

**Middle School art focuses on thinking about the personal and established criteria we use to evaluate artwork.**

**Task:** Read the excerpt about a work *The Comedian*, a work of art by Italian artist Maurizio Cattelan. Use the prompts below and have a discussion with a family member about how personal criteria and established criteria can influence or determine the perception of an item's worth or value.

**The Comedian, an art piece by Italian artist Maurizio Cattelan, sparks debate...and hunger.**

The piece by Italian artist Maurizio Cattelan throws open the question of what makes an object a work of art. Cattelan is known for his controversial pieces, which ultimately question the concept of “art”. His latest work, titled “The Comedian” consisted of a banana duct-taped to a wall [Reference 1].

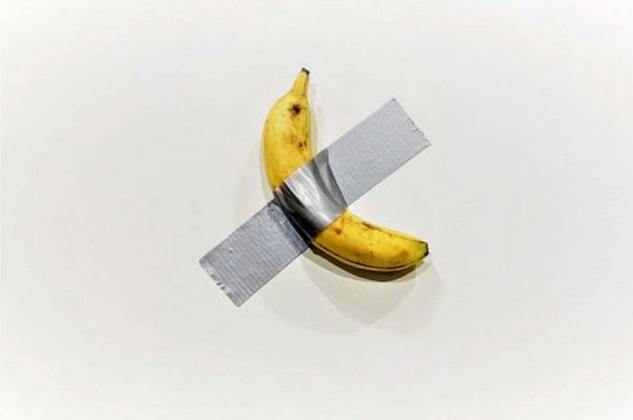
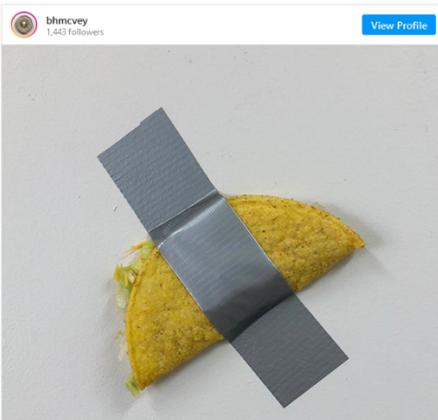
The idea behind it, according to experts, was to explore ‘how we assign worth and what kind of objects we value’. But now we are forced to talk in the past-tense because the unique banana art, which came in three copies met an untimely end when performance artist David Datuna took the fruit from the wall, peeled it and gulped it down in a couple of mouthfuls.

‘Art performance by me,’ he posted on Instagram. ‘I love Maurizio Cattelan artwork and I really love this installation. It’s very delicious.’

The remaining two copies reportedly sold to collectors for a total of \$120,000 (about £90,000). A member of the museum staff was understandably upset, but, to be fair to Datuna, the banana had a shelf life. And that shelf life was acknowledged by the original artist when he provided certificates of authenticity to the two collectors who obtained the remaining copies.

Ultimately, this display questions our very perception of art. Can food be art? Is something art even if it’s thrown together with found objects? Can something be art if it has a shelf life? If I can make the exact same thing at my own house, is it still art? Is it really valuable if anyone can do it? What influences the worth of art?

Social media was taken by storm when the art was revealed with comical replications of Cattelan’s work. Tacos with masking tape, bananas with “off-brand” packing tape, and more [Reference 2]. The satire (sarcasm/humor) surrounding “The Comedian” kept coming but in between every laughable response was an outcry of disgust or disapproval in the claim that any of this could be art. <https://www.countrylife.co.uk/luxury/art-and-antiques/focus-taped-banana-questioned-meaning-art-209074>

<b>Original:</b> <i>The Comedian</i> , Maurizio Cattelan [Reference 1]	<b>Satire:</b> <i>Duct Tape Taco</i> , @bhmcvey [Reference 2]
	

- Discussion Questions**
- Do you think this is art? Why or why not?
  - Does the piece meet your personal criteria for art?
  - What established criteria did the piece meet in order for it to have value?
  - In the case of the duct tape banana, what other factors do you think influenced the success of this “art”?
  - How does social pressure and the desire for “trend” influence the worth of an art piece or design?

<b>Personal Criteria</b>	<b>Established Criteria</b>
Refers to opinions that we form regarding artwork which are based upon personal preference and/or experience.	Refers to academically agreed upon standards and conventions used to evaluate the effectiveness of a work of art. The elements and principles of design are one such set of criteria.



