Hello Students, Families and Caregivers,

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

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# 4th Grade Literacy Project: Closing out your school year!

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>70-80 min</th>
</tr>
</thead>
</table>
| Grade Level Standard(s) | RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| Caregiver Support Option | Please help your student with any unknown words. |
| Materials Needed | Pencil, paper, coloring utensils |
| Question to Explore | What has this year been like for you?  
How have you changed? |
| Student Directions | See each activity for directions. |

**Activity 1: The Silliest Teacher**  
**Directions:** Read this poem about a silly teacher then answer the questions. As you read, annotate or note interesting words or ideas in the poem.
The Silliest Teacher in School
BY DARREN SARDELLI

Our teacher gave detention to the fountains in the hall. She handed extra homework to the artwork on the wall.

We saw her point a finger at a banner and a sign. She said their bad behavior was completely out of line.

The principal approached her and said, “What is all this fuss? I heard you tried to punish all the tires on a bus.

“You’ve made the teachers angry by disrupting all their classes, so if you want to keep this job, you have to wear your glasses!”

Source: https://www.poetryfoundation.org/poems/145940/the-silliest-teacher-in-school

Now answer these questions:
What makes the teacher so silly?

__________________________________________________________________________________________________

How would you react if this was your teacher?

__________________________________________________________________________________________________

Did your teacher do something silly this school year that you’d like to remember?

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________
**Activity 2: Change**

This has been a challenging school year in which you were out of your classroom for a long period of time. You might miss your teacher and your friends.

**Directions:** This poem talks about a girl who is asking for things to not change and for things to not leave her. At the end her loves make a promise to her. As you read, annotate for clues and words that help you figure out what that promise is.

---

**The Promise**

BY JANE HIRSHFIELD

Stay, I said
to the cut flowers.
They bowed
their heads lower.

Stay, I said to the spider,
who fled.

Stay, leaf.
It reddened,
embarrassed for me and itself.

Stay, I said to my body.
It sat as a dog does,
obedient for a moment,
soon starting to tremble.

Stay, to the earth
of riverine valley meadows,
of fossilized escarpments,
of limestone and sandstone.
It looked back
with a changing expression, in silence.

Stay, I said to my loves.
Each answered,
Always.

Source: [https://www.poetryfoundation.org/poems/55584/the-promise-56d23752834aa](https://www.poetryfoundation.org/poems/55584/the-promise-56d23752834aa)
Now answer this question:
What is the promise that her loves make? What does the promise make you think about?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
What promises did you make to yourself to accomplish in fourth grade? Were you able to keep them? Why or why not?
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Activity 3: Someone Told Me
Directions: You have just read two poems about school: one about the silly side and one about the internal promises we make to ourselves. Now let’s take some time to reflect on your fourth grade experience and your hopes for fifth grade. Complete these activities on a separate sheet of paper.
A. First, make a list of all of your favorite facts about fourth grade, especially the ones you think most people don’t know about.
B. Then, make a list of the questions you have about fifth grade. Poets are always asking good questions, including ones that don’t have an answer yet. The answer of a question might change depending on who or what you ask. Writing a poem might mean investigating one question by asking many people.
C. Read Naomi Shihab Nye’s "One Boy Told Me," which lists surprising facts and questions from one boy the poet met.
Music lives inside my legs.
It's coming out when I talk.

I'm going to send my valentines
 to people you don't even know.

Oatmeal cookies make my throat gallop.

Grown-ups keep their feet on the ground
when they swing. I hate that.

Look at those 2 o's with a smash in the middle—
that spells good-bye.

Don't ever say "purpose" again,
let's throw the word out.

Don't talk big to me.
I'm carrying my box of faces.
If I want to change faces I will.

Yesterday faded
but tomorrow's in boldface.

When I grow up my old names
will live in the house
where we live now.
I'll come and visit them.

Only one of my eyes is tired.
The other eye and my body aren't.

Is it true all metal was liquid first?
Does that mean if we bought our car earlier
they could have served it
in a cup?

There's a stopper in my arm
that's not going to let me grow any bigger.
I'll be like this always, small.

And I will be deep water too.
Wait. Just wait. How deep is the river?
Would it cover the tallest man with his hands in
the air?

Your head is a souvenir.

When you were in New York I could see you
in real life walking in my mind.

I'll invite a bee to live in your shoe.
What if you found your shoe
full of honey?

What if the clock said 6:92
instead of 6:30? Would you be scared?

My tongue is the car wash
for the spoon.

Can noodles swim?

My toes are dictionaries.
Do you need any words?

From now on I'll only drink white milk
on January 26.

What does minus mean?
I never want to minus you.

Just think—no one has ever seen
inside this peanut before!

It is hard being a person!

I do and don't love you—
isn't that happiness?

Source: Fuel (BOA Editions, Ltd., 1998)
D. Now, using your ideas above create a new list of favorite facts and questions about this school year and next.

Activity 4: Your poem!
Directions: In this last activity, you will write your own poem. We’ll use some of your brainstorming from Activity 3 as well as some new ideas.

From Activity 3 Part D, list here your favorite facts and questions about this school year and next.

