you too!

Activity: By the end of this lesson students will be able to describe the history of their family to at least three generations (grandparents-present).

Activity: Have students do a 'think/pair/share' - about their family history in Richmond.

On chart paper make a list of questions to ask your parents/ grandparents. Sample questions can include:

- When did we move to Richmond?
- Where did our family live before we moved to Richmond?
- Why did we move to Richmond?
- What jobs have people in our family done?
- Is there anything our family is known for?
- How did mom and dad meet?
- How did grandma/ grandpa meet?
- How many people are in our family and who are they?

Have the students record the questions in their journals to ask their families when they get home. Depending on the grade, the students can focus on a couple of these questions or all.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

HOMEWORK: Interview a family member. Record the responses.

Theme: History

Date: Day 2 - Revisit Interview

Materials: Journals, pencils, markers, crayons, colored pencils, journals, construction paper - a piece of construction paper folded in half - one half for the written part of the interview and the other for the family picture drawing

Activity: Journal writing: Choose a writing prompt for your students. Have the students date the top of their page and have them write for 10 minutes - you too!

Activity: What questions do those answers prompt? (Example: if a relative was a welder, what is a welder?) Write down the answers to those questions. Write sentences/paragraphs that describe your family history. Revise and edit these until you are satisfied with the result. Create a final draft using neat and legible writing with expected grammar. Draw pictures of your family to include in your family history.

Example:

Paragraph of my family history	Family picture

Present your family history to the group.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Display the work on the wall.

Theme: History

Date: Day 3 - Make a Boat!

Materials: Journals, pencils, markers, crayons, colored pencils, journals, chart paper for vocabulary, chart paper for KWL - things that float (popsicle sticks - enough for each student to have at least 30, hot glue guns, paper, etc.), a weight of some sort, basin, water, articles about Rosie the Riveter and the Richmond Shipyards (following)

Activity: Choose a prompt - date top of page. Write for 10 minutes

Activity: Make a Boat! Talk about the history of the Richmond Shipyards - read through the Rosie the Riveter information. Tell the students when they visit the Richmond Museum they will find out more about this time in Richmond's history and will get to have their picture taken in the 'Rosie' room. Tell them they will make a boat!

Activity: Boat Building Project: By the end of this lesson students will design a boat that can float and maybe support a prescribed weight for a prescribed time.

Instruction:
Fill basin with water
Put students in mixed-age groups.
Distribute materials.
Test materials for buoyancy.
Distribute weights.
Students design and create boats that can support a prescribed weight for a prescribed time.
Test the boats.

Activity: Add to vocabulary chart/ KWL

Rosie the Riveter was a famous fictional character at the height of World War II. She was used by the American government in the campaign urging women to join the labor force. Today, she is used as the symbol for feminist movements. Keep reading for the comprehensive on-site fact file detailing key information on Rosie the Riveter or download our entire worksheet bundle to teach in the home or classroom environment.

- In 1942, Rosie was the subject of a song written by Redd Evans and John Jacob Loeb, which inspired the "We Can Do It" poster created by J. Howard Miller of the Westinghouse Corporation.
- The drastic enlistment of American men during WWII resulted in a shortage of people in the labor force. President Franklin Roosevelt, together with the War Manpower Commission, encouraged women to fill in the labor force.
- On May 29, 1943, Norman Rockwell designed a photo for the Saturday Evening Post in addition to J.H Miller's "We Can Do It" poster. Rockwell depicted a muscular woman based on his model, Mary Doyle Keefe. Miller was a graphic artist who was hired by Westinghouse's Internal War Production Committee to create various posters to boost the worker's morale.
- Originally, the Rosie the Riveter campaign was intended to encourage women to go to work. Between 1940 to 1945, the female workforce grew rapidly, but most of them were paid 50% less than their male counterparts. They were hired in line assembly, sewing, factories, shipyards, and in the aircraft industry.
- Rosie the Riveter also changed women's fashion. Dresses and skirts were inappropriate for "Rosies" (working women) dealing with hard metals. They needed more practical clothing for work. Women began wearing denims, trousers, overalls, pants, boots and bandanas, which later on became a statement for equality with men. Bandanas or head scarves in bright colors were also used.

- Some accounts depicted women not receiving respectful treatment like what the campaign posters implied. During WWII, there were almost 19 million jobs held by women.
- In recent years, Rosie the Riveter has been used to represent the fight for women's civil rights and the feminist movements in general.
- Documentaries such as *The Life and Times of Rosie the Riveter* (1980) and *Rosies of the North* (1999) were published. In 1984, the Hollywood film "Swing Swift" depicted the lives of the "Rosies" of WWII.
- At the end of WWII, most of the Rosies returned home as housewives. The increase of females in the workforce didn't happen again until the 1960s during the rise of the Second Wave Feminism in America.

Rosie the Riveter is a cultural icon of World War II, representing the women who worked in factories and shipyards during World War II, many of whom produced munitions and war supplies. These women sometimes took entirely new jobs replacing the male workers who joined the military.

A "Rosie" working on the A-31 Vengeance bomberin Nashville, Tennessee (1943)

Rosie the Riveter is used as a symbol of American feminism and women's economic power. Similar images of women war workers appeared in other countries such as Britain and Australia. Images of women workers were widespread in the media as government posters, and commercial advertising was heavily used by the government to encourage women to volunteer for wartime service in factories. *Rosie the Riveter* became the subject and title of a song and a Hollywood movie during WWII.

Women workers in the ordnance shops of Midvale Steel and Ordnance Company in Nicetown, Pennsylvania during World War I

Because world wars were total wars which required governments to utilize their entire populations for the purpose of defeating their enemies, millions of women were encouraged to work in the industry and take over jobs previously done by men. During World War I women across the United States were employed in jobs previously done by men. World War II was similar to World War I in that massive conscription of men led to a shortage of available workers and therefore a demand for labor which could only be fully filled by employing women. Nearly 19 million women held jobs during World War II.

A woman operating a turret lathe(1942)

Many of these women were already working in a lower paying job or were returning to the work force after being laid off during the depression. Only three million new female workers entered the workforce during the time of the war Although most women took on male dominated trades during World War II, they were expected to return to their everyday housework once men returned from the war. Government campaigns targeting women were addressed solely at housewives, likely because already-employed women would move to the higher-paid "essential" jobs on their own, or perhaps because it was assumed that most would be housewives. One government advertisement asked women: "Can you use an electric mixer? If so, you can learn to operate a drill. "Propaganda was also directed at their husbands, many of whom were unwilling to support such jobs. Many of the women who took jobs during World War II were mothers. These women with children at home pooled together in their efforts to raise their families. They assembled into groups and shared such chores as cooking, cleaning and washing clothes. Many who did have young children shared apartments and houses so they could save time, money, utilities and food. If they both worked, they worked different shifts so they could take turns babysitting. Taking on a job during World War II made people unsure if they should urge the women to keep acting as full-time mothers, or support them getting jobs to support the country in this time of need. Being able to support the soldiers by making all different products made the women feel very accomplished and proud of their work. Over 6 million women got war jobs; African American, Hispanic, White, and Asian women worked side by side. In the book *A Mouthful of Rivets* Vi Kirstine Vrooman shares about the time when she decided to take action and become a riveter. She got a job building B-17s on an assembly line, she shares just how exciting it was saying, 'The biggest thrill — I can't tell you — was when the B-17s rolled off the assembly line. You can't believe the feeling we had. We did it!"[]Once women accepted the challenge of the workforce they continued to make strong advances towards equal rights.

In 1944, when victory seemed assured for the United States, government-sponsored propaganda changed by urging women back to working in the home. Later, many women returned to traditional work such as clerical or administration positions, despite their reluctance to re-enter the lower-paying fields. However, some of these women continued working in the factories. The overall percentage of women working fell from 36% to 28% in 1947.

The Song

Cover of the published music to the 1942 song

The term "Rosie the Riveter" was first used in 1942 in a song of the same name written by Redd Evans and John Jacob Loeb. The song was recorded by numerous artists, including the popular big band leader Kay Kyser, and it became a national hit. The song portrays "Rosie" as a tireless assembly line worker, who earned a "Production E" doing her part to help the American war effort. The name is said to be a nickname for Rosie Bonavita who was working for Convair in San Diego, California. The idea of Rosie resembled Veronica Foster, a real person who in 1941 was Canada's poster girl for women in the war effort in "Ronnie, the Bren Gun Girl."

The individual who was the inspiration for the song was Rosalind P. Walter, who "came from old money and worked on the night shift building the F4U Corsair fighter." Later in life Walter was a philanthropist, a board member of the WNET public television station in New York and an early and long-time supporter of the Rose interview show.

Rosie the Riveter became most closely associated with another real woman, Rose Will Monroe, who was born in Pulaski County, Kentucky in 1920 and moved to Michigan during World War II. She worked as a riveter at the Willow Run Aircraft Factory in Ypsilanti, Michigan, building B-24 bombers for the U.S. Army Air Forces. Monroe was asked to star in a promotional film about the war effort at home. The song "Rosie the Riveter" was popular at the time, and Monroe happened to best fit the description of the worker depicted in the song. "Rosie" went on to become perhaps the most widely recognized icon of that era. The films and posters she appeared in were used to encourage women to go to work in support of the war effort. At the age of 50, Monroe realized her dream of flying when she obtained a pilot's license. In 1978, she crashed in her small propeller plane when the engine failed during takeoff. The accident resulted in the loss of one kidney and the sight in her left eye, and ended her flying career. She died from kidney failure on May 31, 1997, in Clarksville, Indiana where she was a resident, at the age of 77. A drama film, Rosie the Riveter, was released in 1944, borrowing from the Rosie theme.

Impact and post-war

A man and woman riveting team working on the cockpit shell of a C-47aircraft at the plant of North American Aviation (1942)

According to the *Encyclopedia of American Economic History*, "Rosie the Riveter" inspired a social movement that increased the number of working American women from 12 million to 20 million by 1944, a 57% increase from 1940. By 1944 only 1.7 million unmarried men between the ages of 20 and 34 worked in the defense industry, while 4.1 million unmarried women between those ages did so. Although the image of "Rosie the Riveter" reflected the industrial work of welders and riveters during World War II, the majority of working women filled non-factory positions in every sector of the economy. What unified the experiences of these women was that they proved to themselves (and the country) that they could do a "man's job" and could do it well.[26] In 1942, just between the months of January and July, the estimates of the proportion of jobs that would be "acceptable" for women was raised by employers from 29 to 85%. African American women were some of those most affected by the need for women workers. It has been said that it was the process of whites working along blacks during the time that encouraged a breaking down of social barriers and a healthy recognition of diversity.

Women at work on bomber, Douglas Aircraft Company, Long Beach, California (1942)

Women quickly responded to Rosie the Riveter, who convinced them that they had a patriotic duty to enter the workforce. Some claim that she forever opened the work force for women, but others dispute that point, noting that many women were discharged after the war and their jobs were given to returning servicemen. These critics claim that when peace returned, few women returned to their wartime positions and instead resumed domestic vocations or transferred into sex-typed occupations such as clerical and service work. For some, World War II represented a major turning point for

women as they eagerly supported the war effort, while other historians emphasize that the changes were temporary and that immediately after the war was over, women were expected to return to traditional roles of wives and mothers, and finally, a third group has emphasized how the long-range significance of the changes brought about by the war provided the foundation for the contemporary woman's movement. Leila J. Rupp in her study of World War II wrote "For the first time, the working woman dominated the public image. Women were riveting housewives in slacks, not mother, domestic beings, or civilizers."

After the war, the "Rosies" and the generations that followed them knew that working in the factories was in fact a possibility for women, even though they did not reenter the job market in such large proportions again until the 1970s. By that time factory employment was in decline all over the country.

Elinor Otto, known as "Last Rosie the Riveter" built airplanes for 50 years, retiring at age 95. A "Wendy the Welder" at the Richmond Shipyards

According to Penny Colman's *Rosie the Riveter*, there was also, very briefly, a "Wendy the Welder" based on Janet Doyle, a worker at the Kaiser Richmond Liberty Shipyards in California.[32]

In the 1960s, Hollywood actress Jane Withers gained fame as "Josephine the Plumber", a character in a long-running and popular series of television commercials for "Comet" cleansing powder that lasted into the 1970s. This character was based on the original "Rosie" character.[33]

One of Carnival Cruise Line's ships, the *Carnival Valor*, has a restaurant located on the lido deck named Rosie's Restaurant. The restaurant is mostly a tribute to Rosie, but also contains artwork depicting other war-related manufacturing and labor.

In 2010, singer Pink paid tribute to Rosie by dressing as her for a portion of the music video for the song "Raise Your Glass".

Richmond Shipyards

The four Richmond Shipyards, located in the city of Richmond, California, United States, were run by Permanente Metals and part of the Kaiser Shipyards. During World War II, Richmond built more ships than any other shipyard, turning out as many as three ships in a single day. The shipyards are part of the Rosie the Riveter/World War II Home Front National Historical Park, whose the Rosie the Riveter memorial sits on the former grounds of Shipyard #2. Shipyard #3 is listed on the National Register of Historic Places.

History

Henry J. Kaiser had been building cargo ships for the U.S. Maritime Commission in the late 1930s. When he received orders for ships from the British government, already at war with Nazi Germany, Kaiser established his first Richmond shipyard in December 1940. The four Richmond Kaiser Shipyards built 747 ships during World War II, a rate never equaled. Compared to the average ship built elsewhere, Richmond ships were completed in two-thirds the time and at a quarter of the cost. The Liberty ship SS *Robert E. Peary* was assembled in less than five days as a part of a competition among shipyards. By 1944, the yard routinely needed only a bit more than two weeks to assemble a Liberty ship. By the end of the war the Richmond Shipyards had built $1.8 billion worth of ships.

Kaiser and his workers applied mass assembly line techniques to building the ships. This production line technique, bringing pre-made parts together, moving them into place with huge cranes and having them welded together by "Rosies" (actually "Wendy the Welders" here in the shipyards), allowed unskilled laborers to do repetitive jobs requiring relatively little training to accomplish. This sped up construction, allowed more workers to be mobilized, and opened jobs to women and minorities.[3]

During the war, thousands of men and women worked in this area in hazardous jobs. Actively recruited by Kaiser, they came from all over the United States to swell the population of Richmond from 20,000 to over 100,000 in three years. For many of them, this was the first time they worked, earned money, and faced the problems of working parents: finding day care and housing.

Women and minorities entered the workforce in areas previously denied to them. However, they still faced unequal pay, were shunted off into "auxiliary" unions and still had to deal with prejudice and inequities. During the war, labor strikes and sit-down work stoppages eventually led to better conditions.

Many workers commuted from other parts of the Bay Area to the Kaiser Shipyards in Richmond on the Shipyard Railway, a temporary wartime railway whose trains used cars of the local Key System and whose line extended from a depot in Emeryville to a loop serving all four shipyards.

The 2013 picture book Rosie Revere, Engineer by Andrea Beaty, features Rosie as "Great Great Aunt Rose" who "Worked building airplanes a long time ago". She inspires Rosie Revere, the young subject of the book, to continue striving to be a great engineer despite early failures. Rose is shown wielding a walking stick made from riveted aircraft aluminum.

Singer Beyoncé Knowles paid tribute to Rosie in July 2014, dressing as the icon and posing in front of a "We Can Do It!" sign identical to the original one often mistaken as part of the Rosie campaign. It garnered over 1.15 million likes, but sparked minor controversy when newspaper The Guardian criticized it.

Other recent cultural references include a Big Daddy enemy type called "Rosie" in the video game *BioShock*, armed with a rivet gun. There is a DC Comics character called Rosie The Riveter, who wields a rivet gun as a weapon (first appearing in *Green Lantern* vol. 2 No. 176 (May 1984)). In the video game *Fallout 3* there are billboards featuring "Rosies" assembling atom bombs while drinking Nuka-Cola.

The Life and Times of Rosie the Riveter by Connie Field is a 65-minute documentary from 1980 that tells the story of women's entrance into "men's work" during WWII. *Rosies of the North* is a 1999 National Film Board of Canada documentary film about Canadian "Rosies," who built fighter and bomber aircraft at the Canadian Car and Foundry, where Elsie MacGill was also the Chief Aeronautical Engineer.

Assembling a wing section, Fort Worth, Texas, October 1942

John Crowley's 2009 historical novel *Four Freedoms* covers the wartime industries, and studies the real working conditions of many female industrial workers. "Rosie the Riveter" is frequently referenced.

On October 14, 2000, the Rosie the Riveter/World War II Home Front National Historical Park was opened in Richmond, California, site of four Kaiser shipyards, where thousands of "Rosies" from around the country worked (although ships at the Kaiser yards were not riveted, but rather welded).Over 200 former Rosies attended the ceremony.

Also in 2014 a nationwide program, run by the organization Thanks! Plain and Simple, was founded to encourage cities to pick a project that "Rosies" can do with younger generations, in order to educate young people about women's roles in World War II, and to involve the "Rosies", many of whom have become isolated as they have gotten older, in community projects.

The name and logo of the New York Riveters, one of the founding members of the National Women's Hockey League, are inspired by the character of Rosie The Riveter. The Rose City Riveters is the fan "Army" of supporters for the Portland Thorns Football Club, a National Women's Soccer League team in Portland, Oregon, a.k.a. The Rose City. These modern-day "Rosies" have taken their inspiration (and their name) from more than 30,000 Rosies who worked in the Portland shipyards in Portland during World War II.[42]. The Riveters have activated the fan base and made the Thorns FC "...the most well-supported women's club team in the world...currently averaging over 17,000 fans per game," in 2017.

In 1942, Pittsburgh artist J. Howard Miller was hired by the Westinghouse Company's War Production Coordinating Committee to create a series of posters for the war effort. One of these posters became the famous "We Can Do It!" image—an image that in later years would also be called "Rosie the Riveter", though it was never given this title during the war. Miller is thought to have based his "We Can Do It!" poster on a United Press International wire service photograph taken of a young female war worker, widely but erroneously reported as being a photo of Michigan war worker Geraldine Hoff (later Doyle.)[44] More recent evidence indicates that the formerly misidentified photo is actually of war worker Naomi Parker (later Fraley) taken at Alameda Naval Air Station in California.

"We Can Do It!" by J. Howard Miller was made as an inspirational image to boost worker morale

The "We Can Do It!" poster was displayed only to Westinghouse employees in the Midwest during a two-week period in February 1943, then it disappeared for nearly four decades. During the war, the name "Rosie" was not associated with the image, and the purpose of the poster was not to recruit women workers but rather as motivational propaganda aimed at workers of both sexes already employed at Westinghouse. It was only later, in the early 1980s, that the Miller poster was rediscovered and became famous, associated with feminism, and often mistakenly called "Rosie the Riveter".

Saturday Evening Post

Norman Rockwell's image of "Rosie the Riveter" received mass distribution on the cover of the *Saturday Evening Post* on Memorial Day, May 29, 1943. Rockwell's illustration features a brawny woman taking her lunch break with a rivet gun on her lap and beneath her penny loafer a copy of Hitler's manifesto, *Mein Kampf.* Her lunch box reads "Rosie"; viewers quickly recognized this to be "Rosie the Riveter" from the familiar song.[54] Rockwell, America's best-known popular illustrator of the day, based the pose of his 'Rosie' on that of Michelangelo's 1509 painting *Prophet Isaiah* from the Sistine Chapel ceiling. Rosie is holding a ham sandwich in her left hand, and her blue overalls are adorned with badges and buttons: a Red Cross blood donor button, a white "V for Victory" button, a Blue Star Mothers pin, an Army-Navy E Service production award pin, two bronze civilian service awards, and her personal identity badge. Rockwell's model was a Vermont resident, 19-year-old Mary Doyle, who was a telephone operator near where Rockwell lived, not a riveter. Rockwell painted his "Rosie" as a larger woman than his model, and he later phoned to apologize.

In a post interview, Mary explained that she was actually holding a sandwich while posing for the poster and that the rivet-gun she was holding was fake, she never saw Hitler's copy of Mein Kampf, and she did have a white handkerchief in her pocket like the picture depicts. The *Post*'s cover image proved hugely popular, and the magazine loaned it to the U.S. Treasury Department for the duration of the war, for use in war bond drives.

After the war, the Rockwell "Rosie" was seen less and less because of a general policy of vigorous copyright protection by the Rockwell estate. In 2002, the original painting sold at Sotheby's for nearly $5 million In June 2009 the Crystal Bridges Museum of American Art in Bentonville, Arkansas acquired Norman Rockwell's iconic Rosie the Riveter painting for its permanent collection from a private collector.

In late 1942, Doyle posed twice for Rockwell's photographer, Gene Pelham, as Rockwell preferred to work from still images rather than live models. The first photo was not suitable because she wore a blouse rather than a blue work shirt. In total, she was paid $10 for her modeling work (equivalent to $141 in 2017). In 1949 she married Robert J. Keefe to become Mary Doyle Keefe. The Keefes were invited and present in 2002 when the Rockwell painting was sold at Sotheby's.

In an interview in 2014, Keefe said that she had no idea what impact the painting would have. "I didn't expect anything like this, but as the years went on, I realized that the painting was famous," she said. Keefe died on April 21, 2015, in Connecticut at the age of 92.

Theme: History

Date: Day 4 - Introduction to History of Communication/Letter Writing

Materials: Journals, pencils, markers, crayons, colored pencils, journals, chart paper for vocabulary, chart paper for KWL, pencils, paper, envelopes, stamps, and images of pony express riders and early US mail carriers.

Activity: Journal Write - Choose a prompt - date top of page. Write for 10 minutes

Activity: Introduce History of Communication

-Discuss with students the definition of communication.

-On chart paper, list the different ways people communicate.

-Propose the question, "How did people communicate with someone in another town, city, state, or country before the invention of the telephone."

-Show some photos or give a short history of The Pony Express and the beginning of the US Mail System.

Activity: Students will write a letter to a friend or family member who is in another state or country or even to themselves at their own address.

