3rd Grade Independent Projects

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.

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

3rd Grade Literacy Project: Kids in Action

3rd Grade Math Project: Fun with Fractions

3rd Grade Science Project: Traits and the Environment

Grade 3-5 Social Science Project: Uplifting Actions
3rd Grade Literacy Project: Kids in Action

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<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes</th>
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| Grade Level Standard(s) | RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
RI.3.6 Distinguish their own point of view from that of the author of a text.  
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. |

| Caregiver Support Option | Help your student with unknown words. 
Be the proofreader of his/her opinion letter. |
|--------------------------|-----------------------------------------------|

<table>
<thead>
<tr>
<th>Materials Needed</th>
<th>Paper, pencil, markers or crayons</th>
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<table>
<thead>
<tr>
<th>Question to Explore</th>
<th>Why do author’s use text features? What is something you would like to change in your neighborhood, school, city, or world? Is my point of view the same as the author’s?</th>
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<table>
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<tr>
<th>Student Directions</th>
<th>Follow the directions for each activity.</th>
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Review of Text Features and Author’s Point of View

**Text Features** - are used to help the reader understand the text better
- **Title** - it gives the reader an idea about what he/she will be reading
- **Sub-title** - it informs the reader what the section is about
- **Photograph** - reveals important information that cannot easily be described by words
- **Caption** - a sentence that explains the photograph
- **Labels** - names parts of a picture or photograph
- **Bold Words** - words highlighted that are important to understanding the text

**Author’s Point of View** - Authors have opinions, feelings, and experiences that they bring to their writing. Authors choose things to write about that they find interesting or about which they feel strongly. How the author feels about the topic he/she is writing is the author’s point of view. As a reader, you will have your own feelings on the topic and that is your point of view. The reader’s point of view does not have to match the author’s point of view.

**Activity 1: One Girl’s Mission to Stop Straws from Getting in the Ocean**

**Directions**: You will be reading about a girl who wanted to help stop ocean pollution. As you read, think about the text features the author used to help you understand the article better and about the author’s point of view about Shelby O’Neil, the subject of the article.

**A Girl Scout is Asking Companies to Use Less Plastic** By Washington Post, adapted by Newsela staff on 06.29.18

Shelby O’Neil (left) and a friend cleaned a beach in Monterey, California, last summer. Photo by: Salli O’Neil Shelby O’Neil learned that plastic straws are polluting the oceans. Now, she is working to clean them up.
Wind and rain can carry trash into rivers and oceans. Plastic can hurt the fish and other animals. Shelby wrote to companies that use plastic straws. She sent an email to the leader of Dignity Health. The company is based in San Francisco, California. "Did you know that straws are one of the top ocean polluters?" she wrote. Some day, oceans might have more plastic than fish, she added.

**Straws Cannot Be Easily Recycled** - Shelby is 17 years old. She lives in San Juan Bautista, California. It is a small town near the beach. Learning about plastic pollution in the ocean made her want to take action. Shelby is also a Girl Scout. She chose to focus on plastic in oceans for her gold award project. This is the highest award in Girl Scouts.

Recycling is when objects, like plastic, are made into new things. Straws are too small to be recycled, though, she said. They break down sooner than other plastics, she added. "That may sound good," but they break into small pieces that fish eat, she said. "Then we end up eating the fish," she said.

Shelby started a group, Jr Ocean Guardians. Her group teaches children about plastic and recycling. She also has held beach clean-ups with children. She decided to try working with grownups, too.

**Companies Are Cutting Back On Plastic** - Shelby wrote to several companies about plastic. Not all of her letters got results. A group of restaurants told her it would keep using plastic. Still, the leader of Dignity talked to her. So did the president of Farmer Brothers coffee and a leader at Alaska Airlines. All three companies said they will use less plastic.

Dignity has 39 hospitals. They are in California, Arizona and Nevada. The company cut back on plastic straws.

Jacqueline Drumheller works for Alaska Airlines. She said Shelby's request fit with the goals of the company. Shelby wrote a letter using facts, Drumheller said. She stuck with it. She followed up to try to meet with the company. Alaska Airlines plans to replace plastic items. It will use straws made from wood. Farmer Brothers said it would replace plastic stirrers. It will use wooden ones.

"Someone Needed To" - Why does Shelby think the companies listened to her? "I was never really scared of reaching out to companies, because someone needed to," she said. Also, she said, she is not shy. If no one else is doing it, she will do it, she said.

A. Identify 2 text features the author used. Complete the table below naming the feature and why the author used it (what did he/she want you to understand).

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Why did the author use this feature?</th>
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</table>
B. How do you think the author feels about Shelby O’Neil’s work to eliminate straws? How do you feel about Shelby’s work?

<table>
<thead>
<tr>
<th>Author’s Point of View</th>
<th>Your Point of View</th>
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</table>

Activity 2: One Girl’s Mission to Save Gorillas - Directions: You will be reading about a girl who wanted to help save gorillas. As you read, think about the text features the author used to help you understand the article better and about the author’s point of view about Addy, the subject of the article. Also, think about what a good title for the article would be and why.

A. Title: ____________________________________________

By Washington Post, adapted by Newsela staff

Meredith Bastian went to the National Zoo in Washington, D.C. when she was 8 years old. She talked to someone who took care of animals. Bastian asked about wild gorillas.

Many years have passed since then. Now, Bastian takes care of animals at the zoo. This summer she talked to a girl who loves gorillas, too. Addy Barrett raises money to save gorillas. She is 11 years old. "What is the difference between a gorilla in the zoo and a gorilla in the wild?" she asked.

There is not much difference between an ape in the wild and an ape in the zoo, Bastian said. Every animal is different. They can be friendly, playful or mean.

Addy Fell In Love With Them - Addy visits the zoo often. She enjoys watching the gorillas. Reading a book about gorillas made her like them. "I really fell in love with how smart they are," Addy told Bastian. They sat in front of the zoo's Great Ape House. Addy said she learned how gorillas were being hunted. Hunters were breaking the law. "I learned they were being poached and killed for reasons that I felt were unnecessary. I needed to do something," she said. Poaching is hunting or capturing wild animals without permission.