Close your eyes and imagine your classroom and school. What do you see? Hear? Smell? Write down everything your senses can remember.

Next, choose 3 places in your classroom or school that are important to you. Describe them with lines of poetry. Here is an example:
Place: Library
Description: Words swirl around you like a warm blanket holding you tight.
What are you most excited about for fifth grade? List 3 things.

Thinking about your school year and using your brainstorm from above, use a separate piece of paper to write your poem about a wish you have for next school year.

Extension: Write a story, make a collage or picture about your poem, or list experiences you’d like to remember from this school year.

Cross-Content Connections:

Science:
- Just like you observed these poems and their unique traits, you can also observe the world. Look out of a window at the spring that has sprung outside. Use your poet’s observation skills to find one especially beautiful or eye-catching plant or animal. Observe as many details as you can. Then, try to draw it without looking at your page, letting your observation skills lead you.
- Write down all of the facts that you know about that animal. Now make a list of questions or wonderings you have about that animal. Do some research to see what you can answer. Do more research on that plant or animal. Think: What would it be like if this plant or animal could speak? What would it tell us? Under your drawing, write the story of this plant or animal, what its day is like, or how it feels about spring.

Social Science:
- What promises do you want to make to the world? Do some research on a problem the world is facing. Choose one that you like then write to someone who can help you to solve it.
Activity 1: Get the Word Out!

A. You are planning a yard sale with some of your neighbors. You want to advertise the event by hanging signs for your yard sale around your community. Josue says there are 27 square blocks that make up the whole neighborhood. He thinks that you should hang fourteen-yard sale signs on each square block in your neighborhood.

If you hang fourteen signs on each square block, how many signs will you need to purchase altogether in order to cover each square block in your community?

____________________

In the space below, explain in words or draw a picture to show how you figured it out.
B. Taletra thinks it will be best if one sign is delivered to each house in the neighborhood. She also thinks each apartment building should get three signs. Taletra estimates that each block in the neighborhood has thirty-four houses and six apartment buildings.

If you use Taletra’s plan, how many signs should be ordered altogether? ________________

In the space below, write an equation that shows how you figured it out.

C. A total of fifty-eight volunteers said that they would be able to help hang yard sale signs for one and a half hours. Noor says that each volunteer can hang twelve-yard sale signs in one hour.

How many total signs can the volunteers hang altogether in one and a half hours?

Draw a picture or explain how you figured it out.

D. Based on the number of yard sale signs that the volunteers can hang, should your community choose Josue’s plan or Taletra’s plan? Explain your thinking in the space below.
Activity 2: Predicting Potential Sales

A. Kelvin’s family has some items to sell at the neighborhood yard sale. The table below shows what Kelvin’s family is selling.

Complete the table below to help Kelvin’s family figure out how much money they could earn altogether if they sell all the items during the yard sale.

How much money could Kelvin’s family make if they sell all of their items?  _______________ 

<table>
<thead>
<tr>
<th>Kelvin’s Yard Sale Items</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item for Sale</strong></td>
<td><strong>Quantity</strong></td>
</tr>
<tr>
<td>T-shirts</td>
<td>42</td>
</tr>
<tr>
<td>Pants</td>
<td>34</td>
</tr>
<tr>
<td>Books</td>
<td>210</td>
</tr>
</tbody>
</table>

B. Kelvin’s parents think that they might not sell all of their items at the yard sale. They think they will sell only one-third of their books, just 30 pairs of pants, and only half of the T-shirts.

If Kelvin’s parents are correct about not selling all of the items, how much money do you think they will earn during their yard sale?

__________________________

Show how you figured it out in the space below.

C. Cayvon is Kelvin’s next door neighbor. Cayvon’s family is also selling books at their yard sale. Cayvon’s family is selling their books in a bundle; three books for $5.

If Kelvin’s family sells all 210 of their books for $4 each, and Cayvon’s family sells three books for $5, how many books will Cayvon’s family have to sell in order to make the same amount of money as Kelvin’s family? Show how you figured it out.
Activity 3: Community Businesses are Helping Out During the Yard Sale

A. Some of the money that is earned during the neighborhood yard sale is being donated to neighborhood families who are in need. The bakery on the corner learns that your community is donating money from the yard sale and they also want to help out. The bakery will donate cookies that will be sold at the yard sale. The money made from the sale of the cookies will also be donated to families in need. The bakery packages cookies in boxes of three cookies or boxes of six cookies.

Joselin and Marquis will be managing the bakery’s cookie donation and need to know how many boxes of cookies were donated. The bakery told them that they are donating 108 cookies in total. The number of three cookie boxes is equivalent to the number of six cookie boxes.

How many boxes of cookies did the bakery donate altogether? ________________

Show how you figure it out below.

B. Joselin and Marquis set a goal of making $125 from the sale of all the donated cookies. The table below shows what they think the price of each type of cookie box should be.