# Social Studies - 7

This year in seventh grade students have been learning about Contemporary Global Issues. In these at home learning opportunities you can continue this exploration. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.

## HUMAN RIGHTS IN CURRENT EVENTS

### **In Kashmir, minors detained in wake of Indian government's crackdown**

PAMPORE, India - The sun was setting in early August. Three boys walked home from their mosque.

Farhan Farooq, a skinny 13-year-old with a tuft of black hair, was the youngest. Suddenly, a police vehicle stopped and armed officers jumped out. They bundled the three friends into the car, one of the other boys recalled later. Farhan began to cry.



Farhan's family said he was held in a jail cell at the police station in Pampore. They said he was held there for one week. Pampore is 10 miles outside of Srinagar, the largest city in the state of Jammu and Kashmir. It is in the northern part of the South Asian subcontinent.

Detaining Farhan is part of a sweeping crackdown by the Indian government. The crackdown is the result of India's government's decision to strip Kashmir of its ability to self-govern. The state now falls under the control of the national government in New Delhi, India's capital.

The conflict stems from the partition of India in 1947, which resulted in the creation of India, Pakistan and Bangladesh. Both India and Pakistan claimed the entirety of the former princely state of Jammu and Kashmir. It is in the northern part of the South Asian subcontinent. India and Pakistan split control of the area. About 55 percent of the land area of the region and 70 percent of the population of the Muslim-majority country fall under the administration of the Indian government. The Pakistani government controls about 30 percent of the land in the area. China, which also became involved in the conflict, controls about 15 percent of the land in the area.

Farhan was among an estimated 3,000 people detained, or arrested, in Kashmir since August 5. The number comes from a government official who spoke without giving their name. The official wasn't authorized to speak on the matter. It's unclear how many of the detainees were minors, or people younger than 18 years old. However, at least five Kashmiri minors were detained since the crackdown began.

### **Atmosphere of Fear**

"There is an atmosphere of fear in every house," said Farhan's mother Nazia. She didn't know why her son was detained. "If they can pick up children, they can do anything."

India's government did not respond when asked to speak about the detention of children. A police official for the district said no minors had been detained.

Narendra Modi is India's prime minister, a role similar to a nation's president. Modi has promised that removing Kashmir's self-ruling government as a state will usher in a "new dawn" for the Muslim-majority region. However, Kashmiris have instead experienced more than three weeks of silence and anger. This is the

result of thousands of arrests. India's government also created a communications blackout. The blackout blocked people in the region from using technology to contact others. It also prevents information from getting to them. They don't know what is happening.

Many members of the state's government are under arrest. Lawyers and business executives have also been detained. India's government says they are arresting these people to keep public order. Hundreds of young men have been arrested without specific reasons, their relatives say.

### **Targeting Everyone from Teens to Longtime Politicians**

Heavy-handed security by police isn't new in Kashmir. Since 1989, many in the state have been fighting against control by India. Yet experts say the scale of the current crackdown has affected more people than ever. The police are targeting everyone from teenagers to relatives of militants to longtime politicians.

United Nations (U.N.) workers have expressed concern. "It's very worrisome," said Bernard Duhaime. He leads the Working Group on Enforced or Involuntary Disappearances for the U.N. Duhaime urged India to make sure police are following the law when arresting people. He also said relatives of the detainees must be informed.

Satya Pal Malik is the governor of Jammu and Kashmir who was picked to rule last year by Indian's national government in New Delhi. He said India's government has been saving lives in the state. "We will restore normalcy in the region," Malik said. "We will deepen democracy."

Kashmiris said that over several months in 2016, large numbers of young men were also detained. That happened after violent protests. This time, however, there have been no protests. Instead, the government feared the reaction of Kashmir to its loss of independence. One police official spoke without giving his name. He said the government is detaining certain people. The government thinks they'd be likely to throw stones at security forces during protests.

Some detentions are taking place under Kashmir's disputed Public Safety Act. The state law allows the government to hold people up to two years without charges. The government says the Public Safety Act detains people to protect national security.

### **Reflect**

1. Underline evidence in the article that supports the claim India is violating specific rights protected by the Universal Declaration of Human Rights (see Week 5 packet if needed).
2. Then summarize how India is violating these rights below.

---

---

---

---

---

3. What are you wondering about the Kashmir conflict between India and Pakistan? How can you learn more? What can you teach someone else about this conflict?