Addy Barrett (right) poses with Meredith Bastian, who holds a snapshot of herself meeting with a previous primate curator when she was young. (Photo by: Bill O'Leary/The Washington Post)

Addy is in sixth grade in Maryland. She is working to save gorillas. She has sold T-shirts and cookies to raise money. Each year, she holds a Gorilla Gala with games and crafts. Addy was named a winner of the 2019 Gloria Barron Prize for Young Heroes. She raised $7,000 for groups that protect wildlife.

Dangers For Gorillas - Addy asked Bastian what problems wild gorillas face. Bastian said that
gorillas have a mix of problems. Sometimes people take over land where gorillas live. Gorillas also face hunting and climate change.

The Earth is heating up. This is called climate change or global warming. Scientists think that it is because of the fuel that people use. People burn this fuel to run cars and other things. Climate change can make it harder for animals to find food.

There is also the problem of mining. Coltan is a mineral that is used to make cell phones. It is dug up on the African continent. This can ruin places where gorillas live.

**Gorilla Heroes** - Addy wants people to talk about the danger gorillas are in. There are not as many of them as there used to be. They might die out. She started the Gorilla Heroes project in 2018. She has held events to help the animals.

A. What would be a good title for this article? Explain why you chose this title.

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

B. Identify 2 text features the author used. Complete the table below naming the feature and why the author used it (what did he/she want you to understand).

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C. How do you think the author feels about Addy’s work to save gorillas? How do you feel about Addy’s work?

<table>
<thead>
<tr>
<th>Author’s Point of View</th>
<th>Your Point of View</th>
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**Activity 3: One Girl’s Mission to Change Libraries - Directions:** You will be reading about a girl who wanted to see black girls as characters in the books she checked out from the library. As you read, think about the text features the author used to help you understand the article better and about the author’s point of view about Addy, the subject of the article. Also, think about what a good title for the article would be and why.
A. **Title:**

By Shayna Orens, Newsela - Activist, author and feminist Marley Dias. Photo by: Skai Blue Media

Marley Dias has always loved reading. However, she noticed a problem. She was only finding books where “white boys and their dogs were the main characters,” she says. "I didn't get to see black girls being reflected as the main characters."

So Marley started a campaign on social media. It was called #1000BlackGirlBooks. It aimed to collect 1,000 books that featured black female lead characters. Her campaign and the hashtag have become popular. Now, Marley is heading back to school. She starts high school this year. Marley talked about expanding the project.

**Diverse Books Difficult To Find Worldwide** - Marley's campaign began three years ago. So far, she has collected over 12,000 books. She noticed the issue was not just in the U.S. Finding diverse books is hard in other parts of the world.

She has since donated books to South Africa and Ghana. They are countries on the African continent. Donations have come from all over the world. People in Japan and France have donated books.

Marley has gone on TV to talk about her work. She also spoke at the United State of Women Summit. Michelle Obama used to be the First Lady of the U.S. She spoke there too.

After this success, Marley decided to write a book of her own. It was released recently. It is called "Marley Gets It Done and So Can You." It is a guide for kids her age. She wants them to use their passions for change.

**Credit Mom For Organization Skills** - Marley is a middle-school student. She has been working on her campaign. Marley has also written her book. This is a lot to do.

She has found a balance, though. Marley says she has learned organization skills from her mom. She likes having a schedule, she says.

Marley also warns against mixing up different projects. She suggests giving each one its own time period. She spends 30 minutes a day on #1000BlackGirlBooks. Then she does schoolwork after.

**Number Of Diverse Stories Slowly Climbing** - The lack of authors and characters who are people of color is not a new problem, Marley explains. It has happened for many years.

The Cooperative Children's Book Center is part of the University of Wisconsin-Madison. It is a library. The center is called CCBC for short. The center knows there are not enough diverse books. It kept track of the number of books written or illustrated by African-Americans since 1985.

Around 2,500 books for children and teens were published that year. Only 18 were written by African-Americans. That is less than 1 percent. By 1993, that number grew to 74 out of 4,500 books. That is less than 2 percent of books.

Some people say this is progress compared to before. In 1994 only 130 books featured an African or
African-American main character. Last year there were 319 books that featured an African or African-American main character. Still, many believe this is not enough.

**Women Who Inspire Her** - Marley is inspired by other women who challenge the way things are. She especially looks up to people fighting for women of color to be included.

Marley admires Jennifer Lopez, a singer and actor. She is really motivated. Marley also admires Beyoncé. She shows what she believes in through her music. Movie director Ava DuVernay is also someone Marley looks up to. She tries to make movies with people of different backgrounds.

Marley thinks hard about why she admires them. Then she wonders how she can bring those qualities to her own life. "I'm not JLo, I'm not Beyonce, I'm not Ava DuVernay. I'm Marley, who can take some of the lessons they've taught me and make a better Marley."

Marley urges other students to find their passion. She has a simple idea for doing this. Think of things that make you happy. “Then, go about sharing that passion,” she says.

A. What would be a good title for this article? Explain why you chose this title.

_________________________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________________________

B. Identify 2 text features the author used. Complete the table below naming the feature and why the author used it (what did he/she want you to understand).

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C. How do you think the author feels about Marley’s work to start #1000BlackGirlBooks? How do you feel about Marley’s work?

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<thead>
<tr>
<th>Author’s Point of View</th>
<th>Your Point of View</th>
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**Activity 4: Reflection - Opinion Writing - Your Mission** - You have just read 3 articles about kids seeing something they believed needed to change in the world and deciding to do something about it. Think of something you would like to see change in the world. It could be one of the causes you read about in the articles or it could be something that you care deeply about. You are going to complete the opinion writing organizer on the next page to help you prepare to write a letter to your teacher explaining what you want to change, why you want to change it, and how you want to change it.
What is your opinion? State what you want to change.

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Why? Write one reason you think this needs to change.

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How? What do you want to do to change it for the better?

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On a separate sheet of paper, use the information in the graphic organizer above, to write a letter to Mayor Lightfoot or Governor Pritzker about what you want to change in the world. Be sure to start with an interesting introduction sentence and a strong conclusion sentence. Remember you are trying to convince your teacher to agree with your point of view!

**Extension:** Create a poster or flyer to convince your neighbors about the change you want to make happen. Use at least 3 text features in your poster.