<table>
<thead>
<tr>
<th>Type of Cookie Box</th>
<th>Selling Price of Each Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cookie box</td>
<td>Half of the price of a 6 cookie box</td>
</tr>
<tr>
<td>6 cookie box</td>
<td>$4</td>
</tr>
</tbody>
</table>

Will Joselin and Marquis reach their fundraising goal after selling all of the cookies? ________

If not, explain how they should change the prices of each of the boxes of cookies so that they will be able to reach their $125 goal. Show your thinking in the space below.
C. The famous ice cream shop in your neighborhood also wants to help neighborhood families in need. The ice cream shop wants to donate chocolate and vanilla milkshakes. Mamta and Corey need to find coolers in order to keep the milkshakes cold while they sell them, but they need to know how many milkshakes will be donated in total. The ice cream shop sent Mamta and Corey a riddle that will tell them the number of milkshakes that the ice cream shop will be donating. Below is the riddle:

**The Number of Vanilla Milkshakes**
- Is less than 50, but greater than 20
- Is a square number
- Is a multiple of 3

What is the total number of vanilla milkshakes donated by the ice cream shop? __________

**The Number of Chocolate Milkshakes**
- Is less than 100
- Is a multiple of 9
- Is a number whose tens digit is twice as much as its ones digit

What is the total number of chocolate milkshakes donated by the ice cream shop? ___________

D. Mamta and Corey found coolers that can fit one dozen milkshakes inside each cooler.

How many total coolers will they need to store all of the donated milkshakes? __________

Show how you figure it out in the space below.
Activity 4: Extension
Directions: Using the digits 1 to 9 at most only one time each, fill in the boxes to make an expression with the smallest quotient.

Now try to make the largest quotient.

Additional Extensions:
Now, try the game after rearranging the number of digits in the dividend and divisor. For example, what happens if you use the boxes below for the game?

Try making your own rearrangement on another piece of paper and play the game with someone at home.

Adapted from Open Middle: https://www.openmiddle.com/dividing-two-digit-numbers-elementary

Feel free to cut out the Digit Cards below to help you solve the problems.

1 2 3 4 5 6 7 8 9
4th Grade Science Project: Chicago’s Past

Estimated Time | 70-80 Minutes
---|---

Grade Level Standard(s) | 4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.
---|---

Caregiver Support Option
- As your child completes each activity engage them in a discussion around the work they completed. Ask them to justify why they drew, wrote, or thought their idea.
- In Activity 4, help your child record a video of their final explanation (optional).

Materials Needed
- Paper and pencil
- Coloring materials (optional)

Question to Explore | What was Chicago’s environment like in the past?

Student Directions | Please follow the directions for each section below

Activity 1: What was Chicago like in the past? (10 minutes)

Read Raul and Jennifer’s Conversation:

Raul and Jennifer were having a conversation as they walked home from school. Raul said, “I think that Chicago’s landscape has always looked this way with the lake, grass, and trees. Jennifer said, “I think that Chicago’s landscape has changed over time and a long time ago the environment was different than it is now.

1. Who do you agree with? __________________________ Explain why on a separate piece of paper.
2. What do you think Chicago’s landscape looked like in the past? Draw and label a picture on a separate sheet of paper. Consider including: types of land (forest, desert, mountains, plains), bodies of water (rivers, lakes, seas, oceans), and any other features you think are important.
Activity 2: Fossil/Rock Investigation (20 minutes)

Local Fossil: The fossil in the picture to the right was found just outside of Chicago about 15 years ago in sandstone. It is from an animal that lived in the Chicago area a long time ago.

1. On a separate sheet of paper, describe the fossil and predict what kind of environment you think this animal lived in.

Scientists were able to identify the fossil as a dalmanite. Read the short reading below from the Fossil Hunter’s Handbook.

Reading 1: Fossil Hunter’s Handbook Pg. 13 [Source: Amplify Science - Earth’s Features Unit]

Dalmanites
Dalmanites (dal-ma-NYE-tees) was a type of organism from a group called the trilobites that lived in the ocean. It used to be very common, but it went extinct about 390 million years ago.

What have scientists figured out from Dalmanites fossils?
- Dalmanites had a flat head and body and a pointy tail.
- It had a long spine and its body had about 11 different sections.
  Sometimes a fossil Dalmanites is found curled into a ball.

2. Based on the reading above, what was Chicago’s environment like when the dalmanite was living there? How do you know? Write your answer on a sheet of paper.

The fossil above was found in sandstone. Read this short reading below from the Fossil Hunter’s Handbook about sandstone and fill in the chart below.
Reading 2: **Fossil Hunter's Handbook** Pg. 38 [Source: Amplify Science - Earth's Features Unit]

**Sandstone** is a sedimentary rock made mostly of sand, a medium-sized sediment. The sand that makes up sandstone can be seen in the rock if you look closely. Sandstone can be many different colors, including red, brown, green, yellow, pink, gray, and white. Fossils can sometimes be found in sandstone.

What environments can sandstone form in?
The sand that makes up sandstone is carried by somewhat fast moving water. Sand piles up in rivers, beaches, lakes, or a shallow part of the ocean. Over time, the sand turns into sandstone in these environments.

3. What was Chicago’s environment like in the past? Write a claim and provide two pieces of evidence to support your claim in the table below.