## 7<sup>th</sup> Grade Math Resources

### Solutions of Inequalities Summary (Source: <https://im.kendallhunt.com>)

Suppose Elena has \$5 and sells pens for \$1.50 each. Her goal is to save \$20. We could solve the equation  $1.5x + 5 = 20$  to find the number of pens,  $x$ , that Elena needs to sell in order to save *exactly* \$20. Adding  $-5$  to both sides of the equation gives us  $1.5x = 15$ , and then dividing both sides by  $1.5$  gives the solution  $x = 10$  pens.

*But what if Elena wants to have some money left over?*

The inequality  $1.5x + 5 > 20$  tells us that the amount of money Elena makes needs to be *greater* than \$20. The solution to the previous equation will help us understand what the solutions to the inequality will be. We know that if she sells 10 pens, she will make \$20. Since each pen gives her more money, she needs to sell *more* than 10 pens to make more than \$20.

So the **solution** to the inequality is  $x > 10$ .

### Solving Inequalities Example: $3(10 - 2x) < 18$

The solution to this inequality is all the values you could use in place of  $x$  to make the inequality true.

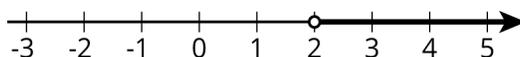
In order to solve this, we can first solve the related equation  $3(10 - 2x) = 18$  to get the solution  $x = 2$ . That means 2 is the boundary between values of  $x$  that make the inequality true and values that make the inequality false.

To solve the inequality, we can check numbers greater than 2 and less than 2 and see which ones make the inequality true:

$3(10 - 2x) < 18$	
Values LESS than 2	Values GREATER than 2
$x = 0$	$x = 5$
Replacing $x$ with 0 in the inequality we get $3(10 - 2 \cdot 0) < 18$ or $3(10 - 0) < 18$ or $3(10) < 18$ $30 < 18$ .	Replacing $x$ with 5 in the inequality, we get $3(10 - 2 \cdot 5) < 18$ or $3(10 - 10) < 18$ or $3(0) < 18$ or $0 < 18$
This is <b>false</b> , so $x = 0$ is not a solution. <div style="text-align: right; font-size: 2em;">✘</div>	This is <b>true</b> , so $x = 5$ is a solution. <div style="text-align: right; font-size: 2em;">✔</div>

We chose 0 and 5, but we could choose ANY numbers less than 2 and greater than 2 to test.

This means that ALL values greater than 2 make the inequality true. We can write the solutions as  $x > 2$  and also represent the solutions on a number line:



**Practice** (Source: <https://im.kendallhunt.com>)

1. Which inequality is **true** when the value of  $x$  is  $-3$  ?

a.  $-x - 6 < -3.5$

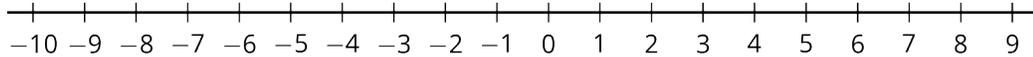
c.  $-x - 6 > -3.5$

b.  $-x - 6 > 3.5$

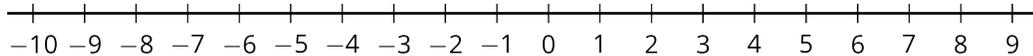
d.  $x - 6 > -3.5$

2. Draw the solution set for each of the following inequalities.

a.  $x \leq 5$



b.  $x < \frac{5}{2}$



3. The school band director determined from past experience that if they charge  $t$  dollars for a ticket to the concert, they can expect attendance of  $1000 - 50t$ . The director would like for at least 600 people to attend. Write and solve an inequality to find what they should charge,  $t$ .

4. Match each sentence with the inequality in the table that could represent the situation.

a. Han got \$2 from Clare, but still has less than \$20.