**Cross Content Connections:**

**Science:** Investigate other ways that humans have impacted the climate:

- Climate change disrupting monarch butterfly migration
  https://newsela.com/read/climate-change-butterflies/id/2000004176/?collection_id=339&search_id=b44c1e1f-66b3-4b9a-94ef-842169ef9892
- Animal endangerment and its causes
  https://newsela.com/read/lib-endangered-species-causes/id/37182/?collection_id=339&search_id=6037f562-4fad-483f-93b7-b8eb301212ad
- Environmental groups ask nations to give land to natives for protection
  https://newsela.com/read/indigenous-people-environment/id/23698/?collection_id=339&search_id=e4e0d35b-9226-4211-9609-a3ac6cc85837

**Social Science:** Take action! Read about the student activists below then use your letter and your poster to help you take action about a cause.

- Young activist makes strong speech to U.N. about climate change
  https://newsela.com/read/Greta-UN-climate-summit/id/57716/?collection_id=339&search_id=0362551f-eab6-4ede-8e5a-d0959ba9f77d
- Indigenous youth take global stage in Madrid to voice climate change worries
  https://newsela.com/read/indigenous-youth-madrid-conference/id/2000003178/?collection_id=339&search_id=33c70855-4826-43bf-8f26-2c06cbac8477
- Students to press Congress for common-sense laws on climate change
# 3rd Grade Math Project: Fun with Fractions

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<th>Estimated Time</th>
<th>Total Time 70-80 minutes</th>
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| Grade Level Standard(s) | 3.NF.A1: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.  
3.MD.A1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. |

| Caregiver Support Option | Please feel free to help your student with reading and understanding any of the directions within this project. |

| Materials Needed | Required materials include paper and pencil. Optional materials include crayons/colored pencils. |

| Question to Explore | What is a fraction?  
What do the parts of a fraction tell about its numerator and denominator?  
How do you know how many fractional parts make a whole?  
How can shapes be partitioned into equal parts, and how can the area of each shape be named as a fraction?  
Why is it important to identify fractions as representations of equal parts of a whole or of a set?  
Where do fractions go on a number line? |

| Student Directions | Read each question carefully. Feel free to highlight and underline important information and words in each of the questions. Make sure to show your work. Remember to include correct labels for your answers, and always double check your solutions to see if they make sense. |
Vocabulary:

1 Numerator

3 Denominator

Numerator: The number of pieces shaded, counted or separated

Denominator: The total number of pieces in the whole.

1 piece is shaded out of the total 3 pieces

one third is shaded
Activity 1: Fun with Fractions

A. Find the Fraction Pair

Directions: Match the fraction model to the fraction by drawing a line to connect each fraction model on the left to the fraction name on the right.

- one half \( \frac{1}{2} \)
- one eighth \( \frac{1}{8} \)
- three fourths \( \frac{3}{4} \)
B. Shade each Fraction

**Directions:** Shade sections of each rectangle to match the given fraction.

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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>two sevenths 2/7</td>
<td>one fifth 1/5</td>
</tr>
<tr>
<td>three fourths 3/4</td>
<td>seven eighths 7/8</td>
</tr>
<tr>
<td>four fifths 4/5</td>
<td>six sixths 6/6</td>
</tr>
<tr>
<td>eight tenths 8/10</td>
<td>one half 1/2</td>
</tr>
</tbody>
</table>

*Challenge:*
C. Adding Fractions

**Directions:** Determine which expression matches the fraction model

<table>
<thead>
<tr>
<th>Expression 1</th>
<th>Expression 2</th>
<th>Expression 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$</td>
<td>$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$</td>
<td>$\frac{1}{2} + \frac{1}{2}$</td>
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<tr>
<td>$\frac{1}{4} + \frac{1}{4}$</td>
<td>$\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$</td>
<td>$\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$</td>
</tr>
<tr>
<td>$\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7}$</td>
<td>$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$</td>
<td>$\frac{2}{4} + \frac{2}{4}$</td>
</tr>
<tr>
<td>$\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$</td>
<td>$\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$</td>
<td>$\frac{1}{6} + \frac{1}{6} + \frac{1}{6}$</td>
</tr>
</tbody>
</table>
Your turn:
Now shade sections of the fraction model below any way that you would like. After you have shaded the fraction model, write an expression underneath which represents your model.

\[ \boxed{} \ \boxed{} \ \boxed{} \ \boxed{} \ \boxed{} \ \boxed{} \ \boxed{} \ \boxed{} \]

Activity 2: More Fun with Fractions
A. Solve each word problem below.

A Trip to the Fruit Market
In your shopping basket, you have 3 oranges, 2 apples and 5 bananas. In the space below, draw a picture that shows all of the fruit in your shopping basket.

Now, write a fraction that represents the amount of each kind of fruit in the shopping basket.

Bananas: _______  Apples: _______  Oranges: _______

In the space below, explain how you figured out the denominator for each of your fractions:
Designing Your Playhouse
You and your friends are designing a playhouse. The playhouse that you and your friends are designing has a total of 6 rooms. Your plan is to paint two of the rooms green, one of the rooms orange, and the rest of the rooms blue.

In the space below, draw a picture of your playhouse.

What fraction of the rooms will be painted orange? ________________

What fraction of the rooms will be painted green? ________________

What fraction of the rooms will be painted blue? ________________

In the space below, explain how you figure out the fraction of blue rooms. You can use words or pictures.
**My Name in Pieces**
Write down your name in the space below.

What fraction of the letters in your name are consonants? ________________

What fraction of the letters in your name are vowels? ________________

Now, try this out with the names of other family members or friends.

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**B. Number Lines**
What fraction of each number line is covered by the rectangles?

![Number Line Diagram](image)
Label this number line below to show sixths. Then, draw a heart on 4/6.
Where is each shape sitting on the number line?

Write each Fraction Here: ___________                _____________               ___________

Activity 3: What Time is It?
A. Record the time for each clock to the nearest 5-minute mark.

____ : _______            ____ : _______           ____ : _______              ____ : _______

Record the time below each clock to the nearest minute.

____ : _______              ____ : _______                     ____ : _______                    ____ : _______

17
B. Solve each word problem below.

Bob is taking a school bus to school. The bus picked him up at 8:20 am. The bus dropped Bob off at school at 8:45 am.
Draw the hands on each clock to show the two times.
How long was Bob’s bus ride to school?