Activity: Students will address the envelopes, place on the stamps, and then if close by and safe, have the students walk the letters to the mailbox to mail them.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Learning Objective: Correct letter writing format and correct envelope addressing.

July 26, 1775: U.S. postal system established

Introduction

On this day in 1775, the U.S. postal system is established by the Second Continental Congress, with Benjamin Franklin as its first postmaster general. Franklin (1706-1790) put in place the foundation for many aspects of today's mail system. During early colonial times in the 1600s, few American colonists needed to send mail to each other; it was more likely that their correspondence was with letter writers in Britain. Mail deliveries from across the Atlantic were sporadic and could take many months to arrive. There were no post offices in the colonies, so mail was typically left at inns and taverns. In 1753, Benjamin Franklin, who had been postmaster of Philadelphia, became one of two joint postmasters general for the colonies. He made numerous improvements to the mail system, including setting up new, more efficient colonial routes and cutting delivery time in half between Philadelphia and New York by having the weekly mail wagon travel both day and night via relay teams. Franklin also debuted the first rate chart, which standardized delivery costs based on distance and weight. In 1774, the British fired Franklin from his postmaster job because of his revolutionary activities. However, the following year, he was appointed postmaster general of the United Colonies by the Continental Congress. Franklin held the job until late in 1776, when he was sent to France as a diplomat. He left a vastly improved mail system, with routes from Florida to Maine and regular service between the colonies and Britain. President George Washington appointed Samuel Osgood, a former Massachusetts congressman, as the first postmaster general of the American nation under the new U.S. constitution in 1789. At the time, there were approximately 75 post offices in the country.

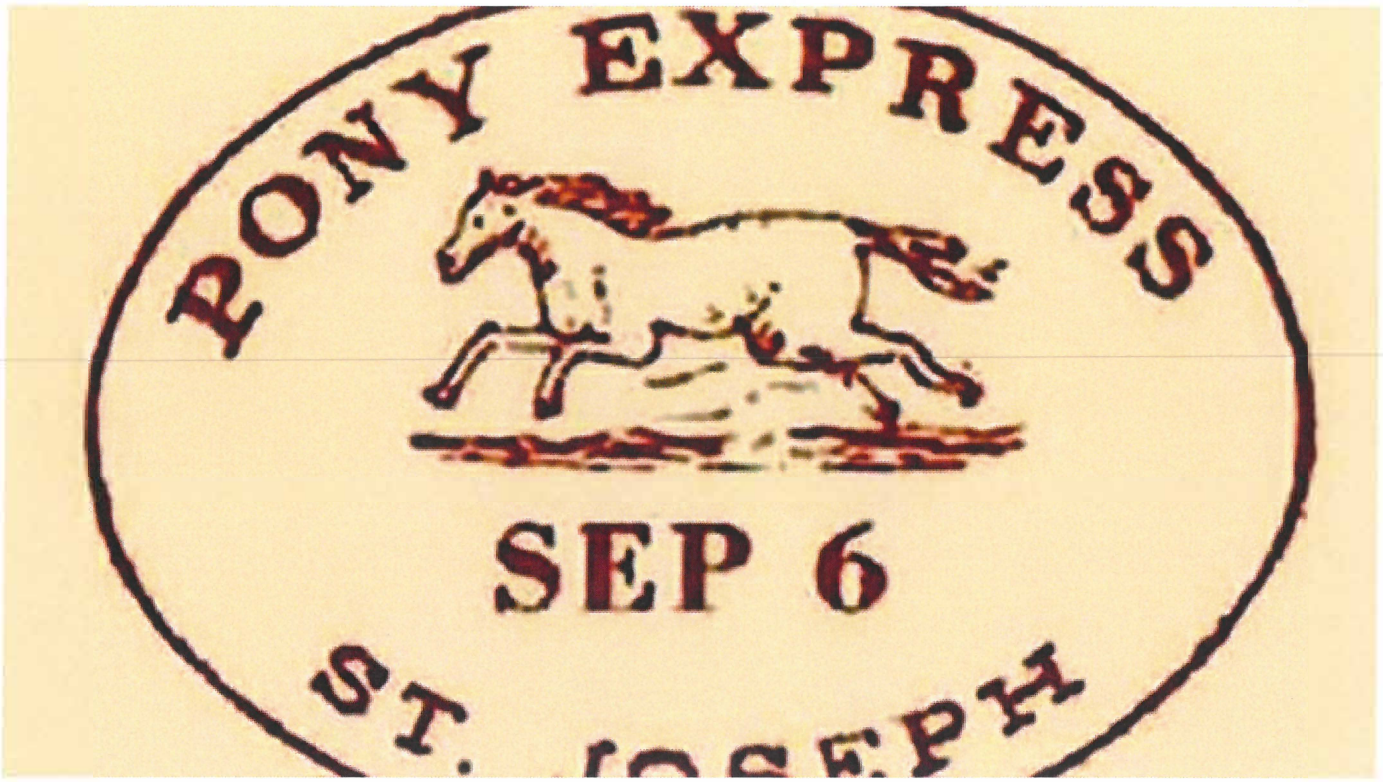
Today, the United States has over 40,000 post offices and the postal service delivers 212 billion pieces of mail each year to over 144 million homes and businesses in the United States, Puerto Rico, Guam, the American Virgin Islands and American Samoa. The postal service is the nation's largest civilian employer, with over 700,000 career workers, who handle more than 44 percent of the world's cards and letters. The postal service is a not-for-profit, self-supporting agency that covers its expenses through postage (stamp use in the United States started in 1847) and related products. The postal service gets the mail delivered, rain or shine, using everything from planes to mules. However, it's not cheap: The U.S. Postal Service says that when fuel costs go up by just one penny, its own costs rise by $8 million.

10 Things You May Not Know About the Pony Express

EVAN ANDREWS

The Pony Express was more than twice as fast as its competitors.

In the mid-19th century, California-bound mail had to either be taken overland by a 25-day stagecoach or spend months inside a ship during a long sea voyage. The Pony Express, meanwhile, had an average delivery time of just 10 days. To achieve this remarkable speed, company owners William H. Russell, William B. Waddell and Alexander Majors set up a string of nearly 200 relief stations across what is now Missouri, Kansas, Nebraska, Colorado, Wyoming, Utah, Nevada and California. Lone horsemen would ride between stations at breakneck pace, switching mounts every 10-15 miles and then handing their cargo off to a new courier after 75-100 miles. The relay system allowed mail to criss-cross the frontier in record time. The company's personal best came in March 1861, when riders carried the inaugural address of Abraham Lincoln from Nebraska to California in just seven days, 17 hours.
It was a financial flop.



Postmark, Pony Express

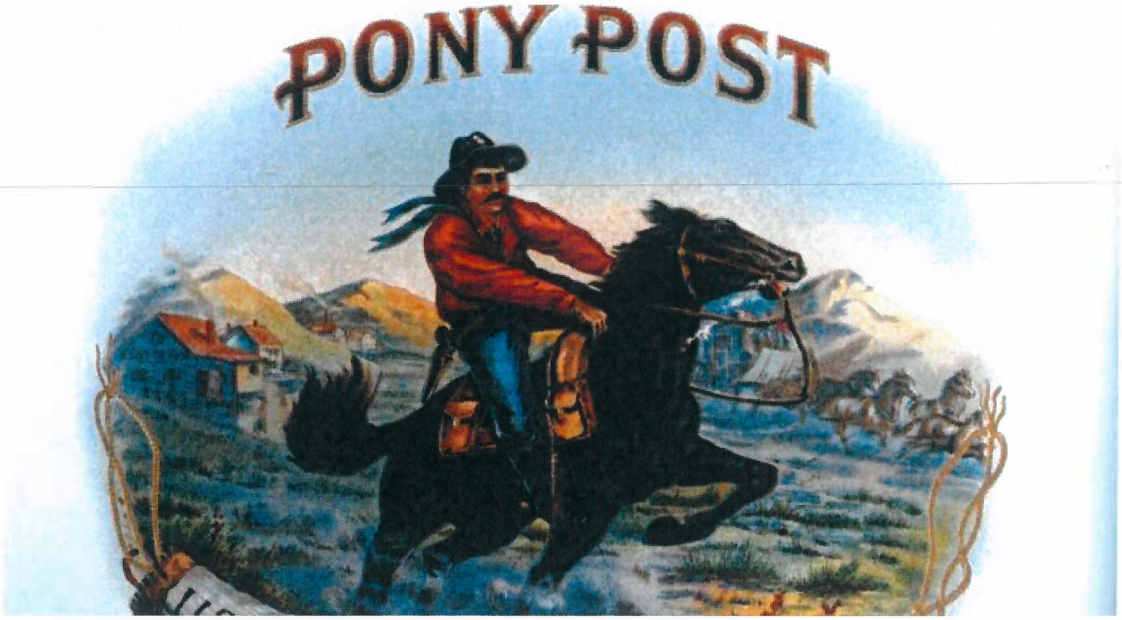
Despite its enduring place in Old West legend, the Pony Express never turned a profit during its year and a half history. The company began making deliveries in April 1860, but service ground to a halt just a few weeks later when the Pyramid Lake War erupted between the United States and the Paiute Indians. The temporary shutdown cost the company some $75,000, and it continued to hemorrhage cash over the next few months due to high operations costs and its failure to secure a government mail contract. Though hailed in the press for its efficiency and adventurous spirit, the Pony Express eventually folded in October 1861, having lost as much as $200,000.

There was a weight limit for Pony Express riders.

Pony Express riders

Since speed was its main goal, the Pony Express went to great lengths to keep its horses' loads as light as possible. Rather than burly cowboys, most of the riders were small, wiry men who weighed between 100 and 125 pounds—roughly the same size as a modern horseracing jockey. Their average age was around 20, but it wasn't unusual for teenagers as young as 14 to be hired. One man named "Bronco" Charlie Miller claimed he was only 11 years old when he first joined the Pony Express.

Riders were required to take a loyalty oath.



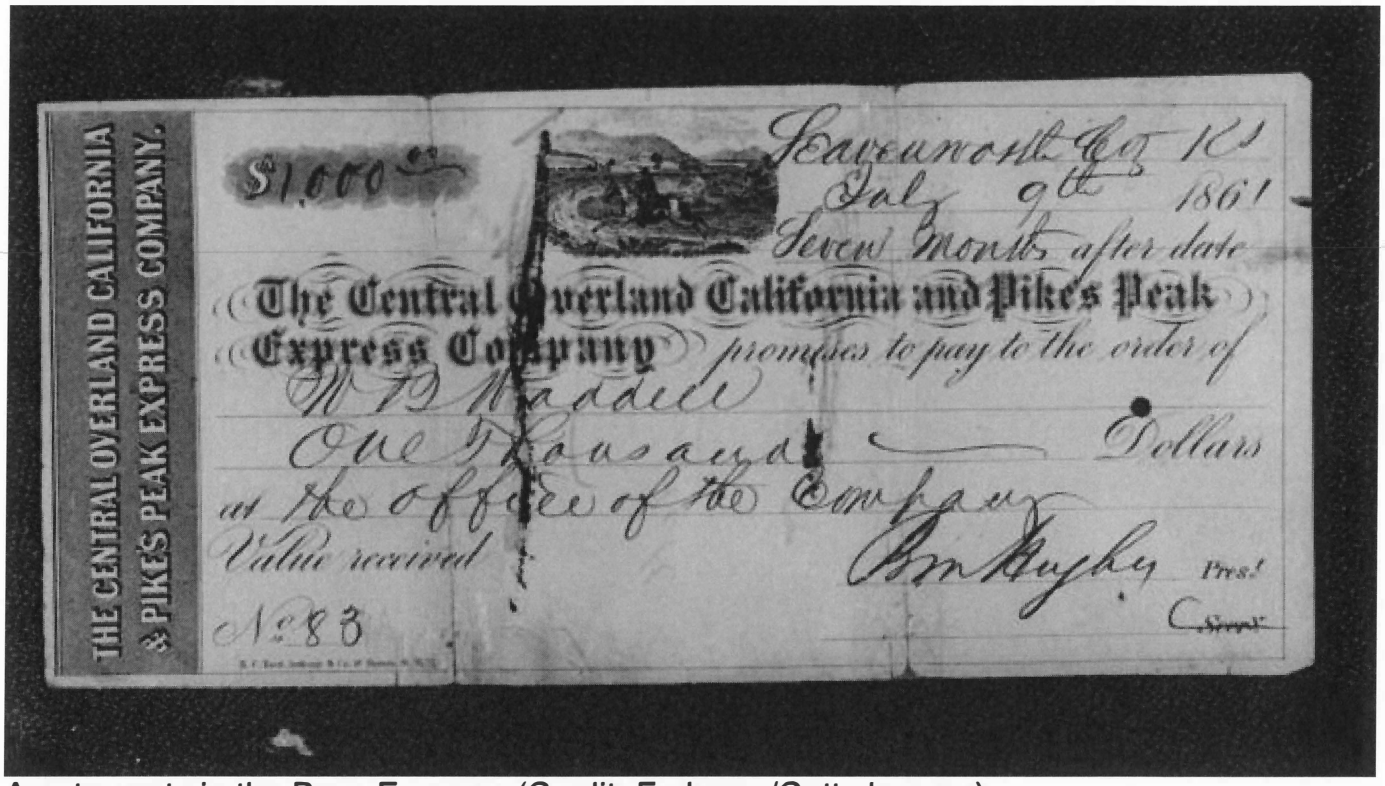
Pony Post, Lithograph
In exchange for their $100-150 monthly salaries—a substantial sum for the time—Pony Express riders were expected to take a loyalty oath that read: "I do hereby swear, before the Great and Living God, that during my engagement, and while an employee of Russell, Majors and Waddell, I will, under no circumstances, use profane language, that I will drink no intoxicating liquors, that I will not quarrel or fight with any other employee of the firm, and that in every respect I will conduct myself honestly, be faithful to my duties, and so direct all my acts as to win the confidence of my employers, so help me God." Those who broke the rules risked being dismissed without pay, but it appears that few Pony Express employees followed the pledge to the letter. Liquor flowed freely at relief stations, and an eyewitness named Richard Burton reported that he "scarcely ever saw a sober rider."

Mail was carried in a specially designed saddlebag.

Mochilla saddled used by Pony Express riders. (Credit: Public Domain)

To cut down on weight and facilitate swift horse and rider changes, the Pony Express used a special type of mailbag known as a "mochilla"—the Spanish word for knapsack. This consisted of a leather cover that was draped over the saddle and held in place by the rider's weight. It featured four padlocked pockets—three for mail and one for the rider's timecard—and was capable of holding up to 20 pounds of cargo. At each relief station, riders would simply grab the mochilla off one mount and then throw it over the next, allowing them to switch horses in the span of just two minutes.

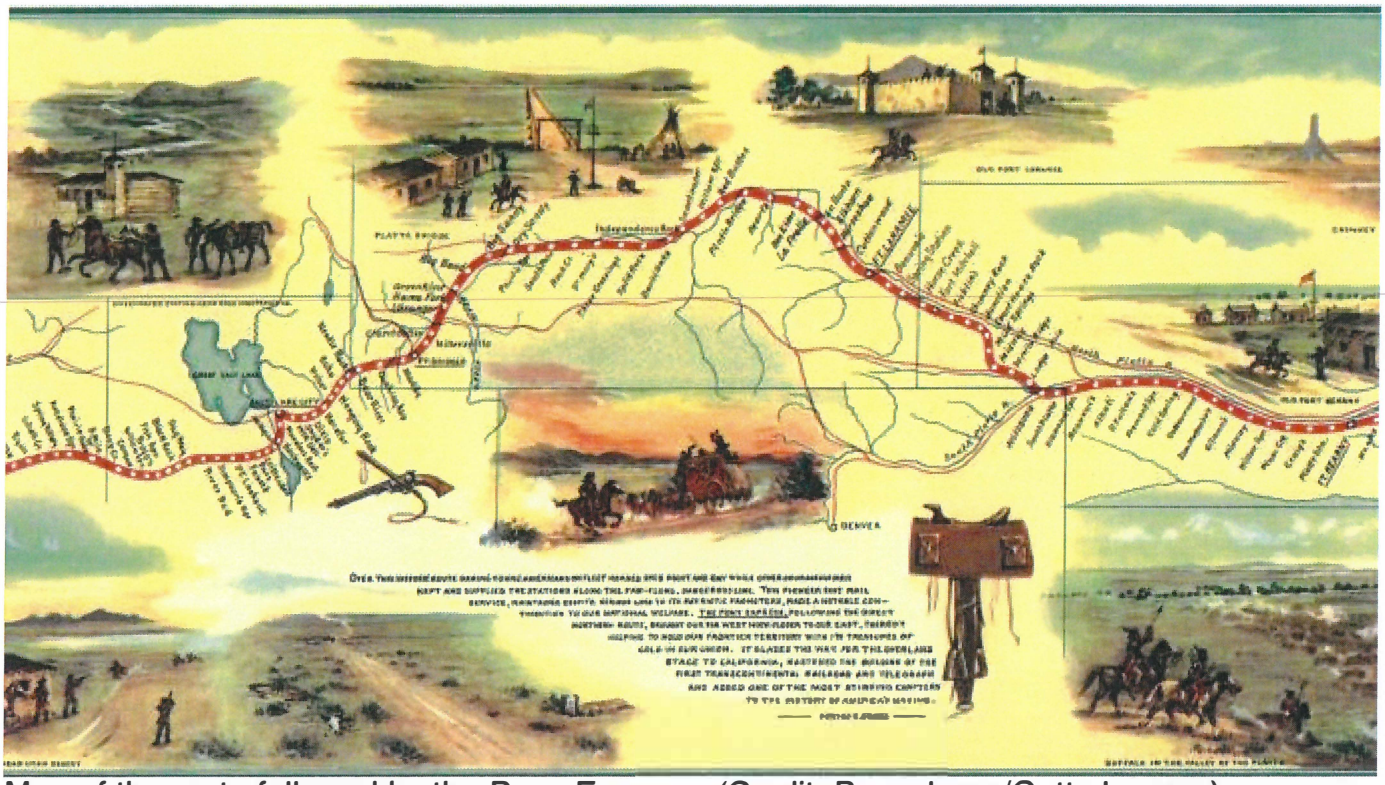
Ordinary people almost never used the Pony Express.



A note sent via the Pony Express. (Credit: Farbman/Getty Images)

The speed of the Pony Express didn't come cheap. In its early days the service cost $5 for every half-ounce of mail—the equivalent of some $130 today. Prices were later reduced to just $1, but they still remained too high for everyday mail. Instead, the service was mainly used to deliver newspaper reports, government dispatches and business documents, most of which were printed on tissue-thin paper to keep costs (and weight) down.

One rider completed a 380-mile run in less than two days.



Map of the route followed by the Pony Express. (Credit: Buyenlarge/Getty Images)

In May 1860, Robert "Pony Bob" Haslam took off on the most legendary ride in Pony Express history. The 20-year-old was scheduled to make his usual 75-mile run from Friday's Station east to Buckland Station in Nevada. Upon arriving at Buckland, however, he found that his relief rider was petrified of the Paiute Indians, who had been attacking stations along the route. When the other man refused to take the mail, Haslam jumped back in the saddle and rode on, eventually completing a 190-mile run before delivering his mochilla at Smith's Creek. After a brief rest, he mounted a fresh horse and retraced his steps all the way back to Friday's Station, at one point passing a relay outpost that had been burned by the Paiutes. By the time he finally returned to his home station, "Pony Bob" had traveled 380 miles in less than 40 hours—a Pony Express record.

Riders didn't have the deadliest job on the Pony Express.

Pony Express rider crossing hostile country between St Joseph, Missouri, and San Francisco

Pony Express riders had to deal with extreme weather conditions, harsh terrain and the threat of attacks by bandits and Indians, but life may have been even more dangerous for the stock keepers who manned the relief stations. Their outposts were usually crude, dirt floor hovels equipped with little more than sleeping quarters and corrals for the horses. Many were located in remote sections of the frontier, making them extremely vulnerable to ambush. Accounts differ, but Indians reportedly attacked or burned several relay stations during the Pyramid Lake War in the summer of 1860, killing as many as 16 stock hands. By contrast, only a handful of riders—six, according to the National Park Service—died in the line of duty during the entire history of the Pony Express.

Buffalo Bill Cody probably wasn't a Pony Express rider.

Buffalo Bill Cody

In his autobiography, the famed frontier showman Cody claimed that he served as a Pony Express rider at the age of 14. He even alleged that he once rode record 384 miles in a single run. But while Cody almost certainly worked as a messenger for the owners of the Pony Express, there is no record of him ever carrying the mail, and evidence suggests he was probably in school in Kansas during the company's brief history. Whatever Cody's involvement with Pony Express was, there's no doubt that he later kept its memory alive with his famous "Wild West" vaudeville shows, which featured Pony Express riders and horse swaps as a recurring stunt from 1883 until 1916.

The transcontinental telegraph dealt the Pony Express its deathblow.

The Hollenberg Pony Express station at Hanover, Kansas

For all its financial troubles, the Pony Express didn't truly collapse until a better alternative appeared on the scene. The company had spent its brief history bridging the gap between the Eastern and Western telegraph lines, but it was finally rendered obsolete on October 24, 1861, when Western Union completed the transcontinental telegraph line at Salt Lake City. The Pony Express ceased service just two days later. Despite operating for only 19 months, its riders had successfully delivered some 35,000 pieces of mail and traveled more than half a million miles across the American frontier.

Theme: History

Date: Day 5 - The Invention of the Telephone

Materials: Journals, pencils, markers, crayons, colored pencils, journals, chart paper for vocabulary, chart paper for KWL, pencils, paper cups, some yarn or string, scissors, tape, and aluminum foil.

Activity: Journal Write - Choose a prompt, write

Activity: -Review briefly the previous day.
-Show photo of Alexander Graham Bell to see if any student knows who he is.
-Ask: How did the invention of the telephone change communication. Use chart paper to write down the student responses.