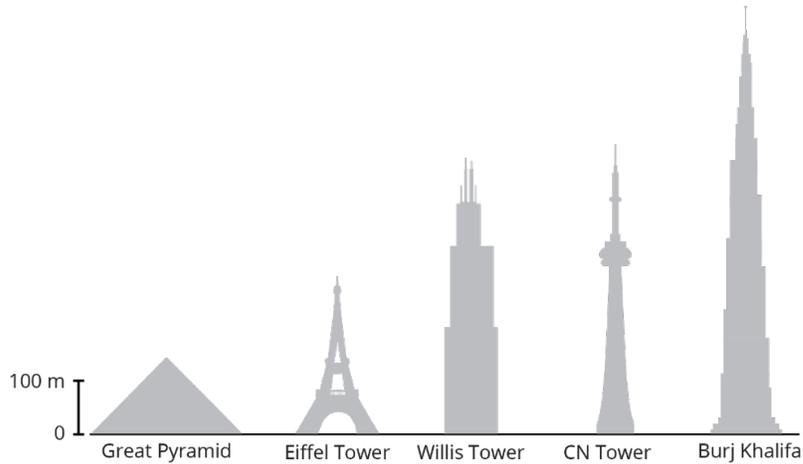
b. Mai spent \$2 and has less than \$20.

c. If Tyler had twice the amount of money he has, he would have less than \$20.

d. If Priya had half the money she has, she would have less than \$20.

Matched situation	Inequality	Solve the inequality
	$x - 2 < 20$	
	$2x < 20$	
	$x + 2 < 20$	
	$\frac{1}{2}x < 20$	

**Let's Talk About Math 6-8** – Here are some images and questions to start conversations. They might help you remember some of the math you've studied this year, and give you a chance to keep your "math talk" muscles in shape! (Source: <https://illustrativemathematics.blog/2020/04/08/im-talking-math-6-8-resources-for-weekly-re-engagement/>)



What do you notice?

What do you wonder?

a) What do you think the segment labeled "0" to "100m" means?

b) If your school were added to the image, what would it look like?



c) If the tallest building in Des Moines (801 Grand) were added, what would it look like?

d) About how tall is the actual Willis Tower (in Chicago)? About how tall is the actual Great Pyramid? Explain or show your reasoning.

e) The tallest mountain in the United States, Mount Denali in Alaska, is about 6,190 m tall. If this mountain were shown on the scale drawing, how would its height compare to the heights of the other structures? Explain or show your reasoning.



# SCIENCE-7

## Discover a System

Various things are listed below. Put an X in front of the things that can be thought of as a **system**.

- |   |   |
|---|---|
| <input type="checkbox"/> aquarium           | <input type="checkbox"/> water cycle                    |
| <input type="checkbox"/> digestion          | <input type="checkbox"/> volcano                        |
| <input type="checkbox"/> cell phone         | <input type="checkbox"/> seed                           |
| <input type="checkbox"/> pile of sand       | <input type="checkbox"/> human body                     |
| <input type="checkbox"/> food web           | <input type="checkbox"/> soil                           |
| <input type="checkbox"/> $A + B = C$        | <input type="checkbox"/> bicycle                        |
| <input type="checkbox"/> Earth              | <input type="checkbox"/> $Density = Mass \times Volume$ |
| <input type="checkbox"/> hurricane          | <input type="checkbox"/> ocean                          |
| <input type="checkbox"/> electrical circuit | <input type="checkbox"/> Earth and its Moon             |
| <input type="checkbox"/> grasshopper        | <input type="checkbox"/> box of nails                   |
| <input type="checkbox"/> graph              |   |

Explain your thinking. How did you decide whether something is considered to be a **system**? **Share this situation with your family.** Listen for how their thinking is alike or different.