Start Time: ____ : _______          End Time: ____ : _______

How long was Bob’s bus ride to school? ______________________________________________

You started vacuuming the house at 4:19. You finished vacuuming the house at 4:49.
How much time did you spend vacuuming the house?

Start Time: ____ : _______                  End Time: ____ : _______

How much time did you spend vacuuming the house? ____________________________________

You spent 22 minutes practicing basketball. You ended practice at 5:47 pm.
End Time: ____ : ______ (This is the time you ended practice.)

What time did you begin practicing? ________________________________

Your baby brother took a 45 minute nap. He woke up at 2:55.

End Time: ____ : ______ (this is the time that your brother woke up…)

What time did your brother go to sleep? ________________________________

C. Use a timeline to help you solve the story problems below.

The movie started at 2:15 and it lasted for 1 hour and 30 minutes. What time did the movie end? Note: Place a star on the timeline below to mark the time the movie started. Then, use the timeline to help you determine when the movie ended.
What time did the movie end?  _______________________________________________

You and your cousins played in the backyard for 1 hour and 20 minutes. Your mom called you inside at 5:35pm. What time did you start playing outside?  Note: Place a star on the timeline to mark the time your mom called you inside. Then, use the timeline to help you determine when you started playing outside.

What time did you go outside?  _______________________________________________

Activity 4: Reflection
- What is a fraction?
- What does the numerator and the denominator represent in a fraction?
- Why would understanding fractions be important when you try to evenly share 12 cookies with three friends?
- A clock has two hands - a minute and an hour hand. Which hand, the longer or shorter hand, is the minute hand?
- How can the hands on a clock help you determine how much time you spent on an activity?
- How can a timeline help you determine how much time you spent on an activity?
3rd Grade Science Project: Traits and the Environment

Estimated Time | 70-80 minutes total

Grade Level Standard(s) | 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

Caregiver Support Option
- Help support Part 2 (Family Traits Scavenger Hunt).
- Engage in discussions with the student around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well).

Materials Needed | Pencil and paper

Question to Explore | Why do brothers, Ricardo and Eddie, look similar in some ways but different in other ways?

Student Directions | Each activity has directions for you to follow. Write your responses to the questions on a piece of paper.

Part 1: Meet Sophia, Ricardo, and Eddie (15 minutes)
One day Sophia was sitting on the couch with her 17 year old brother, Ricardo and her 18 year old brother, Eddie. The three siblings have the same parents. Sophia began to wonder why Ricardo and Eddie look different in some ways but similar in others. She grabbed her science journal and began to record her observations and knowledge about her brothers. Read Table 1 below. This is what she recorded.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Ricardo</th>
<th>Eddie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye Color</td>
<td>Brown</td>
<td>Brown</td>
</tr>
<tr>
<td>Hair Length &amp; Color</td>
<td>Long, Dark Brown</td>
<td>Short, Dark Brown</td>
</tr>
<tr>
<td>Height</td>
<td>6 feet</td>
<td>5 feet 8 inches</td>
</tr>
<tr>
<td>Body Size</td>
<td>Leaner</td>
<td>Bulkier</td>
</tr>
<tr>
<td>Sports Played</td>
<td>Track Runner/Cross Country</td>
<td>Wrestling/Football</td>
</tr>
<tr>
<td>Nose Size &amp; Shape</td>
<td>Same as Eddie</td>
<td>Same as Ricardo</td>
</tr>
</tbody>
</table>
After you look over Sophia’s table, shown on the previous page, answer the following questions on a piece of paper:

1. Which traits do the brothers have that are similar?
2. Which traits do the brothers have that are different?
3. Why do you think some traits are similar?
4. Why do you think some traits are different?

Here’s why the siblings don’t think the brothers share all the same traits:
- Sophia thinks her brothers must not be related after all.
- Ricardo thinks that they got all of their traits from either their mother or their father.
- Eddie isn’t too sure but he thinks that the traits must come from different places.

5. Who do you agree with the most? Explain why you agree with that person’s idea the most?

Part 2: Family Traits Scavenger Hunt (15 minutes) - Use Table 2 below to compare your traits to the traits of your family members. You can write directly on the table or you can use another sheet of paper if you need more room.

<table>
<thead>
<tr>
<th>TRAITS</th>
<th>ME</th>
<th>Name of Family Member 1</th>
<th>Name of Family Member 1</th>
<th>Name of Family Member 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye Color</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair Color</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair Length</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorite Sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ear Size</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick a trait</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pick a trait</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After you have completed Table 2, answer the following questions on a piece of paper:

1. Which family member has the most similar traits as you?
2. Which family member has the most different traits from you?
3. Where do you think you got your traits from?
4. Do you think there is a reason why some of your traits are similar to one family member but different than another family member? Explain your thinking.

Part 3: Let’s Read About It! (25-35 minutes)

Reading 1 | How the Sparrow Learned Its Song [Source: Amplify Science - Inheritance and Traits Unit]

Traits You Didn’t Have When You Were Born - You are born with certain traits, like a pointy chin or dark eyes and hair. Those are traits you inherit from your birth parents.
Some traits are different, though. Some traits come from your environment. Your environment is everything around you. It’s the place where you live, the food you eat, the things you see, and the people you meet. When you interact with your environment, you may get new traits.

You can get traits from things you do and from things that happen to you. For example, you may play sports and build up your muscles. You may have a scar from a bad cut. You were not born with a scar or big muscles. These traits came from the way you interacted with your environment.

You can learn things from your environment, too. You were not born knowing how to read. That’s something you had to learn. You may learn how to bake a pie, fix a bike, or play a song. Traits like these are determined by your environment.

In this book, we’ll look at a few different organisms. Like you, the organisms in this book have all interacted with their environments. Something happened to them, or they learned something new. The environment helped determine their traits.

**How the Sparrow Learned Its Song** - This bird is a song sparrow. It is singing a song with many different notes. The sparrow hatched with the ability to sing. However, it did not hatch knowing how to sing this particular song. The sparrow had to learn the notes of its song. When it was young, the song sparrow listened to the adult sparrows singing in its environment. The young sparrow tried to copy their songs.