<table>
<thead>
<tr>
<th>Question: What was Chicago’s environment like in the past?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claim: At one point in the past, Chicago’s environment was...</td>
</tr>
<tr>
<td>Evidence 1 (from dalamanite reading):</td>
</tr>
<tr>
<td>Evidence 2 (from Sandstone reading):</td>
</tr>
</tbody>
</table>
Activity 3: Past Environments (20 minutes)

Did Chicago only have one type of environment in the past? Or has it changed several times?

1. Analyze Figure 1 below. On a sheet of paper, write your observations about the different types of rock.

Figure 1.
[Adapted from: Illinois State Geological Survey]

Read the excerpts on the next page from the Fossil Hunter’s Handbook. Fill out the table below to collect your evidence. For sandstone, refer to the reading in the previous activity.

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**About Rocks** (Pg. 31)
The rock where a fossil is found can provide clues about what the environment was like around the time that the organism lived. Different rocks form in different environments, so geologists can observe a type of rock to infer what the environment in that place looked like a very long time ago. Geologists can also observe the order of rock layers to make inferences about the order of past environments in a place. There are many types of rocks in the world. This section just provides information on some of those rock types.

**Order of Rock Layers** (Pg. 43)
Rock forms in layers over time. This happens because sediment sinks through water and builds up. Eventually, lower sediment gets compacted by the sediment on top of it. The sediment cements together to form a layer of rock. As more sediment compacts and cements, the rock layer gets thicker. Eventually, a different kind of sediment might start piling up in the same place. Over time, the new sediment will turn into a rock layer on top of the rock layer that already formed. This means the lowest rock layers formed first. The rock layers at the bottom of a sedimentary rock formation are the oldest. The layers at the top formed later. They are the newest.
Fossiliferous Limestone (Pg. 35)
Fossiliferous limestone is a sedimentary rock made of a material called calcium carbonate. This material forms in water. It is also the material that makes up the shells of some organisms. Fossiliferous limestone can be many different colors, but is usually white, gray, cream, or yellow. Many big and small fossils can form in fossiliferous limestone.

What environments can fossiliferous limestone form in?
The sediment that makes up fossiliferous limestone is formed in shallow lakes or parts of the ocean. This sediment is called calcium carbonate. Over time, calcium carbonate turns into fossiliferous limestone in these environments.

Mudstone (Pg. 36)
Mudstone is a sedimentary rock made mostly of clay, a tiny sediment. The sediment that makes up mudstone is too tiny to see, sometimes even with a microscope. Mudstone can be many different colors, including gray, white, brown, black, red, and dark green. Fossils are very commonly found in mudstone.

What environments can mudstone form in?
The clay that makes up mudstone is carried by slow-moving water. The clay piles up in floodplains, lakes, or a deep part of the ocean. Over time, the clay can turn into mudstone in these environments.

2. Copy the table below onto a separate sheet of paper. Fill out the table based on the reading.

<table>
<thead>
<tr>
<th>Type of Rock</th>
<th>Environment the rock is formed in</th>
<th>Evidence from Text: What part of the text supports your idea? Write the quotes below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limestone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mudstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandstone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 4: Final Explanation Drawings and Video Creation (25 minutes)

1. Number (from 1-4) the environments by the order you believe they happened in the Chicago Area.
   ____ Shallow lakes
   ____ Prairie/Grassland (Current landscape)
   ____ Floodplain
   ____ Shallow ocean
2. On sheet(s) of paper, create a drawing for each environment (landscape) and place the drawings in order from the first environment that you think existed to the most recent environment.
   ○ Consider including: types of land (forest, desert, mountains, plains), bodies of water (rivers, lakes, seas, oceans), and any other features you think are important.

3. Record a video message to Raul and Jennifer using a cellphone or other recording device. In the video explain to them what you have learned about Chicago’s past environments/landscapes.
   ○ Make sure you tell them why you believe your pictures are past environments of the Chicago area AND why you placed them in that order.
   ○ Note: If you cannot create a video, you can write a letter to Raul and Jennifer.

Optional Extension (ELA):

● Create a fictional story for each of the landscapes/environments. Make sure your story answers the following questions:
   ○ Who/What lived during this time?
   ○ What problems did they face?
   ○ What did they eat?
   ○ How did they survive?
# Grade 3-5 Social Science Project: Global Connections

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

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

| Caregiver Support Option | Notes on the structure:  
- Activities are designed to be done in order - each one builds on the other so you should not skip activities.  
- Activities are an average of 15-20 mins each. More than one can be done in a day.  
Before giving the activities to students, caregivers might:  
- Spend time reading and discussing the “student directions” together. Encourage them to ask any clarifying questions.  
- When reading the texts, students should circle or underline any unfamiliar words so you both can define them together.  
In this particular lesson, it’s important to note that:  
- Students are learning about how products we use everyday come from all over the world and can help us feel connected to distant places.  
- Consider looking through items or products in your home and discussing where they come from together. Share any connections you may have to the product or the place it was produced. |

<table>
<thead>
<tr>
<th>Materials Needed</th>
<th>Writing tool, paper</th>
</tr>
</thead>
</table>

| Question to Explore | “How do the things I use connect me to people and places around the world?” |

| Student Directions | Your challenge this week is to create a “My Global Connections Infographic” showing how the everyday items you consume connect you to distant people and places. |
Day 1 (Activity 1): Exploring Global Connections (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”</th>
<th>Your challenge this week: Create a “My Global Connections Infographic” showing how the everyday items you consume connect you to distant people and places.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will: ● Explore where items you consume were produced</td>
<td>You will need: ● Paper or notebook ● Pencil, pen, or other writing tool ● “Where Is That From?” handout (optional)</td>
</tr>
</tbody>
</table>

Let’s Get Started!