---

---

---

---

---

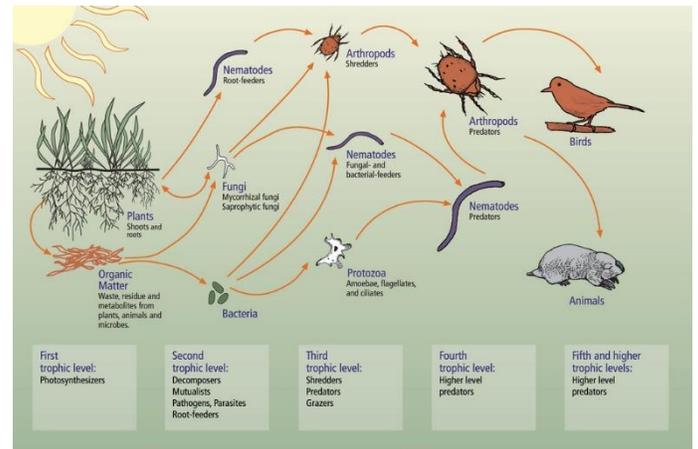
---

---

---

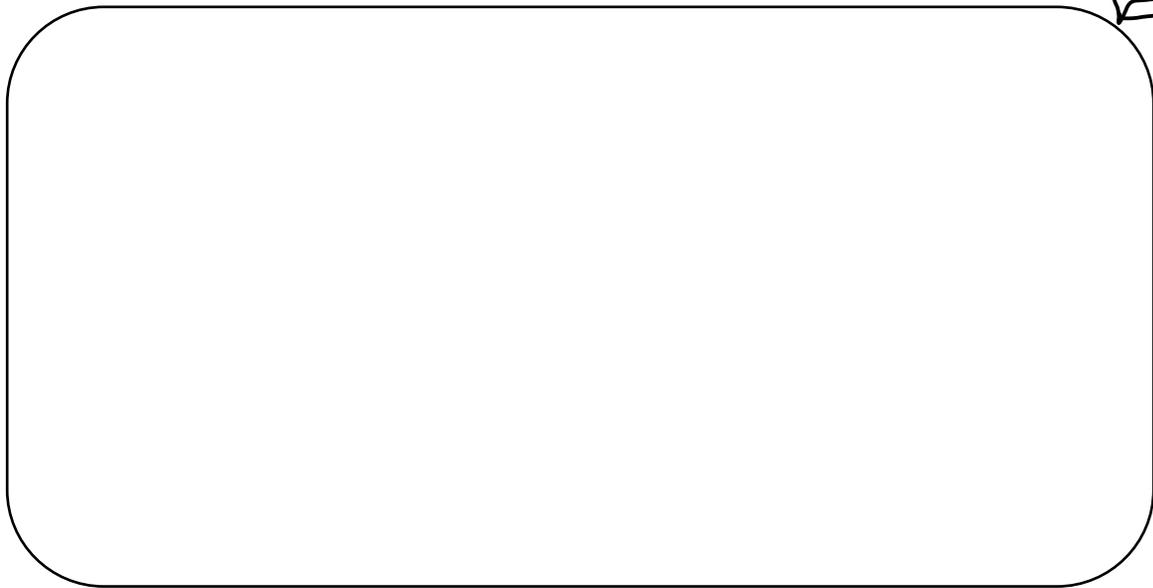
The best answer is that everything except for the pile of sand and box of nails can be a system. If you remove some of the sand, it is still a pile of sand. Removing a sand grain, a cup of sand, or a bucket of sand does not influence whether the sand is still a sandpile, nor do the parts of the sand interact with one another. The nails in the box do not interact with or influence each other. **Flip to the next page for more...**

Here are two models. A 5G cellular model and a garden model.



Directions:

1. Review the parts of a model from the previous week.
2. Carefully find all three parts in each of these models.
3. Draw a combined system model below of showing how you think the 5G model and the garden model could be represented in a single model as a system.



4. Share your combined 5G and garden models with your family. Can they find the three things a model needs- components, connections and relationships?
5. Look back to May 4<sup>th</sup> Science page. Did any of the questions get some more answers?

# New to Spanish

## Detective Work

Using the key vocabulary from previous weeks and this week, translate the four clues below.

**muchacha** girl      **cansada** tired      **enferma** sick

1. Elisa va al zoológico con su clase y ella no está enferma.
2. A la muchacha que va al zoológico con su familia le gusta el elefante.
3. La muchacha a que le gusta la jirafa no está cansada.
4. La muchacha que va al zoológico con su familia está feliz y no se llama Jessica.

## Developing Spanish Skills

Logic Puzzle:

Use the clues above to figure out which girl likes which animal and with whom they go to the zoo.



	Elisa	Emilia	Jessica	elefante	cebra	jirafa	su familia	su clase	sus amigos
está feliz									
está cansada									
está enferma									
su familia									
su clase									
sus amigos									
elefante									
cebra									
jirafa									

Logic Terms:  
entre - between  
ni - neither/nor  
o - or  
antes - before  
después - after  
que - than, that

Vocabulario:  
se llama - is named (calls herself)  
está - is  
va - goes  
le gusta - likes

# Developing Spanish and Heritage Speakers

## #STOPANIMALSELFIES EN COSTA RICA

**SI QUIERES UNA FOTO, ¡POSE CON UN ANIMAL DE PELUCHE!**

**12 de noviembre:** En Costa Rica hay más de 500 000 especies de plantas y animales. Por eso, ¡muchas personas quieren visitar Costa Rica! El turismo es la industria más importante en ese país. Su economía depende del turismo y muchos turistas visitan Costa Rica porque quieren ver a los animales en su hábitat natural. Los monos, los tucanes y los perezosos están entre los animales más populares.

