

8th Grade **Modified**

Packet #10 June 1 to June 5

Math

Foundations In Personal Finance

Header sheet attached to the packet
hday@palermok8.org

Text or call (408) 460-6601

Those in Ms. Higgins math class, please
pick up secondary math packet starting
next Monday.

Please email me when you have questions

Reading/Language Arts

Mod Packet:

Check into the google classroom for
some extra resources that go along
with each week. There are some
virtual tours I will post, or maybe
even Higgins uploading videos of
things to do while at home! Be
healthy and be well!

Science

**Packet inside: Please read cover
sheet for science. Also, make
sure you are going on Google
Classroom for science and doing
at least one experiment per/week.
Use the learning website for
extended learning opportunities.
My information is on there but if
you don't have internet:
lbaker@palermok8.org or
530-513-2083. Please contact
me for anything you need and
stay healthy!! I miss you greatly.
Ms. Baker**

History

See attached daily work sheet as to what
to complete! All assignments will be
uploaded digitally to our google
classroom along with videos that have
me explaining all the work!

Stay safe!

-Mr. Davis

<p>PE All info is in the packet. Hope to see/talk to all soon. Keep you and your family safe, Mr. Maturino</p>	<p>Other</p> <p><u>Mrs. Applegate / 7 Mindsets</u> Please complete the worksheet after watching the corresponding video on YouTube at "Kari Applegate." E-mail me if you would like to video-chat to discuss the 7 Mindsets lesson. <u>kapplegate@palermok8.org</u></p> <p>Moby Max- <u>https://www.mobymax.com/signin</u></p> <p>Drill: log onto the google account! Code: peq65bv</p>
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Teachers will be checking their email daily and will respond within 24 hours. They want to hear from you!

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Week 10 - Regular Packet & Modified Math

FOUNDATIONS

in PERSONAL FINANCE

Middle School Edition

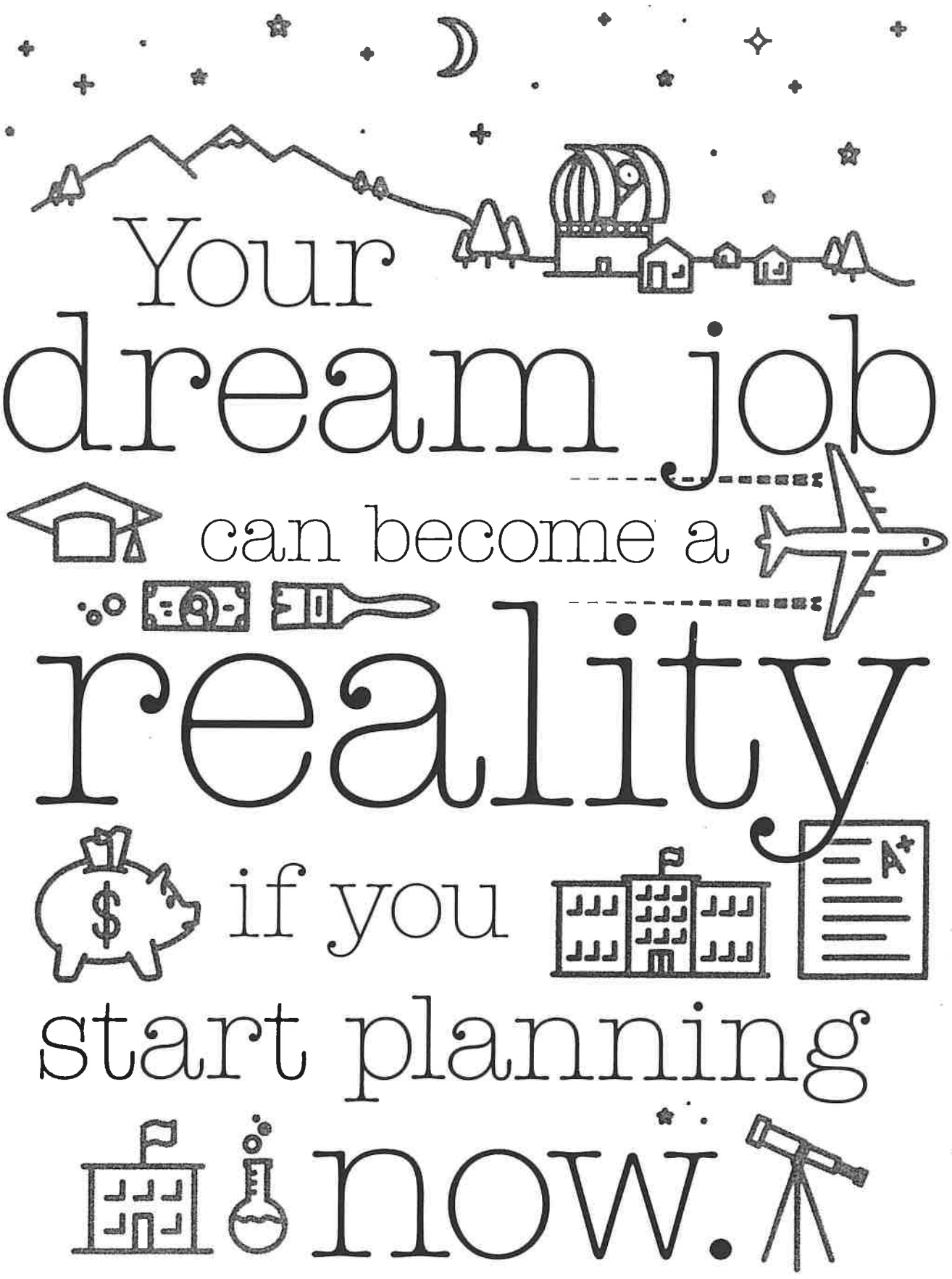
Chapter 3: Education, Careers, & Entrepreneurship: Examines the importance of exploring career options that line up with personal skills and interests; introduces career options and highlights their varying, post-secondary education requirements; explains the impact education can have on income; examines various types of income and taxes; identifies elements of employer benefits; introduces the topic of entrepreneurship; and explores the risks and benefits associated with starting your own business.

Date/Day	Assignment	Completed
Monday 6/1	Lesson 3.1 What Are You Going to Do? <i>**Access the video lesson link via your math GOOGLE CLASSROOM.</i>	
Tuesday 6/2	Lesson 3.2 Earning an Income <i>**Access the video lesson link via your math GOOGLE CLASSROOM.</i>	
Wed. 6/3	Lesson 3.3 Be Your Own Boss <i>**Access the video lesson link via your math GOOGLE CLASSROOM.</i>	
Thursday 6/4	Lesson 4.1 Investing for the Long Term <i>**Access the video lesson link via your math GOOGLE CLASSROOM.</i>	
Friday 6/5	Lesson 4.2 Watching Money Grow <i>**Access the video lesson link via your math GOOGLE CLASSROOM.</i>	

Each lesson has a video lesson for you to use to complete your student pages. The lessons are posted on our [Palermo Middle School Math YouTube channel](#) and linked to Google Classroom. (You can complete the student pages by reading the informational texts provided, but watching the video is way more fun and **HIGHLY ENCOURAGED!!)**

Please check in online, text or email if you need help.
Mr. J. McCoy jmccoy@palermok8.org, 530-712-3606

Your
dream job
can become a
reality
if you
start planning
now.



What Are You Going to Do?

With a plan, your dream job can become a reality.

LESSON 1

YOUR SKILLS AND INTERESTS

We all have things we are good at and things we love to do. Those things might even turn into something you do for work or a **career**. Keep in mind that what you

do for work may end up changing along the way. You may even work some jobs that you don't enjoy as you try to figure out what you really enjoy doing.

Find a job or a career that blends two things:

something you're _____₁ at and something

you _____₂ to do.

You will find satisfaction in your work if it is

something you _____₃ and find

_____₄ in.

You don't have to wait until you're an adult to start doing work you love. Jobs you do today—like babysitting, mowing yards, or making jewelry—will prepare you for a

great career later on. Plus, you will learn some great life skills like how to work hard, get along with others, be honest, and stick with something even if it is hard.



What kind of job would you consider your dream job?

JOBS 101

There are lots of different jobs. But just because a job pays well doesn't mean it will be something you enjoy. No matter how much you might make as a surgeon, if you faint at the sight of blood, medicine is probably not your best career path.

You may not have any idea right now what you want to do for a job or career. That's okay. If there is a job that seems interesting to you, spend some time researching the job. Here are some ideas to help get you started:

Find someone who is doing the job you think you want to do and _____ about it.

A great place to find information on jobs is the _____.

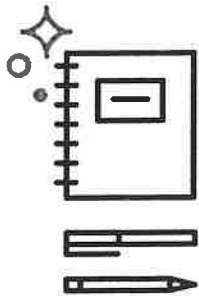
Also, look for information about:

- » How much the job pays on average.
- » How many years of school are typically required.
- » What a career path looks like.
- » Opportunities for job shadowing and internships—these can help you find out if you enjoy a job.

THE COST OF EDUCATION

Going to college can be expensive, but your options include two-year and four-year education plans at community colleges, private colleges, state colleges, and out-

of-state colleges. You might also consider certifications, trade school, or on-the-job training. And don't forget to factor in the cost of books and other items.



JOURNAL QUESTION

What are two or three jobs that sound interesting to you? What makes them seem interesting?