As the song sparrow grew older, it kept practicing. After some time, the young sparrow’s song became more and more like the songs of the adults in its environment. That’s how the sparrow learned its song. This trait was determined by the sparrow’s environment. If you travel around and listen closely, you can find variation in sparrow songs. That’s because song sparrows learn their songs from other birds in their environment. Song sparrows that grow up in different environments learn different songs.

**The Story of the Crab with a Spiky Shell** - This is a decorator crab. Look at the sharp spikes pointing up from its shell! The crab did not hatch with spikes on its shell. How did the crab get them? It picked up a spiky sea urchin and put the sea urchin on its shell. Now the spikes help hide and protect the crab. All decorator crabs decorate their shells. However, there is variation in the decorations that different crabs have. Not all decorator crabs end up with spikes.

Decorator crabs use whatever decorations they can find in their
A crab’s environment determines this trait. Some crabs decorate their shells with sea sponges. Others use coral or seaweed. Since the decorations come from the environment, they help the decorator crab blend in and hide. The spiky crab can’t pass on its spikes to its offspring. The crab’s offspring will find their own decorations in their environment. The offspring may look very different from the crab with the spiky shell.

**How the Bear Learned to Fish** - This grizzly bear can catch a fish in its mouth! That isn’t easy to do. The bear has to be in just the right spot. It waits for a fish to leap, then grabs it. The bear wasn’t born knowing how to catch fish this way. It had to learn to fish. When the bear was a young cub, it watched adult bears catching fish. As it got older, it started trying to fish for itself. Over time, it learned to catch fish in its mouth.

Not all grizzly bears catch fish in this style. Some grizzlies jump into the water to catch fish. Others sit in the water and wait for fish to swim by. Fishing style is something a young bear has to learn from the other bears in its environment. Bears that grow up in different environments may learn different fishing styles. Bears show variation in this trait.

**The Story of the Monkey Who Cried “Leopard!”** - Have you ever heard the saying “There’s safety in numbers”? Vervet monkeys live together in big groups. Living in a group helps the monkeys stay safe. This vervet monkey is yelling an alarm call to its group. The call means: “Watch out for leopards!” When other monkeys hear this call, they know to run high up a tree. Different calls tell the group to hide from different predators. If a monkey makes a different call, the group might hide under a bush instead.

This monkey wasn’t born knowing the different alarm calls. The monkey learned the calls by listening to the other monkeys in its group. The monkey got this trait by interacting with its environment. If this monkey has offspring, they won’t be born knowing the alarm calls either. Just like their parents, the
monkey’s offspring will have to learn how to make the right alarm call.

**How the Redwood Tree Grew So Tall** - This redwood tree is tall—more than 100 meters (330 feet) tall! To get this tall, the redwood tree needed help from its environment. This redwood tree sprouted in an environment that had everything the tree needed. It got lots of sunlight, nutrients, and water, so the tree grew to its full height. That doesn’t always happen. If a redwood tree sprouts in an environment where it doesn’t get enough light, nutrients, or water, the tree will never grow as tall as this one.

However, that’s not the whole story. Redwoods are the tallest trees on Earth. Most kinds of trees can never grow as tall as this redwood, no matter how much sunlight, water, and nutrients they get. To get this tall, the redwood tree also had to inherit the ability to grow this tall. Redwoods inherit that ability from their parents. So did the redwood tree’s height come from inheritance or from the environment? Actually, it came from both! This trait came from inheritance and also from the environment.

**Traits Are Often a Combination** - In the last example, we saw that the height of a redwood tree is a combination of inheritance and environment. No matter what environment it grows in, a dogwood tree will never grow as tall as a redwood tree. The dogwood tree didn’t inherit the ability to grow that tall. Many traits in many different organisms are combinations like this one. These traits come from inheritance and from interacting with the environment.

We started this book with the sparrow’s song. A sparrow’s environment determines the particular song it sings. Still, inheritance is part of the story, too. Some parts of the sparrow’s song are inherited, like the types of notes it can sing. Other organisms, like bears, can’t inherit that ability. No matter how hard it practiced, a bear could never learn to sing like a sparrow.

Using what you’ve learned from **Reading 1: How the Sparrow Learned Its Song**, answer the following questions on a piece of paper:

1. What is an inherited trait? Provide some examples of inherited traits.
2. What are some examples of traits that are influenced by an organism’s environment?
3. How do song sparrows learn to sing their songs?
4. As you read, all decorator crabs have decorations on their shells. Why do the decorator crabs in the photos in the reading look different?
5. How do vervet monkeys learn their calls?
6. What determines how a grizzly bear hunts for fish?
7. What causes redwood trees to grow different sizes?
Part 4: Who Was Right? (15 minutes) - Here is a look back at Sophia’s observations of her brothers from the beginning of this project.

<table>
<thead>
<tr>
<th>Traits</th>
<th>Ricardo</th>
<th>Eddie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye Color</td>
<td>Brown</td>
<td>Brown</td>
</tr>
<tr>
<td>Hair Length &amp; Color</td>
<td>Long, Dark Brown</td>
<td>Short, Dark Brown</td>
</tr>
<tr>
<td>Height</td>
<td>6 feet</td>
<td>5 feet 8 inches</td>
</tr>
<tr>
<td>Body Size</td>
<td>Leaner</td>
<td>Bulkier</td>
</tr>
<tr>
<td>Sports Played</td>
<td>Track Runner/Cross Country</td>
<td>Wrestling/Football</td>
</tr>
<tr>
<td>Nose Size &amp; Shape</td>
<td>Same as Eddie</td>
<td>Same as Ricardo</td>
</tr>
</tbody>
</table>

Each sibling provided a different reason for why they think Ricardo and Eddie share some traits but also have some different traits.

As you read in Part 1 of this project packet, here is what each sibling claimed:
- Sophia thinks her brothers must not be related after all.
- Ricardo thinks that they got all of their traits from either their mother or their father.
- Eddie isn’t too sure but he thinks that the traits must come from different places.