Activity: Place students in groups of 8 or 10 to play the game Telephone. The game involves the students getting in a circle. One student whispers something in the ear of the person to the left or right of them, then the message is passed from student to student only through whispering. The idea is to see if the initial message can make it all the way around the circle. After playing a couple of rounds in the smaller circles create one larger circle to play telephone.
After playing telephone, show photos of the first telephones. Tell Students they will see an old telephone when they visit the Richmond Museum.

Activity: Students will work in pairs to make a two-way communication device. Give each pair of students two paper cups, some yarn or string, crayons, scissors, tape, and aluminum foil.
Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Alternative Activity: Have students work in groups of 3 or 4 to make a model of the first telephone ever built. Materials need cardboard boxes, markers, crayons, foil, tape, scissors, cups, yarn, and construction paper.

Alternative Activity: How did the invention of the telephone change communication and what was its effect on the mail system? (10 minutes)

Learning Objective: Teamwork, model making, and writing and sharing ideas.


1 2 3
4 5 6
7 8 9
* 0 #


1 2 3
4 5 6
7 8 9
* 0 #

Theme: History

Date: Day 6 - Invention of the Cell Phone

Materials: Journals, pencils, markers, crayons, colored pencils, journals, chart paper for vocabulary, chart paper for KWL, pencils, construction paper, aluminum foil, glue, beads, buttons, and photos of Henry Sampson and Martin Cooper.

Activity: Journal Write - Choose a prompt - date top of page. Write for 10 minutes

Activity: Have discussion about how the cellular phone changed communication. What did it allow its owners to do?

On chart paper list the pros and cons of the cell phone/smartphone.

Show images of Martin Cooper (recorded inventor of cell phone) and Henry Sampson (African-American inventor who created the technology used in cell phones).

Activity: Writing - How has your phone improved/complicated your life.

Activity: Make a model of the next generation or your perfect cell phone. What is the design? What are the major features? What makes it special and unique? Students can write about it first, then they can use the supplied materials and make a model.

Learning Objective: Historical references, idea concept and design

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

COURTESY OF MARTIN COOPER


United States Patent
3,991,860

Theme: History

Date: Day 7 -Video Calling, FaceTime, and Social Media.

Materials: Journals, pencils, markers, crayons, colored pencils, journals, chart paper for vocabulary, chart paper for KWL, pencils, students' personal cell phones or access to a cell phone, and a way to show the created cell phone PSAs

Activity: Journal Write - Choose a prompt - date top of page. Write for 10 minutes

Activity: Ask the students how has communication advanced since the invention of the cell phone. Talk about smartphones, facetime calling, and video calling.

On chart paper, list the different types of Social Media sites. Ask the students the purpose of social media.

Activity: Students will be placed in groups of 4. Their task will be to create a PSA (Public Service Announcement) describing social media to a visitor from another planet or to someone from the past. The idea is to get the student to create a concept, create a platform, and then record it for viewing by the other students. They should discuss the good aspects, the bad aspects, and how they would like to change or improve it. They should make a 1-minute video.

Activity: Students will share their ideas.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: History
Writing Prompts

1. If you could live in any historical time period, when would you live? Why?
2. If you could travel through time, would you rather travel forward to the future or backward to the past? Why?
3. If you could tell us the story of your family history and how you came to Richmond, what would you share with us?
4. If you could tell us about the place your family comes from, what would you tell us? Why?
5. If there is one thing you want to know about Richmond, what would it be? Why?
6. If there is one thing you want to know about California, what would it be? Why?
7. If there is one thing you want to know about the USA, what would it be? Why?
8. If you could tell us one thing about Richmond, what would you tell us? Why?
9. If you could tell us one thing about California, what would you tell us? Why?
10. If you could tell us one thing about the USA, what would you tell us? Why?
11. If you could teach a new friend one thing about where you live, what would you teach them? Why? How would you teach it to them?

Famous Women

Find photos of some famous women during WWII and write about their contributions.

Working Women Word Search

C P A U X I L I A R Y

L O R D E R L I E S N

E L N H Z N Y J G L U

A I B D Z X V B D I R

N C X R U D Z Q F P S

E E W I H C O O K S E

R S Z V Q C T J P O S

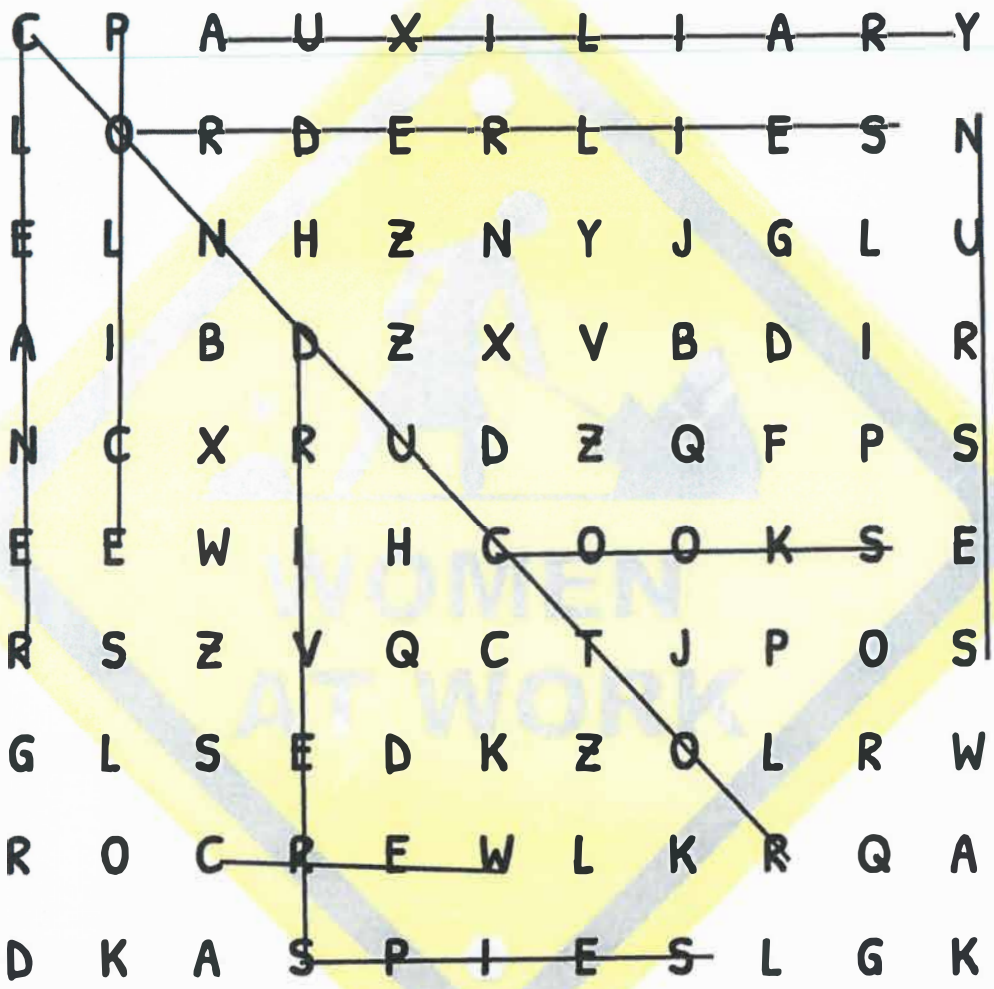
G L S E D K Z O L R W

R O C R E W L K R Q A

D K A S P I E S L G K

Hidden in the grid above are 10 jobs that women performed during WWII. Can you find them?

Working Women Word Search



Answer Key

Cleaner - Conductor - Police - Cooks - Drivers - Orderlies - Crew - Nurses - Auxiliary - Spies

Historical Sites

Point Richmond

Point Richmond was one of the first communities built in the City. Residents and tourist alike enjoy the Victorian style of the area while dining, shopping, and playing!

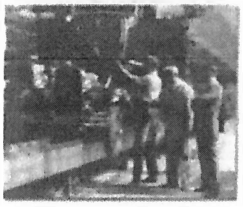
Miller Knox Park is just through the tunnel - a haven for picnicking and bayside trails. Festivals, summer concerts and art galleries attract tourists and locals alike.

Winehaven

Winehaven was the largest winery for 12 years in the early 1900's until the Prohibition forced the winery to close in 1919.

In 1941, the U.S. Navy purchased the 412 acres of Point Molate where the winery used to be. Point Molate served as a fuel depot during World War II until it was decommissioned in 1955.

Ford Motor Company Assembly Plant



Ford Motor Company Assembly Plant was built in 1930 and designed by Albert Kahn. It is nearly 500,000 square feet. During World War II, military combat vehicles received final processing before they were transported to the war area. After the war the Plant produced over a million cars - the last one in February 1955. The Plant closed that year, unable to meet production demands. Sustaining some damage in the 1989 Loma Prieta earthquake, the Ford Plant (now called Ford Point) has been rehabilitated and is 90% occupied with office, retail, restaurant, industrial / research, and development spaces and the Rosie the Riveter Visitor Center.

East Brother Lighthouse

East Brother Lighthouse is the oldest of the three remaining wood frame lighthouses on the Pacific Coast. Construction of the lighthouse began in 1873 with the whistle sounding in May of 1874.

The U.S. Coast Guard took over the lighthouse in 1939. 30 years later, in June 1969 the installation of automated light and sound was completed.

Alvarado Park

Alvarado Park has long been a favorite picnic spot in Richmond. The original facilities at Alvarado Park included an open-air pavilion and dance hall (later converted to a popular roller rink). These are now gone; what remains is the extensive stone work, including stone walls, stone light standards, and a beautiful stone arch bridge across Wildcat Creek. Because of the unique history and depression era WPA stone work, Alvarado Park is included in the National Register of Historic Places. Alvarado was a city park until it was transferred to the East Bay Regional Park district to become part of Wildcat Canyon Regional Park.

History of Richmond

Location

The City of Richmond is located 16 miles northeast of San Francisco, directly across San Francisco Bay. Richmond is on a peninsula separating San Francisco Bay (on the south) and San Pablo Bay (to the north), and the city has 32 total miles of shoreline. The city's total area is 56.0 square miles, of which 33.7 are land area and 22.3 are water area. Richmond's central location. Richmond is situated near major metropolitan cities and major new growth areas. San Francisco is within 35 minutes from Richmond by freeway; Oakland is 20 minutes; San Jose is approximately one hour's drive to the south; and Sacramento, the state capitol, is approximately 90 minutes to the east. Central Marin County is 15 minutes from Richmond directly across the Richmond-San Rafael Bridge. The freeways provide direct access from Richmond to major new growth areas along Interstate 80 north and east to Vallejo, Fairfield and Sacramento; along Interstate 680 in central Contra Costa County; and south along Interstate 880 to the San Jose area. The population within a 30-mile radius of Richmond is over 3.7 million, and within a 70-mile radius is approximately 7.8 million. Location in Contra Costa County. Richmond is located on the western shore of Contra Costa County, and is the largest city in the "West County" region consisting of five cities: Richmond, El Cerrito, San Pablo, Hercules, and Pinole.

Transportation

Transportation Center

Richmond is a central transportation hub in the Bay Area, with two Interstate freeways (Interstates 80 and 580), two railroads (Santa Fe and Southern Pacific), a deepwater shipping port, several AC Transit local bus lines, and Bay Area-wide rapid transit and USA-wide passenger rail service from the combined BART and AMTRAK station located in the heart of Richmond's downtown.

Freeway Network

Richmond, with two Interstate freeways and the new Richmond Parkway, has excellent freeway connections. Interstate 80 passes through central Richmond on a north-south direction, leading to Vallejo, Fairfield, and Sacramento to the north and east, and to San Francisco, Oakland, and San Jose to the south. Interstate 580 (the John T. Knox Freeway, completed in 1991) crosses Richmond's south shoreline area and connects with I-880 on the east and with the Richmond-San Rafael Bridge on the west. Passing through north and west Richmond is the new Richmond Parkway, construction of which began around 1990 and is still in progress. A "drivable route" along all sections of the Parkway is now in place. When fully completed the Parkway will be a seven and 1/2-mile, four- or six-lane landscaped expressway providing a speedy link between the northern edge of Richmond (Interstate 880 at Hilltop) and the City's southwest corner (the I-580 freeway and the Richmond-San Rafael Bridge).

Port and Rail

Richmond's deepwater shipping port is California's third largest in annual tonnage, handling more than 19 million short tons of general, liquid, and dry bulk commodities each year. The Port of Richmond contains seven City-owned terminals, 5 dry-docks, and 11 privately owned terminals; the private terminals are responsible for close to 90% of the Port's annual tonnage. On-dock rail service is provided to many port terminals by the Achison, Topeka, and Santa Fe (Santa Fe) and the Southern Pacific railroads. Santa Fe, in addition, has its western terminal in Richmond. The Port and the Santa Fe operations, combined, constitute a highly developed intermodal rail facility.

Regional Airports

Oakland International Airport (18 miles away) and San Francisco International Airport (28 miles away) provide Richmond

with worldwide air passenger and freight service. In addition, Concord's Buchanan Field in central Contra Costa County is 25 miles east of Richmond, and provides limited scheduled service and general aviation services.

Public Transit

BART (the Bay Area Rapid Transit system) has a station in downtown Richmond, providing direct fixed rail transit service to Oakland, San Francisco, and numerous other East Bay cities, with service eventually to be extended to San Francisco Airport as well. AMTRAK, from its station within the Richmond BART station, provides passenger train service to all major Northern and Southern California destinations, to California's Central Valley, and to the Pacific Northwest and to points east across the USA. AC Transit provides local bus service on several bus lines within Richmond, to other East Bay communities, and to San Francisco.

History

The following are highlights of Richmond, California's varied and colorful history.

Ohlone Period

The earliest inhabitants of Richmond were the Ohlone Indians, who settled here an estimated 5,000 years ago. Distinct and separate groups lived a stable and peaceful existence, with a culture based on strong community ties, spiritualism, and rich artistic creativity. The Ohlone were hunters and gatherers that built extensive shell mounds along the Bay. Amid the coming of the Europeans, the Ohlone way of life gradually came to an end and was destroyed.

Spanish Era

The first Europeans to visit the city's future site were the Spanish explorers Pedro Fages and Reverend Juan Crespi, who passed through the East Bay in 1772. After Mexico won independence from Spain in 1821, large tracts of land in California were granted to military heroes and loyalists. In 1823, Don Francisco Castro was given 17,000 acres of land in Contra Costa, which became known as Rancho San Pablo. The city of Richmond was established on a portion of Castro's land grant about seventy years after his death.

Early Industry (1895-1901)

In 1895, Augustin S. Macdonald visited Point Richmond and conceived the idea of a transcontinental rail terminal and ferry service to provide a direct route from Richmond to San Francisco. Macdonald presented his idea to the Santa Fe Railroad and in 1899 the railroad established its western terminus in Point Richmond. The first overland passenger train arrived in Richmond from Chicago in 1900. In 1901, Santa Fe moved its shops to Richmond and the Standard Oil Company built its refinery.

Industrial Growth 1900-1940

When Richmond incorporated as a city in 1905 it had a population of 2,150 and was already an established industrial town. The city charter was adopted in 1909, and by 1910 the town numbered 7,500. Within a few years the following substantial industries locate to Richmond: Winehaven, Pullman Palace Car Shops, American Radiator, Standard Sanitary Company, Stauffer Chemical Company, and several others less well known. Town sites began to emerge around these industries, as Rancho San Pablo's vast grain fields were subdivided into uniform city lots.

As the City grew during the 1920s and 1930s, Richmond's Downtown emerged as the City's business and retail center. The elegant Carquinez Hotel (later renamed Hotel Don) opened its doors in 1925 and soon became the center of the City's social and civic life. Construction of shipping port terminals began in this period. By 1907 harbor construction was being promoted and major dredging and terminal construction was authorized by bond issues in 1912 and 1920. Tideland filling as part of the harbor dredging in the 1920s made possible the opening of the Ford Motor Assembly Plant and the Felice and Perelli Cannery in 1931. The prohibition era forced the closing of Winehaven. The City's population, meanwhile, had grown from 2,150 in 1905 to 23,600 in 1940.

World War II and the Shipyards (1940-1945)

The next chapter was by far the most dramatic and earth-shaking in Richmond's history. World War II began, and the Kaiser Richmond Shipyards, one of the biggest wartime shipbuilding operations on the West Coast, sprang up on Richmond's South Shoreline in January 1941. The result was explosive growth, large scale in-migration of workers, a "boomtown" atmosphere, and profound long-term effects on the City. The shipyards covered much of the vacant industrial land in the South Shoreline harbor area, requiring extensive additional tideland filling. Richmond's population increased dramatically from 23,600 in 1940 to over 93,700 in 1943 as tens of thousands of new residents, White and Black, migrated from the economically depressed South and Southwest to work in the shipyards. Much of the new population was housed in temporary structures. Dormitories, demountable houses, and apartment buildings were built; more than 60,000 persons lived in public housing. Many "temporary" housing units remain today.

Postwar Adjustment (1945-1960)

At the end of the war, the shipyards closed in 1945 and a far-reaching readjustment began. Industrial production rapidly declined and the population decreased steadily from 101,500 persons in 1947 (a special census count) to 71,900 in 1960. A number of new industries moved in to occupy vacated shipyard structures. Among them were Kaiser Aircraft, Garwood, Butler, Southwest Welding, Pacific Vegetable Oil, United Heckathorn, and the first of the major warehousing operations, Ford Parts Depot and International Harvester. The Richmond Redevelopment Agency was formed in 1949 and undertook several redevelopment projects starting in the mid-1950s. Three of these were industrial projects (Harbor Gate, Galvin, and Terrace). The Harbor Gate Redevelopment Project cleared war housing in 1955, thereby providing sites for additional major warehouses such as Safeway and United Grocers. As new industries arrived, a number of old ones moved out. Ford moved to Milpitas in 1955 and the Pullman Shops closed in 1959. A strong growth in warehousing, distribution, and chemical and research facilities were evident among the post-war developments. Throughout this history Standard Oil, now called Chevron USA, and its subsidiaries, Chevron Chemical and (later) Chevron Research, have grown steadily and have remained the City's major industry and employer, with the exception of the brief war-time shipbuilders.

Land annexations by the City between 1953 and 1957 to the east, north and northwest resulted in a geographically enlarged but barely contiguous city.

Richmond - 1960 to 1995

Four major developments since 1960 – Marina Bay, Hilltop Shopping Center, the new Knox Freeway, and the Richmond Parkway – have transformed Richmond's geography as well as its economy. Starting in the mid-1970s the Harbour Redevelopment Project on the city's South Shoreline led to the transformation of the old Inner Harbor Basin (the site of the wartime shipyards) into the Marina Bay development, a 350-acre master-planned waterfront community that will eventually comprise 2,100 residential units, 650,000 square feet of commercial space, several restaurants, a 1,500-berth pleasure boat marina, and a chain of lagoons, parks, and waterfront promenades. Opening in 1976, Hilltop Mall Regional Shopping Center had a major impact on Richmond's economy and its old downtown area in particular. Hilltop is a 1.3 million square foot enclosed shopping center located in the northern corner of the City along Interstate 80. Richmond's downtown business district began to decline in the early 1970s as its major retailers (Macy's, J.C. Penney's, Thrifty, and Woolworth's) all either moved to Hilltop or closed their Richmond operations entirely. Another major event occurred in 1978 when the proposed Hoffman Freeway (now the Knox Freeway, Interstate 580) was designated a part of the Interstate freeway system, thereby ensuring its construction. Funding (90% Federal, 10% State) was attained in late 1982, crowning more than 25 years of efforts. Construction began in 1985 and was mostly completed by the end of 1991. The new freeway passes across Richmond's South Shoreline and connects Interstate 80 with the Richmond-San Rafael Bridge. The freeway provided seven new interchanges along the South Shoreline, and has made it a very attractive corridor for new high-tech industrial, business park, and commercial development. The fourth major development transforming Richmond has been the construction of the Richmond Parkway, which began around 1990 and is still in progress. A "drivable route" along all sections of the Parkway was achieved by the end of 1994. The Parkway is a 7 1/2-mile, four lane scenic expressway providing a speedy link between the northern edge of Richmond (Interstate 80 at Hilltop) and the City's southwest corner (the new I-580 freeway and the Richmond-San Rafael Bridge). The Parkway has fostered development of a large industrially zoned area in northwest Richmond that has historically remained largely underdeveloped, due to poor access.

Population Changes 1960-1995

The City's population remained within the 71,000 - 79,000 range from 1960 to 1987, with little new development until the early 1980s. Between 1987 and 1995, however, Richmond's population grew steadily from 78,900 in 1987 to 93,000 in

1995. This dramatic increase was due primarily to the large number of new homes that were built in the El Sobrante, Hilltop, Brickyard Cove, Marina Bay, and City Center/Downtown areas during that period. The high rate of new housing construction, however, dropped off sharply beginning in 1992.

Ethnic Composition

Two dramatic demographic changes occurred in Richmond's population between 1980 and 1990. First, the Asian and Pacific Islander population increased by almost 3 times, from 3,600 persons in 1980 (4.9% of the city's total population) to 10,300 in 1990 (12% of the city total). Second, persons of Hispanic Origin increased by almost 5,000 in this 10-year period -- from 7,700 persons in 1980 (10.3% of the city's total population) to 12,700 (14.5% of the total). In the latest census (1990) Richmond's population was 44% Black, 36% White, 0.5% American Indian or Eskimo, 12% Asian & Pacific Islander, and 7.5% "Other."

Richmond Today

Richmond covers 56 square miles and has a population estimated at 103,468 (source: CA State Dept. of Finance as of January 1, 2006). Richmond's economy is currently undergoing a major transition from its former heavy industrial character toward more high technology ("high tech") and light industrial companies with new business parks accommodating light industrial and "office/flex" land uses. Biotechnology, in particular, has developed as an important new "niche" in Richmond's growing economy. At the same time, the City's major manufacturers such as Chevron and Zeneca (formerly Stauffer Chemical) have continued to upgrade their Richmond facilities, making major investments to modernize and expand their facilities. Richmond is a growing maritime, industrial and residential community with a thriving and changing economy, a dynamic business environment, and a strong potential for further growth.