LESSON 1

— APPLY WHAT YOU'VE LEARNED —

The Perfect Job

Finding work that matters is a big deal. A lot of people feel trapped in a career because they chose a job for the wrong reasons or stayed with a job just to pay bills. The key is to find something you are good at and love to do.

DIRECTIONS: Take some time to consider your responses to the following questions. Then use your answers to begin thinking about possible jobs you would enjoy.

What are some of your interests?

What are some of your hobbies?

What activities do you really enjoy doing?

What would you consider the perfect job? Why?

What are your favorite subjects in school?

What kinds of things are you really good at?

FINAL THOUGHT: Find work that lines up with your passions and interests. You will enjoy it much more.

Earning an Income

Good grades now will help you make more money later.

LESSON 2

EDUCATION AND INCOME

Part of growing up is finding a career and making some money. Everyone wants to make big money right out of high school. Most jobs, however, have a “starting salary”—what you will make when you first start. Don’t be unrealistic about how much money you might make.

Will you make more money if you get a college degree? Most studies indicate that you will. Also, those with a degree are more likely to find a job or be hired ahead of someone without one. How much more money can you make? It really depends on the job.⁴

Research indicates it could be anywhere from _____ more per year.

That means that over a thirty-year period of working in a career, you could make an extra \$450,000–\$900,000!

Many careers require at least a four-year college degree. Before you pursue a particular field of study, however, do some research into how much you might

expect to earn. Then balance that with the cost of your education. For example, if you think you want to become an athletic trainer and the average starting **salary** is \$35,000–40,000 per year, it doesn’t make a lot of sense to go to a big-name or out-of-state college for four years and pay over \$100,000 in **tuition**.

Just having a college _____ doesn’t guarantee you a job.



What is the most money you have made in one day?

EMPLOYEE BENEFITS

A compensation package is made up of what you will get _____ and your _____.

When you work as an **employee**, what you get paid is called your **wages**. The benefits in your **compensation** package are extra perks. These might include

health insurance, dental insurance, and life insurance, but they can also include investment options, days off when you're sick, and even paid time off for vacations.

The money you get to take home and see in your bank account is called your _____ pay.

When you work, you expect to get paid. Here is a quick look at three basic types of income, including your paycheck. Keep in mind you will pay taxes on all of these:

- » **Earned Income:** Any income (wages/salary) produced by working at a job as an employee.
- » **Portfolio Income:** Income from investments, interest, and

earnings including the sale of investments at a higher price than you paid for them.

- » **Passive Income:** Income earned from things you own such as houses, land, or other buildings as well as money earned from books, software, or music you have written or produced.

PAYCHECK DEDUCTIONS

One of the fantastic parts of having a job is getting paid. When you work for an employer, however, you will have a variety of taxes taken out of your pay. This is called **withholding** because your employer withholds, or holds back,

a portion of your pay for tax purposes as required by the government. These deductions impact your **take-home pay**, which is the actual amount of money you get to keep and spend. So, you will take home less than what you really earn.

TAXES

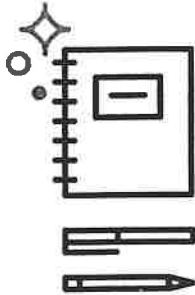
First, there is federal income tax that goes to the federal government for their programs and budget. Then there is often a state income tax that goes to your state government for their programs and budget. You will see deductions for Social Security and Medicare. Social Security provides benefits for retired workers. Medicare is

a program to help with medical expenses after you turn sixty-five. The deductions are 12.4% for Social Security and 2.9% for Medicare. Your employer pays half of the total Social Security (6.2%) and Medicare (1.45%) deductions, and you pay the other half. If you are self-employed, you have to pay the full amount.

INSURANCE

If you pay for health insurance, dental or vision insurances, life insurance, or any other benefits at your place of employment, you will also see those deductions reflected

on your paycheck. After all of the taxes, insurances, and benefits are taken out, what's left is considered your take-home pay—what you get to take home and spend.



JOURNAL QUESTION

What are some of the things that you would like to do in the future? How can your education help you do those things?



There may be people who have more talent than you, but there's no excuse for anyone to work harder than you do.

DEREK JETER, Major League Baseball World Series Champion

Be Your Own Boss

Starting your own business is something you can do now.

LESSON 3

YOUR OWN BUSINESS

An entrepreneur is someone who _____¹³
and _____¹⁴ his or her own business.

In the US, there are more than 28 million small businesses. These are defined as having fewer than five hundred employees. More than 50% of workers in the US work in a small business. And more than 75% are self-employed, running their

own businesses.⁵ Earning a profit is one incentive that leads many people to start their own companies. **Entrepreneurs** often take risks that are associated with creating and producing new goods or starting a new business.

The first thing to do is to figure out a business idea that will make _____.¹⁵

YOU COULD BE AN ENTREPRENEUR

_____ %¹⁶ of high school and middle school students plan to start their own businesses some day.

What is really cool is that of those students, 38% will invent something that changes

the world in some way. And 3% of teens have already started their own businesses.⁶

YOU COULD BE AN ENTREPRENEUR (CONTINUED)

Three of the most famous entrepreneurs are Steve Jobs (Apple), Mark Zuckerberg (Facebook), and Bill Gates (Microsoft). The businesses they started at young ages and the products they created impact most of our lives on an everyday basis.

So, what qualities does it take to be an entrepreneur? Some common qualities include creativity, the ability to lead, passion for your idea or work, flexibility, attention to detail, and a strong belief in yourself.

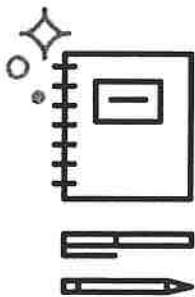
WHAT CAN YOU DO?

Yes, you can make money by starting your own business—even as a middle schooler. The following list will help you

think about potential businesses you could start. Circle any ideas that catch your attention or write some of your own ideas.

- | | | |
|-------------------------------|--|---------------------------------|
| » Pet sitting/walking | » Blogging | » Candy bar sales |
| » Handmade greeting cards | » Jewelry design | » Fresh-baked pet treats |
| » Home-baked cookies/cupcakes | » Clothing design | » Online selling (such as Etsy) |
| » Cake pops | » Collecting recyclables | » Other: _____ |
| » Car washing | » Lawn mowing | » Other: _____ |
| » Web site design | » Kids party clown/juggler/entertainer | » Other: _____ |

WANT TO LEARN MORE? Go to [www.FOUNDATIONSU.com/middle-school](http://wwwFOUNDATIONSU.com/middle-school) to learn more about the teen entrepreneurs featured in the video for this lesson.



JOURNAL QUESTION

If you were to start your own business, what would it be? Why would you choose that?

LESSON 3

— APPLY WHAT YOU'VE LEARNED —

The Cost of Business

There are always costs associated with business, including the cost of your time. If you sell baked goods or make jewelry, you have to buy your supplies. If you mow yards, you have to pay for gas, trimmer line, and maintenance. One of the most important aspects of running a business is managing your income and expenses. A basic business tool is a profit and loss statement (a P&L) that helps you track all of your income and expenses so you can see how profitable your business is.

DIRECTIONS: Using the information provided, calculate how much Jason and Brandi made or lost during a four-week period. Then determine which business was more profitable.

I. Jason's Yard Work

Jason uses six gallons of gasoline (\$2.50 per gallon) every four weeks. Jason charges \$20 per yard including trimming and \$15 without trimming. He mows three yards each week that require trimming and one yard that does not require trimming. So, Jason earns \$75 per week. He had to buy a new spool of trimmer line this month (\$10 total) as well as a new spark plug (\$4) and air filter for his mower (\$15). During the last week of the month, Jason picked up one new customer for both mowing and trimming.

INCOME		EXPENSES	
\$75 per week (x 4 weeks)	\$ _____	6 gallons gas (\$2.50 per gallon)	\$ 15 _____
Extra yard (trim and mow)	\$ _____	Spool of trimmer line	\$ _____
	↓	Spark plug for mower	\$ _____
		Air filter for mower	\$ _____
TOTAL INCOME	\$ _____	TOTAL EXPENSES	\$ _____

➔➔➔ **TOTAL PROFIT (OR LOSS) \$ _____**

Recap & Review

WHAT CAN YOU DO NOW?



It's time to check your learning! Go back to the "I Can" statements at the beginning of this chapter. Place a check mark next to each statement that you can do now.

ILLUSTRATION TIME

Draw a picture representation of the following terms.

Entrepreneur

A large, empty rectangular box with a thin black border, intended for drawing a picture representation of the term "Entrepreneur".

Profit

A large, empty rectangular box with a thin black border, intended for drawing a picture representation of the term "Profit".

SELF TEST

Circle the correct answer.

1. When choosing a career, find something that

- A Makes you a lot of money
- B You are good at and you love to do
- C All your friends enjoy
- D Will be completely boring

2. Non-wage compensation provided by your employer are called

- A Withholdings
- B Take-home pay
- C Income
- D Employee benefits

3. The amount of money you get in your paycheck after taxes are taken out is called

- A Withholdings
- B Benefit pay
- C Take-home pay
- D Gross income

4. Money which is taken out for taxes is called

- A Withholding
- B Employee benefits
- C Take-home pay
- D Net pay

5. Someone who starts and runs his or her own business is called a(n)

- A Creditor
- B Employee
- C Manager
- D Entrepreneur

6. Which are the correct amounts withheld for Social Security and Medicare taxes from a person's paycheck?

- A Social Security Tax (8.2%), Medicare Tax (2.45%)
- B Social Security Tax (6.2%), Medicare Tax (1.45%)
- C Social Security Tax (10.2%), Medicare Tax (4.45%)
- D Social Security Tax (3.2%), Medicare Tax (3.45%)

Investing for the Long Term

Saving is for the short term; investing is long term.