**A. THINK**

What did you eat this morning? What are you wearing? Have you or anyone in your house used a cellphone today?

Many of the things we use every day have journeyed from around the world to get to us. We are connected to distant places through the items we consume.

We also live in a global community with the people that produce these items. We are connected to them through the trade of ideas, goods, and services.

New Word

**consume:** to eat, drink, use, or buy
B. EXPLORE
Take a close look at the label on the item below to learn how far it traveled.

Maybe you have played music on a keyboard similar to this one. If so, have you ever wondered where it was made?

On most products, you can find a label or other written message that describes where they were produced.

Can you guess where this keyboard was made?

This label is found on the back of the keyboard. It tells you some basic information about the product, including that it was made in China.
View the map below to observe how far the item traveled.

Questions:
- Do you notice the names of the continents?
- Do you notice the lines that show where different countries are?
  - A few of these countries have been labeled with their names.
- Can you find China on the map and notice which continent it is in?
Examine more everyday items below to learn how far they traveled.

Perhaps you can kick a soccer ball pretty far... but not as far as this soccer ball has traveled! This soccer ball was made in Pakistan.

![Soccer Ball]

See all those pentagons and hexagons? Chances are they were stitched together by hand.

Many of the fruits and vegetables we eat come from other places in the world.

Bananas grow in warm, tropical climates. These bananas come from Ecuador, which is among the top five countries that produce bananas. Blueberries are grown in the United States, but often the blueberries we eat in winter have made the long trip from Chile!

![Bananas]

Have you noticed the tags inside your clothes? Well, those tags tell a great story! They tell where your clothes were made. This shirt may say “USA” on the front, but it was actually made in Egypt!

![Shirt]
View the map below to observe the country and continent where these items began their journeys to the United States.

- Look at the continents and countries on the map.
- All these items travel very far before we use them!
- Can you find Pakistan, Ecuador, Chile, and Egypt on the map and notice which continent each country is in?

C. DO
Your challenge this week: Create a “My Global Connections Infographic” showing the way you are connected to people and places through the items you use. Today, you will discover where the items that you use come from. Today, you will use the information you’ve collected about your items to start creating your infographic.

Get Ready!
Think about: Where do you think the items in your home came from?
Get Set!
You’re going to: Go on an object hunt! Look around your home to find out where items came from. Write down the following information on a piece of paper (or use the “Where Is That From?” handout if you like):

- The name of the item
- The country that the item was made in
- The name of the item, the country it was made in, and the continent that country is in
- Use the Countries of Each Continent resource below to help you.

Go!
Happy Hunting! Here are a few ideas to think about that will help you in your search:

- Look for labels that say “product of” or “made in.”
- It’s okay if an object doesn’t have a label that says where it was made – just move on to another item!

DIG DEEPER
OPTIONAL: Learn more about mapping and geography terms, such as hemispheres, poles, lines of latitude and longitude, and more! Watch “The Geography Song for Kids” video. (youtu.be/_pOKoIAnybg)
### Where Is That From?

Information Sheet

<table>
<thead>
<tr>
<th>Item</th>
<th>Country</th>
<th>Continent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Countries of Each Continent

### Africa

<table>
<thead>
<tr>
<th>Algeria</th>
<th>Egypt</th>
<th>Madagascar</th>
<th>Sierra Leone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angola</td>
<td>Equatorial Guinea</td>
<td>Malawi</td>
<td>Somalia</td>
</tr>
<tr>
<td>Benin</td>
<td>Eritrea</td>
<td>Mali</td>
<td>South Africa</td>
</tr>
<tr>
<td>Botswana</td>
<td>Ethiopia</td>
<td>Mauritania</td>
<td>South Sudan</td>
</tr>
<tr>
<td>Burkina</td>
<td>Gabon</td>
<td>Mauritius</td>
<td>Sudan</td>
</tr>
<tr>
<td>Burundi</td>
<td>The Gambia</td>
<td>Morocco</td>
<td>Swaziland</td>
</tr>
<tr>
<td>Cameroon</td>
<td>Ghana</td>
<td>Mozambique</td>
<td>Tanzania</td>
</tr>
<tr>
<td>Cape Verde</td>
<td>Guinea</td>
<td>Namibia</td>
<td>Togo</td>
</tr>
<tr>
<td>Central African Republic</td>
<td>Guinea-Bissau</td>
<td>Niger</td>
<td>Togo</td>
</tr>
<tr>
<td>Chad</td>
<td>Ivory Coast</td>
<td>Nigeria</td>
<td>Tunisia</td>
</tr>
<tr>
<td>Comoros</td>
<td>Kenya</td>
<td>Nigeria</td>
<td>Uganda</td>
</tr>
<tr>
<td>Democratic Republic of the Congo</td>
<td>Lesotho</td>
<td>Rwanda</td>
<td>Zambia</td>
</tr>
<tr>
<td>Djibouti</td>
<td>Liberia</td>
<td>São Tomé and Príncipe</td>
<td>Zimbabwe</td>
</tr>
<tr>
<td></td>
<td>Libya</td>
<td>Senegal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seychelles</td>
<td></td>
</tr>
</tbody>
</table>