RICHMOND CITY HALL
450 Civic Center Plaza
Richmond, CA 94804
Directions | Phone Numbers

The Chaski

Official Messengers of the Inka Empire

The Great Inka Road: Engineering an Empire

A Guide for Teachers | Grades 4–12

NATIONAL MUSEUM OF THE AMERICAN INDIAN

EDUCATION OFFICE

Above: A paved stretch of Inka road through the upper Amazon. Near Chachapoyas, Peru, 2014. Photo by Inge Schjellerup

Left: A llama caravan carrying salt from the altiplano to exchange for maize in Bolivia's Tarija Valley. Altiplano de Sama, Tarija, Bolivia, 1995. Photo by Axel E. Nielsen

Map by Daniel G. Cole, Smithsonian Institution, and Nancy Bratton Design with core data from ESRI and NaturalEarth.

Why would the Inka build such a large road system?

The Inka controlled a huge empire that ran from Colombia to Chile. The road system stretched through the Inka Empire for a total of 40,000 kilometers, or 25,000 miles. Not only was it the longest road system of the 1500s, but it was the best organized.

The road was essential in order to move people, food, armies, and information across Inka lands. The Inka expanded the roads of previous indigenous cultures and engineered them into the complex and sophisticated system that we know today as the Great Inka Road.

The Inka Road connected the four *suyus,* or regions, of the empire. The road linked people in these regions to new and unique environments and resources. As the empire expanded, the road provided security, goods, and services to the people, who in turn gave the empire the labor it needed. This reciprocity, a core value of the Andean people, is known as *ayni.*

Ayni, or the act of giving back, was also practiced through a kind of taxation *(mit'a)* of the people by requiring them to build roads, construct buildings, make textiles and pottery, and farm. In reciprocity for their service to the state they received access to a wide range of goods, such as food and raw materials.

The road was used only for official state business. Runners, or *chaskis,* carrying official messages; llama caravans moving corn, potatoes, and cotton; soldiers on military duty; and even the ruler—all traveled on the Inka Road.

What is a chaski?

A chaski. *Felipe Guaman Poma de Ayala (Quechua, 1535–1616). Pen and ink drawing published in* The First New Chronical and Good Government *(1615). Royal Library, Copenhagen GKS 2232 4°*

Chaskis were short-distance relay runners who delivered official messages and sometimes small parcels throughout the empire. Young men, especially those with superior running skills, were chosen for this occupation. Because the Inka had no written language, messages were memorized and repeated to the next runner during the relay. It was essential that messages be delivered accurately.

Runners were selected through the mit'a system. Chaskis began training at an early age under strict living conditions. Their job was considered so important that they were exempt from other mit'a, or work-based "taxes," such as farming or mining.

Runners traveled 10 to 15 kilometers (6 to 9 miles) until they reached a *chaskiwasi,* a small house where another chaski was waiting to run the next segment of the relay. Each chaski carried a small personal bag with light-weight objects such as a *khipu* (an accounting system made up of hand-tied knots) and a shell trumpet. Sometimes the runners

carried special goods in their bags for Inka royalty, such as fresh fish or *mullu* (spiny oyster).

As a runner approached a chaskiwasi, he sounded his shell trumpet to alert the next runner that he was close. When the runners met, goods, khipu, and other verbal messages were exchanged before the next runner left. In this way, 25 runners could cover about 240 kilometers (150 miles) in one day. They could travel the distance between Quito and Cusco, about 2,000 kilometers (1,250 miles), in a week. This communication system was vital in keeping the government linked to the entire empire.

Focused Looking Activity

Examine the Sandals

Ask your students "how do they compare to *your* sandals?"

Every chaski wore sandals. How are they made? What are they made from? Why are they made this way? Are there any designs? How were they worn? Why would you need sandals? How did they fasten? Look for other sandals like this in the exhibit. Do they look the same? Different?

Inka sandals, ca. AD 1450–1532
Cusco Region, Peru
Plant fiber
11/363
Photo by Ernest Amoroso, NMAI, 2014

What is a khipu?

The Inka developed a system of record-keeping called khipu. Khipus consisted of knotted cotton and alpaca fiber twisted into strings, which hung vertically from a single horizontal string or wooden bar. Inka administrators tied knots in the strings to keep track of activities needed to run the empire. The khipus served as records of this information. This sophisticated system allowed the Inka to keep accurate records for the entire empire.

A khipucamayuc. *Felipe Guaman Poma de Ayala (Quechua, 1535–1616). Pen and ink drawing published in* The First New Chronical and Good Government *(1615). Royal Library, Copenhagen GKS 2232 4°*

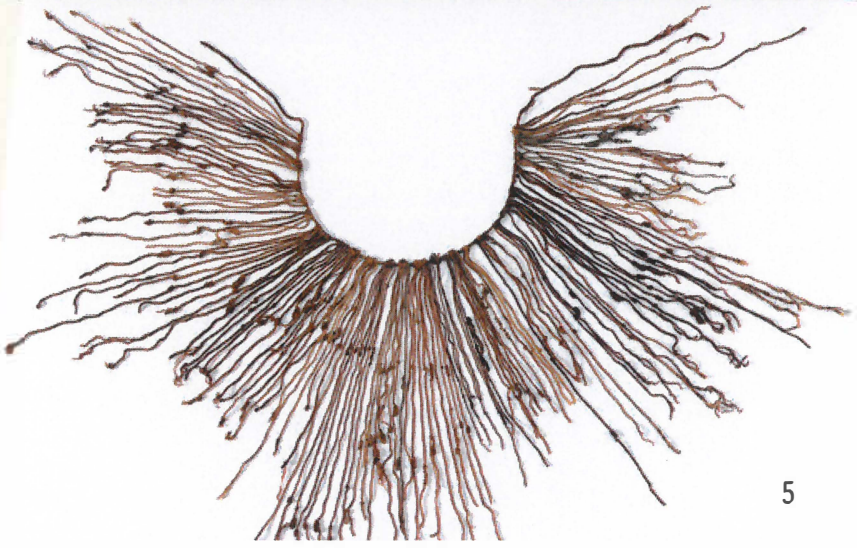
Khipu knots had other uses as well. They recorded historical information, ceremonies, stories, and may have served as calendars, too.

The best-known use of khipus was for accounting purposes. A series of knots tied at different places along the vertical strings represented numbers into the thousands. They recorded such things as the amount of corn in a *colca* (a storage house), the number of households in a village, and how many llamas were traveling on the Inka Road. Some khipus were very complex and included hundreds of cords and knots.

Chaskis were trained in tying and interpreting the khipu knots, but specialists known as *khipucamayucs* had a much fuller understanding of the system. Khipucamayucs received four years of training to learn to tie the knots, read and interpret khipus, and maintain a khipu archive.

These administrators were placed in every community in proportion to the population. However, even the smallest community had at least four khipucamayucs.

We invite you to stop by the **Run The Chaski Relay** game and the **Read a Khipu!** interactive during your visit to **The Great Inka Road: Engineering an Empire.** Have fun learning more about the important role the chaskis and khipus played in the Inka Empire.



Inka khipu, ca. AD 1400–1600
Nazca Region, Peru
Cotton, alpaca fiber
17/8825
Photo by Ernest Amoroso, NMAI, 2014

To Learn More About:

Chaski

CHASQI RUNNERS
http://incaencyclopediac.pbworks.com/w/page/21051595/Chasqi%20Runners

THE CHASQUI - ATHLETE OF THE ANDES
https://suite.io/brenda-ralph-lewis/2q6w22j

Inka

THE INCA ROAD SYSTEM
http://www.historyofinformation.com/expanded.php?id=2639

PBS: NOVA - RISE OF THE INCA
http://www.pbs.org/wgbh/nova/ancient/inca-empire.html

Khipus

KHIPU DATABASE PROJECT
http://khipukamayuq.fas.harvard.edu/

CRACKING THE KHIPU CODE
http://www.charlesmann.org/articles/Khipu-Science.pdf

KHIPUS: A UNIQUE HUAROCHIRI LEGACY
http://www.anthropology.wisc.edu/salomon/chaysimire/khipus.php

STRING, AND KNOT, THEORY OF INCA WRITING
http://www.ee.ryerson.ca/~elf/abacus/inca-khipu.html

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National Museum of the American Indian

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esa entertainment software association FOUNDATION

THE GREAT INKA ROAD

ACTIVITY GUIDE

EL GRAN CAMINO INKA

GUÍA DE ACTIVIDADES

Welcome to the National Museum of the American Indian. Use this guide to explore the Inka Empire and its legacy through STEAM-focused activities: Science, Technology, Engineering, Arts, and Mathematics. This guide supplements the exhibition *The Great Inka Road: Engineering an Empire.* It is designed for children under 10.

• • •

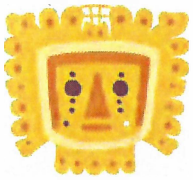
Bienvenido al Museo Nacional del Indígena Americano. Use esta guía para explorar el Imperio Inka y su legado a través de actividades conforme al plan STEAM (sigla en inglés por Ciencia, Tecnología, Ingeniería, Artes y Matemáticas). Esta guía es un complemento de la exposición *El Gran Camino Inka: Construyendo un Imperio.* Fue diseñada para niños menores de 10 años.

CREATION STORY

Inti, Father Sun, sent his children, Manco Capac and Mama Ocllo, to bring order to the world. Inti told them to walk until their golden staff sank into the ground. There, a great city would rise. That city was Cusco, capital of the Inka Empire. Manco and Mama's journey to Cusco was the first Inka Road.

HISTORIA DE LA CREACIÓN

El Inti, Padre Sol, envió a sus hijos Manco Capac y Mama Ocllo a poner orden en el mundo. Inti les dijo que caminaran hasta que su bastón de oro se hundiera en la tierra. En ese lugar crecería una gran ciudad. Esa ciudad fue Cusco, la capital del Imperio Inka. El viaje de Manco y Mama a Cusco fue el primer Camino Inka.



FUN FACT: Inti, Father Sun, is very important to the Inka. The sun gives us light and helps plants grow. How is the sun important to you?

DATO CURIOSO: El Inti, Padre Sol, es muy importante para los Inka. El sol nos da luz y ayuda a las plantas a crecer. ¿Por qué el sol es importante para ti?

WELCOME / BIENVENIDOS

Welcome, chaskis! Hi! My name is Sinchi (SEEN-chee) and I am a **chaski,** one of the Inka messengers. My name means "boss." Follow me on an adventure across the Inka Empire!

The Inka Empire was big, but news traveled fast. Chaskis ran along the Inka Road, relaying messages and small packages.

You too can be a chaski! Do the activities in this guide and collect messages of Inka culture.

• • •

¡Bienvenidos chaskis! ¡Hola! Mi nombre es Sinchi y soy un **chaski,** uno de los mensajeros Inka. Mi nombre significa "jefe". ¡Te invito a seguirme en mi aventura por el Imperio Inka!

El Imperio Inka era grande, pero las noticias viajaban rápido. Había chaskis que corrían a lo largo del Camino Inka llevando mensajes y pequeños paquetes.

¡Tú también puedes ser un chaski! Completa las actividades de la guía para recoger los mensajes de la cultura Inka.

SINCHI

ACTIVITY	ACTIVIDAD
Telephone Game Chaskis need good memories. They must repeat messages and get all the words right. **Try it!** Arrange some people in a straight line. Person A whispers a message to Person B. Person B whispers it to Person C, and so on. The last person says the message out loud. Has it stayed the same?	**Juego del teléfono** Los chaskis deben tener buena memoria. Tienen que repetir mensajes y acordarse de todas las palabras. **¡Pruébalo!** Acomoda a varias personas en fila. La Persona A le dice un mensaje al oído a la Persona B. La persona B se lo dice al oído a la Persona C, y así hasta el final. La última persona repite el mensaje en voz alta. ¿Es el mismo mensaje que al principio?

ARE YOU READY TO START YOUR JOURNEY?

You will leave Cusco, the Inka capital, and travel to the four **suyus** (regions): **Chinchaysuyu, Antisuyu, Collasuyu,** and **Contisuyu.**

You will be traveling on the **Qhapaq Ñan,** the largest road system in ancient America. The Inka Empire was large. It spread throughout today's Andean countries of Colombia, Ecuador, Peru, Bolivia, Argentina, and Chile.

¿ESTÁS LISTO PARA COMENZAR EL VIAJE?

Partirás de Cusco, la capital de los Inka y viajarás a los cuatro **suyus** (regiones): **Chinchaysuyu, Antisuyu, Collasuyu** y **Contisuyu.**

Viajarás por el **Qhapaq Ñan,** la red de caminos más antigua de América. El Imperio Inka era muy grande. Se extendía a lo largo de los países andinos de nuestra época: Colombia, Ecuador, Perú, Bolivia, Argentina y Chile.

Astronomy
La Astronomía

Can stars make shapes in the sky?

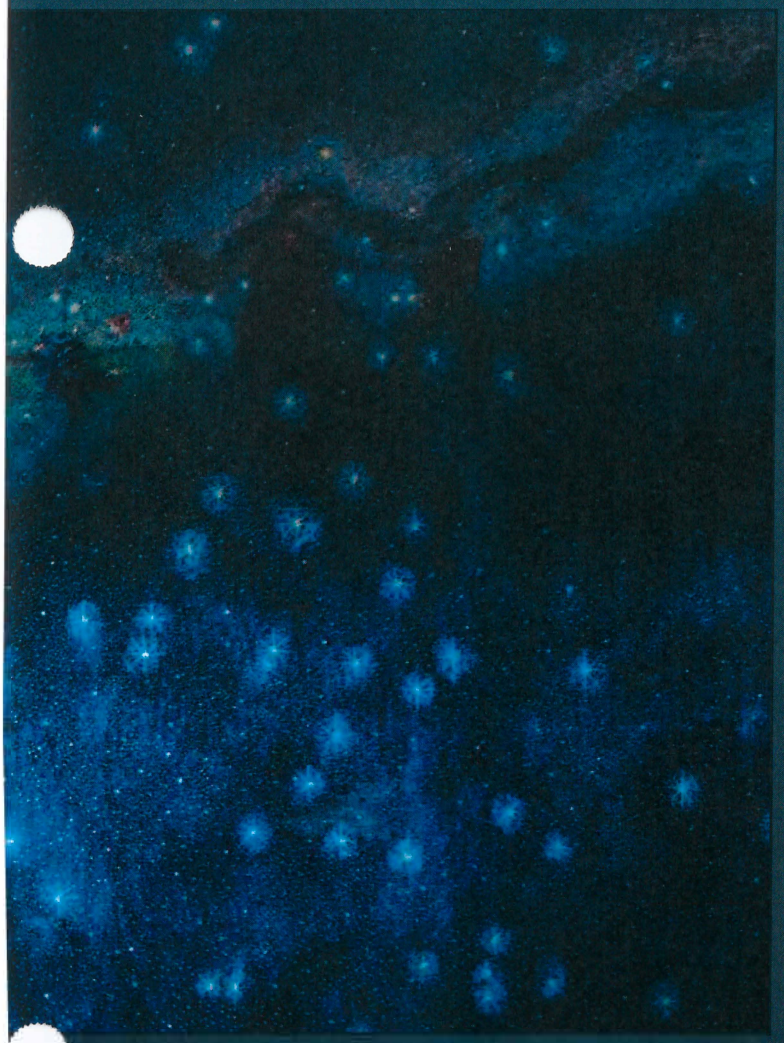
Astronomy plays a big role in Andean life. The stars and planets tell people when the seasons will change and when to plant and harvest crops.

Many cultures see figures in groupings of stars called constellations. The Inka saw figures in the dark spaces between the stars, known as **yana phuyu** (dark clouds).

¿Las estrellas pueden dibujar formas en el cielo?

La astronomía desempeña un papel muy importante en la vida andina. Las estrellas y los planetas señalan los cambios de estaciones y los períodos de cosecha.

Muchas culturas ven figuras en los grupos de estrellas, denominados constelaciones. Los Inka distinguían figuras en los espacios oscuros entre las estrellas, conocidos como **yana phuyu** (nubes oscuras).



THE INKA MILKY WAY; PAINTING BY MIGUEL ARÁOZ CARTAGENA; QORIKANCHA – MUSEO DEL CONVENTO DE SANTO DOMINGO, CUSCO

LA VÍA LÁCTEA INKA; PINTURA DE MIGUEL ARÁOZ CARTAGENA; QORIKANCHA – MUSEO DEL CONVENTO DE SANTO DOMINGO, CUSCO

ACTIVITY

Find It!

Look for these figures in this picture of the night sky and trace their outlines. Keep your eye on the dark spaces between the stars!

Shepherd *(Micheq)*
Many Andean people say that this shepherd is a woman. Can you see her reaching her arms towards the llama?

Llama *(Llamacñawin)*
This is the most important constellation to the Inka.

Serpent *(Mach'acuay)*
This constellation appears during the rainy season. The **Quechua** word for rainbow **(amaru)** means "snake." Andean people see rainbows as beautiful giant serpents!

What other figures can you see? A toad? A fox?

ACTIVIDAD

¡A buscar!

Busca estas figuras en la imagen del cielo nocturno y traza los contornos. ¡Mira fijo a los espacios oscuros entre las estrellas!

Pastor *(Micheq)*
Muchos pueblos andinos dicen que este pastor es una mujer. ¿Puedes verla extendiendo sus brazos hacia la llama?

Llama *(Llamacñawin)*
Esta es la constelación más importante para los Inka.

Serpiente *(Mach'acuay)*
Esta constelación aparece durante la estación lluviosa. La palabra **Quechua** para arco iris **(amaru)** significa "serpiente". ¡Los pueblos andinos ven a los arcoíris como hermosas serpientes gigantes!

¿Qué otras figuras puedes ver? ¿Un sapo? ¿Un zorro?

CHINCHAYSUYU

DID YOU KNOW THE INKA BUILT SUSPENSION BRIDGES?

On your journey through **Chinchaysuyu,** you will cross the **Q'eswachaka** suspension bridge. This bridge is made from twisted grasses. It has been in use for 500 years!

¿SABÍAS QUE LOS INKA CONSTRUYERON PUENTES COLGANTES?

En tu viaje por el **Chinchaysuyu** cruzarás el puente colgante **Q'eswachaka.** Es un puente hecho con hierbas retorcidas. ¡Lleva 500 años en uso!

Can you make a rope from grass? Would it be strong enough for a bridge?

Every year the Q'eswachaka is rebuilt. Everyone in the community gathers grasses and makes *q'eswa* (rope). Ropes are braided together to make thicker ropes called *q'eswaskas.*

The bridge continues because of knowledge that has been passed down by the ancestors.

¿Puedes hacer una soga con hierbas? ¿Será lo suficientemente fuerte para un puente?

Todos los años el Q'eswachaka se reconstruye. La comunidad entera se reúne a juntar paja para fabricar *q'eswa* (soga). Las sogas se tuercen entre sí para hacer cuerdas más gruesas llamadas *q'eswaskas.*

El puente aún existe gracias a los conocimientos transmitidos por los ancestros.

Have you seen this modern suspension bridge?

The Inka were master builders of suspension bridges. Today, suspension bridges are used all over the world.

¿Conoces este puente colgante moderno?

Los Inka eran expertos en la construcción de puentes colgantes. Hoy en día, los puentes colgantes se utilizan en todo el mundo.

THE GEORGE WASHINGTON SUSPENSION BRIDGE / EL PUENTE COLGANTE GEORGE WASHINGTON

ACTIVITY

Compression vs. Tension

The **Q'eswachaka** uses tension to hold weight. Tension is a force that pulls in opposite directions. Compression is a force that pushes an object inward.

• • •

Grab a partner to explore how these forces work!

Stand about an arm's length apart, facing your partner.

ACTIVIDAD

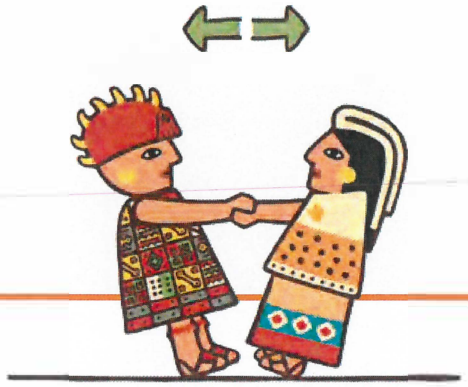
Compresión vs. tensión

El **Q'eswachaka** se basa en la tensión para soportar peso. La tensión es una fuerza que jala en direcciones opuestas. La compresión es una fuerza que empuja a un objeto hacia adentro.

• • •

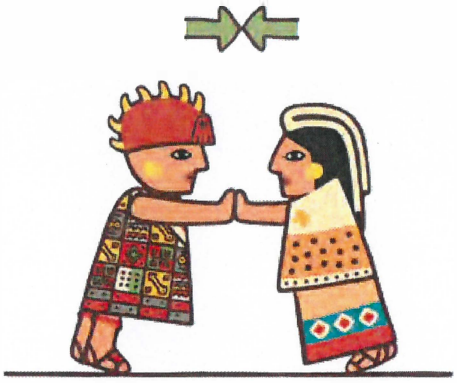
¡Busca a un compañero para explorar cómo trabajan estas fuerzas!

Párate frente a tu compañero, aproximadamente a un brazo de distancia.



Tension: Grasp each other's forearms and lean back. Can you feel which way the force is directed?

Tensión: Tómense de los antebrazos y échense hacia atrás. ¿Puedes sentir dónde se localiza la fuerza?



Compression: Arms straight, lean toward your partner and press your hands together. Your bodies will make an arch, just like a European stone bridge.

Compresión: Con los brazos extendidos, empuja hacia tu compañero, presionando tus manos contra las de él. Sus cuerpos formarán un arco, igual que un puente de piedra europeo.

FUN FACT: Each family delivers 40 arm lengths of cordage (rope). That's 200 feet (61 meters)!