LESSON 1

SAVING VS. INVESTING

When it comes to handling your money, there are two important words you need to know: *saving* and *investing*. If

your goal is to keep your money safe and have it when you need it, savings is the way to go.

| Saving is for the _____.

When you put money into a savings account, it will gain a small amount of interest. It won't grow a lot, but it will grow some. When you save, you are putting your money somewhere for less than

five years. This is money you want to be liquid, meaning you are able to get to it quickly when you need it. This money is generally kept safe at a local bank in a savings or money market account.

| Investing is for the _____.

If your goal is to build wealth—and you are willing to leave your money alone for five years or more—you could see a mathematical explosion (compound interest) happen when you invest. Remember, compound interest helps your investment gain money. But, you also have the risk of losing some money. Typically, your money will grow and make more money for you when it is invested.

For example, a deposit of \$1,000 into a .005% interest rate savings account would only earn \$25 after five years (and only \$50 at 1%). You aren't making a lot of money, but you aren't losing any either. However, if you invested that same amount with an annual 10% interest rate compounded monthly, you would end up with \$1,645 after five years. But, you could also lose money, so there is some risk involved.



Would you rather have \$1 million right now or a penny doubled every day for a month?

THE VALUE OF MONEY

The **time value of money** means that money today is always worth more than money later. That is a basic concept in personal finance. Yes, it sounds weird. Isn't a \$100 bill today worth the same as a \$100 bill next year? Technically, yes. But

will that \$100 buy the same amount of stuff next year as it will today? Probably not, because things will cost more. The time value of money includes a loss of value due to **inflation** (the increase in price of stuff over time).

Because of inflation, your money can be worth

_____ in the future.

Here's an example of the impact of inflation at an annual 3% rate. Your \$100 will only buy \$97 worth of stuff next year and then

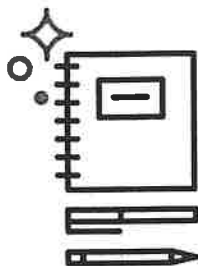
only \$94 the next. But, in twenty years, that same \$100 would only buy about \$40 worth of stuff.

When you invest your money, it can be worth

_____ in the future.

The time value of money also means your money can be worth more when you invest it and gain compound interest. Long-term money goals are for things five years or more into the future. One of those goals could be planning for retirement. That is when investing and the power of compound

interest come into play. Many students like to dream about being millionaires, but they think it will never happen. However, retiring a millionaire is a great example of a long-term goal. The good news is that you can retire a millionaire if you will begin investing early.



JOURNAL QUESTION

How have you seen the impact of inflation on the things you buy?

Watching Money Grow

The earlier you start investing, the better.

LESSON 2

WHAT IS “THE MARKET”?

Maybe you have heard of the stock market but you have no idea what it is or how it works. That’s okay. Many people have a hard time understanding it. The stock market is just one example of a financial market—places where people are able to invest their money.

Maybe this will help. Think of the stock market like a supermarket where lots

of different things are bought and sold. Some people want to buy yogurt, some want to buy carrots, and others want to buy candy. There are a lot of different name brands as well as generic versions of different products. And everything has a different price. This is the same for financial markets. There are a lot of different things you can “buy.” And you can choose what you want to invest in.

RIDING THE ROLLER COASTER

To help you better understand financial markets, think of a roller coaster. Why? Because if you look at a picture of the gains and losses in the stock market over time, it really does look like a roller coaster. There are lots of ups and downs. In the stock market, the parts that go up are places where investments are making money. The parts that go down,

on the other hand, indicate places where investments are losing money. However, the likelihood that you will make money over the long term is pretty good. In fact, 100% of the twenty-year periods in the stock market since 1950 have made money.³ But, just like being on a roller coaster, you will get hurt if you jump off before the ride is over.



What would you do if you were a millionaire? Why?

WATCHING YOUR MONEY GROW

Investing simply means putting your money in something that will make a profit for you. There are a lot of different types of investments, so it is helpful to understand a little about each one.

Some investments have very low risk but you won't make a lot of money. Other investments have more risk of losing money, but you also have the potential to earn more money.

The reason to invest is to make more _____
for something like planning for retirement.

_____ represent ownership in a company.

_____ are investments
owned by a group of investors.

INVESTING 101

Long-term investing is investing for
_____ years or more.

When you're ready to invest, it's always a good idea to get help from a professional **investment advisor**. While you may not understand anything about bonds, the stock market, mutual funds, or

investments, an investment advisor can help you. It is always important to understand the things you invest in. Here is a quick look at the basics of some of the most common investments available:

MONEY MARKET ACCOUNTS

Money market accounts pay only a little more than a regular savings account, so you won't make a bunch of money off

interest in them. However, these are low-risk investments and are a great place to park your emergency fund.

CDS (CERTIFICATES OF DEPOSIT)

CDS are another type of a low-risk savings option where you agree to leave your money alone for a period of time (such

as six months, one year, or more). In exchange for leaving it alone, you will earn a higher interest rate.

BONDS

Bonds are basically a loan of money, like an I.O.U., to a corporation or government agency that needs to finance a project or an activity. The borrower agrees to pay

the loan back (with interest) after a certain period of time. Bonds carry more risk than basic bank accounts so you could lose some money.

STOCKS

Unlike bonds, **stocks** are not a loan of money, but they actually represent ownership. You buy (invest in) a piece of the company. You make money as the company grows and makes more money.

Since you own a share, that means you get a portion of the profit. Single stocks, however, carry a high degree of risk. While you might make money, you could also lose a lot of money.

MUTUAL FUNDS

Mutual funds are investments owned by a group of people who put their money together to mutually fund an investment. That's where the name comes from—a mutually funded investment, also known as a mutual fund. The money is used to

invest in a collection of stocks, bonds, or other investments. Mutual funds are good long-term investments. Spreading your investments across a variety of mutual funds is called diversification and that helps lower your risk of losing money.



JOURNAL QUESTION

How can long-term investing help you become a millionaire?

Modified History Week 10

Monday

Using the Chapter 26 of the textbook we will be completing the chapter 26 packet! Today you will complete sections 1. Do not do question 2 on section 1

For question 2 in sections 2,3,4 and 5 the question wants 3 details about immigrants' lives. Please only write down 2.

Tuesday

Complete section 2 today which talks about Italian Immigrants.

Wednesday

Today you will finish section 3 which is about Jewish Immigrants

Thursday

Today you will complete sections 4 which discuss Chinese Immigrants.

Friday

Today you will complete section 5 which discusses Mexican Immigrants.

The Great Wave of Immigration

What was life like for immigrants in the early 1900s?

PREVIEW

On a separate sheet of paper, write a brief journal entry from the perspective of a person who is in the process of immigrating. Explain why you are leaving your homeland and what you expect life to be like in your new country.

READING NOTES

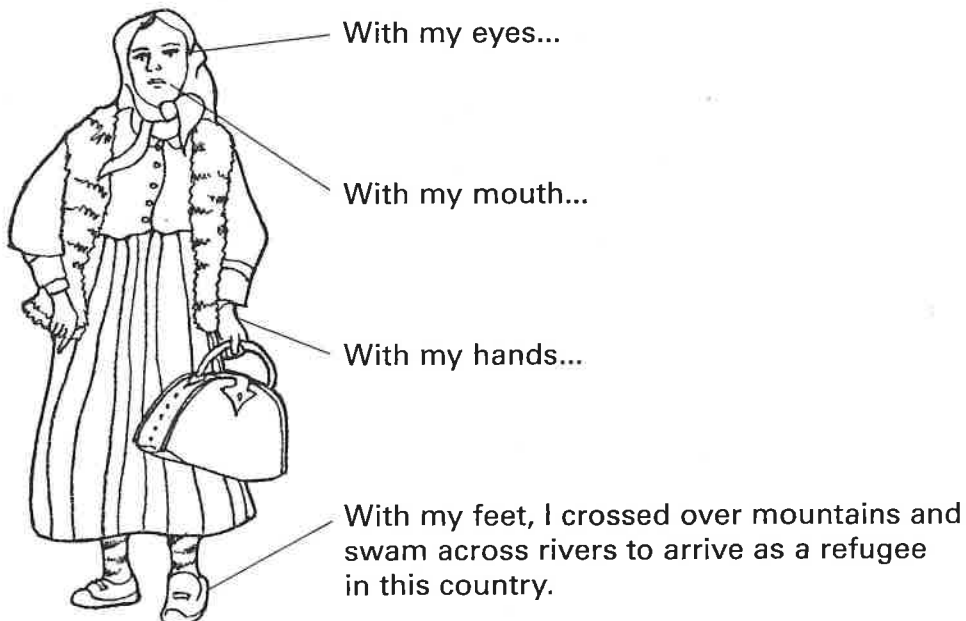
Social Studies Vocabulary

As you complete the Reading Notes, use these terms in your answers.