### Asia

<table>
<thead>
<tr>
<th>Afghanistan</th>
<th>Iran</th>
<th>Maldives</th>
<th>South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bahrain</td>
<td>Iraq</td>
<td>Mongolia</td>
<td>Sri Lanka</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Israel</td>
<td>Nepal</td>
<td>Syria</td>
</tr>
<tr>
<td>Bhutan</td>
<td>Japan</td>
<td>North Korea</td>
<td>Tajikistan</td>
</tr>
<tr>
<td>Brunei</td>
<td>Jordan</td>
<td>Oman</td>
<td>Thailand</td>
</tr>
<tr>
<td>Burma (Myanmar)</td>
<td>Kazakhstan</td>
<td>Pakistan</td>
<td>Turkey</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Kuwait</td>
<td>Philippines</td>
<td>Turkmenistan</td>
</tr>
<tr>
<td>China</td>
<td>Kyrgyzstan</td>
<td>Qatar</td>
<td>United Arab Emirates</td>
</tr>
<tr>
<td>East Timor</td>
<td>Laos</td>
<td>Russian Federation</td>
<td>Uzbekistan</td>
</tr>
<tr>
<td>India</td>
<td>Lebanon</td>
<td>Saudi Arabia</td>
<td>Vietnam</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Malaysia</td>
<td>Singapore</td>
<td>Yemen</td>
</tr>
</tbody>
</table>
### Europe

<table>
<thead>
<tr>
<th>Albania</th>
<th>Andorra</th>
<th>Armenia</th>
<th>Austria</th>
<th>Azerbaijan</th>
<th>Belarus</th>
<th>Belgium</th>
<th>Bosnia and Herzegovina</th>
<th>Bulgaria</th>
<th>Croatia</th>
<th>Cyprus</th>
<th>Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denmark</td>
<td>Estonia</td>
<td>Finland</td>
<td>France</td>
<td>Georgia</td>
<td>Greece</td>
<td>Hungary</td>
<td>Iceland</td>
<td>Ireland</td>
<td>Italy</td>
<td>Latvia</td>
<td></td>
</tr>
<tr>
<td>Liechtenstein</td>
<td>Lithuania</td>
<td>Luxembourg</td>
<td>Macedonia</td>
<td>Malta</td>
<td>Moldova</td>
<td>Montenegro</td>
<td>Netherlands</td>
<td>Norway</td>
<td>Poland</td>
<td>Portugal</td>
<td></td>
</tr>
<tr>
<td>Romania</td>
<td>San Marino</td>
<td>Serbia</td>
<td>Slovakia</td>
<td>Slovenia</td>
<td>Spain</td>
<td>Sweden</td>
<td>Switzerland</td>
<td>Ukraine</td>
<td>United Kingdom</td>
<td>Vatican City</td>
<td></td>
</tr>
</tbody>
</table>

### North America

<table>
<thead>
<tr>
<th>Antigua and Barbuda</th>
<th>The Bahamas</th>
<th>Barbados</th>
<th>Belize</th>
<th>Canada</th>
<th>Costa Rica</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuba</td>
<td>Dominica</td>
<td>Dominican Republic</td>
<td>El Salvador</td>
<td>Grenada</td>
<td>Guatemala</td>
</tr>
<tr>
<td>Haiti</td>
<td>Honduras</td>
<td>Jamaica</td>
<td>Mexico</td>
<td>Nicaragua</td>
<td>Panama</td>
</tr>
<tr>
<td>Saint Kitts and Nevis</td>
<td>Saint Lucia</td>
<td>Saint Vincent and the Grenadines</td>
<td>Trinidad and Tobago</td>
<td>United States</td>
<td></td>
</tr>
</tbody>
</table>

### Oceania/Australia

<table>
<thead>
<tr>
<th>Australia</th>
<th>Fiji</th>
<th>Kiribati</th>
<th>Marshall Islands</th>
<th>Micronesia</th>
<th>Nauru</th>
<th>New Zealand</th>
<th>Palau</th>
<th>Papua New Guinea</th>
<th>Samoa</th>
<th>Solomon Islands</th>
<th>Tonga</th>
<th>Tuvalu</th>
<th>Vanuatu</th>
</tr>
</thead>
</table>

### South America

| Argentina | Bolivia | Brazil | Chile | Colombia | Ecuador | Guyana | Paraguay | Peru | Suriname | Uruguay | Venezuela |

### Antarctica

There are no countries in Antarctica. However, there are eight species of penguins that live there.
Day 2 (Activity 2): Discovering People and Processes (15-20 min)

This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”

Your challenge this week: Create a “My Global Connections Infographic” showing how the everyday items you consume connect you to distant people and places.