DATO CURIOSO: Cada familia produce una soga de 40 brazos de largo. ¡Eso equivale a 61 metros!

ANTISUYU

WHAT'S THE WEATHER LIKE IN A RAINFOREST?

Your journey to **Antisuyu** will bring you to a place that is hot and rainy. It is called a rainforest!

• • •

Can plants make medicine?

The Inka were scientists! They made observations and did experiments. For example, the bark of the quina tree can cure malaria. It makes a medicine called quinine, which helps people all over the world! Today, people from Antisuyu still work with scientists to make medicines from plants.

¿CÓMO ES EL CLIMA EN UNA SELVA TROPICAL?

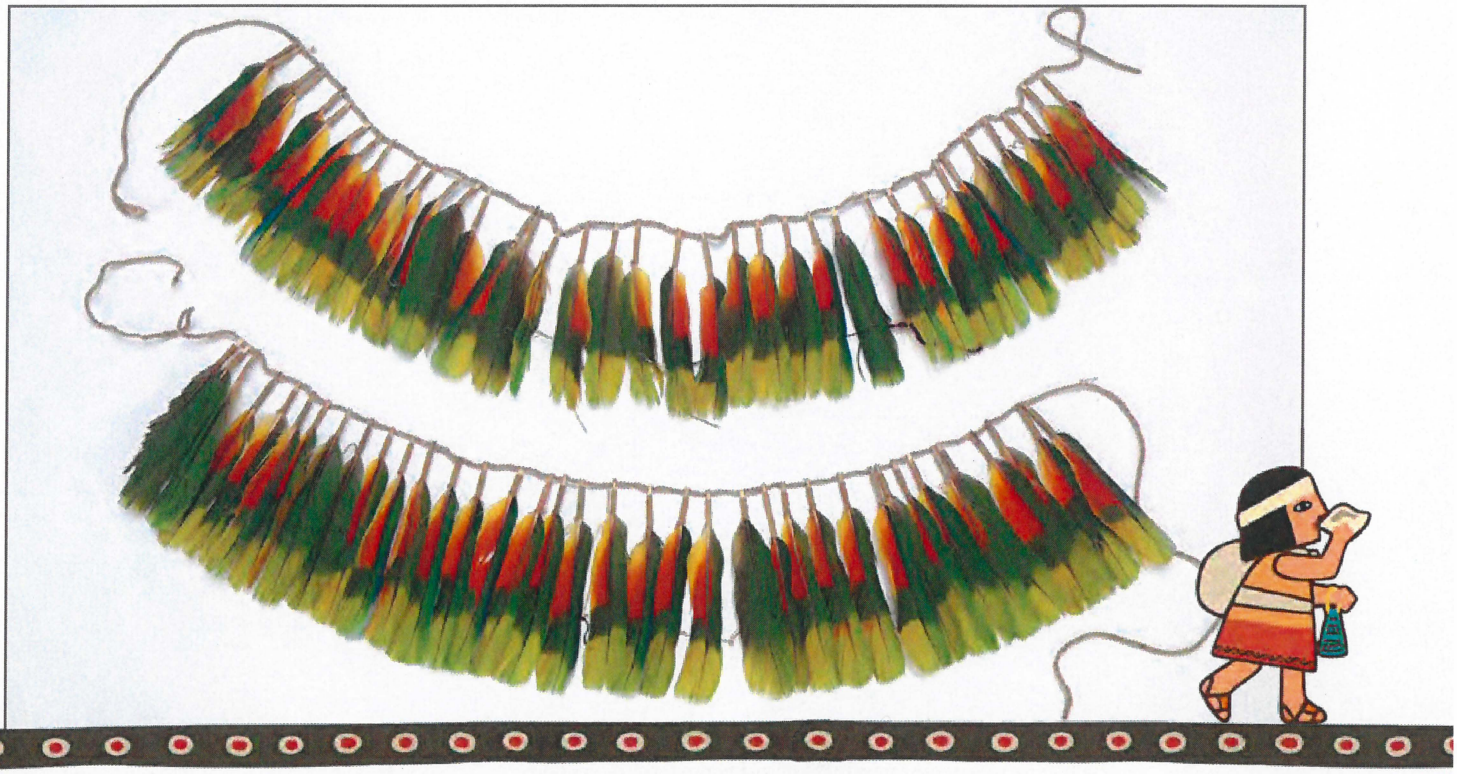
Cuando viajes a **Antisuyu** llegarás a un lugar cálido y lluvioso. ¡Se llama selva tropical!

• • •

¿Hacen medicina las plantas?

¡Los Inka eran científicos! Hacían observaciones y experimentos. Por ejemplo, sabían que la corteza del árbol de quina cura la malaria. Sirve para hacer una medicina llamada quinina ¡que ayuda a las personas de todo el mundo! Actualmente, hay personas en el Antisuyu que todavía trabajan junto a científicos para hacer medicinas con plantas.

COLLA DANCE BELT / CINTURÓN DE BAILE COLLA, CA. 1920–1928 15/8537

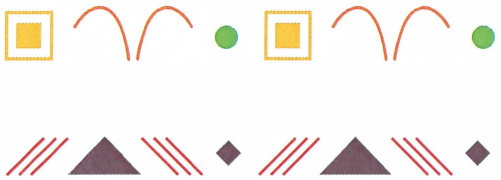


ACTIVITY

This 'qero' (cup) shows pictures of life in Antisuyu.

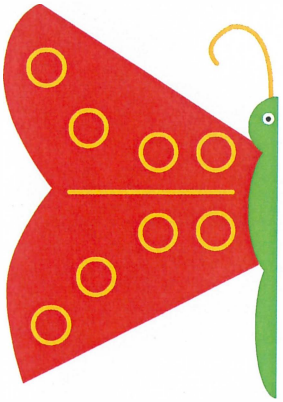
What plants and animals do you see in this qero's pattern?

Draw the next part of the pattern.



Some of the pictures show symmetry. That means one side of a design is the mirror image of the other side.

Can you draw the missing half?



ACTIVIDAD

Este 'qero' (vaso) presenta ilustraciones de la vida en Antisuyu.

¿Qué plantas y animales observas en el diseño de este qero?

Dibuja la parte del diseño que falta.

Algunas de las figuras son simétricas. Eso significa que un lado del diseño es la imagen espejada del otro lado.

¿Puedes dibujar la mitad que falta?

COLONIAL INKA *QERO* (CUP) / *QERO* (VASO) INKA COLONIAL, CA. AD 1550–1800 15/2412

FUN FACT: Wayruro is a red and black seed that **Quechua** people give to babies to bring them good health and good luck. What things bring you good luck?

DATO CURIOSO: Wayruro es una semilla roja y negra que los **Quechua** regalan a sus bebés para que tengan salud y buena suerte. ¿Qué cosas te traen buena suerte a ti?

COLLASUYU

ARE THERE CAMELS IN THE ANDES?

Llamas and alpacas are the camel's cousins! You will see big herds when you travel in **Collasuyu.** Andean people wear clothes made from llama and alpaca wool.

¿HAY CAMELLOS EN LOS ANDES?

¡Las llamas y las alpacas son primos de los camellos! Cuando viajes por el **Collasuyu** verás grandes rebaños. Los habitantes de los Andes visten ropa hecha con lana de llama y alpaca.

QUECHUA MAN'S HAT / GORRO DE HOMBRE, QUECHUA, CA. 1950–1960
25/4522

What kind of hat is that?

Llama and alpaca wool can be woven into a hat called a **chullo.** Andean people have worn chullos since colonial times (17th century).

Plants and insects are used to dye the wool. To make the colors last longer, vinegar and lemons can be added to the dye.

¿Qué clase de sombrero es ese?

Con la lana de llama y alpaca se pueden tejer gorros llamados **chullos.** Los pobladores andinos han usado chullos desde la época colonial (S. XVII).

La lana se tiñe usando plantas e insectos. Para que los colores duren más tiempo, se agrega vinagre y limón al tinte.

ACTIVITY

In the Andes, people's hats can tell you where they're from. The colors and designs all have special meaning.

Design your own **chullo** to tell people about where you are from.

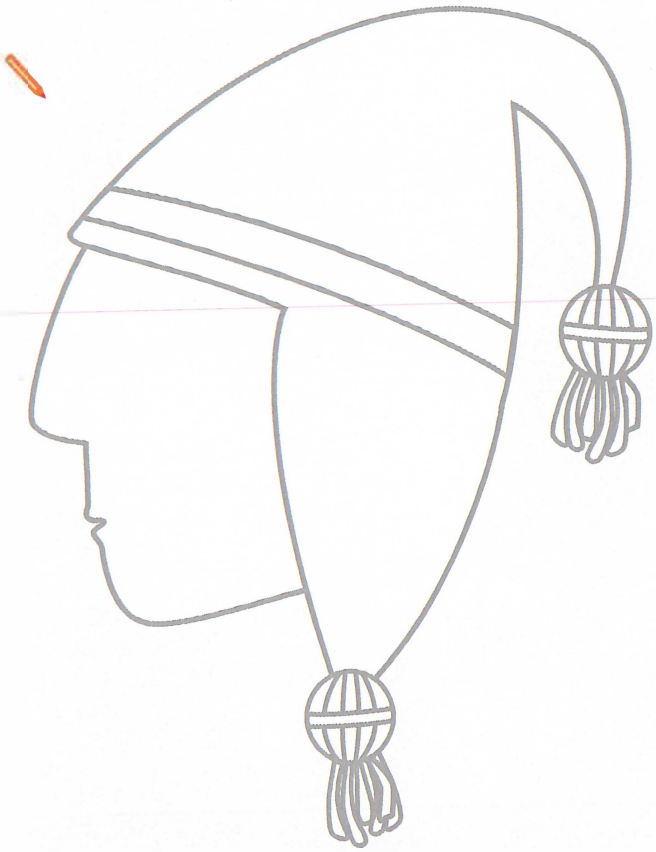
These are some designs found in Andean weaving. They show animals and shapes from the Andes.

ACTIVIDAD

En los Andes, los sombreros de las personas pueden indicarnos de dónde son. Cada color y diseño tiene un significado especial.

Diseña tu propio **chullo** para mostrarle a la gente de dónde eres.

Estos son algunos diseños característicos de los tejidos andinos, donde se observan animales y formas de los Andes.



ACTIVITY

Chullos are very colorful!

Learn how to say the colors in **Quechua,** the language of the Inka.

- blue – *ankas* **AHN kas**
- green – *q'umir* **KHU mish**
- black – *yana* **YAH nah**
- purple – *kulli* **KUH yee**
- red – *puka* **PUH kah**
- yellow – *q'ello* **KHEH yoh**

ACTIVIDAD

¡Los chullos son muy coloridos!

Aprende a decir los colores en **Quechua,** la lengua Inka.

- azul – *ankas* **AHN kas**
- verde – *q'umir* **KHU mish**
- negro – *yana* **YAH nah**
- morado – *kulli* **KUH yee**
- rojo – *puka* **PUH kah**
- amarillo – *q'ello* **KHEH yoh**

FUN FACT: Andean children start weaving when they are 6 to 10 years old. They learn by watching family members. Designs and techniques are often passed down through the generations.

DATO CURIOSO: Los niños andinos comienzan a tejer cuando cumplen entre 6 y 10 años. Aprenden mirando a otros miembros de la familia. Los diseños y las técnicas suelen transmitirse de generación en generación.

CONTISUYU

YOU HAVE MADE IT TO CONTISUYU!

Contisuyu is the road to the sea. It gave Cusco access to the ocean and all its resources.

¡LLEGASTE A CONTISUYU!

Contisuyu es el camino al mar. Por esta ruta Cusco podía acceder al océano y a todos sus recursos.

INKA *KHIPU* / *KHIPU* INKAICO, CA.AD 1400–1600 17/8825

ACTIVITY **ACTIVIDAD**

Count in Quechua

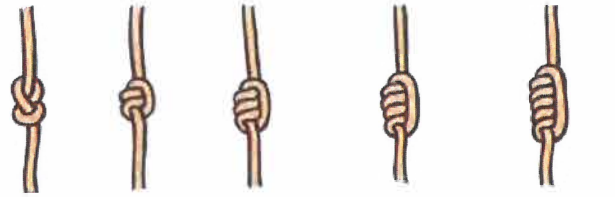
Can you count with a piece of string?

The Inka used khipus to count. A **khipu** is a device made of strings knotted in various ways and dyed different colors. Each knot and string had a meaning.

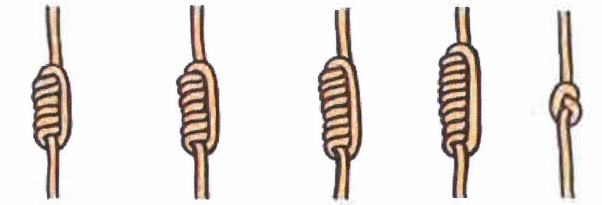
Cuenta en Quechua

¿Puedes contar con un trozo de cuerda?

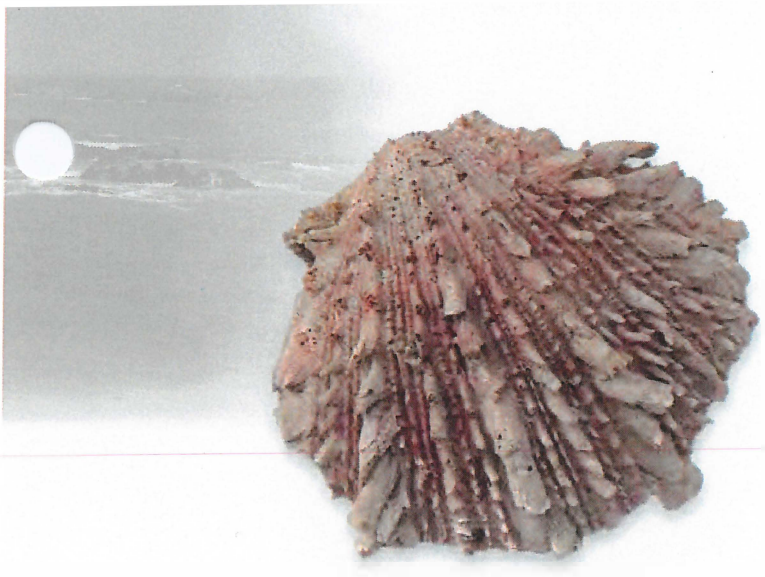
Los Inka usaban khipus para contar. Un **khipu** es un elemento hecho con cuerdas anudadas en varios lugares y teñidas de diferentes colores. Cada nudo y cada cuerda tienen su significado.



1 *uk* **YOOK**
2 *iscay* **IZ kai**
3 *quimsa* **KIM sah**
4 *tawa* **TAH whah**
5 *pishga* **PESH hah**



6 *sogta* **SOKH tah**
7 *qanchis* **HAN chees**
8 *pusag* **PUH sah**
9 *isqon* **IZ hom**
10/100



Have you ever seen a shell like this at the beach?

The Inka called this shell **mullu** (scientists call it *Spondylus princeps*). It was important to the Inka in predicting weather. More mullu appeared when the water grew warmer; this signaled strong ocean currents and heavy rains.

Often, the Inka had more food than needed. They built **colcas** (warehouses) along the **Qhapaq Ñan** to store goods. These colcas came in handy during times of food shortages.

• • •

¿Alguna vez viste una concha como esta en la playa?

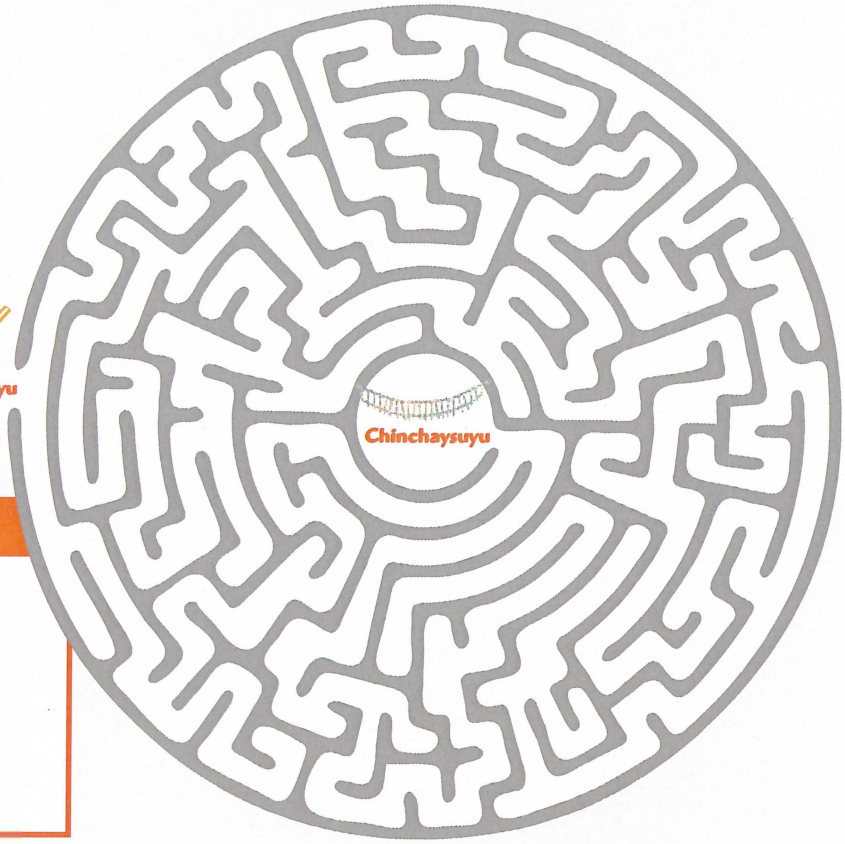
Los Inka llamaban a esta concha **mullu** (los científicos la llaman *Spondylus princeps*). Para los Inka era importante porque predecía el clima. Cuando aparecían muchos mullu es porque el agua estaba más cálida, lo cual indicaba corrientes y lluvias fuertes.

Los Inka a menudo tenían más comida de la que necesitaban. Construían **colcas** (depósitos) a lo largo del **Qhapaq Ñan** para guardar provisiones. Estas colcas eran útiles durante las épocas en que faltaba el alimento.

FUN FACT: Fish could be harvested in Mollendo and delivered to Cusco, about 350 miles (565 kilometers) away, in two days. Even 600 years ago, rulers in the mountains could dine on fresh fish.

DATO CURIOSO: El pescado podía capturarse en Mollendo y llevarse a Cusco (aproximadamente a 565 kilómetros de distancia) en dos días. Aún hace 600 años, los gobernantes que vivían en las montañas podían cenar pescado fresco.

QUECHUA SHAWL PIN / ALFILER DE CHAL
QUECHUA, CA. 1880–1920 13/3401



ACTIVITY	ACTIVIDAD
Maze	**Laberinto**
Help the **chaski** deliver fish and mullu from **Contisuyu** to **Chinchaysuyu.**	Ayuda al **chaski** a llevar el pescado y el mullu desde **Contisuyu** hasta **Chinchaysuyu.**

FIND IT!

Look for these items in the exhibition. When you find one, put an "X" in the square next to its name!

- ☐ puma / puma
- ☐ seashell / concha marina
- ☐ gold llama / llama de oro
- ☐ bridge / puente
- ☐ trapezoid shape / forma de trapezoide
- ☐ hat / sombrero
- ☐ musical instrument / instrumento musical

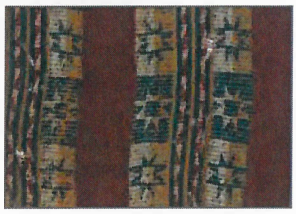
¡DESCÚBRELOS!

Busca los siguientes elementos en la exposición. Cuando encuentres uno, escribe una "X" en el cuadrado al lado de cada palabra.

I SPY / YO ESPÍO

Why are these steps carved into the side of a mountain?
¿Por qué están estos escalones esculpidos en la ladera de una montaña?

INKA CLOTH FRAGMENT WITH EIGHT-POINTED STAR DECORATION / FRAGMENTO DE TEJIDO INKAICO CON DECORACIÓN DE ESTRELLAS DE OCHO PUNTAS, , CA. AD 1470–1532

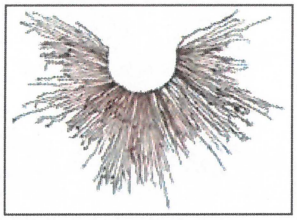


What does this design represent?
¿Qué representa este diseño?

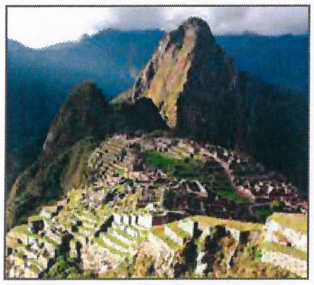
INKA *CANOPA* (OFFERING JAR) / *CANOPA* INKAICA (VASIJA PARA OFRENDAS), CA. AD 1250–1532

Why is this animal important?
¿Por qué es importante este animal?

INKA *KHIPU* / *KHIPU* INKAICO, CA. AD 1400–1600 17/8825



What was this used for?
¿Para qué se usaba esto?



What is this place called?
¿Cómo se llama este lugar?

ACTIVITY ACTIVIDAD

Word Search

Chinchaysuyu is the largest of the **suyus** and produces many goods. Find the items in the word bank below in the puzzle on the right.

Word Bank:
alpaca
bridge
chaski
mullu
Cusco
Inka
khipu
corn

Búsqueda de palabras

Chinchaysuyu es el más grande de los **suyus** y allí se producen muchos bienes. Encuentra los elementos en el siguiente banco de palabras en el rompecabezas de la derecha.