refugee	pogrom	nativism
assimilation	passport	quota

Section 1

1. Complete the sensory figure of an immigrant to show her possible thoughts, feelings, and experiences.



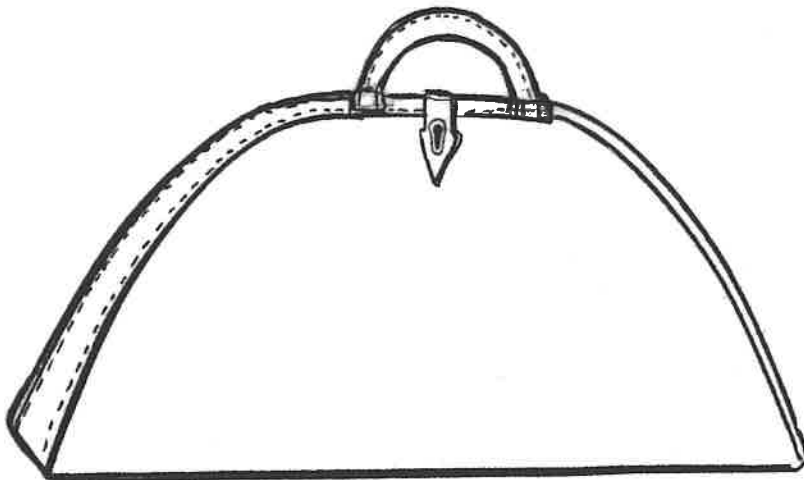
2. What contributions did immigrants make to the United States?

Section 2

1. List at least three important details about Italian immigrants' journey to the United States. Include information about why they left Italy, their voyage, and their experiences at Ellis Island.

2. List at least three important details about Italian immigrants' life in the United States. Include information about their living conditions, the work they did, and how people already living in the country treated them.

3. Imagine at least two artifacts that Italian immigrants might have brought or acquired during their journey to the United States. In the bag, draw those items, and briefly explain what each artifact is.



Section 6

- | | |
|---|---|
| 1. Why did nativism begin to rise in the 1880s? | 2. How did Congress respond to the surge in nativism? |
|---|---|

P R O C E S S I N G

Suppose you are an immigrant to the United States at the turn of the last century. *On a separate sheet of paper, write a letter to a family member in your native country describing your trip to the United States and your experiences so far in this country.* Be sure to include:

- a brief description of why you left your native country.
- a description of your trip to the United States.
- a description of where you live and what life is like in the United States.

The Great Wave of Immigration

26.1 Introduction

In the early 1880s, a young American Jew named Emma Lazarus saw a boatload of Jewish immigrants who had just arrived in New York City. The Jews crowded on the boat were fleeing a religious massacre in Russia. Inspired by their suffering, Lazarus wrote a poem in which the Statue of Liberty welcomes immigrants. The poem begins:

*Give me your tired, your poor,
Your huddled masses yearning to breathe free.*

In 1903, a plaque inscribed with Lazarus's poem was attached to the base of the famous statue. Her words expressed the hopes of the millions of people who made their way to the United States during a great wave of immigration between 1880 and 1920. During those 40 years, more than 23 million immigrants arrived in America. Many were escaping poverty, political violence, and religious persecution. Others came seeking economic opportunity in a land of seemingly boundless promise.

Most of the newcomers flocked to cities, where industry was booming and jobs were plentiful. The sheer number of immigrants changed the face of America. The newcomers often clustered in rapidly growing ethnic neighborhoods. In both New York and San Francisco, for example, "Little Italy" districts grew up alongside "Chinatowns."

The new arrivals spurred the growth of the nation's cities and industries. Their languages, customs, music, and food made cities like New York, Chicago, and San Francisco more diverse and exciting places. Yet many native-born Americans responded to them with suspicion and prejudice. For immigrants, these attitudes added to the challenge of starting life in a new country.

In this chapter, you will learn about the experiences and contributions of immigrant groups from around the world. You will also find out how Americans' attitudes toward immigration changed by the 1920s. Never again would the United States hold open its doors so wide to people from other lands.



Graphic Organizer: Illustration

You will use an illustration to record information about four different immigrant groups.

refugees people who flee their homes or countries because of war, persecution, or other causes

assimilation the process by which immigrants or other newcomers acquire the attitudes, behaviors, and cultural patterns of the society around them



Between 1880 and 1920, more than 20 million people came to the United States in search of a better life. The hardships of their journey were only the beginning of the challenges they would face as they tried to build a new life in America.

26.2 Immigration from Around the Globe

Patterns of immigration to the United States changed in the 1880s. Before this time, most immigrants came from northern Europe, particularly Ireland and Germany. By 1890, most were coming from countries in southern and eastern Europe, such as Italy, Greece, Russia, or Poland. Others came from China, Japan, Korea, and the Philippines. Still others crossed the borders from Canada and Mexico.

Many of these newcomers were **refugees** escaping from violence or poverty in their homelands. Compared to earlier arrivals, they tended to be poorer, less well educated, and less likely to speak English. Among them were many Jews and Catholics, as well as Buddhists and Confucianists—a major change for a country that had always been largely Protestant.

The Struggle for Acceptance Americans wondered how the throngs of immigrants would affect the country. Most favored the **assimilation** of foreign-born people into the culture of their new homeland. They expected immigrants to become “Americanized”—to talk, dress, and act like their native-born neighbors. Others believed that the new immigrants, especially nonwhites, were too “different” to be assimilated. Their prejudices were reinforced when ethnic groups clustered in their own towns or neighborhoods, in part for mutual support and in part because they were not accepted elsewhere.

In fact, many immigrants were eager to adopt American ways. Others had little choice. Public schools taught in English, and most stores sold only American-style clothes, food, and other goods. Many employers demanded that their workers speak English on the job.

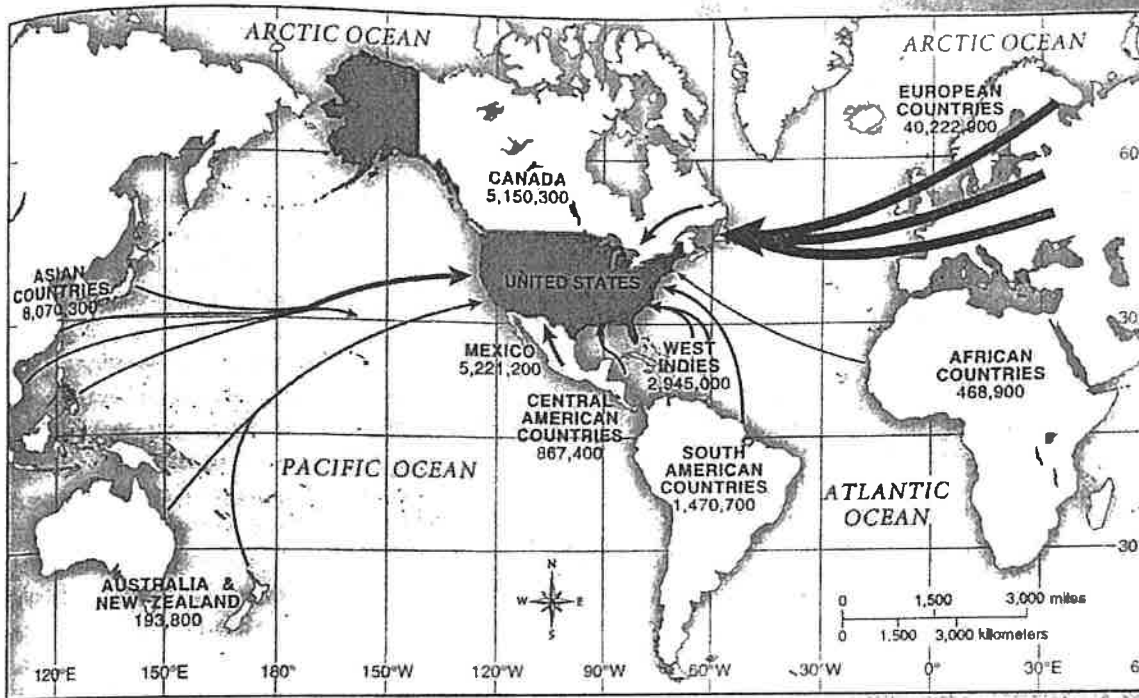
Some immigrants did cling to their own language and way of life. But even those who tried hardest to assimilate often met with abuse and discrimination. Immigrants also faced resentment from workers who saw them as competing for jobs.

Contributions of Immigrants The new immigrants made vital contributions to America’s rapidly industrializing society. As one historian has written, “They and their fellow workers built the railroad...mined the gold and silver...labored in the oilfields, steel mills, coal pits, packing plants, and factories...” Without the immigrants’ skills and labor, the nation’s cities and industries would not have grown nearly as fast as they did.