Cuando los turistas visitan Costa Rica, muchos de ellos quieren tomar fotos de los animales. En especial, ¡quieren tomar selfies con los animales y quieren publicarlos en Instagram! Por eso, algunos turistas capturan a animales silvestres. Alimentan a los animales y después los capturan. Los manipulan para tomar el selfie perfecto con las criaturas.

Sin embargo, el Instituto Costarricense de Turismo no quiere que los turistas tomen selfies con los animales del país. Este mes, lanzaron una campaña. La campaña se llama #StopAnimalSelfies.

El ICT recomienda que los turistas posen con animales de peluche, pero no con animales reales.

El contacto directo entre personas y animales silvestres es muy malo. Las personas no deben interactuar con animales silvestres. La interacción entre personas y animales puede causar enfermedades y otros problemas. Por eso, el ICT dice que las personas deben observar a los animales pero nunca deben tocarlos— ¡ni para el selfie perfecto! Es importante que las personas respeten que son animales silvestres, no mascotas.

Los selfies inadecuados son problemáticos en muchos países. De hecho, Costa Rica es el 7.º país donde se toman más selfies inadecuados. Organizaciones en otros países también están prohibiendo los selfies con animales. Por ejemplo, una organización en Tasmania también dice a los turistas que no tomen selfies con los animales silvestres de la isla.

## Speakers

What do you think?

## Vocabulario Ayudante

- 1país country
- 2perezosos sloths
- 3tomar fotos to take photos
- 4algunos some
- 5silvestres wild
- 6alimentan they feed
- 7lanzaron they launched
- 8de peluche stuffed (of stuffing)
- 9deben they should
- 10enfermedades sicknesses



	camisa azul	camisa verde	camisa roja	camisa amarilla	lápiz negro	lápiz anaranjado	lápiz rojo	lápiz amarillo	teléfono verde	teléfono anaranjado	teléfono morado	teléfono rojo
pantalones negros												
pantalones azules												
pantalones verdes												
pantalones morados												
teléfono verde												
teléfono anaranjado												
teléfono morado												
teléfono rojo												
lápiz negro												
lápiz anaranjado												
lápiz rojo												
lápiz amarillo												

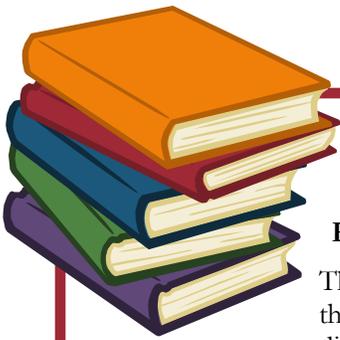
## Answers to last week's logic puzzle (week 6):

The student with Black pants has a blue shirt, red pencil, and purple phone.

The student with blue pants has a green shirt, yellow pencil, and red phone.

The student with green pants has a yellow shirt, a black pencil, and an orange phone.

The student with brown pants has a red shirt, orange pencil, and a green phone.



# ENGLISH/LANGUAGE ARTS: GRADE 7

## Reading Closely for Textual Details: "At the Pole"

This week we will continue to explore the arctic through a new perspective. Did you know that the greater background knowledge a person has around a topic, the more complex or difficult texts they can process? Even if it is far above their reading level. So, let's keep building up our understanding of this topic so we can dive into even more challenging texts in the future!

### Learning Goal/s

- Students read and analyze informational texts.
- Students support analysis of text with text evidence

**Comparing Facts and Fiction:** Authors often take real life events and use them to create fictionalized stories. Jack London's *To Build a Fire* is one of those stories, while the NatGeo article about Ben Saunders' 2013 expedition described reality. Construct a list of facts from both texts about surviving in the arctic. Use the space below or construct your own t-chart on a piece of paper.

Jack London, <i>To Build a Fire</i>	Ben Saunders, <i>NatGeo Article</i>

### SCOTT

Bigger team  
More resources

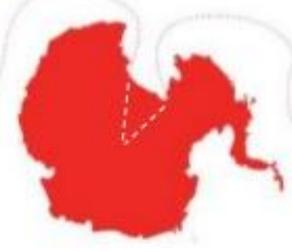
"Our luck in weather is preposterous... It is more than our share of ill-fortune... How great may be the element of luck."