1. Write a letter to the siblings explaining which sibling was correct, or the closest to being correct.
2. Make sure to include evidence and information about traits from the activities in this project packet.
3. Also, make sure to explain how the boys got each of their traits.
### Grade 3-5 Social Science Project: Uplifting Actions

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes (average of 15-20 mins per activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Level</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **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**| 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. |
| **Option**           | 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 |
| **Materials Needed**  | Writing tool, paper                                           |
| **Question to Explore** | How can we take positive action to support and encourage our community during difficult times? |
| **Student Directions** | During difficult times, people have always found ways to support and encourage each other by taking actions that spread joy and make others feel less alone. In this week’s inquiry, students investigate the ways that members of their community and others around the world are performing uplifting actions to bring joy to and support each other. Throughout the week, they’ll use their learning to design and perform their own uplifting action that supports their community. |
| **Safe “Social Distancing” Practices** | Though the majority of the examples of taking “uplifting action” in this lesson are virtual and meant to be done within the home, it’s always important to remember to |
practice safe “social distancing” when you are out in your community. Here are some key tips for practicing safe “social distancing”:

- Cover your mouth and nose with a cloth face cover when around others
- Stay at least 6 feet (about 2 arms’ length) from other people
- Do not gather in groups
- Stay out of crowded places and avoid mass gatherings
- Clean hands often using soap and water or alcohol-based hand sanitizer

These “social distancing” practices come from the Center for Disease Control and Prevention

For the most up-to-date COVID-19 orders put out by the City of Chicago please visit: https://www.chicago.gov/city/en/sites/covid-19/home/health-orders.html

Day 1 (Activity 1): Exploring Creative Responses (15-20 min)

This week we’re thinking about the question: “How can we support and encourage our community during difficult times?”

Your challenge this week: Your challenge this week is to design and perform an Uplifting Action to support and encourage your community.

Today you will:

- Look at photographs to see what some people are doing to encourage their community
- Explore challenges faced by your community
- Think about how your special skills and talents could help your community

You will need:

- Paper or notebook
- Pencil, pen, or other writing tool
- “Brainstorming Template” handout (optional)

Let’s Get Started!

A. THINK - Look at this picture of someone’s front door.

- How can creativity help us to encourage and support others even though we’re apart?

New Word: encourage: give someone support, help them to feel hopeful

B. EXPLORE - In this moment around the world, many people are being asked to stay apart to protect their own health, as well as the health of others.

The coronavirus is an illness that began spreading across the globe in December 2019. The virus has recently changed everyday life.

For many people, schools and businesses are closed. People are practicing social distancing to avoid spreading the virus and keep themselves and others safe.
People are separated, but have found creative ways to connect with others.

New Word: **social distancing**: Rules that have been made to prevent people from having close contact with others. This includes staying 6 ft away from other people (except family members) and avoiding being in public places or large groups.

Look below at some examples of creative and safe ways people around the world are encouraging and uplifting their communities even though they are separated.

People find ways to connect even though they can’t meet face-to-face. Some use video calls and social media to stay in touch with friends and family and to reach out to their communities.

In this picture, music students stay connected to each other by doing what they love, playing music and singing together, but this time it’s virtually. Their hope is that their beautiful music will bring joy and uplift others.

Inspired by people in Italy who started singing on their balconies and out windows to bring joy to each other, neighbors in cities around the world are connecting in this way, too.

**OPTIONAL**: In this video ([youtu.be/z5CrScIHAuE](https://youtu.be/z5CrScIHAuE)), neighbors in Germany stay connected and bring joy to each other by singing and playing instruments to the Italian song “Bella Ciao” on their balconies of their apartments.

Many authors, illustrators, actors and other artists are bringing joy to others sharing their talents from home right now. This is a message from LeVar
Burton, from the tv show “Reading Rainbow.” He is using his passion for reading books to share a variety of stories over the internet. In many places, school districts and community centers are working hard to provide lunches for students who rely on schools for meals.

In this picture, staff members add an extra surprise to the lunches by including heartwarming notes inside to encourage and uplift these students.

In each of the examples above, people are using their passions (what they love) and their skills (what they are good at) to encourage and uplift others.

C. DO - Your challenge this week is to create your own Uplifting Action to support, encourage, and bring joy to others. Today, you will brainstorm ideas!

Brainstorm your passions, skills, needs, and limits on a piece of paper (or use the “Brainstorm” handout if you like):

- **Your PASSIONS:** What do you love to do? Do you enjoy music, art, humor, poetry, or do you have a different passion?
  - Write down 3 passions that you have.
- **Your SKILLS:** What are you good at? What special skills and talents do you have? Can you sing? Are you funny? Good at drawing or organizing events? What else?
  - Write down 3 skills that you have.
- **NEEDS:** What does your community need right now? Do you think people need love, humor, physical activity, fun? What else?
  - Write down 3 needs that your community has
- **LIMITS:** You will need to work within your limits. What can you do when your movement and access is limited? Think about
  - Places: Right now, I can go...
  - Materials and Resources: Right now, I have ....

**DIG DEEPER** - Read this article to learn more about how people are finding ways to connect and be part of a community: [Why Tough Times Can Create Better Neighbors](#)

In a neighborhood in Boston, Massachusetts, residents came from their apartments for a flash mob on March 14. The neighbors waved to each other and joined in singing the Beatles song “Let it Be.” One of the residents, a professional musician, played for a sing-along of another song.

During their show, they stayed more than 6 feet apart because of COVID-19, (short for coronavirus disease 2019). The coronavirus is a flu-like illness that began in China and has been spreading across the globe since December 2019. The activity not only brought community members to their feet to dance, it brought many to tears.
Similar scenes are playing out in neighborhoods around the world quarantined because of coronavirus. In Wuhan, China, blocks of apartment buildings chanted, "Keep up the fight." In Italy, people on lockdown lean out of windows and balconies with tambourines and accordions to sing. On March 14, people in Spain began clapping together to cheer health care workers.

Reaching Out To Strangers - As the practice of "social distancing" burgeons, people are finding ways to meet even though they can't meet face-to-face. Social distancing is the practice of keeping away from crowds and public places to slow down the spread of a disease. They're using video calling and social network connections. However, people aren't just staying in touch with friends and family. The global crisis has brought a sense of shared humanity that's causing people to reach out to their communities. In the middle of the outbreak, there is kindness among strangers.