Today you will:
- Learn about the process of making everyday items
- Create a draft of your “My Global Connections Infographic”

You will need:
- Paper or notebook
- Writing tool
- “Infographic Template” handout (optional)

Let’s Get Started!

A. THINK

Look back at the list of items you found in your home. Did you find a pencil? A phone? A T-shirt?

The items you found went through a process, starting with raw materials and ending up as a product you consume.

Look at the images on the right. They show an example of a process that starts with raw materials and ends when you use the product. The steps of this process are:
- Take: Get raw material from the Earth
- Make: Make it into something new
- Ship: Get it to people who use it
- Use: Buy or use it
B. EXPLORE
Let’s explore a process like the one described above.

Chocolate is a treat enjoyed by many of us. Though we may buy it at a local store, neatly wrapped and ready to eat, it has traveled a great distance to get to us. Along the way, chocolate goes through a long process involving many people before it reaches our shelves.

One of the main ingredients in chocolate is the seed of the cacao tree. These seeds are contained in the pods, or fruits, that grow on the trees.

Cacao trees grow in tropical locations with warm, wet climates. The colors on the map show the countries where cacao trees grow. Notice that these countries are mostly located on the continents of South America, Africa, and Asia (with a few spots in the southern part of North America). All of these spots are very far from your local store!
So what is the process that brings chocolate to our local stores?

<table>
<thead>
<tr>
<th>Step 1: Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the pod is ripe, a farmer cuts down the pod with a sharp blade and opens it. Inside the cacao pod are white, mushy seeds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Make</th>
</tr>
</thead>
<tbody>
<tr>
<td>The seeds are put in boxes so they get very hot. This stops the seeds from growing. They turn from white to brown. Next, the seeds are spread out and dried. At this point, we call them cocoa beans. Then, the beans are roasted at a high heat. They are taken from the shells, ground into a powder that will be heated and cooled to make a “mass” that will be turned into chocolate.</td>
</tr>
</tbody>
</table>
Step 3: Send

It is shipped to factories all over the world to make it into chocolate. Think of all the people who help make chocolate, from the people who load and unload the ships, to the people in the factories!

| SEND |

Step 4: Use

Then we buy and eat it!

| USE |

OPTIONAL

Pulling it all together:

Watch this video to learn more about the people and places behind the chocolate so many people enjoy! “My Fairtrade Adventure” video from Fairtrade Foundation (youtu.be/VeUGvhINwHw)

Look!

Take another look around you and notice all the objects you use.
- How do these connect you to people and places far away?
- Are there connections you already knew about?
- Are there connections that surprised you?
- Are there any objects or items you’d like to add to the list of items you created?

Take a moment to do that.

C. DO

Your challenge this week: Create a “My Global Connections Infographic” showing the way you are connected to people and places through the items you use. Today, you will use the information you’ve collected about your items to start creating your infographic.
New Word
infographic: a visual that uses images and words to communicate information quickly and clearly

Today, you will only create a sketch of your infographic using a pencil. Your infographic will show how the everyday items you consume connect you to distant people and places.

Let’s look at another student’s draft to give us ideas.
• Notice how this infographic shows everyday items that a student consumes.
• Notice how this infographic shows the places in the world where those items came from.

Get Ready!
Now it’s your turn to create a sketch of your “My Global Connections Infographic.”

Get Set!
Review your goals:
• I will represent my items using symbols and words.
• I will create a chart describing which items come from which continent.
• I will write statements that demonstrate my learning about global connections.

Go!
On a piece of paper, create a sketch in pencil of your “My Global Connections Infographic” (or use the “Infographic Template” handout if you like).
Once you’ve created your sketch, write down your thoughts and ideas after reading the sentence starters below:
• My items connect me to people and places because…
• Learning about these connections makes me wonder…
• I noticed some similar things about my items, like…
For example: Do you notice that certain types of items come from certain places? Do you notice that certain continents provide more items than others? Are there any other patterns you notice in the information you found?
Remember to save your sketch! You’ll use it to create your final “My Global Connections Infographic.”

DIG DEEPER
OPTIONAL: “The Impact of Globalization on the Physical and Human Characteristics of Communities” article
What are 2 ways that globalization can change a physical place or how people in a place live?
**My Global Connections Infographic**

For each item you found, create a drawing or symbol above the continent where it came from.

<table>
<thead>
<tr>
<th>Africa</th>
<th>Asia</th>
<th>Europe</th>
<th>North America</th>
<th>Oceania/ Australia</th>
<th>South America</th>
</tr>
</thead>
</table>
My items connect me to **people** and **places** because...

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Do you notice that certain types of items come from certain places? Do you notice that certain continents provide more items than others? Are there any other **patterns** you notice in the information you found?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________

Learning about these **connections** makes me wonder...