Robert Falcon Scott



ROBERT FALCON SCOTT  
1868-1912  
**ON HIS**  
EXPEDITION TOOK  
17 MEN  
**1**  
TON OF SUPPLIES

## Scott Vs Amundsen



"Victory awaits him who has everything in order, luck, people call it. Defeat is certain for him who has neglected to take the necessary precautions in time, this is called bad luck"



### AMUNDSEN

Smaller team  
Meager resources

ROALD AMUNDSEN  
1872-1928  
**ON HIS**  
EXPEDITION TOOK  
52 HUSKIES  
5 MEN  
3 TONNES OF SUPPLIES

Roald F. Amundsen

Source: IMD "think like an Alien" Bill Fisher

## Approaching a New Text: *South Pole Expeditions Then and Now*

**Step 1.** As you read, highlight or underline supporting details that reference the **details of survival**. Consider your list of facts from the other texts as you are looking for connections

### *The North Pole*

Robert E. Peary

Published by Frederick A. Stokes, 1910

#### **Excerpt: Ch. XX1 ARCTIC ICE SLEDGING AS IT REALLY IS**

But the pressure ridges above described are not the worst feature of the arctic ice. Far more troublesome and dangerous are the "leads" (the whalers' term for lanes of open water), which are caused by the movement of the ice under the pressure of the wind and tides. These are the ever-present nightmare of the traveler over the frozen surface of the polar ocean—on the upward journey for fear that they may prevent further advance; on the return journey for fear they may cut him off from the land and life, leaving him to wander about and starve to death on the northern side. Their occurrence or nonoccurrence is a thing impossible to prophesy or calculate. They open without warning immediately ahead of the traveler, following no apparent rule or law of action. They are the unknown quantity of the polar equation. Sometimes these leads are mere cracks running through old floes in nearly a straight line. Sometimes they are zigzag lanes of water just wide enough to be impossible to cross. Sometimes they are rivers of open water from half a mile to two miles in width, stretching east and west farther than the eye can see.

There are various ways of crossing the leads. One can go to the right or the left, with the idea of finding some place where the opposite edges of the ice are near enough together so that our long sledges can be bridged across. Or, if there are indications that the lead is closing, the traveler can wait until the ice comes quite together. If it is very cold, one may wait until the ice has formed thick enough to bear the loaded sledges going at full speed. Or, one may search for a cake of ice, or hack out a cake with pickaxes, which can be used as a ferry-boat on which to transport the sledges and teams across. But all these means go for naught when the "big lead," which marks the edge of the continental shelf where it dips down into the Arctic Ocean, is in one of its tantrums, opening just wide enough to keep a continual zone of open water or impracticable young ice in the center, as occurred on

our upward journey of 1906 and the never-to-be-forgotten return journey of that expedition, when this lead nearly cut us off forever from life itself. A lead might have opened right through our camp, or through one of the snow igloos, when we were sleeping on the surface of the polar sea. Only—it didn't. Should the ice open across the bed platform of an igloo, and precipitate its inhabitants into the icy water below, they would not readily drown, because of the buoyancy of the air inside their fur clothing. A man dropping into the water in this way might be able to scramble onto the ice and save himself; but with the thermometer at 50° below zero it would not be a pleasant contingency.

This is the reason why I have never used a sleeping-bag when out on the polar ice. I prefer to have my legs and arms free, and to be ready for any emergency at a moment's notice. I never go to sleep when out on the sea ice without my mittens on, and if I pull my arms inside my sleeves, I pull my mittens in too, so as to be ready for instant action. What chance would a man in a sleeping-bag have, should he suddenly wake to find himself in the water? The difficulties and hardships of a journey to the North Pole are too complex to be summed up in a paragraph. But, briefly stated, the worst of them are: the ragged and mountainous ice over which the traveler must journey with his heavily loaded sledges; the often terrific wind, having the impact of a wall of water, which he must march against at times; the open leads already described, which he must cross and re-cross, somehow; the intense cold, sometimes as low as 60° below zero, through which he must—by fur clothing and constant activity—keep his flesh from freezing; the difficulty of dragging out and back over the ragged and "lead" interrupted trail enough pemmican, biscuit, tea, condensed milk, and liquid fuel to keep sufficient strength in his body for traveling. It was so cold much of the time on this last journey that the brandy was frozen solid, the petroleum was white

and viscid, and the dogs could hardly be seen for the steam of their breath. The minor discomfort of building every night our narrow and uncomfortable snow houses, and the cold bed platform of that igloo on which we must snatch such hours of rest as the exigencies of our desperate enterprise permitted us, seem hardly worth mentioning in comparison with the difficulties of the main proposition itself.