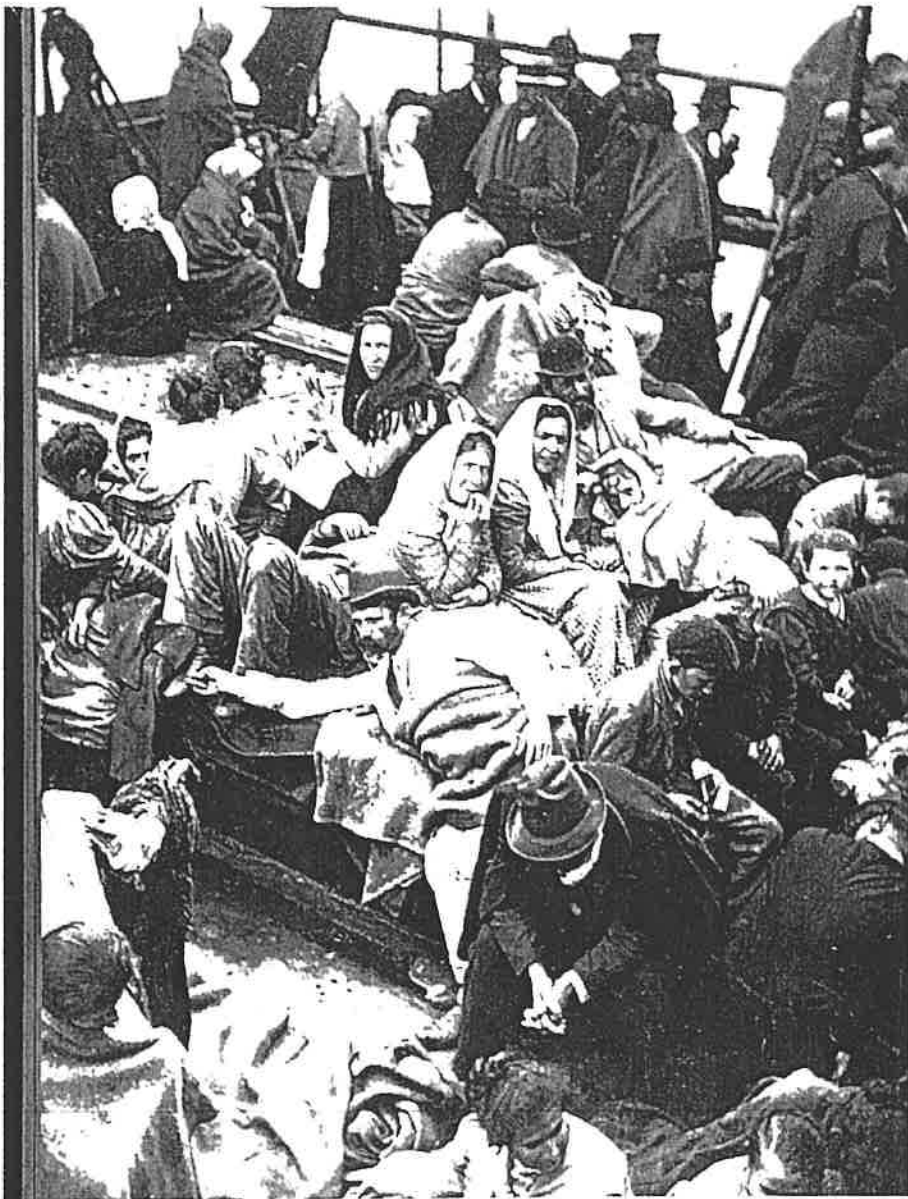
Immigrants also brought a vibrant diversity to their adopted land. America became a truly multicultural society, enriched by the customs, crafts, languages, and faiths of people from around the globe.

Geography Challenge

Immigration to the United States, 1820-1990



1. Identify at least four interesting details on this map.
2. What do the arrows on the map indicate?
3. Between 1820 and 1990, where did the greatest number of immigrants come from? Where did the least number of immigrants come from? How do you know?
4. Which of the arrows on the map shows where your family or ancestors came from?
5. What are or were some of the effects on the United States of the immigration patterns shown on this map?



Millions of Italians, anxious to escape the poverty of their homeland, journeyed by ship to America. During the long voyage, they endured crowded, smelly conditions and poor food.

ship, that was reserved for the passengers who paid the lowest fares. These passengers were given narrow beds in crowded compartments that smelled of spoiled food, human waste, and sweating people who had nowhere to bathe.

Steerage passengers were allowed on deck only once a day. The rest of the time, they tried to amuse themselves by playing games, singing, and making music with accordions, mandolins, and other instruments.

After almost two weeks, the weary travelers arrived at the immigration station on Ellis Island in New York Harbor. There they had to pass medical examinations and answer questions about how they planned to support themselves in the United States. People who did not pass these inspections could be sent home, even if other family members were allowed to enter. So many families were forced to separate that Italians started calling Ellis Island "The Island of Tears."

26.3 Italian Immigrants

When Pascal D'Angelo heard that his father was leaving their poor Italian village to work overseas, he was angry. "America was stealing my father from me," he later said. His mother tried to soothe him, saying that soon Papa would return, "laden with riches." But Pascal begged his father to take him along. His father agreed, and the two of them boarded a steamship bound for the United States.

From Italy to America Like millions of other Italians, Pascal and his father came to America to escape poverty. In the late 1800s, much of Italy, and especially mountainous southern Italy, could not support the country's rapidly growing population. Farmers struggled to eke out a living on worn-out, eroded land where crops too often failed. There were few factories to provide other jobs.

Poor immigrants like Pascal and his father usually made the ocean passage in "steerage." Steerage was a deck, deep in the

Starting a New Life Judged healthy and ready to work, Pascal and his father entered New York City. A fellow Italian, a work agent called a *padrone*, helped them to find jobs building roads. *Padrones* helped many Italian immigrants get unskilled work building sewers, subways, and roads, cleaning streets, and laying bricks for new **tenement buildings**. By 1890, Italians made up 90 percent of New York's public works employees and 99 percent of Chicago's street workers.

Many Italian immigrants were "birds of passage"—young men who came to America to earn some money and then went back home. When several co-workers died in a work accident, Pascal's father decided to return to Italy as well. "We are not better off than when we started," he said.

Pascal, however, decided to stay in his new country. He settled in a poor Italian neighborhood in New York, one of the many "Little Italys" that sprang up in American cities. These mostly Italian neighborhoods bulged with residents who could afford only the cheapest tenement housing. Crowded together in tiny apartments, most families had no privacy. The difficulties of their new life led some immigrants to depression and despair.

Fortunately, Italian neighborhoods also offered opportunities for fun. Most Italians were Catholics who celebrated saints' days as they had in Italy. They strung colored lights, flags, and streamers along the shops and streets. Children dashed among booths that offered food and games. Fireworks, music, and dancing reminded everyone of life back home.

Above everything else, Italians valued family closeness. Some Italian parents didn't send their children to school because they feared that learning English would distance their children from the family. Besides, a child in school wasn't earning money to help the family. As a result, many immigrant children never learned the skills they needed for better jobs.

Because many Italian newcomers were poor and uneducated, Americans tended to look down on them. When a few Italians turned to crime and became notorious gangsters, some people started thinking of all Italians as criminals. As a group, however, Italian immigrants were generally more law-abiding than average Americans.

Some Americans feared that immigrants from Italy would always be poor and illiterate. Pascal D'Angelo was one of many who proved them wrong. After arriving in America, Pascal bought himself a dictionary and learned to read and write English. In time, he became a well-known poet whose work was published in national magazines.

tenement buildings
crowded and usually run-down
buildings with many small,
cheap apartments



Italian immigrants often moved to "Little Italys" such as Mulberry Street in New York City, shown in the photograph. Here, rents were cheap and living conditions crowded.



When immigrants arrived at Ellis Island, they faced the dreaded medical inspection. Those judged to be in poor health had to stay on Ellis Island until they were well. Those who never improved were sent home.

pogroms Organized and often violent persecutions of minority groups. The word *pogrom* comes from Russian words meaning “like thunder.”

26.4 Jewish Immigrants from Eastern Europe

Maryusha Antonovksy was no more. In her place stood Mary Antin, the same immigrant Jewish girl but with a new, “American,” name. Mary had also bought “real American machine-made garments” to replace her “hateful” homemade European-style clothes. “I long to forget,” she said. “It is painful to be conscious of two worlds.”

Fleeing Persecution Mary Antin’s first world had been a Jewish village in Russia. For centuries, Russians had resented Jews, who dressed, worshiped, and ate differently from their Christian neighbors. By the 1800s, Russia had hundreds of anti-Jewish laws. Jews could live only in certain areas. They couldn’t live in big cities or own land.

In 1881, assassins killed the Russian monarch: Czar Alexander II. Nervous government leaders blamed

Jews for his murder, even though the assassin wasn’t Jewish. Angry Russians raged through Jewish villages, burning, looting, and killing. These attacks, called **pogroms**, happened repeatedly for more than 30 years.

Many Jews fled these terrors, hoping to find refuge in America. Between 1881 and 1924, some 2.4 million Jews came to the United States from Russia and other countries in eastern Europe. Mary Antin’s father was one of them.

Mary’s father left for America in 1891, hoping to earn enough money to send for his family. In his first letter home, Mary sensed “an elation [joy], a hint of triumph. . . . My father was inspired by a vision. He saw something—he promised us something. It was this ‘America.’”

When Antin sent a steamship ticket for his family to join him, the people in Mary’s village gathered, filled with longing. “They wanted to handle the ticket,” Mary remembered, “and mother must read them what is written on it.”

After long rides in overcrowded trains and weeks of delay, Mary’s family finally boarded a ship in Hamburg, Germany. Although richer immigrants enjoyed comfortable cabins, the Antins were crowded together with hundreds of other passengers deep down in the ship. Seasick at first, they frequently came up on deck for fresh air, where “sailors and girls had a good many dances.”