Banco de palabras:
alpaca
puente
chaski
mullu
Cusco
Inka
khipu
maíz

A	L	P	A	C	A	X	A	B	J	T	S
Q	O	U	T	S	G	R	E	N	D	C	F
K	M	E	Y	A	E	L	F	C	P	H	K
C	V	N	J	L	T	Z	Y	S	C	A	L
Z	W	T	B	R	I	D	G	E	M	S	C
H	N	E	R	V	N	Y	C	T	W	K	R
J	P	Y	M	K	O	L	A	M	A	I	Z
L	A	C	R	H	Y	C	U	Z	A	Y	N
I	X	R	P	I	B	C	O	R	N	T	K
N	F	L	H	P	L	R	G	G	P	R	V
K	G	T	C	U	S	C	O	W	Y	A	S
A	K	D	S	O	R	M	M	U	L	L	U

HOW TO SAY IT / CÓMO SE DICE

amaru
ah MAH roo
[snake/rainbow]
[serpiente/arcoíris]

Antisuyu
ahn tee SOO yoo

chaski
CHAHS kee
[messenger]
[mensajero]

Chinchaysuyu
chin chay SOO yoo

chullo
SHOO yoh
[hat with ear flaps]
[sombrero con orejeras]

colca
KOHL kah
[warehouses]
[depósitos]

Collasuyu
koh yah SOO yoo

Llamacñawin
yah mahk NYAH ween
[llama constellation]
[constelación de la llama]

Mach'acuay
mach ah KOO ay
[serpent constellation]
[constelación de la serpiente]

Micheq
MEE chahk
[shepherd constellation]
[constelación del pastor]

mullu
MOO loo
[*Spondylus princeps* shell]
[concha *Spondylus princeps*]

qero
KEH roh
[cup]
[vaso]

Q'eswachaka
khes wah CHAH kah
[suspension (grass) bridge]
[puente colgante (de paja)]

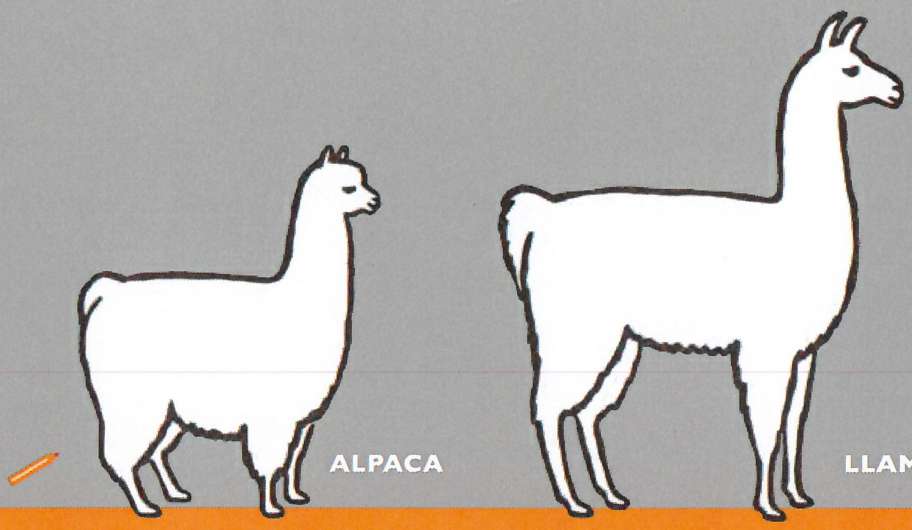
Qhapaq Ñan
KHAH pahk NYAN
[Great Inka Road]
[Gran Camino Inka]

Quechua
KETCH ooah

suyu
SOO yoo

wayruro
WHY roo roh
[red and black seed]
[semilla roja y negra]

yana phuyu
YAH nah POO yoo
[dark cloud constellation]
[constelación de nube oscura]



National Museum of the American Indian
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Phone: 202-633-1000

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#InkaRoad | www.AmericanIndian.si.edu/inkaroad

Smithsonian
National Museum of the American Indian

Theme: Gears/Gizmos/Gadgets

Date: Day 1 Introduce the Theme - Make 'Visible' Name Tags

Materials: Journals, pencils, markers, crayons, colored pencils, journals, chart paper for vocabulary, chart paper for KWL - keep these up throughout the theme then display with thematic artifacts following theme completion. Large index cards, 1 per student, a table with 'stuff' - feathers, buttons, pipe cleaners, tape, yarn, construction paper, beads, straws, modeling clay

Activity: Journals. Choose a writing prompt. Have the students date the top of their page and have them write - you too!

Activity: Introduce the theme - What are gears, gizmos and gadgets? Have you ever created something just to create it? Did you know that our hands are equal partners in developing our brains? Put up a KWL chart. Ask students what they Know - Want to Know and add What They Learn. Tell the campers we will work with our hands to create for the next two weeks. Tell students we will add new vocabulary when it is presented.

Activity: Tell students they will be making a name tag and they are to make their name 'visible' - you make one as well.

Have students come to table get an index card and various items to take back to their table to create their name tags. When the students are finished have each camper share their name tag and why they chose the material they did. Put up around the room.

Put up KWL and vocabulary charts for this theme.

Theme: Gears/Gizmos/Gadgets

Date: Day 2 - Airplanes

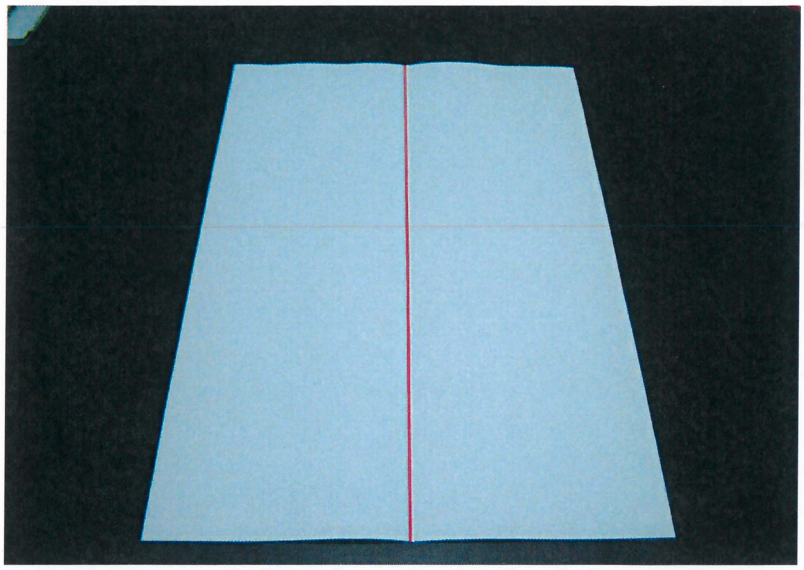
Materials: Journals, pencils, markers, crayons, colored pencils, journals, chart paper for vocabulary, chart paper for KWL - keep these up throughout the theme then display with thematic artifacts following theme completion, paper for making airplanes - 8 ½ x 11, scissors

Activity: Journals. Choose a writing prompt. Have the students date the top of their page and have them write - you too!

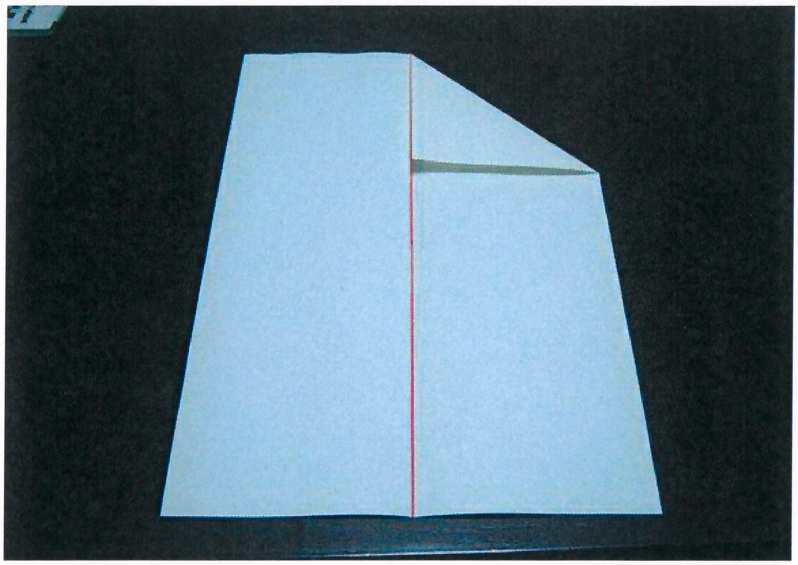
Activity: Airplanes: Describe what features are most important to plane flight. Individually or in pairs, construct a paper airplane. Decorate plane. Experiment with your paper airplane - adjust the wings, including adding flaps/ ailerons, until you are satisfied it can fly in a straight line. Demonstrate the airplane can fly in a straight line. Draw a picture of the airplane in your writing journal and label the parts (fuselage, tail, wing, flaps/ ailerons).

Please see images below.

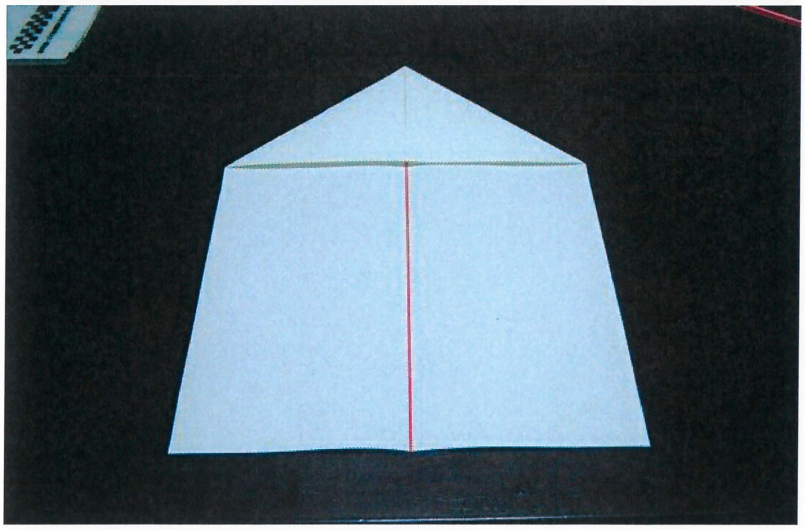
Step 1 Construction
Place your paper vertically (portrait view), first fold your paper in half vertically.



Unfold the paper. This leaves a reference crease down the center, which I have marked in red.

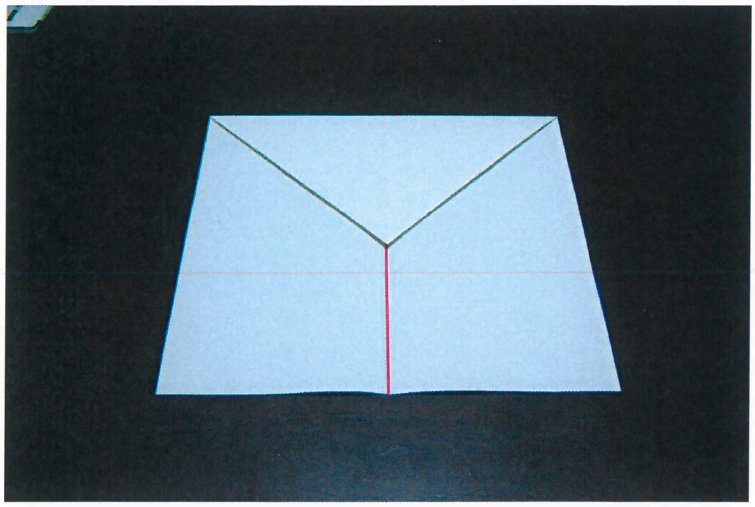


Fold the upper right corner down 45 degrees, until it exactly touches the reference crease.

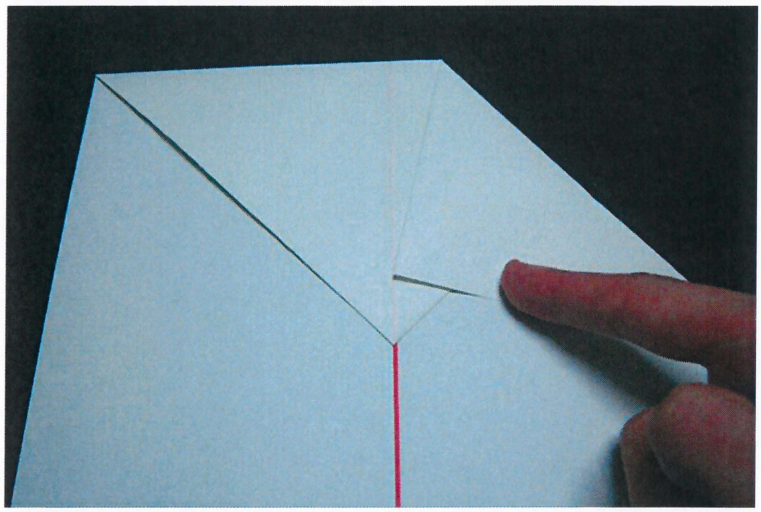


Repeat with the upper left corner. Everything should be lined up as close to perfectly as possible. Exactness counts.

Fold the point made by the last two folds straight down, forming a tight triangle.

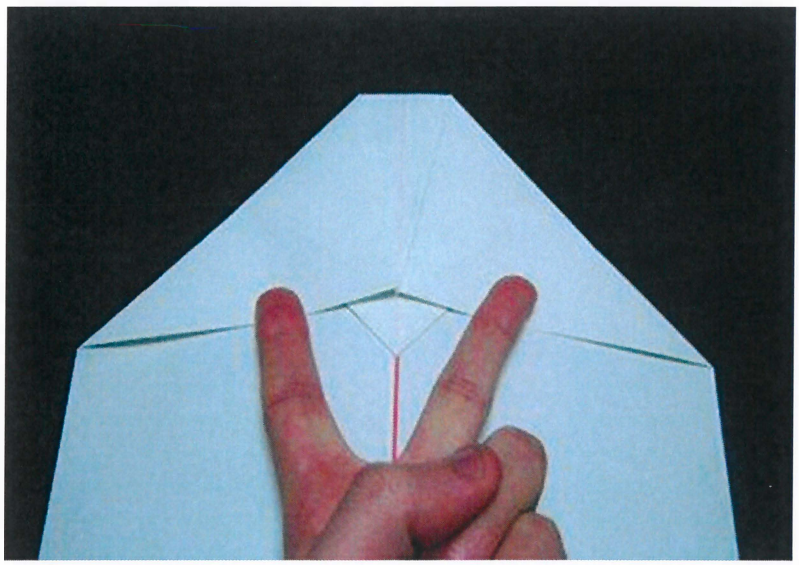


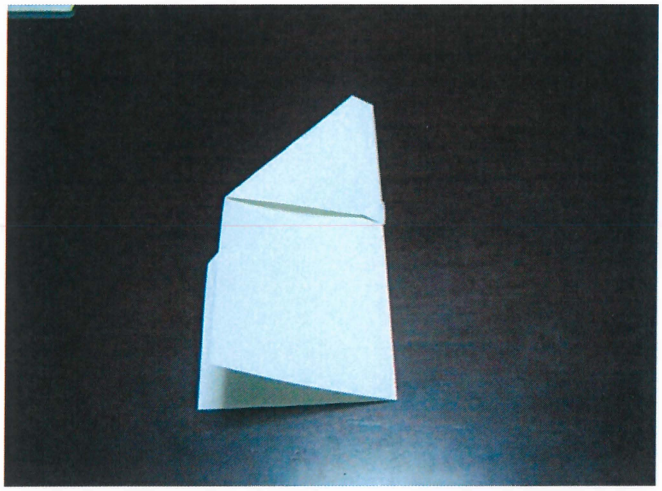
Take the upper right corner of triangle, and fold it down to touch the center line, but touching it a half inch above the lower point of the triangle. This will leave a half inch along the top as well, which we want.

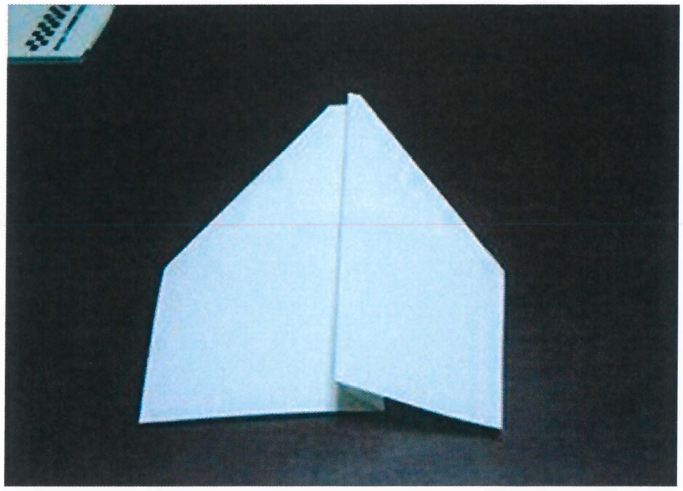


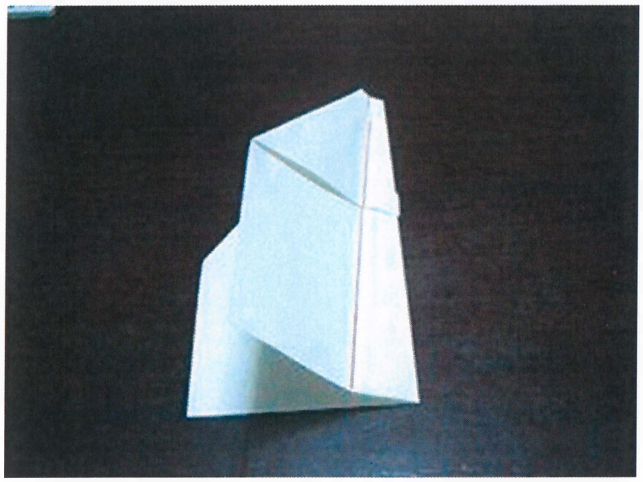
Repeat the last fold in reverse with the upper left corner. A downward pointing triangle should be visible below the points of the last two folds.

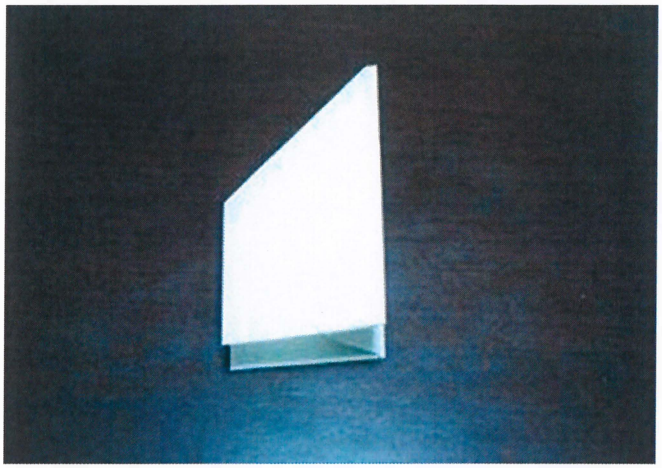
Take this triangle, and fold it straight upward, over the touching points of the last two folds. Take this triangle, and fold it straight upward, over the touching points of the last two folds.









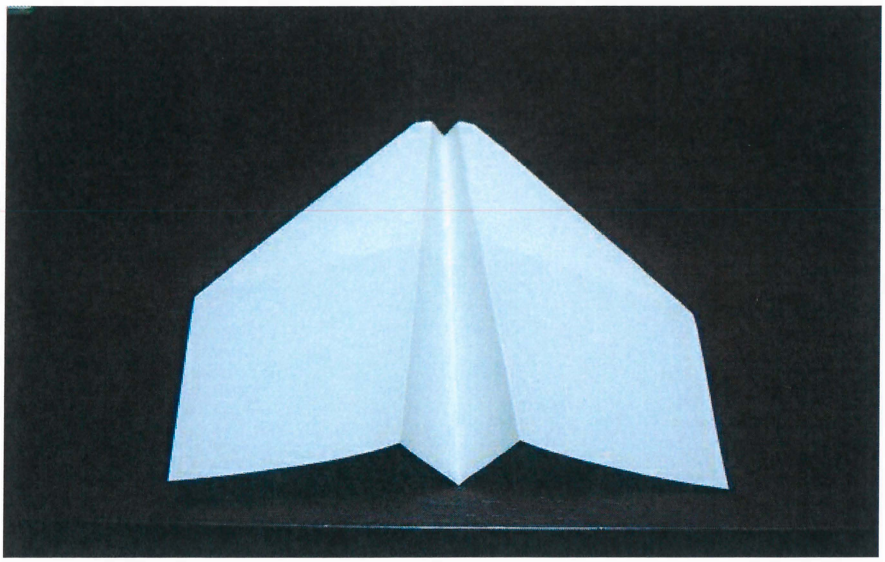


Fold the plane in half along the reference crease, such that the small triangle is facing outward. The small triangle is now holding the plane together.

Fold the first wing down. It should be slightly at an angle from the keel of the plane body (the part formed by the reference crease), tapering toward the front of the plane.

A good rule of thumb is that the keel should be a quarter inch tall at the snub nose, and 3/4's of an inch at the tail. I know this sounds confusing, just look at the fold marked in red and hopefully what I mean will be clear.

Make an identical fold on the other side to make the other wing.



The snub nosed little plane is now finished. It should look like this. Now try it!

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Extension Activity: Create an airplane without wings. Experiment with it--how well does it fly? Record your observations. Repeat for an airplane without a fuselage. How can you add a tail to your paper airplane? How does this change its ability to fly? Balance your paper airplane on your finger to find its center of mass. How does moving the center of mass forward or backward change your planes ability to fly? Write a brief report describing the essential parts of a plane that allow for flight. Write a brief report describing the effect of each part on flight.

Extension Activity: Car Racing: https://www.scientificamerican.com/article/build-a-rubber-band-powered-car/

Theme: Gears/Gizmos/Gadgets

Date: Day - 3D Tower of Power!

Materials: Journals, pencils, markers, crayons, colored pencils, journals, Vocabulary Chart, KWL chart – copy paper, tape and scissors, paper straws, paper clips, cardboard from cardboard boxes to use as a base for the structure, Scotch tape

Activity: Journals. Choose a writing prompt. Have the students date the top of their page and have them write - you too!