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

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”</th>
<th>Your challenge this week: Create a “My Global Connections Infographic” showing how the everyday items you consume connect you to distant people and places.</th>
</tr>
</thead>
</table>
| Today you will:  
- Reflect on your progress  
- Make a plan to improve your work | You will need:  
- Your work from previous activities  
- Paper or notebook  
- Writing tool |

Let’s Get Started!

**A. THINK**

You’ve already started creating your “My Global Connections Infographic.” When someone looks at your work, they should see:

- Items you use represented in symbols and words.
- A chart that represents which items came from each continent.
- Statements that demonstrate your learning about global connections.

**B. EXPLORE**

Look at this student’s “My Global Connections Infographic.”

- Does this work show items represented in symbols and words?
- Does this work show which continent each item came from?
- Does this student’s statements demonstrate their learning about global connections?
- How did this student use color to make their information clear?

Now imagine we have the chance to give another student feedback on their work to make it stronger and clearer.

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

Your challenge this week: Create a “My Global Connections Infographic” that shows how the everyday items you consume connect you to distant people and places.

Today, you will examine the sketch you created of your “My Global Connections Infographic” to see if you are meeting your goals.

1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
   - Are items I use represented in symbols?
   - Have I created a chart that shows which continent my items came from?
   - Do my written statements demonstrate my learning about global connections?
3. Wait, still don’t touch your work! First, make a plan to add color in a way that makes your information more clear to others. Choose an option for color-coding below. I will use color to...
   - Show that items come from the same continent (ex. one color for everything from Asia, a different color for everything from North America).
   - Show how items are similar (ex. one color for all electronics, a different color for all kitchen items).
   - Show something else about my items like: ________________

Remember to save the plan you made to improve your work and the draft of your “My Global Connections Infographic.” You’ll use them both to create your final “My Global Connections Infographic.”

Day 4 (Activity 4): Finalizing the Work (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”</th>
<th>Your challenge this week: Create a “My Global Connections Infographic” showing how the everyday items you consume connect you to distant people and places.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will: Finish creating your “My Global Connections Infographic”</td>
<td>You will need: Pencil, pen, or other drawing tool Coloring materials Your work from previous activities</td>
</tr>
</tbody>
</table>

Let’s Get Started!

A. THINK

It’s time to take steps to finalize your work based on your work plan.

Remember your work plan? That’s when you said:
   - “I will use color to...” and
   - “I will add...” or
   - “I will try...” or
   - “I will adjust...”
Decide or discuss: What will you do next to finalize your work?

B. EXPLORE
Check out a “My Global Connections Infographics” made by another student.
- What changes did this student make to their work?
- How do these changes help you understand their “My Global Connections Infographic” more?

C. DO
Today, you will work to finish your “My Global Connections Infographic.”
- Get out your sketch and any other materials from previous activities.
- Think about the plan you made to improve your work.
- Get to work making your final draft!
DAY 5 (ACTIVITY 5): REFLECTING AND SHARING (15-20 MIN)

This week we’re thinking about the question: “How do the things I use connect me to people and places around the world?”

Your challenge this week: Create a “My Global Connections Infographic” showing how the everyday items you consume connect you to distant people and places.

Today you will:
- Think about how your “My Global Connections Infographic” shows how you are connected to faraway people and places
- Think about how your “My Global Connections Infographic” communicates information to others
- Find a way to share your final work

You will need:
- Your finished “My Global Connections Infographic”
- “Sharing” handout (optional)
- “Reflection” handout (optional)

LET'S GET STARTED!

A. THINK
Look around you right now. Notice the things in the room.
- How many people have helped to make the things around you?
- How far have these things traveled to get to you?

B. EXPLORE
Look at your finished “My Global Connections Infographic.” Reflect on your work in writing. Write it out on a piece of paper (or use the “Reflection” handout if you like).
- How would you explain the choices you made in designing your infographic to someone else?
- How did you use color to communicate ideas?
- What findings surprised you?

C. DO
Now it’s time to share your work with others!
Here are some ideas for connecting with others:
- Share with a family member and…
  - Help them to create their own.
  - Ask them if they have comments, questions, or a connection to your work (or use the “Sharing” handout to get a written response).
- Hang your “My Global Connections Infographic” in the window.
- Ask an adult to help you share your work online with the #inquirEDtogether hashtag.
- Keep your “My Global Connections Infographic” with your other work from this time. You can look back on these later to remember this unique moment in history.
DAY 5
Sharing Handout

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

I have a... (circle one)

comment:

question:

connection:
Day 5:  
Reflection

How would you explain the choices you made in designing your infographic to someone else?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

How did you use color to communicate ideas?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

What findings surprised you?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Cross Content Connection:

By examining everyday objects in your home, discovering where they came from, and by creating your own infographic you are using many social science skills, but also so much more! There are so many connections to language arts, math and science that you can continue to explore. Here are a few ways to extend your learning and make connections to other subjects.

**Math:** Try finding out the price of each item you included in your infographic. If you found food items, ask someone in your household who grocery shops the approximate price. Compare the prices of each item. Why do you think some items cost much more than others?

**Science:** Think about items you found that came from the same country, or continent. What do you know about the climate of that area? Can you make any inferences about the climate and landscape based on the products you found? How does the climate affect the items that are produced there?