Like most European immigrants, the Antins entered the United States via New York Harbor. Wealthier passengers in first-class and second-class cabins were questioned briefly before being admitted to their new country. But the majority of arrivals were taken on crowded barges to the immigration station on Ellis Island. Often they had to wait for hours while inspectors and doctors examined each person. Fortunately, most new arrivals spent less than a day on the island before proceeding to shore and the beginning of their new life in America.

Jewish Life in America From Ellis Island, Jews headed for New York City's Lower East Side neighborhood. There they established shops, newspapers, religious schools, and synagogues (community centers and places of worship). The Lower East Side became the most densely populated neighborhood in the city. People lived packed into cheap tenements, often sleeping three or four to a room.

Some Jews worked as street vendors, using a pushcart to sell everything from coal to second-hand clothes. Pushcart vendors saved their money to buy horse-drawn carts and then little stores. Although most Jews were poor, they arrived in America with a wide range of skills. Jews worked as cobblers, butchers, carpenters, and watchmakers. Almost half found jobs in the city's garment factories.

Jewish immigrants did whatever they could to keep their children in school. In Europe, Jews had honored educated people, but schooling had cost money. As a result, many Jews had never learned to read and write. In America, Mary Antin wrote, "Education was free.... It was the one thing that [my father] was able to promise us when he sent for us: surer, safer than bread or shelter."

Parents who made a little money often sent their sons, and sometimes their daughters, to the city's inexpensive public colleges. By 1910, more Jewish youths over 16 were still in school than were young people of any other ethnic group.

Like other immigrant groups, Jews faced prejudice and discrimination. Most private schools and clubs refused to accept Jews. Hospitals would not hire Jewish doctors; the New York Bar Association would not admit Jews (as lawyers). Many ads for jobs stated simply, "Christians only."

Still, eastern European Jews were grateful to be in their new country. One immigrant recalled, "There were markets groaning with food and clothes.... There was no military on horseback and no whips."



Immigrants were often forced to take jobs in sweatshops, such as the one shown here, where most of the work was done by women and children. Workers were usually paid 25 to 40 cents a day.



Chinese immigrants were sometimes detained for several months on Angel Island before they were allowed to enter the United States. In their crowded barracks, some carved poems on the wooden walls, expressing despair over their condition.

26.5 Chinese Immigrants

As you read in earlier chapters, the first Chinese immigrants came to the United States to seek gold in California. Later, many helped to build the first transcontinental railroad. Some of these immigrants returned to China with money they had made in America. Their good fortune inspired Lee Chew to leave his poor village for the United States in 1882.

Traveling to California Lee paid 50 dollars for a bunk on a crowded steamship making the month-long voyage to San Francisco. On the ship,

he got his first taste of foreign food and marveled at machinery he had never seen before. "The engines that moved the ship were wonderful monsters," he wrote, "strong enough to lift mountains."

Lee arrived just in time. In the United States, anti-Chinese sentiment (feeling) had been building ever since whites had pushed Chinese off their mining claims. As the number of Chinese immigrants increased, labor leaders warned of hordes of Chinese workers who would work for less pay than whites and take away their jobs. In 1882, Congress passed an Exclusion Act that banned Chinese laborers from immigrating to the United States. The law also denied Chinese immigrants the right to become citizens.

As a result of the Chinese Exclusion Act, Chinese immigration slowed to almost nothing. Then, in 1906, an earthquake and fire destroyed much of San Francisco, including most birth records. Suddenly, many Chinese men could claim to be native-born citizens. As citizens, they were allowed to bring their wives and children to the United States.

Chinese claiming American birth started arranging for people in China to immigrate to the United States as their relatives. On the long ship voyage, the newcomers studied hundreds of pages describing their "families." When they reached San Francisco Bay, they threw the papers overboard.

These "paper relatives" landed at Angel Island in San Francisco Bay. Government immigration officials "locked us up like criminals in compartments like the cages in zoos," said one Chinese immigrant. Chinese usually remained on the island for three to four weeks, but sometimes they spent months or even years there. To pass the time, they carved poems on the wooden walls with silverware smuggled from the dining halls. One wrote,

Why do I have to sit in jail? It is only because my country is weak and my family is poor. My parents wait at the door in vain for news. My wife and child wrap themselves in their quilt, sighing with loneliness.

Before being allowed to leave the island, each immigrant faced detailed questioning by suspicious officials. "How many steps are there in your house?" "Where do you sleep in your house?" "Who lives next door?" Then they asked a "family" witness from San Francisco the same questions. If the answers didn't match, officials could deport the newcomer. Nearly one in ten Chinese who came to America was sent back to China.

Chinese Life in the United States When Lee Chew arrived, he worked first as a servant, and then set up his own laundry. Many Chinese started laundries because, as Lee explained, "It requires little capital [money] and is one of the few opportunities that are open. Men of other nationalities who are jealous of the Chinese...have shut him out of working on farms or in factories or building railroads."

Like Lee, most Chinese settled in city neighborhoods like San Francisco's bustling Chinatown. Here, they could find work at Chinese laundries, restaurants, and stores. Chinese newspapers, herbal medicines, foods, and festivals provided comfort and support.

For many years, most Chinese immigrants were men. In 1900, only about 1 in 20 Chinese on the United States mainland was female. With so few women and families, the Chinese population in America began to decline. In 1880, about 105,000 Chinese lived in the United States. By 1920, just 61,600 remained.

Gradually, more women and children arrived, especially in San Francisco. Housing was closed to Chinese in most areas, so Chinatown became more and more crowded.

For white Americans, Chinatown became a tourist attraction, a "mysterious" place to see "strange faces" and eat new foods. To most Chinese immigrants, however, Chinatown was home.

Chinese immigrants settled in Chinatowns like this one in San Francisco. There they preserved the culture they had left behind.





By 1900, railroad lines linked the United States and Mexico. Trains provided convenient transportation for Mexicans, who were free to enter the United States without passports.

passport a document issued by a citizen's home government that identifies a person and permits him or her to travel to other countries

26.6 Mexican Immigrants

Soldiers were shooting all around. A flying bullet almost hit him. That was when Pablo Mares decided he had to get out of Mexico. "I had to come to the United States," he said later, "because it was impossible to live down there with so many revolutions."

Mares had been caught in the middle of a bloody civil war. The conflict began when Mexico's president allowed wealthy landowners to take over the lands of 6 million Indians and 8 million poor farmers. In 1910, landless farmers rebelled, breaking up large landholdings and giving the land to poor families. In response, soldiers attacked villages, killing thousands of peasants.

Crossing the Border The Mexican Revolution dragged on for 10 terrible years. Between 1910 and 1920, about 500,000 Mexicans entered the United States. They entered freely, without **passports** or money.

Many Mexicans walked hundreds of miles to reach the border, carrying all they owned on their backs. In just one day, a Texas reporter saw "hundreds of Mexicans, all journeying northward on foot, on burroback and in primitive two-wheel carts." Others traveled north by rail. By 1900, railroad lines connected American and Mexican cities. Railroads provided both transportation and jobs for Mexican immigrants. One Mexican newspaper reported, "There is not a day in which passenger trains do not leave for the border, full of Mexican men who are going in gangs to work on railroad lines in the United States."

Mexicans in America Many American employers welcomed the Mexicans. Expanding railroads and large-scale farms and ranches in the Southwest depended on laborers who were willing to work hard for little pay. After Congress banned Chinese immigration in 1882, these employers looked to Mexico for new workers. "Where I came from," said one Mexican construction worker, "I used to work ten hours for \$1.25.... Then I came here and they paid \$1.25 for eight hours—it was good."

Some Mexican immigrants found jobs with railroads, mines, factories, and canneries. But most found work in agriculture. Mexican farmworkers moved from region to region, harvesting crops as they ripened. They picked oranges in southern California, almonds in central California, and then apples in Oregon. They harvested cotton in Texas and Arizona, and then moved on to sugar beets in Colorado.

Farmwork paid very little. One Texas farmer said, "I was paying Pancho and his whole family 60 cents a day.... He worked from sun to sun." Children worked in the fields beside their parents to help support their families. Few of these children had a chance to attend school.

Farmworkers often lived in camps that they built near the fields. "Shelters were made of almost every conceivable thing—burlap, canvas, palm branches," said one visitor. Some farms and ranches provided housing for their workers. Either way, these temporary homes usually lacked running water and basic sanitation.

After harvest season, farmworkers sometimes moved to nearby towns. *Barrios*, or Mexican neighborhoods, sprang up on the edges of cities near such farming areas as Los Angeles, California, and San Antonio, Texas. Food stands and grocery stores in the *barrio* offered familiar tastes and smells. Residents helped each other take care of the sick and find jobs. On Mexican religious holidays, Catholic churches held special ceremonies. On those days, the *barrio* was filled with singing, dancing, and fireworks.

Many Mexican immigrants originally planned to return to Mexico once the revolution was over. Whites who believed that Mexicans were taking their jobs encouraged such returns. One wrote, "I wish the Mexicans could be put back in their country."

Mexicans who remained in the United States often faced strong prejudice. Compared to whites, they earned very low wages, and they had little say in their working conditions. In schools, white children were sometimes taught to "boss" their Mexican classmates, as they were expected to do when they grew up.