"In times of great stress, helping others is a powerful way to reassert control in a moment where many of us feel helpless," said Jamil Zaki. He is the author of "The War for Kindness: Building Empathy in a Fractured World." "Kindness toward others actually can be a great source of healing."

One of the ways that millions of people are being kind to others is by staying away. They are practicing social distancing. For many, the motivation is that they want to protect others. There are models for that impulse, said Jill Suttie, a psychologist at the Greater Good Science Center at the University of California, Berkeley. A study demonstrated the most effective way for hospitals to motivate health care professionals to wash their hands isn't by noting the importance of protecting themselves from disease. It's stressing how it protects patients.

To be sure, not everyone is acting kindly. Fights have broken out in supermarkets over the last remaining item on a shelf. Some are hoarding hand sanitizer, face masks and toilet paper. Many ignored pleas to practice social distancing, gathering at restaurants and other public places. In response, governors in several states shut down restaurants except for delivery and takeout.

Kindness Can Go Viral, Too - Even so, instances of selflessness have become common. Professional basketball players have donated money to cover the salaries of arena workers affected by the suspension of the season. Other acts of kindness include providing food for children who are out of school.

Witnessing acts of kindness inspires others, said Zaki. He is a psychologist at Stanford University in California. In 2016, he published an article in Scientific American, "Kindness Contagion," that included findings of studies about how people "catch" generosity from others. This desire to help others intensifies during times of crisis. It crosses lanes of class, race and other divisions.

For example, when Germans began retreating behind closed doors earlier in March, Molly Wilson realized she didn't know the elderly people in her Berlin neighborhood. Wilson and a neighbor posted flyers on mailboxes and trash cans on their street. Their notes offered to go shopping for those who felt unable to go outside.

Wilson also posted her note on Twitter to inspire others. "We need to do something off-line in order to let old people know that it's OK to reach out for help."
When in-person activity is limited, technology can help. People are using social media platforms to post offers to help strangers. For example, Jerry Xu, a tech professional in San Francisco, California, used the app NextDoor to volunteer his services. NextDoor connects members to others in their area.

**Beyond Offering A Cup Of Sugar** - To Marc Dunkelman, author of "The Vanishing Neighbor," these responses to the coronavirus crisis contrast with normal times. Most people's acquaintances resemble a model like the rings of Saturn. The innermost bands represent the closest connections. Each outer loop becomes more distant.

Over the past 50 years, people have spent more time on close friends and family. People have also spent more time in the outermost rings. Those include online acquaintances they don't know but with whom they share interests such as sports, hobbies or politics.

People have largely let go of rings in the middle, said Dunkelman. Those are the rings including neighbors and groups such as bowling leagues or Boy Scouts. Now the coronavirus offers the opportunity for greater local connection.

On a separate piece of paper answer the following questions.

1. What do you think the author's purpose was for writing this text? Why? Support your response with specific details from the text.
2. What are some ways that people are finding to connect even though they can't meet face-to-face?
3. What do these strategies (Actions? Acts? Ways of connecting) have in common?
4. How have connections become even stronger between communities during this time when people are far apart?

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**Day 1: Brainstorm**

<table>
<thead>
<tr>
<th><strong>PASSIONS:</strong> What do you love? Do you enjoy music, art, humor, poetry, etc.? Write down 3 passions.</th>
<th><strong>SKILLS:</strong> What special skills and talents do you have? Can you sing? Are you funny? Are you good at drawing? Write down 3 skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________________________________</td>
<td>1. _________________________________</td>
</tr>
<tr>
<td>2. _________________________________</td>
<td>2. _________________________________</td>
</tr>
<tr>
<td>3. _________________________________</td>
<td>3. _________________________________</td>
</tr>
</tbody>
</table>
COMMUNITY NEEDS: What does your community need right now (love, humor, physical activity, fun)? Write down 3 needs.

| 1. _________________________________ |
| 2. _________________________________ |
| 3. _________________________________ |

LIMITS: You will have to work within your own limits. Consider:
- What places can you get to right now?
- What materials do you have right now?

1. _________________________________
2. _________________________________
3. _________________________________

Day 2 (Activity 2): Planning Your Action (15-20 min)

This week we’re thinking about the question: "How can we support and encourage our community during difficult times?"

Your challenge this week: Your challenge this week is to design and perform an Uplifting Action to support and encourage your community.

Today you will:
- Explore an example (called a case study) of an uplifting action
- Create an action plan for your own Uplifting Action that encourages and brings joy to others in your community

You will need:
- Paper or notebook
- Pencil, pen, or other writing tool

Let’s Get Started!

A. THINK

See
What observations can you make about this image?

Think
What do you think this means? What evidence makes you think that?

Wonder
What do you wonder about this?
B. EXPLORE

Miss You, Love You, Wash Your Hands (MYLYWYH) is a community art project started by artist and teacher Kyle Monhollen in Davis, CA.

The idea for this project was Kyle’s wish to give each person “a simple reminder that you are missed and loved, and that the people who miss and love you want to keep you safe.”

To do this, Kyle created hundreds of signs with the MYLYWYH message. Each sign has one of 50 different QR codes. When you scan the code, it plays a song from a playlist designed to bring connection and joy. Kyle posted the signs on fence posts, benches, and trash cans along community paths for walkers and bikers practicing social distancing!

OPTIONAL: In this video, Kyle shares a few words about how and why he created his public art. (vimeo.com/404758655)

The project has inspired others. MYLYWYH posters have gone up in other Northern California towns, as well as in places as far as Lexington, KY, Portland, OR, and New York City. Kyle is making his work freely available to anyone who wants to bring messages of kindness and connection to their own community.

Think or discuss:

- How did Kyle respond to what is happening in the world?
- How did he use his passions (what he loves) and his skills (what he’s good at) to encourage and uplift others?
- How did he perform his action using things he had available and following the rules of staying separate from others?

Young people are making a difference too! Look at the pictures below of other uplifting actions taken by young people across the country.
Can you guess what these kids think their community needs right now?

What passions and skills do you think these young people are using?

What do you think their limits might be? How did they address these limits?

Can you guess what these kids think their community needs right now?

What passions and skills do you think these young people are using?

What do you think their limits might be? How did they address these limits?

Can you guess what these kids think their community needs right now?