Activity: Towers of Power! Ask students what they know about tall buildings/ towers. Have they seen any in the movies? In Oakland or San Francisco? How do they think they stand? Tell students they will build towers out of paper and Scotch tape. Have the students work in groups of four. Use the cardboard as the anchor base. Tell the students to build the tallest tower with an unlimited amount of materials, constrain themselves to limited materials or introduce new materials, such as straws and paper clips.

When the towers are complete have the students walk around and check out all of them. Which of the towers is the highest? Ask this group what was their strategy in creating such a tall tower.

Activity: Have students draw a picture of their tower in their journals. Record what was the most challenging and least challenging aspects of doing this project.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Gears/Gizmos/Gadgets

Date: Day 4 - Catapults

Materials: Journals, pencils, markers, crayons, colored pencils, journals, Vocabulary Chart, KWL chart, Mouse traps, pliers, plastic spoon, tape - electrical tape is best, something to 'launch' - wad of paper, paper clip, etc. Note: Disengage the spring on the mousetrap while building the catapult

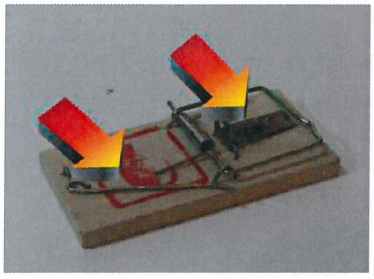
Safety Note: A mousetrap is actually a bit dangerous, the snapping of the spring mechanism could possible hurt you or even break a finger. This is what they are designed to do. So please be careful when arming and firing it!

Activity: Journals. Choose a writing prompt. Have the students date the top of their page

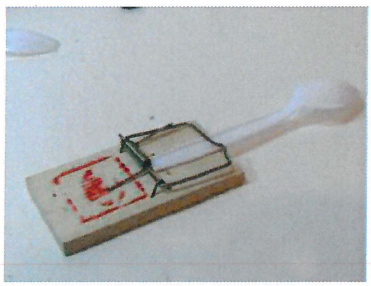
Activity: Catapults - Ask students what a catapult is. Tell them they will be making a catapult using a mouse trap! At the end - if they choose to they can have a contest to see which catapult can launch something the farthest.

This catapult activity is great to introduce engineering principles, motion and fun. The catapult allows students to chase down the best launching angle and the ratio between power and arm length, as well as discuss projectile motion, gravity, physics laws and a whole host of other things. Have the students break into groups of four - make sure there is a camp counselor to help each group. Follow the following directions to build the catapult. Have a contest to see which catapult launches farthest.

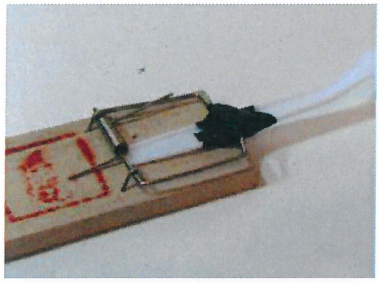
What you need:



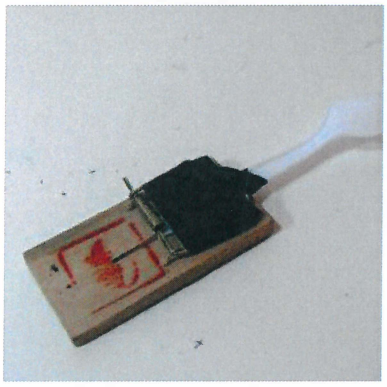
Have the counselor use a pair of pliers remove the trigger arm and the trigger mechanism from the mousetrap. Leave the big square swing arm and it's spring. The next picture shows what you are left with.



Insert the spoon into the mousetrap as shown. Note that the spoon is facing down.



Tape the spoon to the metal bar using electrical tape if possible. Make sure the spoon isn't lodged under the spring move it forward a little bit if necessary.



Tape the whole thing tight as shown.

Carefully hold it upright so you can tape around it. Once this is done you are ready to put a soft and safe projectile in the spoon, crank it back and fire it!!!

Ready to Launch!!

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Gears/Gizmos/Gadgets

Date: Day 5 - Tangrams

Materials: Journals, pencils, markers, crayons, colored pencils, journals, Vocabulary Chart, KWL chart, tangrams, tangram stickers, construction paper 8.5 X 11

Activity: Journals. Choose a writing prompt. Have the students date the top of their page and have them write - you too!

Activity: Tangrams - Ask the students what a tangram is. What are geometric shapes? Show them the tangrams. Have them name each of the tangram pieces. Tell them today they will create shapes with the tangrams then, using the tangram stickers recreate the shapes they made.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Gears/Gizmos/Gadgets

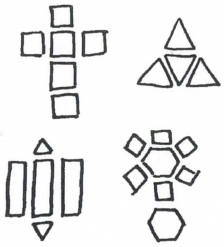
Date: Days 6-7 - Design and Make Geometric Shapes

Materials: Journals, pencils, markers, crayons, colored pencils, journals, Vocabulary Chart, KWL chart, craft sticks, straws (milkshake), masking tape, paper, scissors

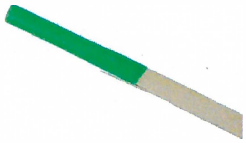
Activity: Journals. Choose a writing prompt. Have the students date the top of their page.

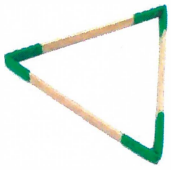
Activity: Design and make geometric shapes.

Step 1: First have the students draw the geometric design they want to create onto paper.



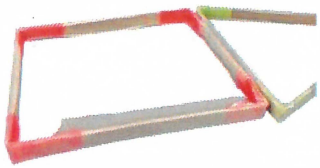
Step 2: Students use pieces of straws, craft sticks, and tape to form geometric shapes of varying complexity.

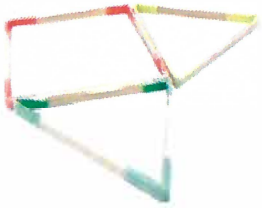


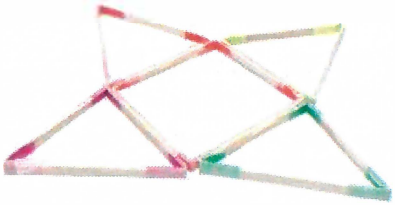


Construction is simple: pinch the end of a straw to flatten the opening, then insert a craft stick about half way in. Continue this process until the desired number of sticks are connected, then close the shape by connecting the ends together. Use tape to prevent the pieces from falling apart. Peel a small length of tape from the roll, but do not cut it. Attach the tape to the shape and wrap it around the perimeter as you unroll more tape. Cut the tape only when the entire perimeter of the shape is covered.

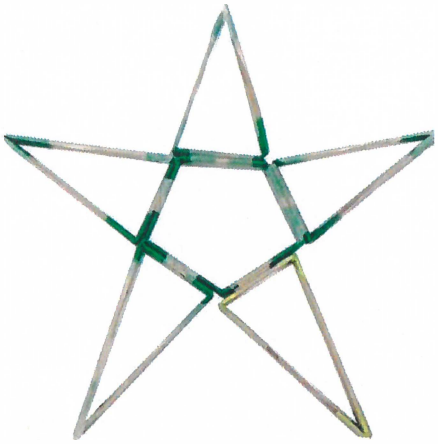
Remember, this process requires a lot of patience. Some students are easily bored with structural engineering projects. If a student is not engaged with the project, work with him/her to figure out what the shape can be used for. Could you transform a prism into a cybernetic arm attachment? Or turn a simple cube into a house by adding a pyramid on top and covering the sides with decorated paper? Be imaginative!







Shapes can be connected simply by taping the edges together. Lay the 2D shapes flat on a table, tape the edges together, then raise the shapes into a 3D pattern. Students may refer to your 2D schematics to figure out how to piece their shapes together. For unique shapes, offer your consultation, but allow the students to decide for themselves how they want to construct their shape.



More complex shapes can be formed by combining many simple shapes

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Gears/Gizmos/Gadgets

Date: Day 8 - Makerspace!

Materials: Journals, pencils, markers, crayons, colored pencils, journals, Vocabulary Chart, KWL chart - all of the extra Gears/Gizmos/Gadgets materials, a cardboard base for the creation to sit on

Activity: Journals. Choose a writing prompt. Have the students date the top of their page and have them write - you too!

Activity: Tell the students today they will create anything they want with the leftover materials - stop the lesson 15 minutes early, have the students walk around the room to look at the creations. They can work by themselves or in groups.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Gears, Gizmos, Gadgets
Writing Prompts

1. If there is one technology you could not live without, what would it be? Why?
2. In what ways are you curious about how technology works?
3. What would you like to see built that could simplify a tas/chore you do every day?
4. How do you use technology?
5. If there was no electricity, what would you do?
6. If you could imagine life before the internet, what do you think it would be like?
7. If you could imagine life before cars or planes, what do you think it would be like?
8. If you could imagine life before writing was invented, what do you think it would be like?
9. If there is one technology you want to know more about, what would it be?
10. If there is one technology you could teach us about, what would it be? What would you teach us?
11. If there is one technology you could invent, what would it be? Why?
12. If you had to choose between a life with no smartphone or a life with no car, which would you choose? Why?
13. If there is one scientist or inventor you would want to know more about, who would it be? Why? (The person who invented/ discovered _____ is an acceptable response.)
14. If you were sent to Mars to start a new colony, what would you bring? Why?
15. If you were sent back in time with only one piece of technology, what would you want it to be? Why?

Makerspace
Extra Lessons

Design Challenges

A great way to get into making is to give you and your students a few hours to explore the Making design process. Design challenges are a great way to get this done. Set a hard time limit, test the devices, go back and reflect the next day.
Here are a few of my favorite prompts:

Bridge to Nowhere

Materials: Wood craft sticks, hot glue gun & sticks, 5-gallon bucket with weights, and scissors.

Design a bridge to span a foot-long gap and hold as much weight as possible. An extension could be to build a cantilever — a bridge with only one footing. Use a set amount of craft sticks or materials in order to encourage creativity in solutions.

Float the Boat

Materials: Tinfoil, craft sticks, bamboo skewers, paper, hot glue, clay, wood scraps, pens, markers, scissors, and hot glue guns & sticks.

Design a boat that can hold the most cargo, move through the water the fastest or has the most efficient weight to cargo ratio.

Egg Drop

Materials: Cardboard boxes, masking tape, junk and stuff (the weirder, the better- Think packing materials, fabric scraps, string, rope, plastic bags, and scissors.

Code.org is a great site for coding lessons that do not need a computer
Check it out!

Theme: Performing Arts

Date: Day 1 - What is Acting? - Rules - Imagination Activities

Materials: Journals, pencils, chart paper for vocabulary, chart paper for KWL - keep these up throughout the theme then display with thematic artifacts following theme completion - a variety of music if you choose the Imaginary Places Activity

Activity: Journals. Choose a writing prompt. Have the students date the top of their page and have them write - you too!

Activity: Introduce the theme - Put up a KWL chart. Ask students what they Know - Want to Know and add What they Learn about performing arts. Gather the kids in a quiet area of the room, or in the opening circle area. Ask students what they think that 'acting' is. There are many schools of thought, and many methods that apply here. If you have a theater background, you may have studied a particular technique. If you have no drama experience, you have almost certainly have "acted" many times in your life. For this theme we are going to focus on embracing imagination and sense memory to teach acting. Tell them all kids play *make-believe* and *pretend*.

As we grow up, most of us abandon our childhood dream-worlds in order to cope with "reality." Any actor can put on a costume, memorize some lines, and say them loudly enough for everyone to hear. **A *great*** actor will make you believe that he is, in fact, at the Warriors game sitting courtside, not on a hot stage in Richmond. He makes you believe because *he* believes. He has re-entered that zone that children enter naturally. Acting basically means playing pretend to such a degree, and involving all of the senses that you believe you are somewhere/someone else which in turns makes your audience believe.

Ask!

- *What are your favorite "pretend" games?*
- *Are you ever in one place while imagining you are somewhere else?*
- *How is playing pretend different from playing video games or watching TV?*
- *Have you ever seen a play?*
- *How is theater different from dance, music and visual art?*
- *Besides acting, what else goes into creating a play? (Set, props, costumes,*
- *sound, light, etc.)*

Activity Establish rules for the performing arts week. The very best way to present the rules is to have the students tell YOU what the rules are. You may want to write down what they say on a piece butcher paper and have each class member sign it somewhere. Put the poster board up.

"Okay, now, we are going to go over the rules. But I don't like to be the one to make all the rules. How about you guys decide what our rules should be!"
Students will always give you a great set of rules. You can add "*Be kind and supportive to one another."*Or *"There are no wrong ways or wrong answers in acting!"*
Here are some additional tips for avoiding chaos in your drama classroom...

Give Immediate Consequences When a Rule is Broken
Swift justice is the key to a well-organized class. Kids will test your boundaries almost immediately. If you have laid out rules and consequences, make sure you stick to them without wavering. Students will watch how quickly you follow through with another student, and will be extra aware of their own behavior. This tip actually works like magic.
Here are some creative ideas for consequences-

Statue Time Out

Actor must stand like a statue of her choice, on the sidelines during the next game. If she moves or talks, she must remain a statue for another game.

Behavior Pantomime

Actor must sit out the next game, but before being allowed to rejoin the group, she must silently act out the offending behavior, then silently act out what she's going to do from now on.

Picture of Behavior

Actor must draw a picture of the offending behavior during "time out," and share it with the class with a statement about how she will conduct herself for the rest of class.

Actor's Promise

Create a ritual for letting the actor back into the circle. The actor who had a "time out," must make a statement upon re-entry. The group can come up with what this is, but it should be something like "I promise to try harder to honor the group and our play."

TIP-Upon re-entering the circle, and making amends, the whole group should say something like, "Welcome Back Amanda!" This is an important step, as it acknowledges the apology, and brings the group closer.

The short article above was excerpted from "Drama Classroom Management," a 13 page tutorial inside of Drama Notebook that is packed with creative suggestions for keeping order in your drama class while not letting go of the sense of fun and exploration. All members of Drama Notebook have immediate access to this material.

Activity: Choose or do all of the following activities to start encouraging imagination.

Imaginary Places

Turn the lights down and play some instrumental music. Invite the kids to move about the room in time to the music. Ask them to listen closely and imagine what kind of place the music reminds them of. They can "pretend" to be in that place as all of the other students arrive. When every child is present, gather the students into a circle and let them know that they have already been acting! Then go around the circle and ask each child to say his/her name, and tell the rest of the class which place he/she was imagining. Let the kids know that the essence of theatre is using their imaginations to create different places and people wherever they are!

The Campfire

Designate an area of the room where the group routinely meets in a circle. Create an imaginary fire in the middle of the circle. Dim the lights and invite the kids to sit around the 'campfire' with their snacks. You may choose to tell a story, or ask for each child to contribute something such as telling the class about a time when they felt really scared, or something that no one else knows about them. A 'talking stick' is a really great item to have on hand for campfire time.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Performing Arts

Date: Day 2 - Theatre Games

Materials: Journals, pencils, chart paper for vocabulary, chart paper for KWL - keep these up throughout the theme then display with thematic artifacts following theme completion, butcher paper for rules, markers, crayons, masking tape. construction paper, markers, crayons, masking tape to put up trees

Activity: Journals. Choose a writing prompt. Have the students date the top of their page and have them write - you too!

Activity: More Theatre Games to encourage imagination

The Tree

Provide enough paper and colored markers for everyone. Invite the kids start drawing a tree. It can be any kind of tree. Any color, any shape, any design. When all the kids have finished their trees, have the students place them on the floor either in a big wide circle, or in random places around the playing space. This is our tree 'gallery.' In silence, invite the players to walk around the gallery looking at the trees. Eventually have them stop at a tree that is not their own, but one they feel is like them. Then have them find a tree that is very different from them. Then invite the kids to join you in a sitting circle. Ask them what they noticed. Explain that just like us, every tree is different and that in this class, there are all kinds of people with all kinds of viewpoints and that all of us are unique. Explain that no one is ever right or wrong... and in this class, we appreciate each other's differences.

Activity: Last Candy Bar on Earth

Players sit in a circle. In the middle is a candy bar. One at a time, the players must go around the circle explaining why they need the candy bar. The more imaginative the answers, the better! Optional: at the end, the group votes for the person who gets the candy bar. Hold it aside until the end of class.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Put up Trees

Theme: Performing Arts

Date: Days 3-4 - Theatre Games

Materials: Journals, pencils, chart paper for vocabulary, chart paper for KWL - keep these up throughout the theme then display with thematic artifacts following theme completion.

Activity: Journals - Choose a writing prompt. Have the students date the top of their page and have them write - you too!

Activity: When teaching drama, creating a sense of trust among members of your class or troupe is essential to bringing out each student's highest creativity. The following drama icebreakers are designed to help your group build ensemble while creating a sense of shared experience. Don't worry about which one of these will work best, instead, choose activities that appeal to you. These activities will span over two days.

The Line Game

(This drama game is on video in Drama Notebook!https://www.dramanotebook.com/plays-for-kids/)

This is a great first class icebreaker. Come up with a list of ways for students to line up. Call them out one after another, (Optional: tell students that they cannot speak to one another) When the line is finished, go along the line checking their accuracy. Make comments if something stands out. For instance, if a student has 25 pets, bring her up in front of the class and ask about them. Stopping every once in a while to ask questions or point something out helps kids learn more about each other.

Ways to line up:

- "Line up according to height. Tallest on this end, shortest on this end, go!"
- "Line up according to your birthday. January on this end, December on this end, go!"
- "Line up according to number of brothers and sisters. Most on this end, least on this end, go!"
- "Line up according to the number of pets you have. Most on this end, least on this end. Fish count, but dead pets don't!"
- "Line up according to how many video games you own. Most on this end, least on that end. Go!"
- "Line up according to how far you've traveled from home in your life. Longest distance on this end, shortest on that end. Go!"

- "Line up according to the number of books you've read. Most on this end, least on that end. Go!"

Divide the students into two equal groups. Announce an order that you wish them to line up in, first group to finish their line correctly wins.

Big Wind Blows

(Ideally requires chairs or some way of marking places). Someone in center declares something that is true about themselves. For example: "A big wind blows for everyone who loves to sing." Then, everyone who loves to sing must run from their place and find a new place. Someone is then stuck in the middle again.

From One Side to the Other

(This drama game is on video in Drama Notebook!https://www.dramanotebook.com/plays-for-kids/)

One of the challenges with "Big Wind Blows" is that everyone is so concerned with finding another spot that they often don't notice who shares their interests. Try having the class stand on one end of the playing space. One person goes to the other side and declares something that is true about them. Anyone who shares their interest joins them. players notice who is with them and who is left behind. This version of the game lacks the frenetic energy of the traditional "Big Wind Blows," but it allows participants to actually get to know the other players (which is the point of the original game).

The Interview Game (this is similar to Partner Introduction from the first day of camp)

Have students pair up with someone who they don't know very well. Instruct students to take turns interviewing their partners for just a few minutes. Here are some sample questions (for younger kids, give no more than three):

- What is your name?
- What is your favorite hobby?
- What is your least favorite food?
- If you could travel anywhere, where would you go?
- What is your favorite movie?
- What are you afraid of?
- What is your favorite season and why?
- If you were stranded on a desert island, what one thing would you take with you?
- If you could only have one food for the rest of your life, what would it be?

Encourage students to try and discover and remember as many details as possible. After they've interviewed each other, students can take turns in pairs going up onstage and introducing their partner. This is a great way to get kids to stand up in front of each other right away, while simultaneously allowing audience members to learn more about their classmates.

Favorites

Kids move about the space. When you chime a bell or clap your hands, they must find someone who "has the same favorite color!" Then keep going.
More favorites!

- Favorite flavor of ice cream
- Favorite holiday Favorite food
- Favorite season
- Favorite animal
- Favorite TV show

If kids do not find a partner, they must shout out their "favorite" before you start the kids moving on to the next one.

Story of Your Name

One at a time in a circle, players take turns telling the story of their names. If a player does not know the story, or if it is something they do not wish to share, they can lie!
Add to it!

- Story of your pet's name
- Story of your nickname
- Story of your online name or gamer name
- What you would want to name your children and why

Sun or the Moon

Put kids in a in a single line in the middle of the playing space (like a recess line). They will be asked if they are "the sun, or the moon?" They move to one side of the playing space for "sun" and the other side for "moon."
Say, "Use your imagination. There are no right and wrong answers." Encourage students to simply choose which of the two best describes them. After the choice is offered, kids will move into two lines, to the right or left of the original line. Allow students ONE chance to stay in the middle; that means that they are equally SUN and MOON, or whatever the choice was. If you are working with a smaller group or have extra time, you may wish to invite random students to explain their choices throughout the game.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Performing Arts

Date: Days 5 - Tableus

Materials: Journals, pencils, chart paper for vocabulary, chart paper for KWL - keep these up throughout the theme then display with thematic artifacts following theme completion

Activity: Journals - Choose a writing prompt. Have the students date the top of their page and have them write - you too!

Activity: Pantomime

Team Pantomime – Occupations

Divide Players into teams of four. Each team will have a couple of minutes to come up with an occupation that involves a group. Such as: firemen; road workers; basketball players; construction workers; emergency room physicians; etc. Teams have one minute onstage to act out their occupations.

Ten Second Tableaus

In small groups. A scene is called out and the group has to create an image of that location, while the leader counts down slowly from ten to zero. Usually every group will find a different way of depicting the scene.

School Settings

- Teacher's Lounge
- School Office
- Cafeteria
- Playground
- Last Day of School
- Assembly
- Detention

Nature Settings

- Beach
- Desert
- Forest

- Mountain
- Ocean
- The Moon
- Under Water
- A Park

Urban Settings

- Busy Hair Salon
- Fire Station
- Grocery Store
- Bank
- Restaurant
- Gas Station
- Jail
- Movie Theater
- Amusement Park
- Zoo
- Public Library
- Rock Concert

Activity: Reflection - Ask students what was the most fun, most challenging and what would they change.