Despite these problems, many Mexican immigrants chose to stay. Like Isidro Osorio, a farm and railroad worker, they hoped for a better future in their new homeland.

"I have worked very hard to earn my \$4.00 a day," reported Osorio. "That is why I want to give a little schooling to my children so that they won't stay like I am."

Some Mexicans, such as those in this photograph, found jobs in mines. Most, however, were employed as agricultural workers.





Immigrants like the Chinese man in the cartoon above often faced discrimination and lack of acceptance in their new country.

nativism an attitude of superiority and resentment toward the foreign-born.

quota a limit based on numbers or proportions—for example, the proportion of a country's population allowed to immigrate to the United States

visas government documents that allow people from other nations to enter the country for a limited period of time

26.7 Closing the Door on Immigration

In 1920, a mob stormed through the Italian neighborhood of West Frankfort, a small Illinois town. The crowd was frustrated by a mining strike and angered by bank robberies that Italian criminals were rumored to have committed. For days, mobs beat up Italian immigrants and burned their homes. This attack reflected a surge of **nativism**, or anti-immigrant feeling, that peaked in the United States around this time.

The Tide Turns Against Immigrants The United States has always been a nation of immigrants, yet time and again nativism has sparked actions and policies directed against newer arrivals. Sometimes nativism is rooted in economic competition. Sometimes it stems from ethnic, religious, and other differences. In the 1830s, for example, Protestant nativists charged that Catholic immigrants were enemies of democracy because they owed their primary loyalty to the Pope in Rome.

The surge in immigration that began in the 1880s fueled another rise in nativism. Native-born Americans blamed immigrants for everything from slums and crime to hard times. Fearing competition for jobs, many labor leaders stoked the fires of prejudice, especially against nonwhites. In 1909, the president of the United Mine Workers wrote of Asians that “as a race their standard of living is extremely low, and their assimilation by Americans impossible.”

Restricting Immigration Politicians responded to the growing clamor against immigrants. As you have read, in 1882 Congress banned further immigration by Chinese laborers. In 1907, Japanese immigrants were forbidden entry to the United States. In 1917, Congress required immigrants to prove that they could read and write before they would be allowed into the United States.

To further limit immigration, Congress established a **quota** system in 1921 and refined it in 1924. Under this system, by 1927 only 150,000 immigrants were allowed to enter the United States each year. East Asian immigrants were completely excluded. In addition, quotas limited immigration from any one country to 2 percent of the number of people from that country who lived in the United States in 1890. Most eastern and southern Europeans had arrived after that year. As a result, most of the quota space was reserved for immigrants from England, Ireland, and Germany.

The new laws did not limit Mexican immigration. However, Mexicans now needed passports and **visas** to enter the United States. For the first time, America was closing its doors.

26.8 Chapter Summary

In this chapter, you read about the great wave of immigration to the United States between 1880 and 1920. You used an illustration to learn about the experiences of four immigrant groups from around the world who built new lives in America.

The immigrants of this period were far more diverse than earlier arrivals. Many were escaping from poverty, wars, or persecution. Others were drawn to America by the promise of economic opportunity. With their skills and labor, these new immigrants helped build the nation's booming cities and industries. But they also faced many challenges, including the tension between assimilation and preserving their way of life.

Each group of immigrants faced its own challenges in journeying to America. Once they arrived, most had to pass inspection at immigration stations like those on Ellis Island in New York Harbor and Angel Island in San Francisco Bay. There they could be denied entry and sent home.

The immigrants who did enter the country often experienced prejudice and discrimination. In cities, they crowded into their own neighborhoods and worked at lower-paying jobs. In the West and the Southwest, Mexican farmworkers labored long hours in the fields and followed the crops from region to region.

In the 1920s, anti-immigrant feeling led Congress to limit the number of people who would be allowed into the United States. These immigration-restriction laws brought an end to the great wave of immigration. But by then, the United States had become a far more diverse country. Only time would tell whether Americans would embrace this diversity and extend the promise of equal opportunity to all the nation's people.

The great wave of immigration during the late 19th century created a nation of rich, diverse cultures. People from many backgrounds came together and became Americans. In this photograph, a mix of immigrants are in class together learning English.



Science 8th Grade
Week 10

Hello All,

We have almost made it through this stay at home learning!!! I honestly can't wait to get a glimpse of you all at our graduation and I am so happy that all will be able to participate. This week is still a focus on chemical reactions and I am asking that you do a bit of research about the Photosynthesis process.

Days:

1-Use the link in google classroom to go directly to ixl learning site. It takes you directly to science for 8th grade. Choose the photosynthesis link and read the material and answer the questions. It allows you to move up if they are answered correctly. If not you get another chance. This is a way for you to learn about the chemical process.

2 and 3- Follow the directions on the Lab sheet for the Photosynthesis Lab. You will need a blank piece of paper or you can use the back of the paper. Look up Photosynthesis images and many come up. They may not include all that I require so please refer to the example I am including (it is not in color).

4-I have included a word search for those of you that love these!!

5-Read a science article on line or in a magazine and write a paragraph about how it relates to your life. Example: COVID-19 testing, new iphone, etc.

Photosynthesis Lab

Objective: Research, draw, and describe the chemical process of photosynthesis using proper academic science vocabulary.

Lab must contain:

1. Title
2. Detailed drawing of the process in color
3. All labeled showing chemical formulas, released, absorbed, activation energy, and proper names.
4. Short statement describing the process in detail. **NOTE: Be Specific!!!**
5. Your name on front

Helpful Vocabulary:

Activation Energy

Glucose ($C_6H_{12}O_6$)

Oxygen (O_2)

Carbon Dioxide (CO_2)

Absorbed

Water (H_2O)

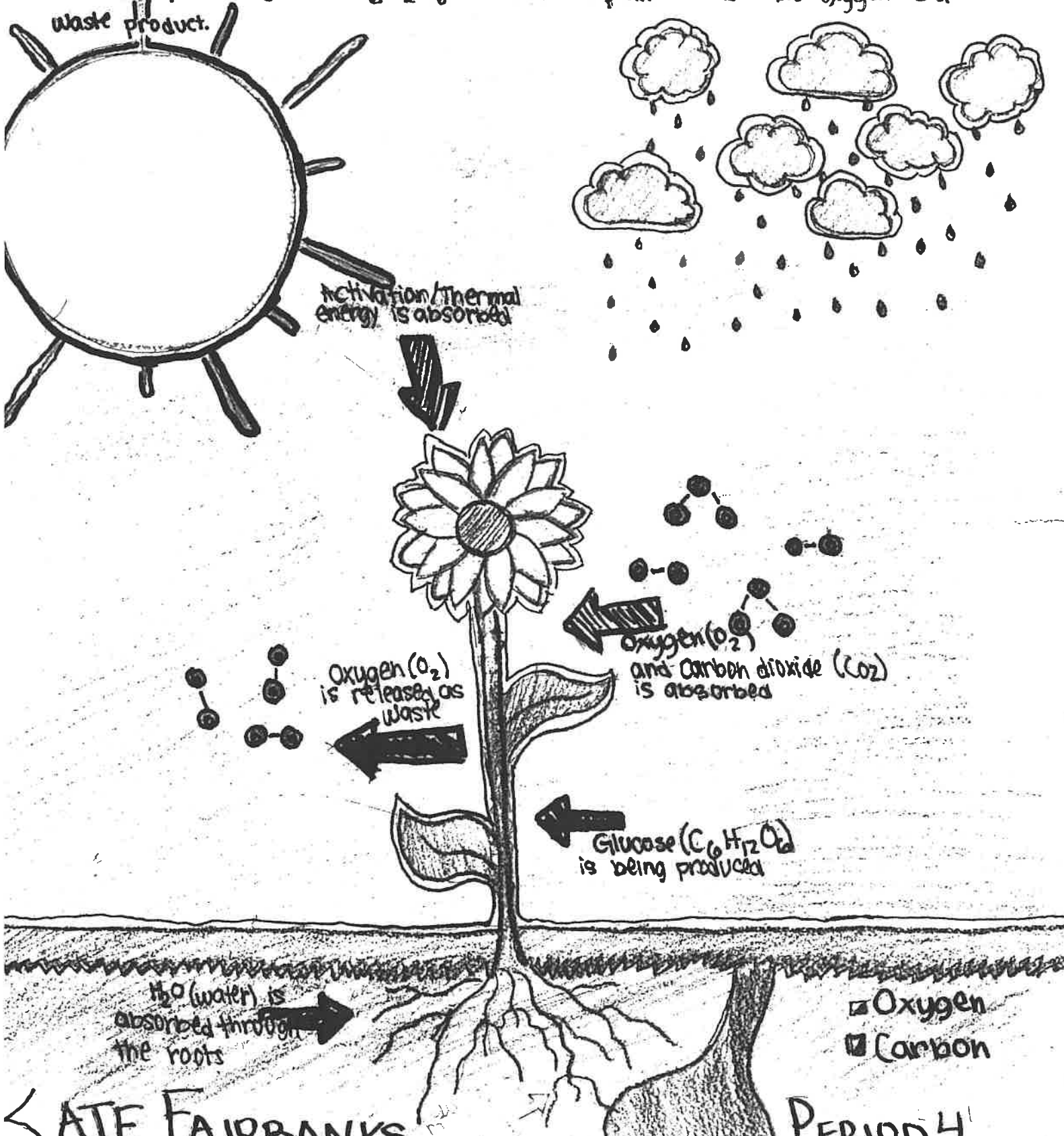
Released

Thermal Heat

Produced

PHOTOSYNTHESIS

Photosynthesis is an endothermic reaction which means it uses more energy than it releases. Activation energy or thermal heat from the sun is absorbed along with oxygen (O_2), carbon dioxide (CO_2), and water (H_2O). The plant then uses the CO_2 , H_2O , and the heat to produce glucose ($C_6H_{12}O_6$) for food. The plant releases the oxygen as a waste product.