What passions and skills do you think these young people are using?

What do you think their limits might be? How did they address these limits?

C. DO - Remember your challenge this week: Design and perform an uplifting action to support and encourage your community.

Today, you will create an Action Plan to help you meet your challenge and perform your Uplifting Action!

- Look at your brainstorm from Day 1.
  - Circle 1 or 2 favorite passions (what you love).
Get out a new piece of paper (or use the “Action Plan Template” handout if you like).

Create your Action Plan by filling in the blanks below with the passions, skills, and community needs you circled on your brainstorm paper. Don’t forget to create a drawing, too! It should show details about your Uplifting Action.

**Day 2: Action Plan**

I will use my [love for or my skill at] ________________________________

(Circle one.)

to take the uplifting action of ________________________________

(What are you going to do? Fill in your action here.)

so I can meet my community’s need for ________________________________

(What do you think your community needs?)

- Now draw your idea on a separate piece of paper!!

**DIG DEEPER - OPTIONAL**: Want to find out how to overcome limitations and create something amazing? Check this out! Watch Happy B-Day Sam-I-Am, 50 Years of ‘Green Eggs and Ham to learn more about how limitations can sometimes fuel creativity (youtu.be/jnvQqK_3d80)

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

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can we support and encourage our community during difficult times?&quot;</th>
<th>Your challenge this week is to design and perform an Uplifting Action to support and encourage your community.</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 created your Action Plan describing your uplifting action. When someone sees your plan, they should see:

- You are using a passion (what you love) and a skill (what you’re good at) to do something that encourages and brings joy to your community based on what they need
- It’s possible to carry out your plan
- A sketch that shows what your action will be, look like, or do
B. EXPLORE

- Look at this student’s action plan:
- Does the plan use a passion (what someone loves) and skill (what someone is good at) to do something that encourages and brings joy to their community based on what it needs?
- Does it seem possible to execute this plan with the limitations?
- Does the sketch represent the proposed action?

C. DO - Your challenge this week: Design and perform an uplifting action to support and encourage your community. Today, you will explore your action plan to check if you are meeting your goal. Pencils down! This is a thinking exercise! Look at your action plan and ask:

- Does the plan use a passion (what you love) and skill (what you're good at) to do something that brings joy to your community based on what they need
- Does it seem possible to execute this plan with the limitations?
- Does the sketch represent the proposed action?

Wait, still don’t touch your work! First, complete one of these sentences on a separate piece of paper or directly on your action plan:

- I will add...
- I will try...
- I will adjust...

Now, make the changes you explained above on your action plan! Be sure to save your action plan so you can use it to guide you when you perform your uplifting action.

Day 4 (Activity 4): Taking Your Action (15-20 min)

<table>
<thead>
<tr>
<th>This week we’re thinking about the question: &quot;How can we support and encourage our community during difficult times?&quot;</th>
<th>Your challenge this week: Your challenge this week is to design and perform an Uplifting Action to support and encourage your community.</th>
</tr>
</thead>
</table>
| Today you will: Take action to encourage and uplift your community. | You will need: 
- Paper or notebook 
- Pencil, pen, or other drawing tool 
- Your work from previous activities 
- Coloring materials (optional) |
Let’s Get Started!

A. THINK - Remember your action plan? That’s when you said:
- I will add...
- I will try...
- I will adjust...

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

B. EXPLORE - Check out some Uplifting Actions by other students:
- What changes did this person make when they took action?
- How did this person execute their plan?

**Action Plan**

Day 1: Use your passions and what your community needs to brainstorm ideas for actions you can take within your limits.
- Draw pictures for flyers.
- Draw flyers for the neighbors.

Circle your favorite idea.

“My Uplifting Action Plan”
I will use my love for dance and art (my passion or skills) to create a dance video to bring love and happiness to my community.

**Final Draft**

“Uplifting Action Plan”
We all love you in our neighborhood in our community.

**Action Plan**

Brainstorm ideas for actions that use my passion and skills within my limits.
- create a dance video
- make an obstacle course

“My Uplifting Action Plan”
I will use my love for dance and art (my passion or skills) to create an obstacle course in order to bring fun and happiness to my community.

**Final Draft**

Jump over the...
C. DO - Today, you will work to make your “Uplifting Action” really happen!
Get out your action plan and any other materials from previous activities. Think about your action plan and decide:
- How will you take action?
- Do you need supplies and/or an adult to help you?

Get to work doing, creating, or performing your Uplifting Action!

Day 5 (Activity 5): Reflecting and Sharing (15-20 min)

This week we’re thinking about the question: "How can we support and encourage our community during difficult times?"

Your challenge this week: Your challenge this week is to design and perform an Uplifting Action to support and encourage your community.

Today you will:
- Think about how your Uplifting Action encourages and supports your community.
- Find a way to share your final work

You will need:
- Your work from previous activities

Let’s Get Started! A. THINK - What if everyone took action like you did this week?

B. EXPLORE - Look at your finished Uplifting Action. Reflect on your action in writing. Write it out on a piece of paper or use the “Reflection” handout.
- How do you hope others feel when they experience your work?
- What challenges did you encounter? How did you overcome them?
- How might your work inspire others?
Day 5: Reflection

How do you hope others will feel when they experience your work? ________________
_____________________________________________________________________________
_____________________________________________________________________________

What challenges did you encounter? How did you overcome them? ________________
_____________________________________________________________________________
_____________________________________________________________________________

How might your work inspire others? _____________________________________________
________________________________________________________________________________
________________________________________________________________________________

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).
● Ask an adult to help you share your work online with the #inquirEDtogether hashtag.
● Keep photographs and other evidence from your Uplifting Action somewhere safe. 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:
Cross Content Connection: By examining how community members can lift each other up during tough times, and by developing your own plan to do so, you are using many social science skills, but also so much more! There are so many connections to 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:** Create word problems for younger students to use that would involve the distances you traveled to help people, the amount of money you spent on supplies, and/or the lasting impact of your project! Help the younger students practice their math facts by designing a few questions that include the use of your community outreach.

- **Science:** Research a different area of the world that a friend or family member lives. Describe the climate and physical features of that area. How might those things impact the ways in which your community outreach project gets implemented if you lived there? What could they do similarly or different?