At times one may be obliged to march all day long facing a blinding snowstorm with the bitter wind searching every opening in the clothing. Those among my readers who have ever been

obliged to walk for even an hour against a blizzard, with the temperature ten or twenty degrees above zero, probably have keen memories of the experience. Probably they also remember how welcome was the warm fireside of home at the end of their journey. But let them imagine tramping through such a storm all day long, over jagged and uneven ice, with the temperature between fifteen and thirty degrees below zero, and no shelter to look forward to at the end of the day's march excepting a narrow and cold snow house which they would themselves be obliged to build in that very storm before they could eat or rest.

---

**Explaining and Comparing Texts:** To synthesize your learning from the last few weeks, construct a short essay response using evidence from the texts you've read.

Compare and contrast the fictional and non-fictional accounts of arctic exploration from 2 of the texts we've read.

**In what ways do the authors' different purposes and perspectives influence their presentation of details and ideas?**

Questions to consider as you construct your answer:

- Which perspective provides the clearest and most compelling account of life in the arctic?
- What features of this text make it engaging for readers and clear in communicating its central idea?

---

**Sample Essay Outline:** Be sure to follow formal writing expectations using objective tone, appropriate grammar and sentence structure, and citing your evidence.

**¶ 1 Introduction:** Introduce the basic topic and background information from your reading of Arctic exploration.

Thesis statement that includes the titles of the 2 texts you'll be analyzing and why.

**¶ 2 Text A:**

Analyze the text's purpose and the details it presents. Discuss how this text engages it readers and presents the central idea. How does the time period and purpose it's overall impact?

**¶ 3 Text B:**

Analyze the text's purpose and the details it presents. Discuss how this text engages it readers and presents the central idea. How does the time period and purpose it's overall impact?

**¶ 4 Conclusion:** Make an assertion which of the texts is better at communicating with its audience. Why? Wrap up ideas of why it is important to understand the history of arctic exploration.

# PE/Health Journal

## Habit 4: Think Win-Win

The outbreak of COVID-19 may be stressful. Fear and anxiety about a disease can be overwhelming and cause strong emotions. During this time of uncertainty, it is important to have a plan to ensure social and emotional balance.

One of the key foundations of a strong social and emotional relationship is trust. An emotional bank account is one's relationship with another. The concept of an emotional bank account includes proactively doing things that build trust in a relationship, one person makes a **'deposit.'** On the other hand, if doing things that decrease trust, one makes a **'withdrawal.'** A current **'balance'** in the emotional bank account helps determine how well two people communicate and problem-solve together.

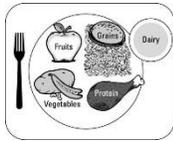
To build trust, you continually need to make deposits of:

- Honesty
- Kindness
- Unconditional love
- Patience



This week we will focus on building **social** and **emotional** trust with someone in your household.

 or  any of the social/emotional challenges below you would like to focus on this week

Social	Emotional	Cognitive	Mindfulness
Create and play a game with someone in the house or outside	Turn off ALL devices for at least 2 hours 	Read a book to someone in your house or over the phone 	Go on a walk with someone in your house 
Write a thank you note to someone 	Give someone in your house a compliment 	Listen and dance to a random song 	Talk to someone about your current feelings 
Call, FaceTime, or Skype someone you care about	Create a drawing or sketch that uses a line, color, and shape, to represent your feelings for someone in your house	Create a dance with someone 	Check-in with someone in your house; ask them how they are feeling
Write a letter to someone and tell them what you are grateful for 	Find an item in your house that provides a good memory or comfort and explain it to someone	Cook a healthy meal for your household 	Focus on deep breaths for 20 seconds; teach someone in your house 

*At the end of the week, cross-off any of the challenges you were able to complete.*

Using the information above; create a SMART goal in your journal.

### Examples:

- I will write a letter to a friend two times this month.
- I will cook a meal once a month for a family member.
- I will write a thank you note to someone each week.