KATE FAIRBANKS

PERIOD 4

Solutions, Acids, Bases

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

ACIDOSIS

CONCENTRATION

HEARTBURN

INSOLUBLE

PHSCALE

SODIUM

SOLUTION

WATER

ALKALOSIS

DISSOLVED

HYDROCHLORIC

MOLECULE

POLAR

SOLUBILITY

SOLVENT

ALLOY

EQUILIBRIUM

HYPERVENTILATE

NEUTRAL

SATURATED

SOLUTE

SUPERSATURATED

7 Mindsets for 8th-grade, Lesson 7.3 and 7.4, "Let Yourself Be Vulnerable", and "Act With Purpose"
(from Mrs. Applegate, School Counselor)(Week #10)

Please go to "Kari Applegate" on YouTube to view the video lesson described above.

A. "Vulnerability is terrifying. The courage it takes to reveal your heart is one of the most daunting...yet rewarding experiences in life. It will set you free."-The Better Man Project What does this quote mean to you?

B. Have you ever wanted to start something new but stopped instead of going for it?

C. Watch the video: "The Power of Vulnerability."

1. Do you ever feel afraid to show who you really are? Why?

2. In the video, each person had a word underneath their mask. What word would you choose?

3. Who do you feel you can be vulnerable with? What is it about these people that makes us feel comfortable?

4. Describe a time that you wanted to start something or do something, but you stopped yourself from doing it. Why did you stop? What fear held you back?

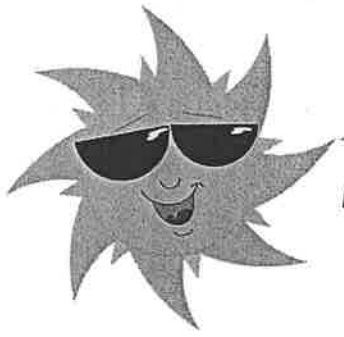
5. What could have happened if you proceeded? What will you do differently next time? How can you let vulnerability lead you in the direction of your dreams?

D. Mindset 7: "Act With Purpose" Watch the video: "Stop Procrastination"

1. Can you imagine a conversation with your future self? What does it sound like?

2. What would you like to tell your future self, right now? What do you imagine your future self would tell you right now? What things would your future self tell you to stop doing? What things would it tell you to start doing?

3. We can do so much when we put ourselves out there and decide to take that chance. Why do you think it's important to live in the moment?



Week 11



➤ Please remove these pages! ◀






Let's go on a VIRTUAL field trip!!







We are so sad we won't be able to celebrate all of your hard work at the end of this year with our class field trips. Soooo....enjoy the attached options to virtually experience amazing places all around the world!







To easily access the field trips, go to your homeroom's classroom and click on links in the slides. Enjoy the adventures!


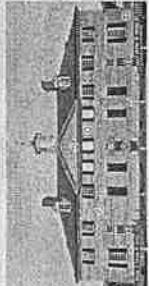

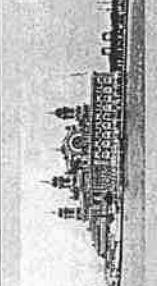
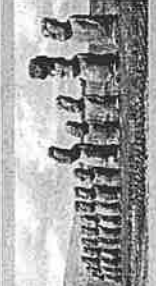

Over 50 Virtual Field Trips With Links

UPDATED (Click on colored text for links. Safe Travels!)

San Diego Zoo		<p>The San Diego Zoo has a website just for kids with amazing videos, activities, and games. Enjoy the tour!</p>
Yellowstone National Park Virtual Field Trip		<p>Mud Volcano, Mammoth Hot Springs, and so much more. Tour Yellowstone National Park!</p>
MARS!!		<p>Explore the surface of Mars on the Curiosity Rover. They are updating from WEBVR to WEBXR now, but 360 Mode offers a digital view!</p>
Animal Cameras		<p>Live Cams at the San Diego Zoo Monterey Bay Aquarium live cams Panda Cam at Zoo Atlanta 9 Animal Cams at Houston Zoo Georgia Aquarium has Jellyfish, Beluga Whales, and more</p>
Virtual Farm Tour		<p>This Canadian site FarmFood360 offers 11 Virtual Tours of farms from minks, pigs, and cows, to apples and eggs. Check out this Dairy Farm tour.</p>

<p>U.S. Space and Rocket Museum in Huntsville, AL</p>		<p>See the <u>Saturn 5 Rocket</u> on <u>YouTube</u> and more on <u>this tour</u> thanks to a real <u>father/son</u> outing.</p>
<p>Discovery Education Virtual Field Trips</p>		<p>A few of the field trip topics include <u>Polar Bears</u> and the <u>Tundra</u>, <u>Social Emotional Skills</u>, <u>STEM</u> <u>manufacturing</u></p>
<p>The Louvre and Eiffel Tower</p>		<p>Travel to <u>Paris, France</u> to see <u>amazing works of art</u> at <u>the Louvre</u> with <u>this virtual field trip</u>. Be mesmerized by views from the <u>Eiffel Tower!</u></p>
<p>The Great Wall of China</p>		<p>This <u>Virtual Tour of the Great Wall of China</u> is beautiful and makes history come to life.</p>
<p>Boston Children's Museum</p>		<p>Walk through the <u>Boston Children's Museum</u> thanks to <u>Google Maps!</u> This <u>virtual tour</u> allows kids to explore <u>3 floors</u> of fun.</p>
<p>7 Wonders of the World</p>		<p>Explore all 7 wonders of the world with breathtaking views from <u>Airpano</u>. You can read the <u>photographer's notes</u> on what being at these sites was like!</p>

<p>Planetariums</p>		<p>Explore over 60,000 stars, moons, planets, and constellations!! How about a tour at the <u>international space station</u>?</p>
<p>Music/Art!</p>		<p>Birthplaces of Music (From Louisiana to Vienna!) <u>National Music Museum</u> - Tons of instruments! <u>Metropolitan Museum of Art</u> (Explore over 26 galleries with thousands of art collections from paintings to fashion!! New York!) <u>The Van Gogh Museum</u> in Amsterdam, Netherlands. Learn about the many faces of <u>Edvard Munch</u> and works of art!</p>
<p>Rome, Italy</p>		<p>Click <u>here</u> for an Up close and <u>Personal View</u> of the Colosseum! You can also explore the <u>Pantheon</u> and the <u>Roman Forum</u>! Interested in Ancient Rome? Take a look at <u>this</u> video!!</p>
<p>Virtual Cave Tours</p>		<p>Cave Explorer, <u>Dave Bunnell</u>, has had wild adventures in caves all around the world! Follow him during his expeditions & learn more about the different types of cave formations. <u>Cave paintings!</u> Explore the <u>Son Doong Cave</u>! The world's largest cave!!</p>
<p>Aquariums</p>		<p>Take this <u>virtual tour</u> of the National Aquarium located in Maryland! You can also see live webcams of <u>Black Tip Reef</u> & The <u>Pacific Coral Reef</u>. View the <u>Seattle Aquarium</u> live! There is also the <u>Georgia Aquarium</u>.</p>
<p>Ancient Egypt</p>		<p>Explore a <u>land full of pyramids, pharaohs & Mummies!</u> Learn about <u>courses and Ghosts!</u> Play some <u>interactive games</u>, or even go on an <u>Egyptian Tomb Adventure</u>.</p>

<h2>The White House</h2>		<p>Check out this virtual tour of the White House. Enjoy a virtual tour of the White House from the Obama's.</p>
<h2>Learn about Mount Vernon</h2>		<p>This is an interesting tour of Mount Vernon.</p>
<h2>Mount Rushmore</h2>		<p>Mount Rushmore National Memorial, in partnership with the Kacyra Family Foundation and CyArk, is proud to present an online digital portal filled with multimedia materials created from the 2010 3D laser scanning project of the mountain.</p>
<h2>Ellis Island</h2>		<p>Welcome to Ellis Island! More than 12 million immigrants made their first stop in America at the Ellis Island Immigration Station between 1892 and 1954. In fact, more than 40 percent of Americans can trace their family history back to Ellis Island.</p>
<h2>Easter Island</h2>		<p>Check out Easter Island and explore the Moai up close. This is the story of a team of archaeologists and a 75-person crew who sought to unravel a central mystery of Easter Island: how hundreds of giant stone statues that dominate the island's coast were moved and erected.</p>
<h2>Take a Virtual Dive</h2>		<p>Virtual Dives - Immerse yourself in the ocean and your national marine sanctuaries without getting wet! These virtual reality voyages use 360-degree images to highlight the amazing habitats, animals, and cultural resources you can find in each national marine sanctuary.</p>