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Theme: Performing Arts

Date: Days 6

Materials: Journals, pencils, chart paper for vocabulary, chart paper for KWL - keep these up throughout the theme then display with thematic artifacts following theme completion, balloons

Activity: Journals - Choose a writing prompt. Have the students date the top of their page and have them write - you too!

Activity: Charades

Balloon Charades

Prepare:
Write nouns (people, places, or things) on thin strips of paper. Fold them in half twice. Stick the folded strips in the mouth of a balloon. Blow up the balloons and tie the ends. Place the balloons in the middle of a group and have one child choose a balloon.

The child will then pop the balloon and act out the noun on the paper. The child who correctly guesses the charade will be the next performer. Plays continues until you run out of balloons.

Bean Skit

This activity needs 4 people, boys and/or girls.

Start Positions:

One person is making beans by pretending to mix a bowl.

One person is off to the side waiting for their cue.

One person is the pretend director watching the skit.

One person is also to the side waiting for their cue.

Skit:

The first person off to the side comes running in and says,

"Whatcha makin'?"

Then the person making beans says,

"Beans,"

Then person number two says,

"Can I have some?"

Then the person making beans says,

"Sure!"

The person making beans then pretends to give person number 2 some beans and person number 2 falls on the ground. Then the person making beans says,

"Doctor! Doctor!"

Then the third person off to the side comes in and says,

"What seems to be the problem here?"

Then the person who was making the beans says,

"I fed her/him my beans"

Then the doctor bends down and pretends to check heartbeat and says,

"Yup, shes/hes dead!"

At this point the "director" yells cut and says,

"I don't like it, it needs something. Do it, slower."

Then the actors redo the skit but the do it dramatically slower.

This is repeated maybe 5 times using faster, slower, valley girl, drama, and whatever else you want!

Activity: Add vocabulary to chart, add vocabulary to journals /KWL

Performing Arts

Theme: Performing Arts

Date: Day 7-8 Choose a Play!

Materials: Journals, pencils, chart paper for vocabulary, chart paper for KWL, Plays, butcher paper and paint, paint brushes - to make backdrops for the chosen play

Activity: Journals - Choose a writing prompt. Have the students date the top of their page and have them write - you too! - Have students take an extra 5 minutes and write what they enjoyed the most about the camp and what they would like to see changed for next year.

Activity: Have groups choose to do a play from the included plays - read through them - practice and prepare backdrops

On Day 8 they can invite the site staff to watch!

KWL and Vocabulary Charts

Theme: Performing Arts
Writing Prompts

1. If you could remember one time you were nervous about something, what would that time be? What happened at that time?
2. If you could be a character in any movie or TV show, which would you be a character in? Why?
3. If you could take the place of any fictional character, who would you choose to be? Why?
4. If you had to choose between singing or dancing which would you choose? Why?
5. If you had to choose between writing a play or writing a book report, which would you choose? Why?
6. If you had to choose between building a set or making a costume, which would you choose? Why?
7. If you could share one tip for feeling confident, what would it be?
8. If you had to choose between performing by yourself or as part of a group, which would you choose? Why?
9. If you had one talent you would want to share with us, what would it be?
10. If you were to write a song, poem, or rap about anything, what would you write? (Write that song/ poem/ rap!)
11. If you could have lunch with one famous performer, who would you eat with? What would you talk about with them?
12. If you had to choose between being a famous performer or a famous scientist, which would you choose? Why?

I Like Myself!

Karen Beaumont

Narrators 1-11

Narrator 1: I like myself.
Narrator 2: I'm glad I'm me.
Narrator 3: There's no one else I'd rather be.
Narrator 4: I like my fingers,
Narrator 5: my ears,
Narrator 6: my nose.
Narrator 7: I like my fingers
Narrator 8: and my toes.
Narrator 9: I like me wild.
Narrator 10: I like me tame.
Narrator 11: I like me different
Narrator 1: and the same.
Narrator 2: I like me fast.
Narrator 3: I like me slow.
Narrator 4: I like me everywhere I go.
Narrator 5: I like me on the inside, too,
Narrator 6: for all I think and say and do.
Narrator 7: Inside, outside, upside down,
Narrator 8: from head to toe and all around,
Narrator 9: I like it all!
Narrator 10: It is all me!
Narrator 11: And me is all I want to be.
Narrator 1: And I don't care in any way
Narrator 2: what someone else may think or say.
Narrator 3: I may be called a silly nut

Narrator 4: or crazy cuckoo bird-
Narrator 5: so what?
Narrator 6: I'm have too much fun, you see,
Narrator 7: for anything to bother me!
Narrator 8: Even when I look a mess,
Narrator 9: I still don't like me any less,
Narrator 10: 'cause nothing in this world, you know,
Narrator 11: can change what's deep inside, and so…
Narrator 1: No matter if they stop and stare,
Narrator 2: no person
Narrator 3: ever
Narrator 4: anywhere
Narrator 5: can make me feel that what they see
Narrator 6: is all there really is to me.
Narrator 7: I'd still like me with fleas or warts,
Narrator 8: or with a silly snout that snorts,
Narrator 9: or knobby knees or hippo hips,
Narrator 10: or purple polka-dotted lips,
Narrator 11: or beaver breath
Narrator 1: or stinky toes
Narrator 2: or horns protruding from my nose,
Narrator 3: or-yikes!-
Narrator 4: with spikes all down my spine,
Narrator 5: or hair that's like a porcupine.
Narrator 6: I still would be the same, you see…
Narrator ALL: I like myself because I'm ME!

Scripted by Chase Young

19 parts

THE WATER CYCLE

Cast:

Sun (who is also the narrator)
Ocean water drop 1
Ocean water drop 2
Water vapor 1
Water vapor 2
Cloud
Snowflake
Glacier ice 1
Glacier ice 2
Stream water 1
Stream water 2
River water 1
River water 2
Reservoir water 1
Reservoir water 2
Tap water 1
Tap water 2
Water in drain pipe
Sewage processing plant

The Sun: Our story starts in the ocean. We are watching two drops of water.

Ocean water drop 1: It's getting hot here in the ocean - I don't think I can swim any more. I'm feeling light and airy! I think the Sun's doing it to me.

The Sun: I can't help it - I'm hot and full of energy. That's what I do, and I do it so well, don't I?

Ocean water drop 2: Yes, you do, but I think I'm getting dizzy and there isn't even a whilrpool here. I'm feeling so strange! I think I'll just float for a while - no more swimming for me.

Ocean water drop 1: Uh oh! You're not floating in the water anymore, you're floating in the air - you're not a drop of water either - you're water vapor now.

Water Vapor 1: What's water vapor?

Water Vapor 2: It's water, but it's a gas. You've evaporated and turned into a gas - and so have I. Let's fly up high!

Water Vapor 1: I feel like joining the others and forming a crowd.

Water Vapor 2: I think you mean a cloud, not a crowd. Okay, let's condense.

Water Vapor 1: What does that mean?

Water Vapor 2: Condensing means that we'll change back into a liquid (water, of course). Then we'll be part of a cloud.

Cloud: Okay, now we're a beautiful, fluffy cloud. Let's fly over the land and watch the goats. Take a look at those beautiful mountains! But now I'm feeling heavy and cold. I think I'm going to snow!

Snowflake 1: Hey, what's got six arms and there's nothing exactly like it in the whole world?

Snowflake 2: Me - I'm so special. You, too, of course. We're both snowflakes. Hey, where are you going now?

Snowflake 1: I can't stop falling - you're falling too. But where are we going?

Snowflake 2: Down.

Snowflake 1: Thanks - I knew that. It looks like we're taking a trip to the mountains. I hope you know how to ski.

Snowflake 2: Well, it looks like we're stuck on a glacier - I wonder why they're called rivers of ice.

Glacier Ice 1: I'm getting crushed here. Now I'm ice - this is NOT my favorite part of the water cycle.

Glacier Ice 2: We're only moving at about one foot a year. This is going to be soooooo boring - it's a long way to the bottom.

Glacier Ice 1: You'd better get used to it, we're stuck on this glacier for a while.

The Sun: A long, long, long time later, two very bored drops of water emerge from the bottom of the glacier. I haven't been much help to them lately.

Stream water 1: Wow, I've finally melted!

Stream water 2: Me too - I'm free at last. What a change, we were practically standing still, and now we're shooting the rapids.

Stream water 1: Watch out for that rock! And that waterfall!

Stream water 2: Ouch! I've had enough of this. Can we go home now?

Stream water 1: We don't have a home. At least we're out of the mountains. The water's getting deeper. What's going on here?

River water 1: You can slow down now - we're in a river. And we're getting warmer.

River water 2: I like this. Not too fast and not too slow.

River water 1: Let's go down this side stream - it looks clear and clean.

Reservoir water 1: Okay. We're in a reservoir now - we'll be flowing through huge pipes soon - I've been here before.

Reservoir water 2: Here they are. It's dark and spooky in these pipes. How do we get out of here?

Reservoir water 1: Just go with the flow.

Tapwater 1: There's a light at the end of the tap - we're in a sink. Eew - that kid is brushing her teeth!

Tapwater 2: I hope she doesn't drink us - it's really weird when that happens.

Tapwater 2: Whew, that was a close call. Looks like we're whirlpooling down the drain. Hold your nose!

Water in drain pipe: More dark pipes - but these pipes are really smelly. We must be in the sewer under the city. Boy do I need to take a bath.

Sewage processing plant: I heard that. I'm a sewage processing plant. You've come to the right place. I'm so amazing that I can even give bath water a bath! Now you're all filtered and clean - just take that pipe to the sea.

Ocean water drop 1: We're finally back in the ocean. You know, I've done this trip a million times, and every time it's different.

Ocean water drop 2: I was well water in Washington once.

Ocean water drop 1: I was in a typhoon in Thailand twice.

Ocean water drop 2: I was rain in Rwanda.

Ocean water drop 1: I was snow in Siberia.

Ocean water drop 2: We've all been snow in Siberia. But I was in a puddle in Pakistan.

Ocean water drop 1: I was in a lake in Louisiana.

Ocean water drop 2: I was in a swamp in Switzerland.

Ocean water drop 1: There are no swamps in Switzerland. But a long, long time ago, I was sleet that fell on the snout of a T. rex.

Ocean water drop 2: Showoff. I rained on a plain in Spain, and I seeped through the soil. and went into a cave, and was groundwater for 500 years.

Ocean water drop 1: Boooorrrrrring.

Sun: Hi there! It's me again. Did you miss me? I know you did.

Ocean water drop 1: I feel so hot and dizzy!

Ocean water drop 2: Oh no, it's starting all over again!

Ocean water drop 1: I wonder where we'll go this time?

The True Story of the Three Little Pigs

by JON SCIESZKA

CHARACTERS: (9) Narrator 1, Narrator 2, Narrator 3, Narrator 4, Narrator 5, Narrator 6, Pig 2, Pig 3, Wolf

WOLF: "Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard my side of the story. I'm the Wolf. Alexander T. Wolf. You can call me Al."

NARRATOR 1: No one knows just how this whole Big Bad Wolf thing got started, but it's all wrong.

NARRATOR 2: Maybe it's because wolves eat cute little animals like bunnies and sheep and pigs. That's just the way they are. If cheeseburgers were cute, folks would probably think people were Big and Bad, too.

NARRATOR 1: But the whole Big Bad thing is all wrong.

NARRATOR 2: The real story is about a sneeze and a cup of sugar.

NARRATOR 3: Way back in Once Upon a Time time, our friend, the wolf, was making a birthday cake for his dear granny.

NARRATOR 4: He had a terrible sneezing cold.

NARRATOR 5: He had ran out of sugar.

NARRATOR 6: So he walked down the street to ask his neighbor for a cup of sugar.

NARRATOR 1: Now this neighbor was a pig.

NARRATOR 2: And he wasn't too bright, either.

NARRATOR 3: He had built his whole house out of straw.

NARRATOR 4: Can you believe it? Who in his right mind would build a house of straw?

NARRATOR 5: So of course the minute the wolf knocked on the door, it fell right in and he didn't want to just walk into someone else's house.

NARRATOR 6: So he called.

WOLF: "Little Pig, ... Little Pig, are you in?"

NARRATOR 1: No answer.

NARRATOR 2: He was just about to go home without the cup of sugar for his dear old granny's birthday cake.

NARRATOR 3: That's when his nose started to itch.

NARRATOR 4: He felt a sneeze coming on.

NARRATORS 1-2-3-4-5-6 (TOGETHER): Well, he huffed. And he snuffed.

NARRATOR 1: And he sneezed a great sneeze.

NARRATOR 2: And you know what? That whole darn straw house fell down. And right in the middle of the pile of straw was the First Little Pig-dead as a doornail.

NARRATOR 3: He had been home the whole time.

NARRATOR 4: It seemed like a shame to leave a perfectly good ham dinner lying there in the straw. So the wolf ate it up.

NARRATOR 5: Think of it as a big cheeseburger just lying there.

NARRATOR 6: He was feeling a little better. But he still didn't have his cup of sugar.

NARRATOR 1: So he went to the next neighbor's house.

NARRATOR 2: This neighbor was the First Little Pig's brother. He was a little smarter, but not much. He had built his house of sticks.

NARRATOR 3: He rang the bell on the stick house.

NARRATOR 4: Nobody answered.

NARRATOR 5: He called:

WOLF: "Mr. Pig, ... Mr. Pig, are you in?"

NARRATOR 6: He yelled back:

2ND PIG: "Go away wolf. You can't come in. I'm shaving the hairs on my chinny chin chin."

NARRATOR 1: He had grabbed the doorknob when he felt another sneeze coming on.

NARRATORS 1-2-3-4-5-6: He huffed. And he snuffed.

NARRATOR 2: And he tried to cover his mouth, but he sneezed a great sneeze.

NARRATOR 3: And you're not going to believe it, but this guy's house fell down just like his brother's.

NARRATOR 4: When the dust cleared, there was the second Little Pig -- dead as a doornail.

WOLF: "Wolf's honor!"

NARRATOR 5: Now you know food will spoil if you leave it out in the open.

NARRATOR 6: So the wolf did the only thing there was to do. He had dinner again.

NARRATOR 1: Think of it as a second helping.

NARRATOR 2: He was getting awfully full. But his cold was feeling a little better.

NARRATOR 3: And he still didn't have that cup of sugar for his dear old granny's birthday cake.

NARRATOR 4: So the wolf went to the next house. This guy was the First and Second Little Pigs' brother.

NARRATOR 5: He must have been the brains of the family. He had built his house of bricks.

NARRATOR 6: The wolf knocked on the brick house. No answer.

WOLF: "Mr. Pig,. . . Mr. Pig, are you in?"

NARRATOR 1: And do you know what that rude little porker answered?

3RD PIG: "Get out of here, Wolf. Don't bother me again."

NARRATOR 2: Talk about impolite!

NARRATOR 3: He probably had a whole sackful of sugar.

NARRATOR 4: And he wouldn't give the wolf even one little cup for his dear, sweet old granny's birthday cake.

NARRATOR 5: What a pig!

NARRATOR 6: The wolf was just about to go home and maybe make a nice birthday card instead of a cake, when he felt his cold coming on.

NARRATORS 1-2-3-4-5-6: He huffed. And he snuffed. And he sneezed once again.

NARRATOR 1: Then the Third Little Pig yelled:

3RD PIG: "And your old granny can sit on a pin!"

NARRATOR 2: The wolf was usually a pretty calm fellow. But when he heard somebody talk about his dear, sweet old granny like that, he went a little crazy.

NARRATOR 3: When the cops drove up, of course he was trying to break down this Pig's door. And the whole time the wolf was huffing and puffing and sneezing and making a real scene.

NARRATOR 4: The rest, as they say, is history.

NARRATOR 5: The news reporters found out about the two pigs he had for dinner.

NARRATOR 6: They figured a sick guy going to borrow a cup of sugar didn't sound very exciting.

NARRATOR 3: So they jazzed up the story with all that "huff and puff" and "blow your house down" stuff.

NARRATOR 4: And they made him the Big Bad Wolf.

NARRATOR 5: That's it.

NARRATOR 6: The real story.

WOLF: "I WAS FRAMED!"

NARRATORS 1-2-3-4-5-6: But maybe you could loan him a cup of sugar.

Humpty Dumpty

by Anna McKeay

Parts(16):	Narrator	Policeman	Jack	Jill	Little Boy Blue	Old King
	Cole	Mary Mary	Bo Peep	Queen	Mother Hubbard	Duke
	Duke of York		3 or more soldiers			

Narrator: Did he fall or was he Pushed? - The True Story of Humpty Dumpty

Narrator: Humpty Dumpty fell off the wall. Was he pushed or did he fall? As he lay there on the ground Policeman came to look around.

[Enter Policeman, Jack and Jill]

Policeman: Mr Humpty has had a fall; Did you see anything at all?

Jack: We were up there on the hill getting water.

Policeman: So it was you! I heard it said. Someone fell and hurt their head.

[Enter the Grand Old Duke of York, with soldiers]

Policeman: Mr Humpty has had a fall. Did you see anything at all?

Duke: I was busy with all my men. Going up the hill and down again.

[Little Boy Blue enters and lies down in the corner.]

Narrator: The Policeman went along his way. And found Little Boy Blue asleep in the hay.

Policeman: Mr Humpty has had a fall. Did you see anything at all?

Little Boy Blue: Oh, oh, I was fast asleep. Where are the cows? Where are the sheep?

[He runs off. Enter Old King Cole and fiddlers.]

Policeman: Mr Humpty has had a fall. Did you see anything at all?

Old King Cole: I saw nothing - no, not me! You'd better ask my fiddlers three.

[Fiddlers shake their heads. Georgie Porgie runs in.]

Policeman: Mr Humpty has had a fall. Did you see anything at all?

Narrator: But Georgie Porgie ran away - The girls were chasing him that day!

[Enter Little Bo Peep]

Narrator: Bo Peep was looking everywhere. A bonnet on her pretty hair.

Bo Peep: Where are my sheep? They've gone away; I'll keep on looking, if it takes all day!

[Enter Mother Hubbard.]

Narrator: Mother Hubbard looked so sad.

Policeman: Mrs Hubbard, this is very bad ...

Mother Hubbard: I know, I know. Don't you see? There's no food for dog and me!

[Enter Queen of Hearts and her ladies.]

Policeman: Mr Humpty has had a fall. Did you see anything at all?

Narrator: The Queen of Hearts was quite irate. Waving around her empty plate.

Queen: My tarts! My tarts have gone! How do I know what went wrong?

[Enter Mary Mary Quite Contrary.]

Narrator: In her garden was Mary Mary. With the flowers all contrary

Policeman: Mr Humpty has had a fall. Did you see anything at all?

Mary Mary: I saw it happen, I did. You know, you should have asked me long ago! You know Dish ran away with Spoon? Well, Cow kicked Humpty as she jumped over the moon!

Narrator: There was the answer to Humpty's fall, it really wasn't a mystery at all!

Finish by bringing on the Cow, Dish, Spoon, Cat (with fiddle) and the Little Dog (who laughed), sing 'Hey Diddle Diddle'. Humpty Dumpty lies on the stage throughout, clutching his head, but gets up at the end to show he's all right.

The Great Big Enormous Turnip

by

Alexi Tolstoy

Parts(9):	Narrator 1	Narrator 2	Narrator 3	Old Man	Old Woman
	Granddaughter	Dog	Cat	Mouse	

Narrator 1: Once upon a time an old man planted a little turnip.

Narrator 2: And the old man spoke to his little turnip...

Old Man: Grow, grow little turnip. Grow Sweet. Grow, grow little turnip. Grow strong.

Narrator 3: And the turnip grew sweet and strong and big and...

All: ENORMOUS.

Narrator 1: Then one day the old man went to pull up his enormous turnip.

Narrator 2: He pulled and he pulled.

All: But he could not pull it up.

Narrator 3: So the old man called out to the old woman.

Old Man: Come and help me pull up my big, sweet, strong, and enormous turnip.

Narrator 1: So the old woman pulled the old man, and the old man pulled the turnip.

Narrator 2: They pulled and pulled again.

All: But they could not pull it up.

Narrator 3: The old woman called out to the granddaughter...

Old Woman: Come and help us pull up this big, sweet, strong and enormous turnip.

Narrator 1: So the granddaughter pulled the old woman.

Narrator 2: And the old woman pulled the old man.

Narrator 3: And the old man pulled the turnip.

Narrator 1: They pulled and pulled again.

All: But they could not pull it up.

Narrator 2: The granddaughter called out to the big black dog...

Granddaughter: Come and help us pull out this big, sweet, strong and enormous turnip.

Narrator 3: So the dog pulled the granddaughter.

Narrator 1: And the granddaughter pulled the old woman.

Narrator 2: And the old woman pulled the old man.

Narrator 3: And the old man pulled the turnip.

Narrator 1: They pulled and pulled again.

All: But they could not pull it up.

Narrator 2: The dog called out to the lazy brown cat...

Dog: Come and help us pull out this big, sweet, strong and enormous turnip.

Narrator 3: So the cat pulled the dog.

Narrator 1: And the dog pulled the granddaughter.

Narrator 2: And the granddaughter pulled the old woman.

Narrator 3: And the old woman pulled the old man.

Narrator 1: And the old man pulled the turnip.

Narrator 2: They pulled and pulled again.

All: But they could not pull it up.

Narrator 3: The cat called out to a wee little mouse...

Cat: Come and help us pull out this big, sweet, strong and enormous turnip.

Narrator 1: So the mouse pulled the cat.

Narrator 2: And the cat pulled the dog.

Narrator 3: And the dog pulled the granddaughter.

Narrator 1: And the granddaughter pulled the old woman.

Narrator 2: And the old woman pulled the old man.

Narrator 3: And the old man pulled the turnip.

Narrator 1: They pulled and pulled again.

Mouse: And you know what happened to that great big enormous turnip?

All: No! Please tell us!

Mouse: Well...it came UP, of course!

All: (sighing) WHEW! THE END!

Scripted by Lisa Blau